
**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

January 2006

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University of Illinois at Chicago

Office of the Provost and
Vice Chancellor for Academic Affairs

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UIC Executive Summary
2005 IBHE Report on the Participation and Success of Underrepresented Students and Staff
Focus on Recruitment and College Readiness and Transition

This report focuses on the recruitment and college readiness and transition of underrepresented minorities, women and persons with disabilities. Highlights of UIC' efforts in these areas include the followings:

- For the last decade, UIC has been ranked highly in ethnic diversity. In 2006, U.S. News ranks UIC 8th on campus diversity among national universities.
- From Fall 2002 to Fall 2004, *first-time freshmen applications* increased by 7% for women and 8% for Latinos (compared to an increase of 6% for all first-time freshmen).
- From Fall 2002 to Fall 2004, there was a 2% increase in *first-time freshmen enrollments* (compared to a drop of 10% for all first-time freshmen).
- Since 2002, *first-time professional student applications* have increased by 61% for women, by 38% for African Americans, and by 70% for Latinos (compared to an increase by 57% for all applicants).
- Since 2002, *first-time professional student enrollments* have increased by 9% for women, by 36% for Latinos (compared to an increase by 3% for all applicants).
- The *College of Medicine Urban Health Program* has significantly increased the number of qualified applicants from African Americans (from 71 to 230 or by 224%) and Latinos (from 36 to 174 or by 383%) since 2002.
- The enrollment of underrepresented minorities in the *School of Public Health* has increased by 26% (from 39 to 49) since 2002.
- In the College of Engineering, UIC is among the top fifty institutions enrolling the greatest number of minority students. In Fall 2004, underrepresented minorities comprise 19% of the total enrollment.
- African American as a percent of total graduate enrollment at UIC is about 30% higher than the national average in 2004.
- Hispanic 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 in 2004.
- From 2002 to 2004, the average of percentage of new tenured and tenure track faculty hires who are women was 44%, over 10 percentage points higher than the average of the total tenured and tenure track faculty who are women over the same period (31%).
- From 2002 to 2004, the average of percentage of new tenured and tenure track faculty hires who are African Americans was 8.7%, more than twice as larger as the average of the total tenured and tenure track faculty who are African Americans over the same period (3.7%).
- From 2002 to 2004, the percentage of new academic professionals and administrators who are African Americans increased from 12.4% to 13.5% and the percentage of new academic professionals and administrators who are Latinos increased from 8.0% to 9.4%

Best practices include the following programs for underrepresented groups:

The effective practice described in this report is the effort of two groups, one organized by the Provost and the other organized by the Vice Provost for Undergraduate Affairs. This effort gets together all campus leaders with responsibilities for underrepresented groups. It enables information sharing. Already, it has created synergy among the campus leaders. Working together, they have begun implementation of new programs aimed at helping students from underrepresented groups transition successfully to college and increasing their retention and graduation rate.

Acknowledgements

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Mo-Yin Tam
Office of Academic Affairs
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JANUARY 2006 REPORT ON RECRUITMENT AND PREPARATION OF UNDERREPRESENTED GROUPS

INTRODUCTION

UIC is strongly committed to providing “a decidedly diverse student population with access to world-class academic study.”¹ Its vision of “access to excellence” is clearly stated in its recent “UIC 2010 Strategic Thinking.” With no racial/ethnic group constituting a majority group of its student body, UIC continues to be ranked highly in ethnic diversity. In 2006, U.S. News ranks UIC 8th in campus diversity among national universities.²

The Office of Admissions and Records is the primary campus unit responsible for the recruitment of freshmen and transfer students. In addition, there are a number of offices and programs that collaborate with the Office of Admissions and Records to reach out to potential students of underrepresented groups (women, Native Americans, African Americans, Hispanics, and persons with disabilities).

U.S. News ranks UIC 8th on campus diversity among national universities in 2006.

In August 2004, the Provost appointed a Provost’s Working Group on Underrepresented students. Since then, the group (which includes campus leaders involved with recruitment, support, and retention of students of underrepresented groups) has been meeting on a monthly basis. It presented its first year-end report to the Provost at the October 12 2005 meeting, showing its findings and providing recommendations on actions better to serve students of underrepresented groups. The Provost’s Working Group will continue to meet during the academic year 2005-06 to address issues relating to the recruitment, retention, and graduation of students of underrepresented groups.

UIC has a number of summer bridge programs provided by different units aiming at preparing admitted freshmen for their transition from high school to college. Since December 2004, data about these programs have been collected. Based on this information, a committee was organized in December 2005 by the Vice Provost for Undergraduate Affairs to collect additional data on the impacts of these bridge programs on the retention and performance of their participants. The objective of this study is to identify better ways to help students’ transition into UIC perhaps through coordination of the existing bridge programs.

In addition, the data collected in 2004 show that the existing bridge programs are not sufficient to provide opportunity to all those entering freshmen that need pre-college math and/or composition remediation. Additional pre-college math and writing programs are planned for summer of 2006 to supplement the existing bridge programs. In addition, a summer bridge program will be offered for STEM (Science, Technology, Engineering, and Mathematics) students for underrepresented groups. The STEM program is funded by a new NSF ASCEND award to UIC (see “New Programs”). These new summer programs will strengthen UIC’s effort to ease students’ transition from high school to college.

Recruitment of graduate students in academic programs is primarily carried out by the Directors of Graduate Studies of the respective programs. The Graduate College provides fellowships and scholarships attracting students from underrepresented groups. In addition, the Urban Health Program is actively involved in the recruitment of students of underrepresented groups for various professional health programs.

For faculty and staff, there are programs aimed at attracting persons from the underrepresented groups. The Underrepresented Faculty Recruitment Program is designed to encourage and assist colleges and departments at UIC in the hiring of underrepresented faculty. UIC also has increased its effort in hiring and retaining women faculty in the area of Science, Technology, Engineering, and Mathematics (STEM). In addition, there are new initiatives to attract staff from underrepresented groups.

¹ *UIC 2010 Strategic Thinking*, p.22.

² See: http://www.usnews.com/usnews/edu/college/rankings/brief/natudoc/natudoc_campdiv_brief.php.

I.A.1 STUDENT RECRUITMENT

Student Enrollment Statistics

In Fall of 2004, about 55% of the students at UIC were women. The percentage of women was slightly higher (58.6%) for graduate students. African Americans made up about 8.5% of the total student body. The African American percentages were similar at all levels though slightly lower for professional students (6.9%). Latinos made up about 12.8% of the total student body. The Latino percentage was twice as large at the undergraduate level (16.3%) compared to the graduate (6.8%) and the professional level (7.1%).³

Total Students

UIC distributions of total students for the last five years (from Fall 2000 to Fall 2004) are shown in Tables I-1. In the fall of 2004, there were 24,407 students. Of them, 55.4% were women. The percentages for Native Americans, African Americans, and Latinos were 0.2%, 8.5%, and 12.8%, respectively.

Since Fall 2002, women have remained to be approximately 55% of the total student population. For minority groups, the percentage for Native Americans and that for Latinos have been about constant while that for African Americans has dropped slightly (by about 0.5 percentage points).

Undergraduate

UIC distributions of total undergraduate students for the last five years (from Fall 2000 to Fall 2004) are shown in Tables I-2. In the fall of 2004, there were 15,448 undergraduate students. Of them, 54.2% were women, 0.2% were Native Americans, 8.9% were African Americans, and 16.3% were Latinos.

Since Fall 2002, the percentage for women has dropped slightly from 55.0% to 54.2%. For minority groups, the percentage for Native Americans and that for Latinos have been about constant while that for African Americans has dropped slightly (by about 0.6 percentage points)

Graduate and Professional Students

UIC distributions of graduate and professional students for the last five years (from Fall 2000 to Fall 2004) are shown in Tables I-3.

In the fall of 2004, there were 6,581 graduate students. Of them, 58.6% were women, 0.3% were Native Americans, 8.1% were African Americans, and 6.8% were Latinos. Since Fall 2002, women have remained to be approximately 58% of the graduate student population. For minority groups, the percentages for Native Americans, African Americans and Latinos have also been roughly constant.

In the fall of 2004, there were 2,378 professional students. Of them, 54.4% were women, 0.4% were Native Americans, 6.9% were African Americans, and 7.1% were Latinos. Since Fall 2002, women as a percentage of the total professional students have increased by more than three percentage points. For minority groups, the percentages for Native Americans, African Americans and Latinos have also been roughly constant.

Enrollment of students with disabilities

IBHE Table 2 lists students with disabilities. It shows that for the academic year 2004-05, there were 234 students with disabilities, representing about 1% of the student body. Compared to the previous two years, 2004 represents a drop in the number, from 265 last year and 312 the previous year.

The data are based on the enrollment data from the academic and professional programs as well as those collected by the Disability Resource Center (DRC)⁴. Due to the loss of the director in 2003 and the interim director in 2004, a national search is underway for a permanent Director. With its new Director and additional staff resources, the Center will be able to augment data collection in its effort to serve students with disabilities.

³ Table I-11 shows comparative data for women and underrepresented minority groups for population of Illinois and ACT takers in Illinois.

⁴ The Center was previously called the Office of Disability Services.

I.A.1.a. UNDERGRADUATE RECRUITMENT

Undergraduate Recruitment Programs for Underrepresented Groups

As indicated earlier in this report, the Office of Admissions and Records is the primary campus unit at UIC responsible for recruiting undergraduate students to apply for admission to the University as either a beginning freshman or a transfer student. UIC participates in recruitment activities year round. The Office of Admissions and Records works collaboratively with colleges and other campus units including those with special recruitment programs targeted at underrepresented groups. Together, they maintain a campus recruitment calendar that allows UIC units to represent effectively UIC at school visits, college fairs, and on-campus presentations.

After the admission decisions are made, UIC launches a number of programs for admitted freshmen and transfer students from underrepresented groups. These programs are sponsored by various campus units that also offer other programs for underrepresented groups. The goal of these programs is to increase the yield from these groups of students.

In addition, programs including the President's Award Program provide financial awards to students including those from underrepresented groups. These programs are used by the Office of Admissions and Records and other campus units targeted at underrepresented groups as incentives for students to enroll at UIC.

Office of Admissions and Records: The UIC Office of Admissions and Records recruitment staff consists of 13 people, 60% of whom are minorities.

Minority recruitment is part of the overall recruitment efforts of the campus by the Office of Admissions and Records. It casts a wide net to ensure the inclusion of minority students. High schools and community colleges enrolling a large number of minority students are well represented on the list of UIC school visits. During the academic year 2004-2005, the staff from the Office of Admissions and Records visited over 300 high schools, represented UIC at 130 college fairs, visited 21 community colleges, participated in more than 50 community outreach programs sponsored by community centers, churches, YMCAs, etc. and represented UIC at the annual Illinois High School Articulation Tour. Twelve state universities jointly hosted articulation conferences for high school guidance counselors at about eight locations throughout the state.

Additionally, nearly 20,000 students were mailed recruitment information and an application. Each weekday throughout the academic year 2004-05, the Office of Admissions and Records held campus information sessions and campus tours for prospective students and their parents. Saturday office hours accommodated students and their families who were not able to visit campus during the week. In the past year, approximately 3,600 prospective students attended the on-campus Freshman and Transfer Preview Days, which are half-day programs showcasing UIC.

During the academic year 2004-05, the Office of Admissions and Records also hosted over 50 community groups on campus for information sessions and campus tours. Many of the groups were preparing minority students for college readiness. They included Introspect Youth Services, Chicago Park District, Upward Bound, and TRIO programs.

Where UIC can direct minority recruitment is with its admitted pool. Together with other campus units, the Office of Admissions and Records works to increase the yields from admitted minority students. Every admitted minority student is contacted by phone. Most of the colleges and support programs send letters to their prospective students of underrepresented groups. In the past year, UIC also held an on-campus Select UIC Day for admitted minority freshmen and their families and a Select UIC Day at Chicago City Colleges for admitted minority transfer students.

Other Campus Units

Over 20 UIC campus units have programs that support students of underrepresented groups. Those with recruitment programs include the Native American Support Program (NASP), African American Academic Network (AAAN),

Latino American Recruitment and Educational Services (LARES), Latino Committee on University Affairs (LCUA), Minority Engineering Recruitment and Retention Program (MERRP), ROTC, the Center for Research on Women and Gender (CRWG), the Urban Health Program (UHP), and the Disability Resource Center.

There are also a number of UIC programs for high school students. These programs also serve as a recruitment tool to attract prospective students. They include the SHPE High School Expo 2005 sponsored by the Louis Stokes Alliances for Minority Participation (AMP), the Spiral Workshop organized by the School of Art and Design and the Salute to Academic Achievement event organized by the central administration of the University. In addition, the Educational Talent Search (ETS) program run by TRIO works with high school students who are minority, female, disadvantaged, low-income or first generation to inform them about college opportunities, assist in applying to colleges and for financial aids. While the ETS program (funded by the U.S. Department of Education) does not recruit for UIC, some of the participants in the program choose UIC when they start college.

(1) Native American Support Program (NASP)

Goal(s): Attract Native American students to UIC.

Program(s): NASP works with the UIC recruiters to provide information on high schools with Native American student enrollment and resources related to Native American education and community events. In addition, NASP works directly with the Native American organization to identify and recruit potential UIC students.

Community outreach entails building rapport with colleagues to increase resources and networking capabilities and forming a collaborative relationship with recruiters and advisors, Chicago Public School counselors, CPS Liaison for Native American students, city colleges transfer offices, and other universities. It increases staff knowledge of administrative procedures, enhances public relations and UIC visibility, and works more effectively with potential students and their parents. The NASP staff are active members of the Native American community. They serve on various task forces and committees that plan, coordinate, and implement cultural and educational activities for Native Americans. Through working with representatives from various organizations, they have been able to build cooperative and collaborative efforts in carrying out recruitment strategies.

Progress: In order to build cooperation and collaboration with other agencies, the NASP staff is utilizing the Native American community calendar of events/programs that focus on Native American Issues. As a result, NASP has hosted a UIC/NASP information table at cultural events, parent/teacher conferences, education forums, career fairs, regional youth conferences, health screening fair, community forums, and cultural connection presentations. These events and/or programming are co-sponsored by other universities, colleges, agencies, and organizations.

Additionally, the NASP is working with several Tribal Scholarship Offices, Tribal Colleges, and Native American professional organizations regarding financial aid and educational opportunities for Native American students. The NASP obtains information on eligibility/requirement and application packets for students.

Changes: No changes planned.

(2) African American Academic Network (AAAN)

Goal(s): Increase applications and admits for African American students and decrease incomplete applications through sponsoring application workshops

Program(s): AAAN runs recruitment workshops, distributes admission materials, visits high school contacts, and participates at community college fairs. In addition, AAAN runs on-campus events for African American students including the Immersion Day and the Admission Day. Immersion Day is a program where prospective high school students are invited to spend the day on campus with current UIC students, the AAAN Ambassadors. The AAAN Ambassadors take prospective students to their classes, give them a tour of the campus, and introduce them to other college students. Admission Day (previously known as Decision Day) is an application program where invitations are sent to all Chicago metropolitan area schools with an African American population of at least 30%. If students

submit their application by a particular date, they are guaranteed to receive an admission's decision on the day of the program. This also allows the opportunity for AAAN to further counsel those students who may or may not be meeting the necessary requirements.

Progress: Since 2002, the AAAN recruitment team has expanded its outreach to high school and community colleges. It identified low to non-feeder high schools and community colleges that have a student population of at least 30% African American. The AAAN recruitment team has become the university recruitment contact for 45 high schools and 10 community colleges that meet that criterion.

During last academic year, the AAAN recruitment team distributed admissions materials to 37 high schools and serviced 55 high schools and community colleges with college fairs, application workshops, school visits, field events, telephone contacts, mailings, and inner office contacts. Overall, a total of 12,096 contacts were made.

During the academic year 2004-05, 26 students signed up to be ambassadors for the Immersion Day. There were 230 students who signed up for the Immersion Day and 116 of the participants were high school seniors. Many students who attend this program apply to the University.

In the past two years, there were over 200 students registered for the Admission Day Program.

Changes: No changes planned.

(3) Latino American Recruitment and Educational Services (LARES)

Goal(s): Attract Latino students in UIC.

Program(s): 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." Its recruitment efforts include 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. In addition, LARES has developed strong bonds with Latino educational agencies such as ASPIRA, LULAC, Instituto del Progreso Latino, and others to strengthen its recruitment efforts.

Progress: LARES recruiters have continued to visit 69 Chicago area high schools with significant Latino populations. In addition, they have visited 11 community colleges, 5 community agencies, and 3 elementary schools. For the past year, over 5,000 contacts were made to prospective students. The efforts generated 1,592 applications, 996 admits and 581 enrollments of Latino students in Fall 2005.

Changes: No changes planned.

(4) Latino Committee on University Affairs (LCUA)

Goal(s): Increase the number of Latino students in UIC.

Program(s): In cooperation with other campus units, LCUA hosts a number of recruitment events on campus including the Annual Recognition Dinner for Latino Graduates.

Progress: Since 2002, the Annual Recognition Dinner for Latino Graduates has grown steadily in its importance. It is regarded as a major event in the Latino community. In the past year, close to seven hundred graduates, guests, UIC staff and faculty, community and political leaders, and media representatives attended the dinner. This event, which highlights the success of Latino students, becomes a major retention and recruitment effort of the University, the LARES program, and Latino faculty and staff. The positive image of successful Latino students is expected to play an important role in increasing the number of high school graduates who apply to UIC.

Changes: No changes planned.

(5) College of Engineering Minority Engineering Recruitment and Retention Program (MERRP)

Goal(s): Recruit potential engineering students from the minority groups.

Program(s): The UIC Engineering High School Institute (EHSI) is a four-week program sponsored by MERRP. The Institute is designed to expose high school students to the principle of Mathematics and basic sciences.

Progress: In the past year, 23 students attended the Institute; 11 of the attendees were women, 12 were African Americans and seven were Latinos. The 2005 attendance is much higher compared to that of the previous year. In 2004, 8 students attended the Institute, including 7 women, 5 African Americans and 1 Latino.

Changes: No changes planned

(6) Center for Research on Women and Gender (CRWG)

Goals/Objectives: Encourage girls to learn more and have increased confidence in their ability in science, engineering, and technology. This would serve as a recruiting tool to attract women to the UIC STEM disciplines.

Program(s): Girl's Electronic Mentoring in Science, Engineering, and Technology (GEM-SET) online program sponsored by CRWG is a mentoring program for girls in middle and high schools and organizations such as girl scouts. GEM-SET brings minority female students from the Chicago area onto the UIC campus to expose them to college opportunities and introduce them to support network on campus such as WISE, AAAN, LARES, and others. These in-person mentoring events help to ease the transition by breaking down barriers and making students feel less isolated in the college decision-making process

Progress: During the 2004-05 school year, approximately 110 students participated in the virtual national mentoring program and approximately 120 students participated in the Chicago area GEM-SET events for a total of 230 students. Approximately 29% of the girls in GEM-SET are African American, Hispanic or Native American and a large percentage of the 13% "multi-racial" students also have heritage from these underrepresented groups.

In Fall 2004, an external evaluation was conducted by mentor Lori Kane from the Harvard School of Education. Results indicate that because of participating in GEM-SET activities, 74% of GEM-SET student members have increased confidence in their ability to master science, engineering, and technology. Complete survey results are available on the GEM-SET home page at www.gem-set.org.

GEM-SET transitioned from federal funding to private funding during fiscal year 2005 and from a national to a more regional mentoring program. New local partners such as Mirta Ramirez Computer Science Charter School, Perspectives Charter School, and Young Women's Leadership Charter School brought students to campus to experience research in science, engineering, and technology at the college level. Tours of the College of Pharmacy's Botanical Garden, the College of Applied Health Science's Virtual Technology in Medicine Lab, and the Center for Research on Women and Gender gave junior high and high school students an opportunity to meet mentors in the university environment.

Changes: No changes planned.

(7) Urban Health Programs (UHP)

Goals/Objectives: Attract underrepresented minority students to join the pre-health professional programs including those at UIC.⁵

⁵ Based on the census data cited by the Association of American College, only 4% of physicians in the State of Illinois are Latinos while Latinos represent 12.5% of the state population. See

Program(s): There are a number of early outreach urban health programs that reach out to underrepresented and underserved pre-college students to attract them to pre-health professional programs. UHP high school/college transition programs include the Hispanic Math and Science Initiative (HMSI) and Saturday College Program. All graduates of the HMSI and Saturday College program continue their education beyond secondary school.

In addition, UHP include a number of programs for high school students to come to UIC to work for research projects with faculty in the health colleges. The Mayor Daley's Summer Job Program places high school students in the U of I Hospital and the College of Ophthalmology. The Summer Residential Health Science Enrichment Program and the Summer Residential Program place high school students in a Lab in the College of Medicine. High school students in the Summer Prep Program conduct research, write a research paper, and prepare a science project in biology, ecology, or chemistry.

Progress: Since 2002, about 23% of the participants of the HMSI and Saturday College Program have enrolled in one of the U of I campuses. In total, about \$1,539, 924 are awarded to students.

Changes: No changes planned.

(8) Disability Resource Center (formerly known as the Office of Disability Services)

Goal(s): Provide accommodations and information for prospective students with disabilities.

Program(s): A Disability Liaison within the Office of Admissions and Records is knowledgeable about the admission process as well as disability issues. General questions about accommodations can be answered directly and through referral to the Disability Resource Center. To increase the exposure of the available information to students with disabilities, information is also available through materials provided by Admissions as well as additional resources including online sources (link at the main UIC webpage).

Progress: Although progress has been made, the Disability Resource Center would like to increase outreach activities to students. Currently, the ability to do so has been limited by staff availability and an ongoing transition with regard to administrative and reporting structure. A search is underway in the Fall of 2005 for the Director of the Center

Changes: Reorganization of the unit has been planned to serve better the students with disabilities.

President's Award Program

Goal(s): Attract students, including those from underrepresented groups, with outstanding records to enroll at UIC.

Program(s): The program provides tuition support to students. It organizes the President's Preview Day for perspective students and their parents.

Progress: For 2004-2005, there are 672 total President's Award recipients enrolled at all undergraduate levels. Of that number, 428 (or 64%) are women, 5 (or 1%), 225 (or 33%), and 438, (or 65%) are respectively Native Americans, African Americans, and Latinos.⁶ The Program has helped to increase dramatically the numbers of high achieving minority students at UIC: 23 new freshmen in 1985, 103 in 1990, 207 in 2000, 230 in 2002, and 253 in 2004.

<https://services.aamc.org/privatesite/index.cfm?path=/data/databook/private/&path=/data/databook/private/psbyracehispnnonhispystate.pdf> accessed 12/20/04.

⁶ Latinos include Cuban, Mexican America, Hispanic or Latino, and Puerto Rican.

Changes: The University of Illinois has expanded the criteria by which students are identified under this Program. These changes go into effect with the Fall 2005 entering class.

Undergraduate Recruitment Statistics

The undergraduate recruitment programs described above aim at increasing the enrollment of students from underrepresented groups at UIC. What are the outcomes of the effort of these programs? Table I-4 shows the enrollment data for first-time freshmen and new undergraduate transfers for the last 5 years (Fall 2001 to Fall 2004) by gender and racial/ethnic groups. The applications, acceptance, and enrollment statistics for these first-time freshmen and new undergraduate transfers (also by gender and by racial/ethnic groups) for Fall 2004 are illustrated in IBHE Table 4. Tables I-6, I-7, I-8, and I-9 show those statistics for Fall 2003, 2002, 2001 and 2000, respectively.

Applications, Admissions, and Enrollment of First-Time Freshmen from Underrepresented Groups

In Fall 2004 (IBHE Table 4), there were 12,424 first-time freshman applications. Of them, 58% (7,197) were admitted. Of those who were admitted, 38% (2,716) enrolled. Women comprised 57%, 59%, and 55% of the first-time freshman applications, admissions, and enrollments, respectively. The corresponding percentages for Native Americans were 0.3%, 0.3%, and 0.2%. Those for African American students were 13%, 10% and 10%, while those for Latino students were 17%, 16%, and 19%.

From Fall 2002 to Fall 2004, first-time women and Latino freshman APPLICATIONS have increased by 7% and 8% respectively.

How have the numbers of first-time freshman applications, admissions, and enrollments changed for students in the underrepresented groups since Fall 2002? Data in the above tables show that since the Fall of 2002 first-time freshman applications have increased for women, Native Americans, and Latinos. However, there has been a drop for African American first-time applications. As for first-time freshman enrollments, women and African American Students have experienced a drop similar to the drop for the overall first-time freshman enrollments. However, the Latino first-time freshman enrollments have increased slightly over this period.

Applications of first-time freshmen have increased from 11,727 to 12,424 (or 6%) from Fall 2002 to Fall 2004. Women first-time freshman applications have increased by 7% (from 6,638 to 7,076), about the same as that for the overall applications. First-time Native American freshman applications have increased by 36% (from 28 to 38) and first-time Latino freshmen applications have increased by 8% (from 1,947 to 2,102). On the other hand, first-time African American freshmen applications have dropped by 8% (from 1,763 to 1,627).

From Fall 2000 to Fall 2004, there was a 2% increase in first-time freshman ENROLLMENTS for Latinos (3%).

First-time freshman enrollments have dropped from 3,015 to 2,716 (or -10%) from Fall 2002 to Fall 2004. Women first-time freshman enrollments have also dropped by about 12% (from 1,705 to 1,506). The percentage reduction African Americans are 15% (from 326 to 277).⁷ On the other hand, the Latino first-time freshman enrollments have increased from 494 to 503 (or 3%) over the same period.

Applications, Admissions, and Enrollments of New Transfers from Underrepresented Groups

In Fall 2004 (IBHE Table 4), there were 4,774 new undergraduate transfer applications. Of them, 39% (1,855) were admitted. Of those who were admitted, 75% (1,386) enroll. Women comprised 57%, 58%, and 57% of the new

⁷ Census data also shows that at the national level, from 2002 to 2004, while the total enrollment in first and second year in four-year college increased (from 4,319,000 to 4,404,000), that for African Americans decreased (from 645,000 to 621,000) and that for Latino increased (from 411,000 to 496,000). See <http://www.census.gov/population/www/socdemo/school.html>.

undergraduate transfer applications, admissions, and enrollments, respectively. The corresponding percentages for Native Americans were 0.5%, 0.4%, and 0.4%. Those for African American students were 12%, 7% and 8%, while those for Latino students were 11%, 13%, and 13%.

How have the numbers of new undergraduate transfer applications, admissions, and enrollments changed for students in the underrepresented groups since Fall 2002? From Fall 2002 to Fall 2004, there was a drop in the overall new undergraduate transfer applications and enrollments. Correspondingly, there were similar drops for women, African Americans, and Latinos.

From fall 2002 to 2004, overall new undergraduate transfer applications dropped by 11%. Correspondingly, the drops for women, African Americans, and Latinos were 6%, 11%, and 9% respectively.

New transfer enrollments have also dropped, in part due to changes in the policies for acceptance of transfer students (the minimum hours necessary for transfer was raised). The drop was from 1,973 to 1,386 (or 30%) for all new undergraduate transfers from Fall 2002 to Fall 2004. Women experienced a similar relative drop of 28%. For minority groups, the drops were 0% for Native Americans, 44% for African Americans and 27% for Latinos.

I.A.1.b. GRADUATE AND PROFESSIONAL STUDENT RECRUITMENT

Graduate and Professional Student Recruitment Programs for Underrepresented Groups

The recruitment of graduate students is primarily the responsibility of the individual graduate departments and colleges. Each of the 13 colleges that offer graduate programs has a minority recruitment program. The Graduate College, through its Recruitment and Minority Affairs Unit, offers several professional development and financial support initiatives that are designed to recruit, retain and graduate underrepresented students. These programs include the Abraham Lincoln Fellowship and the Summer Research Opportunity Program. There are also a number of Urban Health Programs aimed at increasing the number of Latino health graduate and professional students.

Abraham Lincoln Fellowship⁸

Goal(s): Increase the excellence and diversity of the graduate student body.

Program(s): One part of this program is for recruitment of new graduate students to UIC.⁹ Its aim is to attract applicants who have overcome economic and educational obstacles to achieve academic success and to assist with retaining the students by providing financial support. The faculty from a candidate's department nominate the applicant for the Lincoln Fellowship. Selection criteria are based on nominee's previous academic record, standardized test scores, personal statement, and letters of recommendation. Applicants must be citizens or permanent residents of the United States, who have participated in a McNair Scholars Program, or have attended an historically Black College or University, an Hispanic Serving Institution or a Tribal College or students who come from groups that have been traditionally underrepresented in graduate programs.

Progress: In the past year, the Lincoln Fellowship stipend was \$16,000. The program was able to fund seven students. All of the Lincoln Fellows are in good academic standing and making progress towards their degrees.

In order to promote a support network and develop a community of scholars, the Abraham Lincoln Fellowship program has created a listservs for its Fellows. A research forum has been developed for the Fellows to share their research. The program has planned to pilot a mentorship program modeled after the Partnership for Success Program at the University of Wisconsin at Madison.

Changes: No changes planned.

Summer Research Opportunity Program

Goal(s): Introduce college sophomores and juniors from historically underrepresented ethnic groups to academic research. The program is designed to increase the number of Latino, Native American, and African American graduate students at UIC and the other universities of the Committee for Institutional Cooperation.

Program(s): The SROP is a ten-week, structured program that introduces upper level undergraduate students from underrepresented groups to academic research and life in academia. The program includes academic development information sessions about graduate programs, graduate application, and fellowship workshops. In addition, within the SROP there is a Transitions program designed for incoming graduate students and former SROP fellows.

Progress: Over the past year, the program has evolved to a "pipeline program" aiming at recruiting students to UIC graduate programs. Of the 2005 SROP cohort, nine of the Transitions students will be enrolled in a graduate program in Fall 2005. Of them, seven will be attending graduate programs at UIC.

Changes: No changes planned.

⁸ This program is previously known as the Diversity Fellowship Program

⁹ The other part of the program is for continuing graduate students.

Urban Health Programs (UHP)

Goal(s): Increase the number of underrepresented minority students in health graduate and professional programs.

Program(s):

UHP has nine components: the Graduate College, the College of Education-Early Outreach, the Academic Center for Excellence and six health colleges (Applied Health Sciences, Dentistry, Medicine, Nursing, Pharmacy, and Public Health).

The Graduate College UHP hosts a Summer Research Opportunity Program (SROP) for students who are interested in health professions and biomedical sciences to work one-on-one with a faculty mentor.

The College of Education-Early Outreach UHP offers a number of programs for high school students to introduce them to the health professions. These programs include Hispanic Math and Science Education Initiative, Health Science Enrichment Program/Minority Access to Research Centers and a High School Summer Public Health Institute.

Academic Center for Excellence (ACE) UHP provides academic support to students through counseling and advising. It also runs individualized preparation for standardized tests such as MCAT and GRE.

Applied Health Sciences UHP hosts information sessions, open houses, and orientation for its underrepresented minority students

College of Dentistry UHP provides scholarship to underrepresented minority students through its Ambassador Program of the College of Dentistry. In addition, underrepresented pre-dental students participate in Post-Baccalaureate Programs sponsored by Dentistry. In addition, the College hosts summer review courses for underrepresented students in collaboration with the Chicago Area Health and Medical Career Program.

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.

College of Nursing UHP runs workshops, conferences, and seminars for graduates of Associate Degree of Nursing programs in Chicago as part of its recruitment effort.

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 by providing academic enrichment programs and community outreach activities.

School of Public Health UHP organizes recruitment conferences for students including those 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.

Progress:

Highlights of progress of the UHP programs include the followings:

The Graduate College UHP has increased the number of recruitment and outreach events. In Fall 2004, the Graduate College introduced a new program to prepare students for the GRE General test. The gre@uic is a 9-week intensive program designed to prepare students for all portions of the GRE: verbal; quantitative and analytical essay. The program is currently being marketed with the help of UHP Nursing, Native American Support Programs, Latin American Recruitment and Educational Services Program, and the African American Academic Network.

Also, In collaboration with the three major ethnic academic support programs (Native American Support Programs, LARES, and AAAN), the UIC UHP Graduate College has introduced the UIC Recruitment Initiative (UIC RI). The staff presents workshops about UHP, Graduate College, McNair, and the Summer Residential Enrichment Program to students served by these support programs. The UIC RI provided rapid results at adding visibility to the many programs of the UHP Graduate College.

One immediate outcome of these recruitment efforts is that in 2004-2005, there were five Native American students in its SROP program. Two of these students enrolled the graduate programs in the Fall of 2005. Of the nineteen Urban Health Program students in the SROP program this past year, five have been admitted to UHP graduate/professional programs at UIC.

Currently, the UHP Graduate College is upgrading its database so that all degree-granting units within UIC have access to the lists of prospective applicants and their contact information. This should generate greater results from recruitment events and lead to an increase in UHP students.

College of Dentistry UHP continues to develop and implement programs and services designed to recruit, enroll, and retain underrepresented minority students and staff. It is collaborating with partners both on and off campus to assist us with its student and faculty recruitment efforts.

Since 2002, the College of Medicine UHP program has increased significantly the number of qualified applicants from African Americans (by 224%) and Latinos (by 383%).

College of Medicine UHP has increased significantly the number of its qualified applications from underrepresented minorities from 2002 to 2004, partly through improving the performance of targeted minority students on their Medical College Admission Test (MCAT) scores. For African Americans, the increase was 224% (from 71 to 230). For Latino, the increase was 383% (from 36 to 174). It also provides a post-baccalaureate program of study opportunity to targeted UHP candidates who need to strengthen their basic science preparation prior to their

enrollment in the College of Medicine. Total number of participants in this program was 20, 18, and 17 in 2002, 2003, and 2004, respectively.

College of Nursing (CON) UHP has formed partnerships with external organizations to recruit students and promote the nursing profession especially to students from the underrepresented groups.

- The CON UHP Coordinator is a committee member for the Medical and Health Career Academy at Julian and Sullivan High Schools in Chicago, Illinois. As a result of affiliation with this program, a College Prep seminar was held at the College of Nursing for Academy students and their parents
- A mass mailing was sent in the Fall of 2004 to Chicago Public High Schools regarding programs at the College of Nursing and requesting invitations to participate in college fairs held at the high schools or opportunities to give a presentation on nursing to students. As a result, the Urban Health Program attended college fairs at Whitney Young High School and Kenwood Academy. A presentation was given at Senn High School. Bogan High School students visited the College of Nursing for a presentation on nursing and hands-on activities. Beethoven Elementary students have also visited the College of Nursing for a presentation on nursing.
- The CON UHP coordinator collaborated with another staff member in the College of Nursing to attend a recruitment event at West Side Technical Institute in Chicago, Illinois for the Career Ladders grant. A presentation on the nursing program at UIC was given to recruit students.
- A partnership with Chicago City Colleges is being formed to recruit students for the RN-BSN program. The first visit was to Daley College and visits to more community colleges will be planned for the Fall 2005 semester. Because of articulation agreements that are in place between the City Colleges and the UIC College of Nursing, students that complete the RN associate degree program at the City/community colleges can transfer to UIC to complete their Bachelors degree.
- The CON UHP collaborated with the UIC Early Outreach and Saturday College Program to host a Nursing Day at the College of Nursing. Early Outreach students visited the college for a presentation on nursing as well as hands-on activities performed in the nursing profession. Over 100 students in grades 8-12th attended. .

College of Pharmacy UHP has collaborated with CVS/pharmacy, Osco, the Chicago Public Schools, and with several of the grassroots organization to offer a pharmacy workforce development program targeting Chicago high school students. Increasingly, the College has also targeted their recruitment efforts in Historically Black Colleges and Universities (HBCU). Approximately, 20% of the 2005 pharmacy applicant pool was underrepresented minorities.

School of Public Health (SPH) UHP

- The average enrollment of disadvantaged African Americans, Latinos, Native Americans, and Whites as a percent of total enrollment in the UICSPH in the last ten years was 22.3%. This percent is third highest among all schools of public health in the nation (just lower than University of Puerto Rico and University of Texas).

In 2004, the enrollment of disadvantaged underrepresented minorities and whites as a percentage of total enrollment (22.3%) in the UIC School of Public Health is the third highest in the nation.

- In the past ten years, among US domestic students, the UICSPH has exceeded the national average percent of disadvantaged African American and Hispanic/Latinos from Health Professions Shortage Areas (HPSAs) enrolled in a school of public health. Also during these years, the UICSPH has exceeded its individual goal of approximately 30 students annually. Since 2002, the enrollment of underrepresented minorities in the SPH has increased by 26% (from 39 to 49).¹⁰
- UICSPH has increased the interest of K -12 students in health professions and public health. It has also increased the performance (standardized test scores) of K-12 students in its pipeline.

From 2002 to 2004, the enrollment of underrepresented minorities in the School of Public Health increased by 26% (from 39 to 49).

Changes: No changes planned.

Graduate and Professional Students Recruitment Statistics

The graduate and professional student recruitment programs described above aim at increasing the enrollment of students from underrepresented groups at UIC. What are the outcomes of the effort of these programs? Table I-5 shows the enrollment data for new graduate and new professional students from Fall 2000 to Fall 2004. The applications, acceptance, and enrollment statistics for these two groups of students for Fall 2004 are illustrated in IBHE Table 4. Tables I-6, I-7, I-8, and I-9 show those statistics for Fall 2003, 2002, 2001 and 2000, respectively.

New Graduate Students

IBHE Table 4 shows that for Fall 2004 there were 9,186 new graduate student applications. Of them, 37% (3,408) were admitted. Of those who were admitted, 46% (1,557) enrolled. Women comprised 55%, 57%, and 59% of the new graduate student applications, admissions, and enrollments, respectively. The corresponding percentages for Native American were 0.1%, 0.2%, and 0.3%. Those for African American students were 6%, 7% and 8%, while those for Latino students were 8%, 8%, and 6%.

How have the numbers of new graduate applications, admissions, and enrollments changed for students in the underrepresented groups from Fall 2002 to Fall 2004?

¹⁰ In 2000, 2001, 2002, 2003 and 2004 African-American and Hispanic/Latinos account for 42 (32 %), 34 (23.3 %), 39 (24.4 %), 42 (26.8 %), and 49 (20.6 %) respectively of all students enrolled at UIC SPH.

Since 2002, the overall new graduate student applications and enrollments have dropped. Similar drops have occurred for women, African Americans and Latinos.

For new graduate student applications, the drop for women was 5%, while that for African Americans and Latinos were 7% and 8% respectively, corresponding to an overall drop of 10%.¹¹

For new graduate student enrollments, the drop for women was 32% while that for African Americans and Latinos were 27% and 37% respectively, corresponding to an overall drop of 26%.¹²

First-Time Professional Students

IBHE Table 4 shows that for Fall 2004 there were 7,762 new professional student applications. Of them, 21% (1,617) were admitted. Of those who were admitted, 36% (575) enrolled. Women comprised 54%, 56%, and 58% of the new professional student applications, admissions, and enrollments, respectively. The corresponding percentages for Native Americans were 0.5%, 0.4%, and 0.2%. Those for African American students were 8%, 8%, and 6%, while those for Latino students were 6%, 8%, and 7%.

How have the numbers of first-time professional applications, admissions, and enrollments changed for students in the underrepresented groups from Fall 2002 to Fall 2004? Applications have gone up for all underrepresented groups. Enrollments of first-time professional students have also gone up for women and Latinos but have gone down for African Americans.¹³

Applications of new professional students have increased by 61% (from 2,592 to 4,180) for women, 14% (from 35 to 40) for Native American, 38% (from 430 to 594) for African Americans and 70% (from 291 to 495) for Latinos. These are compared to 39% (from 5,572 to 7,762) for the total new professional students.

From 2002 to 2004, the increase in first-time professional student ENROLLMENTS is relatively greater for women and Latino students (respectively 9% and 36%) than for all students (3%).

From 2002 to 2004, there have been increases in first-time professional student APPLICATIONS for women (61%), for African Americans (38%) and for Latinos (70%), compared to an increase of 57% in the overall applications.

First-time professional enrollments have increased by 9% for women (from 306 to 335). Latino first-time professional enrollments also have increased from 28 to 38 (about 36%).¹⁴ On the other hand, African American professional student enrollments have

dropped by 14% (from 43 to 37) over the same period.

¹¹ The Native American new graduate student applications were 11 in Fall 2004, lower than that in Fall 2002 (13).

¹² The Native American new graduate student enrollments were 5 in Fall 2004, higher than that in Fall 2002 (4).

¹³ The Native American first-time professional student enrollments were small. There was only one in Fall 2004.

¹⁴ These are much greater increases relative to the increase of 6% in total new professional students.

I.A.2. FACULTY AND STAFF RECRUITMENT

Faculty

Faculty Statistics

Table I-12 shows the distributions of tenured and tenure-track faculty (by gender and by ethnic/racial groups) over the last 5 years (Fall 2000 to Fall 2004). Since 2002, the percentage of tenured and tenure-track faculty who are women has dropped by 0.1 percentage points (from 30.8% to 30.7%). For underrepresented minority groups, the percentage for Native Americans dropped by 0.1 percentage points (from 0.1 to 0.9). The percentage for African Americans remained constant at 3.7% and the percentage for Latinos dropped by 0.4 percentage points (from 4.8% to 4.4%).¹⁵

Faculty Recruitment Programs for Underrepresented Groups

Underrepresented Faculty Recruitment Program (UFRP)

Goal(s): Encourage and assist colleges and departments at UIC in the hiring of underrepresented faculty. The aim is to get a more diverse faculty, which matches the diversity of the UIC student population.

Program(s): Underrepresented Faculty Recruitment Program (UFRP) at UIC is an extension of the Minority Recruitment Program (MFRP) which has been operational since 1989 for hiring African-American, Latino and Native American candidates to tenured or tenure-track positions. Faculty are defined as underrepresented and eligible for UFRP, if their gender is such as to meet either of two criteria:

1. African American, Latino, or Native American faculty – these groups are automatically included since the UFRP is an extension of the Minority Faculty Recruitment Program (MFRP).
2. Asians/Pacific Islanders, women or men being recruited into disciplines for which the diversity of faculty does not approximate the student body. Specifically the criteria is $C < A < T$, where C and A respectively denote the current and available percentages of faculty members with the same racial or gender status in the discipline, and T is the desired target percentage, defined as one half of the percentage of the student population at UIC with the same race or gender.¹⁶

Recurring salary funds up to \$20,000 are available per faculty member. These funds are released to the college for the duration of the faculty member's tenure at UIC. Research support is also available up to a maximum of \$10,000 per year for each of the first three years of employment for underrepresented faculty recruited under this program. All faculty receiving research support under this program are required to submit a report to the Vice Provost for Faculty Affairs annually for the duration of the research program.

Progress: Since its conception, the program has provided almost \$2 million of support to 101 faculty members. Of them, 66 are women, 44 are African Americans, and 36 are Latinos. All 13 colleges at UIC have benefited from the MFRP since its inception. Since 2002, the combined percentage of African American, Asian/Pacific Islanders, and Latino tenure-track faculty rose from 33.3% of the total to 39.9% of total tenure-track faculty, set against an overall loss of nearly 70 tenure-track faculty.

Changes: No changes planned.

Faculty Recruitment Statistics

Tables I-17 shows the new hires of tenured and tenure track faculty, by gender and race/ethnicity, for the last 5 years (from Fall 2002 to Fall 2004). The percentages of new hires who are women and underrepresented minorities are

¹⁵ Table I-13 compares the data (by gender and by underrepresented minority groups) for tenured and tenure-track faculty in Fall 2004 at UIC to the Population 15 years or over with doctoral degree in 2004 in the United States.

¹⁶ See also http://www.uic.edu/depts/oa/policies_proced.html

significantly higher than the corresponding percentages of the total tenured and tenure track faculty who are women and underrepresented minorities. However, they have been decreasing since 2002.

From 2002 to 2004, average percentage of the new tenured and tenure track faculty hires who are women was 44 %, over 10 percentage points higher than the average percentage of total tenured and tenure track faculty who are women (30%) over the same period.

For 2002, 2003 and 2004, percentages of new hires who are women were 54.1%, 43.7%, and 33.3%. They are higher than the percentages of total tenured and tenure track faculty who were about 30% over the three years. However, the 33.3% figure in 2004 is significantly lower than the 54.1% in 2002.

African Americans new hires as percentages of total new hires were 9.5%, 7.0%, and 8.7% respectively for 2002, 2003, and 2004. They are twice as large as the percentage of the total tenured and tenure track faculty who are African Americans in these years (about 3.7%).

Latino new hires as percentages of total new hires were 4.1%, 4.2%, and 2.9% respectively for 2002, 2003, and 2004. They represent a drop from 2002 to 2004. They are also lower than the percentage of the total tenured and tenure track faculty who are Latinos in these years (averaged to about 4.7%).

From 2002 to 2004, average percentage of the new tenured and tenure track faculty hires who are African Americans was 8.4 %, more than twice as large as the average percentage of total tenured and tenure track faculty who are African Americans (3.7%) over the same period.

Staff **Staff Statistics**

Table I-14 shows the distributions of academic professionals and administrators (by gender and by ethnic/racial groups) over the last 5 years (Fall 2000 to Fall 2004). From 2002 to 2004, the percentage of academic professionals and administrators who are women were constant at about 64%. For underrepresented minority groups, the percentages were roughly the same over this period. It was about 0.5% for Native Americans, 15% for African Americans and 7.8% for Latinos.

Table I-15 shows the distributions of support staff (by gender and by ethnic/racial groups) over the last 5 years (Fall 2000 to Fall 2004). From 2002 to 2004, the percentage of support staff who are women increased by 0.5 percentage points (from 67.6% to 68.1%). It was constant for Native Americans at 0.2% over this period. There was a drop of 0.6% percentage points (from 44% to 43.4%) for African Americans and an increase of 1 percentage point (from 15.4% to 16.4%) for Latinos.¹⁷

Staff Recruitment Programs for Underrepresented Groups

Community Jobs Initiative

Goals/Objectives: Increase staff from the underrepresented groups.

Programs: the University enrolled a number of people from the community in a learner/trainee program that waives customary civil service requirements and provides on-the-job training leading to permanent employment.

Changes: This program has been scaled back due to budgetary restraints.

¹⁷ Table I-16 compares the data (by gender and by underrepresented minority groups) for staff in Fall 2004 at UIC to the 2000 Census Population in Illinois.

Search Commitment to Underrepresented Groups

Goals/Objectives: Increase staff from the underrepresented groups.

Programs: The Office of Access and Equity provides all staff search committees the information of the degree to which the staffing reflects the pool of potential candidates.

Progress: Search committees are urged to set realistic gender and ethnic/race goals for their applicant pool. Job openings are routinely published in local papers that serve underrepresented groups. Those searches that reach outside Chicago and Illinois advertise in noted minority publications and post openings in relevant underrepresented professional groups.

Changes: No changes planned.

Staff Recruitment Statistics

Table I-18 shows the new hires of academic professionals and administrators, by gender and race/ethnicity, for the last 5 years (from Fall 2002 to Fall 2004). Since 2002, the percentage of the new hires who are women has declined (from 68.3% to 63.2%) while the percentages have increased for both African Americans and Latinos (from 12.4% to 13.5% and from 8.0% to 9.4% respectively).

Table I-19 shows the new hires of support staff, by gender and race/ethnicity, for the last 5 years (from Fall 2002 to Fall 2004). From 2002 to 2004, the percentage of the new support staff who are women has declined from 76.5% to 68.7%. For African Americans, the percentage increased from 35.8% to 36.7%. On the other hand, the percentage for Latinos dropped from 37.2% to 33.5%. However, these percentages are still much higher than the percentages of total support staff who are Latinos (averaged about 16% over the same period, as shown in Table I-15.)

From 2002 to 2004, the percentage of new academic professionals and administrators who are African Americans increased from 12.4% to 13.5% and the percentage of new academic professionals and administrators who are Latinos increased from 8.0% to 9.4%.

I.A.3. College Readiness and Transition Programs

UIC currently has five bridge and orientation programs, which prepare students to transition from high schools or community colleges to UIC. The College of Architecture and the Arts offers a bridge program for all of its first-time freshmen. The other four bridge programs serve new students, many of them are from the underrepresented groups.

Bridge Programs for New Students from Underrepresented Groups¹⁸

Bridge to College Writing, College of Liberal Arts and Sciences

Goal(s): Give students additional practice in writing and possibly upgrade their placement prior to beginning their career at UIC.

Program(s): This is a five-week bridge program to college writing. The participants of the program are students who have taken their UIC placement test in English and have placed below English 160.¹⁹ The instructors of this program provide meticulous and individualized attention to students and their work assignments. 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 the writing center during the program.

Progress: About 90 students participated in this LAS Summer Bridge program in summer of 2004. The Director of this program has been following up with the performance of the participants after they finished the program. They seem to perform well relative to their peers. For example, compared to those students who were also placed into remedial composition in Summer 2002 but did not participate in the Summer 05 Bridge Program, the LAS 2002 Summer Bridge participants²⁰ tended to complete their composition more quickly²¹, have a higher GPA (by about .4 out of a scale of 5), and higher three-year retention rate (60% for participants versus 46% for non-participants).

Changes: No changes planned.

Latino American Recruitment and Educational Services (LARES) Summer Bridge Program

Goal(s): Increase enrollment, retention, and graduation rates of Latino students. This implies empowering Latino students, providing educational and professional support and preparing leaders to make meaningful contributions to an academic environment.

Program(s): The LARES program offers a six-week summer bridge program for qualifying incoming freshmen.²² The program introduces participants to college-level studies in reading, writing, Latino literature, and mathematics. A Monday series of workshops and presentations that prepares students for college success are given throughout the six weeks of the program.²³

Progress: The average number of participants in the past LARES Summer Bridge programs is 80 in the past 5 years. It has had a retention rate of about 70%.

Changes: No changes planned.

¹⁸ The College of Arts and Architecture also offers a bridge program to all admitted new students.

¹⁹ From 2002 to 2004, there were 152 participants in the program. Of them, 26% are underrepresented minorities.

²⁰ There were 58 students in the 2002 LAS Bridge to College Composition Program.

²¹ 58% of participants of the Summer 2003 Bridge versus 43% of non-participants passed English 161 within the first 2 years at UIC.

²² The participants of the LARES summer bridge programs including LARES incoming freshmen admitted to the College of LAS under the category of ECSP (Enrollment Contingency Support Program), and students admitted to the College of Business with the condition that they would attend the summer LARES program.

²³ LARES used ALEKS (Assessment and Learning in Knowledge Spaces) a web based learning assistant for math in its 2005 summer bridge program. Depending on the results from the use of ALEKS in the 2005 summer bridge cohort (and funding), ALEKS might be used for future summer bridge students.

Minority Engineering Recruitment and Retention Program (MERRP) Preparing for Major in Engineering (Prep-ME) Program

Goal(s): Enhance freshman year experience and student success as well as improve retention and graduation of underrepresented groups in the College of Engineering.

Program(s): Pre-ME is a six-week summer program for both freshmen and new transfer students designed to serve as an introduction to the campus as well as Engineering as a major and as a profession. This program offers a Mathematics workshop and a Computer exploration course. These classes are offered in conjunction with academic, professional, and technical preparation towards an engineering degree.

Progress: In summer 2005, there were 21 participants. About 65% of them got a grade of A or B in the Math Workshop and 50% of them got a grade of A or B in the Math and Computer Exploration program.

Changes: No changes planned.

TRIO/Academic Support Program (ASP)

Goal(s): Provide support services that aim to increase the retention and graduation rates of low-income, first-generation college students, and students with disabilities. Most of the participants of this program are students from the underrepresented groups. This program is federally funded by the Department of Education.

Program(s): The TRIO/ASP seven-week transitional Summer Bridge Experience for new incoming freshmen is specially designed to address the needs of entering minority students and other students who could benefit from a summer pre-college experience that helps to build a bond between them and the university community. Priority is given to students from low- income and first-generation college families and/or students with disabilities. The program also provides a transition for Upward Bound and Talent Search students that enroll at UIC.

The TRIO/Academic Support Program Summer Bridge Experience includes:

- A program of courses in English composition and mathematics
- Computer learning assistance
- An orientation to college culture, policies and procedures, and sources of help
- Academic advising and tutorial services
- Career guidance and counseling services
- Field trips to the theatre, musical performances, and other special activities help students develop as well-rounded individuals and provide opportunities for them to develop relationships that will be supportive as they matriculate at UIC.

Progress: Since its establishment, the TRIO/Academic Support Program Summer Bridge Experience has prepared more than 1,200 students for success as freshmen at UIC. Students have the opportunity to meet a variety of academic and career oriented service providers (i.e., Career Services, African American Academic Network, McNair Program) at UIC before beginning classes. They are also introduced to the college experience with workshops on how to manage time, study, and negotiate the college system in areas such as financial aid and safety. The best incentive to continue college is that the students attending Summer Bridge gain college credit so as to reduce the time and number of classes required through to graduation.

Changes: No changes planned.

Orientation Programs for New Students of Underrepresented Groups

All incoming first-time freshmen and new transfers are invited to participate in an orientation program. Various underrepresented minority support units offer orientation to the respective minority groups. In addition, there is a parent orientation program sponsored by the Office of Student Development Services.

Native American Support Orientation Program (NASP) for Native American Students

Goal(s): Increase the retention and graduation rates of Native American students at UIC.

Program(s): NASP organizes an orientation program for first-time freshmen and new transfers. The program includes student development including time management, study skills, vocabulary enrichment, and test taking skills.

Progress The program continues to serve all Native American first-time freshmen and new transfers.

Changes: No changes planned.

AAAN Summer Institute for Academic Excellence (SIAE)

Goal(s): Enhance the success of African American and improve their retention and graduation rates.

Program(s) SIAE was piloted in Fall 2003. The program provides African American new freshmen information about UIC and skills in the areas of English and Math. It challenges students to receive an A in their first English and Math courses.

Progress: Of the 11 participants of the SIAE in 2003, six achieved a GPA of C or better in the Fall 2003.

Changes: No changes planned.

LCUA (Latino Committee on University Affairs) Orientation for Latino Students

Goal(s): Help new Latino freshmen transition to college.

Program(s): In cooperation with the LARES program, the LCUA provides a New Student Family Orientation for incoming freshmen. At these orientations, students and their families are provided with information regarding financial aid, academic policies, advising, and recommendations for college success. They are also introduced to LARES staff as well as representatives from the LCUA. The orientations are offered both in English and in Spanish.²⁴

Progress: This past year there were 448 students and parents in attendance. The overall feedback from the orientation participants is positive. Most appreciated is the fact that the programs are offered in both English and Spanish.

Changes: No changes planned.

Disability Resource Center (DRC)²⁵ Program for Students with Disabilities

Goal(s): Ensure equal access to classes, programs, services and facilities and increase retention and graduation rates for students with disabilities.

Program(s): The Disability Resource Center provides information and accommodation to students with documented disabilities. The DRC staff provides one-day individualized campus orientations to newly enrolled students registered with the center. During the orientation, a DRC associate leads students through their course schedule by visiting the buildings in which their classes are located, as well as student resource and meeting spaces; students are directed to note accessible doors, elevators, and restrooms. Accommodations provided throughout the academic year include assistive technology, communications access, room relocation, and document conversion.

²⁴ The Rafael Cintron-Ortiz Latino Cultural Center also hosts events every Thursday night for Latino students.

²⁵ The Disability Resource Center is formerly known as the Office of Disability Services.

Progress: DRC strives to encourage these students to continue to take advantage of the assistance and services provided by the Center. Since the fall of 2005, weekly e-mail newsletter has been sent to participants.

I.B. New Programs and Initiatives

I.B.1. Student Recruitment

New Recruitment Programs for Undergraduate Students from Underrepresented Groups

There are a number of new recruitment programs sponsored by minority support groups including AAAN and LARES and by individual colleges including the College of Business Administration (CBA).

African American Academic Network (AAAN) 'Intent to Enroll' Program

Goal(s): Increase the yield from the admitted African American new freshmen.

Programs: Starting Fall of 2005, admitted students are asked to submit the Intent to Enroll Form. In the past year, African American students represented the largest group who submitted late forms. As a result, many were categorized as wait-list admissions. Only 272 out of 825 admits were identified as registrants for orientation.

Progress: In an effort to increase the Intent to Enroll forms for African American students, AAAN is seeking funding to sponsor matriculation programs and/or events that will assist and motivate students to make earlier college choice decisions.

Changes: The Program will be evaluated after data are gathered.

LARES Abel (Aspiring Business and Engineering Leaders) Program

Goal(s): Attract more students into the UIC Business and Engineering programs.

Program(s): This program prepares high school students for careers in Business and Engineering by providing them information in these two areas. In addition, students are informed about financing their education, career opportunities, college life, and academic readiness.

Visits are made to the targeted high schools and students are brought to campus to meet with current UIC students in their intended field of study.

Progress/Changes: The Program will be evaluated after data are gathered.

The College of Business Administration (CBA) City Scholars Program

Goal(s): Recruit and retain high achieving minority transfer students in Business to UIC.

Program(s): The City Scholars program is a partnership program with the UIC Office of School Relations and the City Colleges designed to recruit high achieving minority transfer students to the College of Business Administration at UIC. City Scholars were awarded laptop computers, \$1000 scholarships, and \$300 book vouchers. The City Scholars were also afforded the opportunity to attend a career preparation seminar, a business communications class, and many other social and professional events designed specifically to assist them in their transition to UIC.

Progress: Faculty from the City Colleges and the CBA attended a kick-off event in Fall 2005 and ongoing discussions and plans for streamlining the transfer process and engaging the involved institutional faculty and staff continue. In the first year of the program, 16 City Scholars were recruited in 2005: 9 are women, 9 are African Americans, and 7 are Latinos.

Changes: The Program will be evaluated after additional data are available. .

The CBA Emerging Scholars Program

Goal(s): Recruit and retain business students from underrepresented groups to UIC.

Program(s): The Emerging Scholars Program is a recruiting partnership with Wal Mart and the Chicago Public Schools. Emerging Scholars are awarded a \$4000 scholarship, are assigned a professional mentor from Wal-Mart, and take the Business Administration 100 class together as a group. Through this course the students build a better rapport with one another, get to know their academic advisor who is also their instructor for the course, learn success strategies for college, and have opportunities to work closely with their Wal-Mart sponsors (i.e. one student had an opportunity to visit one of the Wal-Mart stores in order to learn the corporate side of the industry).

Progress: Of the 20 Emerging Scholars in the first class of 2005, 11 are women, 8 are African Americans, and 8 are Latinos.

Changes: The Program will be evaluated after additional data are gathered.

I.B.2. Faculty/Staff Recruitment

New Recruitment Programs for Faculty from Underrepresented Groups

Faculty Questionnaires

Goal(s): Attract the best minority candidates for available faculty positions.

Program(s): In Spring 2005, the Office of Access and Equity sent out questionnaires to African American and Latino faculty requesting assistance in identifying scholars in their fields to help advance UIC's commitment to building and maintaining a diverse environment.

In Fall 2005, letters then were sent out to college deans and department heads with the names and descriptions of the scholars identified in their respective field or college for consideration of possible appointments at the University. For those scholars with a field of study that could fall into one or more departments or colleges at UIC, the college deans and department heads were urged to consider undertaking collaborative efforts with related departments or colleges in their faculty searches.

Progress/Changes: The Program will be evaluated after data are gathered.

WISEST (Women in Science and Engineering System Transformation) Initiative for Women in Science and Engineering Program (WISE)

Goal(s): Include increasing the number of tenured/tenure-track STEM faculty and increasing the number of tenured/tenure-track minority STEM women faculty.

Program(s): WISEST executive committee, headed by the Provost, meets regularly to discuss initiatives for STEM faculty and WISEST facilitators are appointed in each of the STEM departments to implement these initiatives.

Progress: Since Fall 2004, WISE has collected data including the recruitment of women faculty in the STEM departments. These data were presented to the WISEST Executive Committee at the WISEST retreat in August of 2005. WISEST facilitators sent the Committee six action items based on these data and their WISEST work over the last year. These recommendations include using cluster hires where there are fewer than two women faculty members in a department.

Changes: The Program will be evaluated after data are gathered.

New Recruitment Programs for Staff from Underrepresented Groups

2005 Staff Recruitment Committee

Goal(s): Attract the best minority candidates for available positions

Program(s): In 2005, the University of Illinois at Chicago Office of Human Resources and the Office for Access and Equity formed a committee for the purpose of creating an integrated academic professional recruitment and hiring program to attract the best candidates for available positions and streamline the current hiring process. Items under review include

- Improved and centralized resources for identifying minority academic professionals
- Consolidation of services to provide a single point-of-contact for information, guidance, and assistance with the academic professional hiring process
- Improved ability to track promising minority candidates of their applicant status and respond to inquiries
- Maintain current regular review of diversity for applicants and finalists

Progress: The committee has been meeting regularly in 2005.

Changes: No changes planned.

I.B.3. College Readiness and Transition Programs

New Undergraduate Student College Readiness and Transition Programs

As described at the introduction of this report, the Provost's Working Group on Underrepresented Students has been working since August 2004. Also, since December 2004, the Vice Provost for Student Affairs collected data on the existing summer bridge programs. Based on these data, a plan has put together to expand the offering of pre-college math and composition courses for incoming new freshmen and coordinating the existing bridge programs. These two new readiness and transition programs aim at getting students (including those from the underrepresented groups) more prepared to college and therefore will improve their retention and graduation rates. Details of these programs will be described later in the report in Section II on institutional effective practice on recruitment and preparedness.

In addition, there are a number of new programs sponsored by support units of underrepresented groups intending to prepare students better to transition into UIC.

African American Academic Network (AAAN) Parent-in-Transition Summer Workshop

Goal(s): Assist parents of African American new freshmen (and hence the students) with transition from high school to college.

Program(s): In the Fall of 2005, AAAN developed a Parent in Transition summer workshop for African American parents whose son/daughter was admitted as a first-year student entering college. The workshop was designed as a tool to develop positive relationships and assist parents/students with the transition from high school to college and to introduce them to the AAAN's Parent Networking Association. Furthermore, this workshop educates parents on negotiating the change relationship. It introduces Bloom's Theory on Five Stages of Parental Adjustment to Adolescent Separation (1980).

Progress: An overwhelming majority of the parents who attended the 2005 Parent-in-Transition Summer Workshop expressed satisfaction because of their participation. During group discussions, they were very instrumental in motivating each other to share experiences, fears, and concerns. Many also stated that the workshop was very helpful, informative, and resourceful. Overall, the workshop received high accolades, and the parents were highly interested in connecting with the AAAN staff, services, and in joining the Parent Networking Association.

Changes: No changes planned.

Assuring STEM Credential Expansion through Nurturing Diversity (ASCEND) First-Year Experience Program

Goal(s): Increase the number of students earning undergraduate degrees in science, technology, engineering, and mathematics at the University of Illinois at Chicago with special emphasis on retaining and graduating women and minorities.

Program(s): The ASCEND first experience program is funded by an NSF grant. It will start in Summer 2006. It will include an SCEND Learning Community (ALC) summer bridge program that will increase academic readiness while creating community. Several introductory STEM courses will be offered along with a college-orientation seminar series. The summer courses include a pre-calculus refresher course (with TA support) designed to prepare students to enter and do well in first semester Calculus when the school year begins. Students participating in the summer pre-calculus refresher course will be placed in an ESP section of Calculus to maximize the chance of their successfully completing a year of Calculus during their freshman year.

The ASCEND Scholars will also be assigned a STEM professional academic advisor and will be invited to participate in research projects on campus. Each ALC Researcher-Mentee will be awarded a stipend to defray the cost of supplies.

It is expected that ASCEND Scholars will move seamlessly into their first year guided by their STEM advisor, researcher/mentor, and a math TA. The first-year experience will include ALC course clustering, ALC monthly seminars, and expanded research opportunities.

Progress/Changes: The Program will be evaluated after data are gathered.

WISE Wing in Residence Hall Program

Goal(s): Assist women STEM students to transition into UIC.

Program(s): Since 2003, the Center for Research on Women and Gender (CRWG) has established a WISE (Women in Science and Engineering) wing – a designated space in undergraduate residence hall for women students, particularly undergraduates, who are majoring in a science or engineering field. In addition, WISE facilitates mentoring activities such as presentations about careers in science, as well as opportunities for students to interact more informally, through movie nights.

Progress: The end of year celebration banquet in 2005 brought together WISE students, their parents, professors, and corporate sponsors to recognize scholarship winners, travel awards and the Mentor of the Year Award.

Changes: The Program will be evaluated after data are gathered.

Table I-1
UIC Distribution of Students by Gender and Race/Ethnicity
Total Students
Fall 2000 to 2004

	Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004	
Total Students	24,541		24,530		25,690		25,228		24,407	
Gender										
Men	10,927	44.5%	10,996	44.8%	11,399	44.4%	11,195	44.4%	10,884	44.6%
Women	13,614	55.5%	13,534	55.2%	14,291	55.6%	14,033	55.6%	13,523	55.4%
Race/Ethnicity										
American Indian or Alaskan Native	63	0.3%	64	0.3%	60	0.2%	56	0.2%	60	0.2%
Asian or Pacific Islander	4,809	19.6%	4,905	20.0%	5,257	20.5%	5,260	20.8%	5,118	21.0%
Black/Non-Hispanic	2,250	9.2%	2,202	9.0%	2,310	9.0%	2,178	8.6%	2,071	8.5%
Hispanic	3,355	13.7%	3,316	13.5%	3,307	12.9%	3,207	12.7%	3,132	12.8%
White/Non-Hispanic	11,332	46.2%	11,235	45.8%	11,735	45.7%	11,499	45.6%	11,063	45.3%
Non-Resident Alien	1,879	7.7%	1,973	8.0%	2,076	8.1%	1,913	7.6%	1,768	7.2%
Unknown	853	3.5%	835	3.4%	945	3.7%	1,115	4.4%	1,195	4.9%
Total	24,541	100%	24,530	100%	25,690	100%	25,228	100%	24,407	100%

Data Source: UIC 2000-2004 Student Data Book, Table 21, p28, Office of Data Resources and Institutional Analysis.

Table I-2
UIC Distribution of Students by Gender and Race/Ethnicity
Undergraduate Students
Fall 2000 to 2004

	Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004	
	16,131		15,887		16,543		16,012		15,448	
Gender										
Men	7,362	45.6%	7,154	45.0%	7,450	45.0%	7,242	45.2%	7,075	45.8%
Women	8,869	55.0%	8,733	55.0%	9,093	55.0%	8,770	54.8%	8,373	54.2%
Race/Ethnicity										
American Indian or Alaskan Native	42	0.3%	43	0.3%	37	0.2%	33	0.2%	34	0.2%
Asian or Pacific Islander	3,707	23.0%	3,731	23.5%	3,979	24.1%	3,934	24.6%	3,849	24.9%
Black/Non-Hispanic	1,552	9.6%	1,514	9.5%	1,578	9.5%	1,455	9.1%	1,377	8.9%
Hispanic	2,765	17.1%	2,695	17.0%	2,677	16.2%	2,576	16.1%	2,513	16.3%
White/Non-Hispanic	7,179	44.5%	7,036	44.3%	7,380	44.6%	7,044	44.0%	6,647	43.0%
Non-Resident Alien	289	1.8%	295	1.9%	250	1.5%	211	1.3%	174	1.1%
Unknown	597	3.7%	573	3.6%	642	3.9%	759	4.7%	854	5.5%
Total	16,131	100%	15,887	100%	16,543	100%	16,012	100%	15,448	100%

Data Source: UIC 2000-2004 Student Data Book, Table 20 (p.27) and Table 21 (p.28), Office of Data Resources and Institutional Analysis.

Table I-3
UIC Distribution of Students by Gender and Race/Ethnicity
Graduate and Professional Students
Fall 2000 to 2004

	Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004	
<u>Graduate Students</u>	6,199		6,333		6,803		6,825		6,581	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Male	2,551	41.2%	2,689	42.5%	2,804	41.2%	2,821	41.3%	2,724	41.4%
Female	3,648	58.8%	3,644	57.5%	3,999	58.8%	4,004	58.7%	3,857	58.6%
American Indian or Alaskan Native	12	0.2%	11	0.2%	14	0.2%	17	0.2%	17	0.3%
Asian or Pacific Islander	405	6.5%	410	6.5%	489	7.2%	509	7.5%	492	7.5%
Black/Non-Hispanic	526	8.5%	518	8.2%	572	8.4%	564	8.3%	531	8.1%
Hispanic	411	6.6%	434	6.9%	457	6.7%	458	6.7%	449	6.8%
White/Non-Hispanic	3,061	49.4%	3,086	48.7%	3,214	47.2%	3,303	48.4%	3,244	49.3%
Non-Resident Alien	1,559	25.1%	1,648	26.0%	1,791	26.3%	1,667	24.4%	1,561	23.7%
Unknown	225	3.6%	226	3.6%	266	3.9%	307	4.5%	287	4.4%
	Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004	
<u>Professional Students</u>	2,211		2,310		2,344		2,391		2,378	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Male	1,114	50.4%	1,153	49.9%	1,145	48.8%	1,132	47.3%	1,085	45.6%
Female	1,097	49.6%	1,157	50.1%	1,199	51.2%	1,259	52.7%	1,293	54.4%
American Indian or Alaskan Native	9	0.4%	10	0.4%	9	0.4%	6	0.3%	9	0.4%
Asian or Pacific Islander	697	31.5%	764	33.1%	789	33.7%	817	34.2%	777	32.7%
Black/Non-Hispanic	172	7.8%	170	7.4%	160	6.8%	159	6.6%	163	6.9%
Hispanic	179	8.1%	187	8.1%	173	7.4%	173	7.2%	170	7.1%
White/Non-Hispanic	1,092	49.4%	1,113	48.2%	1,141	48.7%	1,152	48.2%	1,172	49.3%
Non-Resident Alien	31	1.4%	30	1.3%	35	1.5%	35	1.5%	33	1.4%
Unknown	31	1.4%	36	1.6%	37	1.6%	49	2.0%	54	2.3%

Data Source: UIC 2000-2004 Student Data Book, Table 56 (p.88), Table 65 (p.102) Office of Data Resources and Institutional Analysis.

Table I-4
UIC Distribution of Students by Gender and Race/Ethnicity
First-Time Freshmen and New Undergraduate Transfers
Fall 2000 to 2004

	Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004	
<u>First-Time Freshmen</u>	2,843		2,692		3,015		2,942		2,716	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Male	1,242	43.7%	1,194	44.4%	1,310	43.4%	1,345	45.7%	1210	44.6%
Female	1,601	56.3%	1,498	55.6%	1,705	56.6%	1,597	54.3%	1,506	55.4%
American Indian or Alaskan Native	7	0.2%	6	0.2%	4	0.1%	10	0.3%	5	0.2%
Asian or Pacific Islander	838	29.5%	774	28.8%	842	27.9%	855	29.1%	681	25.1%
Black/Non-Hispanic	286	10.1%	257	9.5%	326	10.8%	259	8.8%	277	10.2%
Hispanic	487	17.1%	429	15.9%	494	16.4%	488	16.6%	503	18.5%
White/Non-Hispanic	1,110	39.0%	1,109	41.2%	1,202	39.9%	1,124	38.2%	992	36.5%
Non-Resident Alien	23	0.8%	31	1.2%	16	0.5%	14	0.5%	18	0.7%
Unknown	92	3.2%	86	3.2%	131	4.3%	192	6.5%	240	8.8%
	Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004	
<u>New Undergraduate Transfers</u>	1,705		1,589		1,973		1,245		1,386	
Male	761	44.6%	689	43.4%	885	44.9%	542	43.5%	599	43.2%
Female	944	55.4%	900	56.6%	1,088	55.1%	703	56.5%	787	56.8%
American Indian or Alaskan Native	3	0.2%	7	0.4%	5	0.3%	0	0.0%	5	0.4%
Asian or Pacific Islander	241	14.1%	239	15.0%	312	15.8%	182	14.6%	222	16.0%
Black/Non-Hispanic	171	10.0%	152	9.6%	198	10.0%	123	9.9%	111	8.0%
Hispanic	221	13.0%	231	14.5%	245	12.4%	138	11.1%	179	12.9%
White/Non-Hispanic	931	54.6%	860	54.1%	1,074	54.4%	645	51.8%	733	52.9%
Non-Resident Alien	59	3.5%	41	2.6%	45	2.3%	44	3.5%	20	1.4%
Unknown	79	4.6%	59	3.7%	94	4.8%	113	9.1%	116	8.4%

Data Source: UIC 2000-2004 Student Data Book, Table 36 (p.53) and Table45 (p.70), Office of Data Resources and Institutional Analysis.

Table I-5
UIC Distribution of Students by Gender and Race/Ethnicity
New Graduate and First-Time Professional Students
Fall 2000 to 2004

	Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004	
<u>New Graduate Students</u>	1,978		2,013		2,101		2,012		1,557	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Male	812	41.1%	829	41.2%	750	35.7%	779	38.7%	633	40.7%
Female	1,166	58.9%	1,184	58.8%	1,351	64.3%	1,233	61.3%	924	59.3%
American Indian or Alaskan Native	5	0.3%	4	0.2%	4	0.2%	7	0.3%	5	0.3%
Asian or Pacific Islander	135	6.8%	145	7.2%	184	8.8%	157	7.8%	121	7.8%
Black/Non-Hispanic	173	8.7%	163	8.1%	187	8.9%	181	9.0%	137	8.8%
Hispanic	131	6.6%	146	7.3%	159	7.6%	135	6.7%	100	6.4%
White/Non-Hispanic	873	44.1%	963	47.8%	1,021	48.6%	1,020	50.7%	763	49.0%
Non-Resident Alien	587	29.7%	525	26.1%	449	21.4%	381	18.9%	318	20.4%
Unknown	74	3.7%	67	3.3%	97	4.6%	131	6.5%	113	7.3%
	Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004	
<u>First-Time Professional Students</u>	542		568		559		567		575	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Male	261	48.2%	263	46.3%	253	45.3%	249	43.9%	240	41.7%
Female	281	51.8%	305	53.7%	306	54.7%	318	56.1%	335	58.3%
American Indian or Alaskan Native	1	0.2%	0	0.0%	1	0.2%	2	0.4%	1	0.2%
Asian or Pacific Islander	186	34.3%	195	34.3%	197	35.2%	199	35.1%	189	32.9%
Black/Non-Hispanic	29	5.4%	46	8.1%	43	7.7%	37	6.5%	37	6.4%
Hispanic	39	7.2%	47	8.3%	28	5.0%	40	7.1%	38	6.6%
White/Non-Hispanic	278	51.3%	267	47.0%	280	50.1%	264	46.6%	277	48.2%
Non-Resident Alien	2	0.4%	5	0.9%	4	0.7%	6	1.1%	2	0.3%
Unknown	7	1.3%	8	1.4%	6	1.1%	19	3.4%	31	5.4%

Data Source: UIC Office of Data Resources and Institutional Analysis

Table I-6
UIC
Applications, Acceptance, and Enrollment of First-Time Freshmen, New Undergraduate Transfers,
New Graduate Students and First-Time Professional Students for Fall 2003, by Racial/Ethnic Group and Gender

	American Indian or Alaskan Native		Asian or Pacific Islander		Black/Non-Hispanic		Hispanic		White/Non-Hispanic		Non-Resident Alien		Unknown		Subtotal		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
<u>First-Time Freshmen</u>																	
Completed Applications	12	13	1,179	1,232	518	1,185	749	1,184	2,308	2,726	196	111	398	439	5,360	6,890	12,250
Acceptances for Regular Admission	8	10	807	913	184	532	411	671	1,483	1,897	30	29	203	247	3,126	4,299	7,425
Enrollments	5	5	421	434	64	195	195	293	566	558	6	8	88	104	1,345	1,597	2,942
<u>New Undergraduate Transfers</u>																	
Completed Applications	2	3	263	281	161	361	214	256	941	1,193	107	93	164	184	1,852	2,371	4,223
Acceptances for Regular Admission	0	2	122	137	51	148	99	127	471	628	25	31	79	98	847	1,171	2,018
Enrollments	0	0	86	96	32	91	69	69	283	362	22	22	50	63	542	703	1,245
<u>New Graduate Students</u>																	
Completed Applications	5	13	233	340	179	429	164	259	1,216	2,211	3,306	2,304	266	323	5,369	5,879	11,248
Acceptances for Regular Admission	3	9	135	156	77	191	82	121	621	1,096	461	372	131	139	1,510	2,084	3,594
Enrollments	2	5	66	91	50	131	54	81	343	677	204	177	60	71	779	1,233	2,012
<u>First-Time Professional Students</u>																	
Completed Applications	12	21	960	1,027	151	334	174	22	1,392	1,559	21	35	100	85	2,810	3,283	6,093
Acceptances for Regular Admission	2	4	134	155	25	46	25	44	186	276	1	6	14	12	387	543	930
Enrollments	0	2	95	104	15	22	13	27	114	150	1	5	11	8	249	318	567
<u>Total</u>																	
Completed Applications	31	50	2,635	2,880	1,009	2,309	1,301	1,721	5,857	7,689	3,630	2,543	928	1,031	15,391	18,423	33,814
Acceptances for Regular Admission	13	25	1,198	1,361	337	917	617	963	2,761	3,897	517	438	427	496	5,870	8,097	13,967
Enrollments	7	12	668	725	161	439	331	470	1,306	1,747	233	212	209	246	2,915	3,851	6,766

Data Source: UIC Office of Data Resources and Institutional Analysis

Table I-7
UIC
Applications, Acceptance, and Enrollment of First-Time Freshmen, New Undergraduate Transfers,
New Graduate Students and First-Time Professional Students for Fall 2002, by Racial/Ethnic Group and Gender

	American Indian or Alaskan Native		Asian or Pacific Islander		Black/Non-Hispanic		Hispanic		White/Non-Hispanic		Non-Resident Alien		Unknown		Subtotal		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
<u>First-Time Freshmen</u>																	
Completed Applications	8	10	1,218	1,234	509	1,254	728	1,219	2,268	2,554	157	122	201	245	5,089	6,638	11,727
Acceptances for Regular Admission	6	4	886	954	195	587	326	677	1,538	1,901	19	39	131	166	3,101	4,328	7,429
Enrollments	2	2	420	422	74	252	177	317	572	630	7	9	58	73	1,310	1,705	3,015
<u>New Undergraduate Transfers</u>																	
Completed Applications	4	7	408	324	243	413	240	362	1,290	1,551	127	110	134	131	2,446	2,898	5,344
Acceptances for Regular Admission	3	4	237	200	115	206	133	228	818	1,058	33	39	89	77	1,428	1,812	3,240
Enrollments	2	3	163	149	70	128	94	151	483	591	17	28	56	38	885	1,088	1,973
<u>New Graduate Students</u>																	
Completed Applications	6	7	300	385	169	447	121	269	1,103	2,037	3,006	1,970	163	257	4,868	5,372	10,240
Acceptances for Regular Admission	3	2	139	212	75	226	70	157	621	1,158	600	436	94	122	1,602	2,313	3,915
Enrollments	1	3	73	111	47	140	47	112	304	717	241	208	37	60	750	1,351	2,101
<u>First-Time Professional Students</u>																	
Completed Applications	20	15	784	858	125	305	136	155	1,187	1,185	17	25	72	49	2,341	2,592	4,933
Acceptances for Regular Admission	2	2	139	147	22	56	23	31	222	250	2	3	6	7	416	496	912
Enrollments	1	0	94	103	8	35	13	15	134	146	2	2	1	5	253	306	559
<u>Total</u>																	
Completed Applications	38	39	2,710	2,801	1,046	2,419	1,225	2,005	5,848	7,327	3,307	2,227	570	682	14,744	17,500	32,244
Acceptances for Regular Admission	14	12	1,401	1,513	407	1,075	552	1,093	3,199	4,367	654	517	320	372	6,547	8,949	15,496
Enrollments	6	8	750	785	199	555	331	595	1,493	2,084	267	247	152	176	3,198	4,450	7,648

Data Source: UIC Office of Data Resources and Institutional Analysis

Table I-8
UIC
Applications, Acceptance, and Enrollment of First-Time Freshmen, New Undergraduate Transfers,
New Graduate Students and First-Time Professional Students for Fall 2001, by Racial/Ethnic Group and Gender

	American Indian or Alaskan Native		Asian or Pacific Islander		Black/Non-Hispanic		Hispanic		White/Non-Hispanic		Non-Resident Alien		Unknown		Subtotal		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
<u>First-Time Freshmen</u>																	
Completed Applications	6	12	970	1,111	387	935	595	961	1,803	2,040	190	129	174	199	4,125	5,387	9,512
Acceptances for Regular Admission	3	8	684	866	133	435	316	545	1,268	1,483	33	35	108	132	2,545	3,504	6,049
Enrollments	2	4	355	419	52	205	169	260	556	553	17	14	43	43	1,194	1,498	2,692
<u>New Undergraduate Transfers</u>																	
Completed Applications	7	11	296	335	206	351	261	274	1,043	1,332	121	116	88	90	2,022	2,509	4,531
Acceptances for Regular Admission	6	7	136	199	69	150	159	177	642	873	28	44	53	55	1,093	1,505	2,598
Enrollments	3	4	99	140	48	104	118	113	373	487	20	21	28	31	689	900	1,589
<u>New Graduate Students</u>																	
Completed Applications	4	9	175	316	152	395	133	229	960	1,806	2,875	1,741	99	122	4,398	4,618	9,016
Acceptances for Regular Admission	2	4	101	170	77	174	72	136	594	982	667	445	55	65	1,568	1,976	3,544
Enrollments	1	3	61	84	50	113	48	98	350	613	290	235	29	38	829	1,184	2,013
<u>First-Time Professional Students</u>																	
Completed Applications	11	8	820	776	159	295	164	141	1,392	1,300	21	28	75	64	2,642	2,612	5,254
Acceptances for Regular Admission	0	0	133	169	22	54	43	37	225	242	1	6	6	10	430	518	948
Enrollments	0	0	87	108	15	31	26	21	131	136	0	5	4	4	263	305	568
<u>Total</u>																	
Completed Applications	28	40	2,261	2,538	904	1,976	1,153	1,605	5,198	6,478	3,207	2,014	436	475	13,187	15,126	28,313
Acceptances for Regular Admission	11	19	1,054	1,404	301	813	590	895	2,729	3,580	729	530	222	262	5,636	7,503	13,139
Enrollments	6	11	602	751	165	453	361	492	1,410	1,789	327	275	104	116	2,975	3,887	6,862

Data Source: UIC Office of Data Resources and Institutional Analysis

Table I-9
UIC
Applications, Acceptance, and Enrollment of First-Time Freshmen, New Undergraduate Transfers,
New Graduate Students and First-Time Professional Students for Fall 2000, by Racial/Ethnic Group and Gender

	American Indian or Alaskan Native		Asian or Pacific Islander		Black/Non-Hispanic		Hispanic		White/Non-Hispanic		Non-Resident Alien		Unknown		Subtotal		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
<u>First-Time Freshmen</u>																	
Completed Applications	12	17	1,077	1,196	470	1,114	731	1,094	1,883	2,404	157	131	159	221	4,489	6,177	10,666
Acceptances for Regular Admission	6	9	755	906	151	455	381	547	1,239	1,653	32	45	92	151	2,656	3,766	6,422
Enrollments	3	4	396	442	70	216	200	287	529	581	8	15	36	56	1,242	1,601	2,843
<u>New Undergraduate Transfers</u>																	
Completed Applications	7	11	344	323	231	407	237	303	1,192	1,462	141	109	92	111	2,244	2,726	4,970
Acceptances for Regular Admission	5	7	187	196	89	167	145	185	693	933	50	53	55	80	1,224	1,621	2,845
Enrollments	1	2	119	122	56	115	97	124	421	510	31	28	36	43	761	944	1,705
<u>New Graduate Students</u>																	
Completed Applications	6	6	181	279	162	372	109	217	852	1,709	2,776	1,593	80	125	4,166	4,301	8,467
Acceptances for Regular Admission	3	4	100	166	83	196	67	132	524	1,067	808	483	44	81	1,629	2,129	3,758
Enrollments	2	3	49	86	55	118	45	86	270	603	362	225	29	45	812	1,166	1,978
<u>First-Time Professional Students</u>																	
Completed Applications	15	8	628	583	167	319	166	157	1,893	1,487	10	11	85	43	2,964	2,608	5,572
Acceptances for Regular Admission	1	0	82	113	23	43	25	29	291	268	0	2	11	4	433	459	892
Enrollments	1	0	81	105	8	21	16	23	149	129	0	2	6	1	261	281	542
<u>Total</u>																	
Completed Applications	40	42	2,230	2,381	1,030	2,212	1,243	1,771	5,820	7,062	3,084	1,844	416	500	13,863	15,812	29,675
Acceptances for Regular Admission	15	20	1,124	1,381	346	861	618	893	2,747	3,921	890	583	202	316	5,942	7,975	13,917
Enrollments	7	9	645	755	189	470	358	520	1,369	1,823	401	270	107	145	3,076	3,992	7,068

Data Source: UIC Office of Data Resources and Institutional Analysis

Table I-10
UIC
Preliminary Figures on Fall 2005 Application and Admissions
of First-Time Freshmen and New Undergraduate Transfers

	American Indian or Alaskan Native		Asian or Pacific Islander		Black/Non-Hispanic		Hispanic		White/Non-Hispanic		Non-Resident Alien		Unknown/Other		Total		Total
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	
<u>First-Time Freshman</u>																	
Completed Applications	15	24	1,200	1,224	631	1,314	962	1,377	2,173	2,644	255	220	326	327	5,562	7,130	12,692
Acceptances for Regular Admission	5	17	716	799	213	600	490	790	1,434	1,868	72	93	148	173	3,078	4,340	7,418
Enrollments	2	8	337	391	78	221	232	326	499	513	19	25	65	60	1,232	1,544	2,776
<u>Undergraduate Transfers</u>																	
Completed Applications	10	10	335	385	249	512	293	364	1,322	1,712	114	119	257	191	2,580	3,293	5,873
Acceptances for Regular Admission	1	3	152	152	59	83	89	108	552	679	31	42	101	65	985	1,132	2,117
Enrollments	0	1	90	94	46	54	68	72	350	408	16	20	63	38	633	687	1,320

Data Source: UIC Office of Data Resources and Institutional Analysis

Table I-11
UIC Enrollment for Fall 2005
Compared to Illinois Population and ACT Takers
Racial/Ethnic Summary

	American Indian or Alaskan Native	Asian or Pacific Islander	Black/Non- Hispanic	Hispanic	White/Non- Hispanic	Non-Resident Alien	Unknown
Population in Illinois 2000 Census	0.1%	3.4%	14.9%	12.3%	67.8%	0.0%	1.3%
ACT Test Takers in Illinois 2002	<1%	5.0%	11.0%	7.0%	68.0%	0.0%	8.0%
UIC, Total Enrollment Fall 2005	0.3%	20.2%	8.7%	12.9%	45.9%	7.4%	4.6%
All Undergrad Fall 2005	0.2%	24.3%	9.0%	16.5%	43.3%	1.4%	5.3%
All Grad Fall 2005	0.3%	7.1%	8.5%	6.6%	50.6%	23.0%	3.9%
All Professional Fall 2005	0.4%	31.3%	7.1%	8.1%	49.2%	1.7%	2.3%

Source: U.S. Census Bureau, Census 2000; ACT Enrollment Information Service Yield Analysis Report, 2000-2001, Freshman Class, 8/7/01; UIC Office of Data Resources and Institutional Analysis.

Fall 2005 are 10th Day Enrollment Data

Table I-12
UIC
Distribution of All Tenured and Tenure Track Faculty
by Gender and Race/Ethnicity
Fall 2000 to 2004

	Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Faculty All Sites										
<u>Tenured and Tenure Track</u>	1,427	100.0%	1,448	100.0%	1394	100%	1377	100%	1,366	100%
Male	1,026	71.9%	1,051	72.6%	965	69.2%	953	69.2%	947	69.3%
Female	401	28.1%	397	27.4%	429	30.8%	424	30.8%	419	30.7%
American Indian or Alaskan Native	2	0.1%	2	0.1%	2	0.1%	1	0.1%	0	0.0%
Asian or Pacific Islander	192	13.5%	197	13.6%	202	14.5%	206	14.9%	213	15.6%
Black/Non-Hispanic	52	3.6%	55	3.8%	51	3.7%	51	3.7%	50	3.7%
Hispanic	64	4.5%	65	4.5%	67	4.8%	66	4.8%	61	4.4%
White/Non-Hispanic	1,117	78.3%	1,129	78.0%	1,072	76.9%	1,053	76.5%	1042	76.3%

Data Source: UIC Office of Data Resources and Institutional Analysis

Table I-13
UIC Tenured and Tenure Track Faculty Profile for Fall 2004
Compared to U.S. Population 15 Years and Over with Doctoral Degrees in 2004
Racial/Ethnic and Gender Summary

	American Indian or Alaskan Native	Asian or Pacific Islander	Black/Non- Hispanic	Hispanic	White/Non- Hispanic
Pop 15 Years or Over with Doctoral Degrees 2004 US Census	<1%	10.7%	5.8%	5.2%	78.3%
UIC, Tenured and Tenured Track Faculty Fall 2004	0.0%	15.6%	3.7%	4.4%	76.3%
	Men	Women			
Pop 15 Years or Over with Doctoral Degrees 2004 US Census	67.1%	32.9%			
UIC, Tenured and Tenured Track Faculty	69.3%	30.7%			

Source: U.S. Census on Educational Attainment of the Population 15 Years or Older; UIC Office of Data Resources and Institutional Analysis.

Table I-14
UIC
Distribution of Academic Professionals and Administrator in Chicago
by Gender and Race/Ethnicity
Fall 2000 to 2004

	Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
<u>Chicago Academic Professionals & Administrators</u>	2,060	100.0%	2,176	100.0%	2,169	100%	2,335	100%	2,372	100%
Male	732	35.5%	793	36.4%	783	36.0%	831	35.6%	846	35.7%
Female	1,328	64.5%	1,383	63.6%	1,386	64.0%	1,504	64.4%	1,526	64.3%
American Indian or Alaskan Native	10	0.5%	11	0.5%	10	0.5%	11	0.5%	7	0.3%
Asian or Pacific Islander	211	10.2%	239	11.0%	272	12.5%	300	12.8%	324	13.6%
Black/Non-Hispanic	293	14.2%	339	15.6%	330	15.2%	351	15.0%	353	14.9%
Hispanic	152	7.4%	162	7.4%	167	7.7%	182	7.8%	187	7.9%
White/Non-Hispanic	1,394	67.7%	1,425	65.5%	1,390	64.1%	1,491	63.9%	1,501	63.3%

Data Source: UIC Office of Data Resources and Institutional Analysis

Table I-15
UIC
Distribution of Support Staff in Chicago
by Gender and Race/Ethnicity
Fall 2000 to 2004

	Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Chicago										
<u>Support Staff</u>	5,020	100.0%	5,052	100.0%	5,053	100%	5,017	100%	4,929	100%
Male	1,635	32.6%	1,625	32.2%	1,636	32.4%	1,589	31.7%	1,572	31.9%
Female	3,385	67.4%	3,427	67.8%	3,417	67.6%	3,428	68.3%	3,357	68.1%
American Indian or Alaskan Native	15	0.3%	16	0.3%	12	0.2%	12	0.2%	11	0.2%
Asian or Pacific Islander	486	9.7%	523	10.4%	538	10.6%	573	11.4%	594	12.1%
Black/Non-Hispanic	2,210	44.0%	2,213	43.8%	2,225	44.0%	2,173	43.3%	2,139	43.4%
Hispanic	727	14.5%	761	15.1%	776	15.4%	815	16.2%	810	16.4%
White/Non-Hispanic	1,582	31.5%	1,539	30.5%	1,502	29.7%	1,444	28.8%	1,375	27.9%

Data Source: UIC Office of Data Resources and Institutional Analysis

Table I-16
UIC Academic Professional and Administrators & UIC Support Staff
Compared to Illinois Population and ACT Takers
Racial/Ethnic and Gender Summary

	American Indian or Alaskan Native	Asian or Pacific Islander	Black/Non- Hispanic	Hispanic	White/Non- Hispanic
Population in Illinois 2000 Census	0.1%	3.4%	14.9%	12.3%	67.8%
UIC, Academic Professional and Administrators Fall 2004	0.3%	13.6%	14.9%	7.9%	63.3%
UIC, Support Staff Fall 2004	0.2%	12.1%	43.4%	16.4%	27.9%

	Men	Women
Population in Illinois 2000 Census	49.0%	51.0%
UIC, Academic Professional and Administrators Fall 2004	35.7%	64.3%
UIC, Support Staff Fall 2004	31.9%	68.1%

Source: U.S. Demographic Illinois; UIC Office of Data Resources and Institutional Analysis.

Table I-17
UIC
New Hires of Tenured and Tenure Track Faculty
by Gender and Race/Ethnicity
Fall 2000 to 2004

	Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004	
<u>New Tenured and Tenure Track Faculty (All Sites)</u>	102		102		74		71		69	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Male	63	61.8%	64	62.7%	34	45.9%	40	56.3%	46	66.7%
Female	39	38.2%	38	37.3%	40	54.1%	31	43.7%	23	33.3%
American Indian or Alaskan Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian or Pacific Islander	19	18.6%	17	16.7%	23	31.1%	16	22.5%	20	29.0%
Black/Non-Hispanic	6	5.9%	6	5.9%	7	9.5%	5	7.0%	6	8.7%
Hispanic	11	10.8%	6	5.9%	3	4.1%	3	4.2%	2	2.9%
White/Non-Hispanic	66	64.7%	73	71.6%	41	55.4%	47	66.2%	41	59.4%
Non-Resident Alien	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Data Source: Office of Access and Equity

Table I-18
UIC
New Hires of Academic Professionals and Administrators
by Gender and Race/Ethnicity
Fall 2000 to 2004

	Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004	
	474		478		249		430		394	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Male	140	29.5%	159	33.3%	79	31.7%	124	28.8%	145	36.8%
Female	334	70.5%	319	66.7%	170	68.3%	306	71.2%	249	63.2%
American Indian or Alaskan										
Native	2	0.4%	3	0.6%	1	0.4%	1	0.2%	0	0.0%
Asian or Pacific Islander	59	12.4%	67	14.0%	52	20.9%	63	14.7%	73	18.5%
Black/Non-Hispanic	78	16.5%	82	17.2%	31	12.4%	66	15.3%	53	13.5%
Hispanic	39	8.2%	35	7.3%	20	8.0%	41	9.5%	37	9.4%
White/Non-Hispanic	296	62.4%	291	60.9%	145	58.2%	259	60.2%	231	58.6%
Non-Resident Alien	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Data Source: Office of Access and Equity

Table I-19
UIC
New Hires of Support Staff
by Gender and Race/Ethnicity
Fall 2000 to 2004

	Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004	
	N	%	N	%	N	%	N	%	N	%
	665		783		583		535		409	
Male	171	25.7%	205	26.2%	137	23.5%	119	22.2%	128	31.3%
Female	494	74.3%	578	73.8%	446	76.5%	416	77.8%	281	68.7%
American Indian or Alaskan Native	0	0.0%	5	0.6%	1	0.2%	1	0.2%	1	0.2%
Asian or Pacific Islander	65	9.8%	94	12.0%	75	12.9%	77	14.4%	60	14.7%
Black/Non-Hispanic	256	38.5%	297	37.9%	209	35.8%	192	35.9%	150	36.7%
Hispanic	96	14.4%	142	18.1%	81	13.9%	99	18.5%	61	14.9%
White/Non-Hispanic	248	37.3%	245	31.3%	217	37.2%	166	31.0%	137	33.5%
Non-Resident Alien	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Data Source: Office of Access and Equity

II. INSTIUTIONAL EFFECTIVE PRACTICE ON RECRUITMENT AND PREPARATION

The effective practice described in this section is the effort of two groups, one organized by the Provost and the other organized by the Vice Provost for Undergraduate Affairs. This effort facilitates information sharing by all campus leaders with responsibilities for underrepresented groups. Though just begun, already it has created synergy among the campus leaders. Working together, they have begun implementation of new programs aimed at helping students from underrepresented groups transition successfully to college and increasing their retention and graduation rate.

Goals: Prepare students from underrepresented groups for college and thereby increase their retention and graduation rates.

Date Implemented: Starting from August 2004 and continuing.

Programs: The Provost's Working Group on Underrepresented Students and the Vice Provost for Undergraduate Affairs (APUA) Summer Bridge Working Group are working together on programs for students from underrepresented groups.

Provost' Working Group (PWG) on Underrepresented Students

The PWG was formed in August 2004. All directors of identified programs or departments that have a specific responsibility to support underrepresented students were invited to join the group. Most of these programs are independent programs such as LARES and AAAN and are not housed in an academic unit. Members of the PWG also include counselors and directors from the Office of the Vice Chancellor for Student Services. The Provost's charge to the group is to help underrepresented minority students transition to UIC and to improve their retention and graduation rates.

VPUA Summer Bridge Working Group

Based on the data collected since December 2004 on the existing summer bridge programs, the VPUA Summer Bridge Working Group was formed in Fall 2005. Directors of the existing summer bridge programs and members of the PWG were invited to join the group. The VPUS's charge for the group includes sharing information on the operation of the existing summer bridge programs and implementation of additional summer pre-math and per-composition workshops for new freshmen in summer 2006.

Progress/Evidence of Success:

Provost' Working Group (PWG) on Underrepresented Students

Since August 2004, the PWG has been meeting on a monthly basis. In addition, they are working in six subgroups defining mission and goals for the group, identifying the characteristics of the UIC's underrepresented minority students, mapping campus and community partners, analyzing the strength and weakness of our existing programs and studying best practices. In September 2005, the Group produced its first annual report with goals and recommended 29 action items. The report was presented to the Provost in October 2005. Since then, the Provost and the group have begun implementing action items and defining programs recommended by the group for implementation. The new programs include a student convocation, a yearlong first-year program, cultural competency/awareness activities, and an early warning program.

The PWG will continue to meet and address issues related to recruitment, preparedness, retention, and graduation of underrepresented groups. The resulting new programs are expected to enhance the effort to get students ready to start their career at UIC and hence improve their retention and graduation.

VPUA Summer Bridge Working Group

Since the Fall of 2005, the Summer Bridge Working Group has shared information about the audience, duration, academic courses, and enrollment of the existing bridge programs. Additional data will be gathered with respect to the performance of students after their participation in these programs. This information would help these existing programs better serve their students.

Also, in order to ensure that all entering students who need preparatory academic coursework in Math and English have access to an appropriate and consistent curriculum, starting in the summer of 2006, the Math and English departments, with funding and coordination from the Office of the Vice Provost of Undergraduate Affairs, will provide Math and English composition workshops. These workshops will be made available to students in the various summer bridge programs and to other eligible students who previously were not invited to participate in the preparatory summer workshops.

The pre-college math workshop is a five-week accelerated pre-college math program (MATH 075). It was piloted for 50 students with considerable success last summer. The placements results for these 50 students upon the completion of the workshop exceeded by over 50% the success rate of students taking the previously offered pre-math course. In the summer of 2006, ten sections of MATH 075 will be offered. In addition, another accelerated pre-college math program (MATH 095) will be developed and, tentatively, six sections will be offered. Together, these two pre-college math programs are expected to accommodate 240 students in the summer of 2006.

The pre-freshmen composition workshop is also a five-week program. It has been offered to students in previous summers with spaces available to about 90 students. Past participants of this workshop have a higher first and second year retention rate compared to their peer group who did not participate in this workshop. Preliminary study shows that the students who participated in this pre-college composition workshop have a first and second year retention rate 11-14% higher than their peer group who did not participate in this program. Sixteen (16) sections of a pre-freshmen composition workshop will be offered in summer of 2006, expected to accommodate 240 students

Scheduling for the Math and English Composition workshops will permit students to take both subjects, if appropriate. Although the students will not earn academic credit for these workshops, they will be able to place into a higher-level course in the Fall if they successfully complete the workshops. It is anticipated that the increased availability of preparatory academic coursework will have a measurable impact on the students' time-to-graduation, retention, and graduation.

III. PERSONNEL AND FUNDS BUDGETED FOR PROGRAMS SERVING UNDERREPRESENTED GROUPS

Table IBHE-1

Table 1
University of Illinois at Chicago
DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC UNIVERSITIES
FISCAL YEARS 2004 AND 2005

Program	Staff Years Budgeted		Dollars Budgeted				Change in Dollars Budgeted	
			State		Other		State	Other
	FY04	FY05	FY04	FY05	FY04	FY05		
Designated Programs								
Access and Equity (Office of)	8.68	9.75	558,300	572,255	0	0	13,955	0
African-American Academic Network	17.00	16.50	648,000	612,837	0	0	(35,163)	0
African-American Cultural Center	2.88	2.88	201,900	204,517	15,400	15,759	2,617	359
Community Relations (Office of)								
ACT-SO***	2.00	0.00	0	0	7,500	0	0	(7,500)
Black History Month	5.87	4.00	0	0	17,400	15,501	0	(1,899)
Center for Research on Women and Gender	12.72	13.95	372,100	325,132	416,400	867,354	(46,968)	450,954
Chancellor's Award			19,000	32,750	0	0	13,750	0
Chancellor's Committee on the Status of Asian Americans	0.19	0.25	0	16,515	10,700	2,000	16,515	(8,700)
Chancellor's Committee on the Status of Blacks	0.25	0.25	23,000	23,000	3,000	3,000	0	0
Chanc. Comm. on the Status of Gays, Lesbians and Bisexuals	0.25	0.25	20,500	20,000	0	1,000	(500)	1,000
Chancellor's Committee on Status of Latinos	0.19	0.19	12,700	12,489	2,000	2,000	(211)	0
Chancellor's Comm. on the Status of Persons with Disabilities	0.19	0.19	0	0	19,800	17,564	0	(2,236)
Chancellor's Committee on the Status of Women	0.19	0.44	27,600	31,185	4,000	0	3,585	(4,000)
The Mentoring Experience	0.25	0.25	0	0	2,700	2,700	0	0
Louis Stokes Alliance for Minority Participation	4.07	14.00	139,100	142,360	142,000	142,000	3,260	0
College of Architecture and the Arts								
Spiral Workshop	0.63	0.38	0	0	0	0	0	0
UIC-Tuskegee Exchange Program	0.00	0.00	0	0	0	0	0	0
Art Reach Partnership Project for Access to Higher Education	1.70		79,000		0		(79,000)	0
College of Education								
Future Teachers Club***	0.05	0.00	0	0	700	0	0	(700)
Project 29	1.02	0.38	0	0	250,000	180,930	0	(69,070)
College of Engineering								
Minority Engineering Recruitment and Retention Program	3.88	3.63	210,000	200,000	83,000	80,000	(10,000)	(3,000)
College of Medicine								
Hispanic Center of Excellence	8.34	9.70	0	0	705,100	795,000	0	89,900
Disability Services	10.50	13.13	395,000	336,428	10,000	5,159	(58,572)	(4,841)
Early Outreach								
Hispanic Math/Science Edu. Initiative***	4.30	3.10	103,400	103,443	0	0	43	0

Program	Staff Years Budgeted		Dollars Budgeted				Change in Dollars Budgeted	
	FY04	FY05	State		Other		State	Other
			FY04	FY05	FY04	FY05		
Mayor's Summer Job Program ***	3.60	3.61	0	0	15,000	27,740	0	12,740
UIC/CPS Prep Program***	2.05	2.01	0	100,000	45,300	0	100,000	(45,300)
Saturday College***	9.09	5.40	264,000	264,038	0	0	38	0
College Component	0.95	0.61	2,000	2,000	0	0	0	0
High School/College Transition Component***	2.15	2.12	2,000	2,000	0	0	0	0
ABLA Community Scholars Program***								
Summer Residential Health/Science Enrichment Program***	1.85	4.02	0		35,000	39,843	0	4,843
Educational Enrichment Program***	2.15	2.63	0	50,000	6,000	0	50,000	(6,000)
National Youth Sports Program***	0.55		0		77,800		0	(77,800)
Summer Prep***	20.25	16.50	0	85,000	55,000	100,000	85,000	45,000
High School Summer Public Health Institute	4.15	4.30	10,000	25,000	11,500	0	15,000	(11,500)
Graduate College Admissions & Retention Program								
Abraham Lincoln Graduate Fellowship	0.20	0.20	105,000	0	0	112,000	(105,000)	112,000
CIC Summer Research Opportunity Program	1.68	2.69	0	17,000	425,000	442,750	17,000	17,750
Graduate College Diversity Fellowship	0.56	0.75	0	0	300,000	300,000	0	0
Illinois Consortium for Educational Opportunity Program	0.94	0.75	275,000	275,000	0	0	0	0
Illinois Minority Graduate Fellowship	0.94	0.75	157,500	175,000	0	0	17,500	0
Latino Committee on University Affairs	0.50	0.50	0	0	29,000	29,000	0	0
Latin American Recruitment and Educational Services	13.09	12.68	500,900	513,118	7,500	6,000	12,218	(1,500)
Martin Luther King, Jr. Scholarships	0.00	0.00	78,300	80,000	0	0	1,700	0
Native American Support Program	3.00	3.00	126,700	133,435	1,800	1,400	6,735	(400)
Parents Orientation/Preview Day	1.19	1.19	10,800	10,838	0	0	38	0
President's Award Program	0.00	0.00	1,204,000	1,539,924	0	0	335,924	0
Raphael Cintron Ortiz Cultural Center	4.13	3.84	223,000	225,448	110,000	0	2,448	(110,000)
Trio Programs								
Project Upward Bound***	10.40	11.67	23,500	25,289	557,100	557,115	1,789	15
Academic Support Program***	5.09	2.57	40,200	41,049	266,300	268,444	849	2,144
Educational Talent Search***	5.85	4.87	18,900	18,649	310,700	310,668	(251)	(32)
Project Gearup	2.40	0.78	17,800	36,602	124,900	2,464,820	18,802	2,339,920
Math/Science Center***	2.76	2.93	21,900	21,886	288,400	288,383	(14)	(17)
Salute to Academic Achievement***	0.75	0.75	38,200	36,435	0	0	(1,765)	0
Underrepresented Faculty Recruitment Program	0.25	0.25	581,000		70,000	570,000	(581,000)	500,000
Urban Health Program	6.00	6.00	472,100	472,127	50,000	26,000	27	(24,000)
Urban Health Program - Office of Admissions	0.65	0.36	14,600	14,570	14,600		(30)	(14,600)
Urban Health Program - Academic Center for Excellence	1.68	1.49	65,500	64,138	0	0	(1,362)	0
Urban Health Program - College of Pharmacy	2.20	2.15	59,400	59,437	30,000	30,000	37	0
Urban Health Program - UIC School of Public Health***	0.19	4.50	41,000	105,000	688,200	740,000	64,000	51,800
Urban Health - College of Dentistry	1.98	0.50	40,000	211,488	102,000	175,000	171,488	73,000
Urban Health - College of Medicine	12.73	11.87	688,100	706,415	492,800	532,000	18,315	39,200
Urban Health - Graduate College	0.80	0.93	41,300	37,203	0	0	(4,097)	0
Urban Health - College of Applied Health Sciences***	3.25	8.89	113,200	119,006	57,300	100,761	5,806	43,461
Urban Health - College of Nursing	1.98	1.98	111,400	98,427	0	10,188	(12,973)	10,188

Program	Staff Years Budgeted		Dollars Budgeted				Change in Dollars Budgeted	
	FY04	FY05	State		Other		State	Other
			FY04	FY05	FY04	FY05		
Urban Youth Leader Project***	0.50		0		25,000	29,000	0	4,000
Women's Affairs (Office of) includes Campus Advocacy Program	4.90	6.18	163,100	165,988	100	191,057	2,888	190,957
Other Programs								
Academic Center for Excellence	12.00	7.70	446,400	355,334	0	0	(91,066)	0
Children's Center	20.71	20.71	279,100	273,777	109,500	638,754	(5,323)	529,254
Gender and Women's Studies	9.31	9.25	526,000	507,967	0	0	(18,033)	0

IV. ENROLLMENT OF STUDENTS WITH DISABILITIES

Table IBHE-2

Table 2
UIC
Students with Disabilities¹
Academic Year 2004-2005

<u>Type of Disability</u>	Undergraduate	Graduate	Other (Professional COM students)	Total
Learning	35	9	4	48
ADHD	14	7	5	26
Psychological	29	7	1	37
Developmental	0	0	0	0
Mobility	14	15	1	30
Blind/Low Vision	19	13	3	35
Deaf/Hard of Hearing	7	4	0	11
Systemic/Chronic Health Problems	34	10	0	44
Other	0	1	2	3
TOTAL	152	66	16	234

Sources: Disability Resource Center and Office of Access and Equity

Note (1) Data from the Disability Resource Center are based on the students it served. Data from the Office of Access and Equity include professional College of Medicine (COM) and Disability Human Development (DHD) programs students with disabilities. Students from the COM and DHD programs who are also served by the Disability Resource Center are deducted from the Disability Resource Center so that there will be no double counting.

Students with Disabilities Who Registered²

<u>Type of Disability</u>	Undergraduate	Graduate	Other (Professional COM students)	Total
Learning	35	9		44
ADHD	14	7		21
Psychological	29	7		36
Developmental	0	0		0
Mobility	14	8		22
Blind/Low Vision	19	8		27
Deaf/Hard of Hearing	7	3		10
Systemic/Chronic Health Problems	34	10		44
Other	0	0		0
TOTAL	152	66	0	204

Sources: Disability Resource Center

Note (2) Students who registered are students who are registered are students registered with the Disability Resource Center.

Registered Students Who Used Services³

<u>Type of Disability²</u>	Undergraduate	Graduate	Other (Professional COM students)	Total
Learning	35	9		44
ADHD	14	7		21
Psychological	29	7		36
Developmental	0	0		0
Mobility	14	8		22
Blind/Low Vision	19	8		27
Deaf/Hard of Hearing	7	3		10
Systemic/Chronic Health Problems	34	10		44
Other	0	0		0
TOTAL	152	66	0	204

Sources: Disability Resource Center

Note (3) Implementing accommodations typically involve a number of people/departments (Disability Resource Center, 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 disability. Therefore, the information provided in the above table reflects those who used services provided by the Disability Resource Center and are consistent with those registered at that Center

Students Who Self-Report and Did not Register⁴

<u>Type of Disability²</u>	Undergraduate	Graduate	Other (Professional COM students)	Total
Learning		0	4	4
ADHD		0	5	5
Psychological		0	1	1
Developmental		0	0	0
Mobility		7	1	8
Blind/Low Vision		5	3	8
Deaf/Hard of Hearing		1	0	1
Systemic/Chronic Health Problems		0	0	0
Other		1	2	3
TOTAL		14	16	30

Sources: Disability Resource Center and Office of Access and Equity

Note (3) These students included in this table are those self reported in the COM and DHD programs who did not register with the Disability Resource Center.

Supplemental Question

1. If available, please indicate the number of faculty, staff, or other individuals with disabilities served that are not included in the tables above, counting each individual only once based upon their primary disability.

Type of Disability	Faculty/Staff	Other
Learning		
ADHD		
Psychological		
Developmental		
Mobility		
Blind/Low Vision		
Deaf/Hard of Hearing		
Systemic/Chronic Health Problems		
Other		

No data is available

V. FRESHMEN RETENTION RATES BY RACIAL/ETHNIC CATEGORY																								
Table IBHE-3																								
Table IBHE-3																								
University of Illinois at Chicago																								
Freshmen Retention Rates																								
Fall 2000 through Fall 2004 New Beginning Freshmen Cohorts																								
by Racial/Ethnic Category and Gender																								
	American Indian or Alaskan Native			Asian or Pacific Islander			Black/Non-Hispanic			Hispanic			White/Non-Hispanic			Non-Resident Alien			Unknown/Other			Total		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
2000	33.3	75.0	57.1	81.8	87.1	84.6	67.6	71.6	70.7	77.5	80.4	79.2	73.5	78.6	76.1	87.5	80.0	82.6	72.2	80.0	76.9	76.4	80.4	78.7
2001	50.0	25.0	33.3	86.2	89.4	87.9	55.3	68.0	65.6	78.0	76.8	77.3	75.7	77.3	76.5	76.5	76.9	76.7	71.4	86.0	78.8	78.1	79.5	78.9
2002	50.0	100.0	75.0	84.0	88.9	86.5	61.6	61.1	61.2	70.1	75.0	73.3	77.7	78.0	77.9	85.7	77.8	81.3	76.8	76.7	76.7	77.7	77.7	77.7
2003	40.0	60.0	50.0	83.3	86.8	85.1	65.1	69.6	68.5	69.3	69.1	69.2	77.6	78.2	77.9	40.0	25.0	30.8	75.0	80.0	77.7	77.1	77.6	77.4
2004	100.0	100.0	100.0	81.8	85.7	83.9	86.0	62.7	67.7	71.3	74.2	73.0	76.3	81.0	78.6	75.0	66.7	72.2	74.1	82.0	78.3	77.3	78.2	77.8
Source: UIC Office of Data Resources and Institutional Analysis																								

VI. APPLICATIONS, ADMISSIONS, AND ENROLLMENT OF FIRST-TIME FRESHMEN, NEW TRANSFERS, NEW GRADUATE STUDENTS, AND FIRST-TIME PROFESSIONALS																
Table IBHE-4																
Table IBHE-4																
University of Illinois at Chicago																
Applications, Admissions, and Enrollment Form																
Fall 2004																
	American Indian or Alaskan Native		Asian or Pacific Islander		Black/Non-Hispanic		Hispanic		White/Non-Hispanic		Non-Resident Alien		Unknown		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
First-Time Freshmen																
Completed Applications	16	22	1,228	1,237	487	1,140	820	1,282	2,115	2,639	153	114	529	642	5,348	7,076
Acceptances for Regular Admission	9	11	711	777	176	509	428	727	1,372	1,806	30	26	259	356	2,985	4,212
Enrollments	3	2	322	359	62	215	205	298	494	498	12	6	112	128	1,210	1,506
New Undergraduate Transfers																
Completed Applications	12	10	346	323	185	400	242	307	990	1,374	77	93	204	211	2,056	2,718
Acceptances for Regular Admission	4	3	140	142	52	87	98	137	411	606	15	24	65	71	785	1,070
Enrollments	2	3	114	108	46	65	71	108	300	433	9	11	57	59	599	787
New Graduate Students																
Completed Applications	7	4	235	379	158	417	131	228	1,162	2,044	2,090	1,573	317	441	4,100	5,086
Acceptances for Regular Admission	5	3	119	188	60	177	76	105	617	976	433	330	144	175	1,454	1,954
Enrollments	2	3	49	72	31	106	46	54	295	468	163	155	47	66	633	924
First-Time Professional Students																
Completed Applications	18	22	1,098	1,287	171	423	246	249	1,812	1,933	15	23	222	243	3,582	4,180
Acceptances for Regular Admission	4	2	230	249	33	103	58	79	365	440	6	8	22	18	718	899
Enrollments	1	0	81	108	7	30	17	21	122	155	1	1	11	20	240	335
Total																
Completed Applications	53	58	2,907	3,226	1,001	2,380	1,439	2,066	6,079	7,990	2,335	1,803	1,272	1,537	15,086	19,060
Acceptances for Regular Admission	22	19	1,200	1,356	321	876	660	1,048	2,765	3,828	484	388	490	620	5,942	8,135
Enrollments	8	8	566	647	146	416	339	481	1,211	1,554	185	173	227	273	2,682	3,552

Source: UIC Office of Data Resources and Institutional Analysis