
**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

2008

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

University of Illinois at Chicago

Office of Institutional Research
at the University of Illinois at Chicago

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University of Illinois at Chicago 2008 Underrepresented Groups Report

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**January 2008 Report
ON ACADEMIC ACHIEVEMENT
OF UNDERREPRESENTED GROUPS**

INTRODUCTION

UIC continues its strong commitment to diversity, a fact supported by ongoing recognition of its successes in this area at the national level. With no one racial/ethnic group constituting a majority of its student body, UIC continues to be ranked highly in ethnic diversity. In 2007, UIC tied with Stanford University and Barry University for the 4th highest diversity index in the U.S. News annual rankings of national universities.¹

U.S. News gave UIC the 4th highest diversity index rating among national universities in 2007.

In April of 2007, Chancellor Manning crafted a statement of support, endorsed by the UIC Senate, to reaffirm the institution's broad embrace of diversity, as expressed most recently in the campus strategic plan². In announcing the statement to the campus community, Chancellor Manning called attention to the various extant policies with regard to inclusiveness and asked campus constituencies for their "wholehearted commitment to the ideals that those policies and the statement [itself] represent."

Statement of Support:

"The people of UIC embrace the diversity of our campus community, believing that it contributes vitally to the fulfillment of our mission. In promoting equal opportunity, mutual respect, fair treatment and the elimination of barriers to the achievement of excellence, we seek to create a supportive academic, social and physical environment for all. In planning our programs and developing our policies, we remain mindful of the need to consider their impact upon all members of the UIC community."

In the Final Team Report of the Higher Learning Commission reaccreditation visit completed in 2007, the evaluation team noted in its "evidence of core components...met" that UIC "has created a learning environment which supports a wide diversity of learners as demonstrated by...the Academic Cultural Centers including the African-American Cultural Center, the Asian American Resource and Cultural Center, the Office of Gay, Lesbian, Transgender and Bisexual Concerns, the Office

of Women's Affairs, and the Rafael Cintron-Ortiz Latino Cultural Center." The cultural centers mentioned in the reaccreditation team report comprise a network of resources working in concert with other academic support units on campus including the Math Learning Center, Science Learning Center, and Writing Center to promote student academic success.

To foster success of undergraduate students from underrepresented groups, the Provost appointed a Provost Working Group for Underrepresented Students in August 2004. Since then, the group --which includes campus leaders involved with recruitment, support, and retention of students of underrepresented groups-- has been meeting on a regular basis throughout the academic year. It presented its first year-end report to the Provost at its October 12, 2005 meeting, showing its findings and providing recommendations on actions to better serve students of underrepresented groups. Among the recommendations implemented by the Provost is the UIC Convocation first held on August 27, 2006 and again in 2007. This event is designed to welcome and orient incoming freshmen at the beginning of their academic careers at UIC.

¹ See: http://colleges.usnews.rankingsandreviews.com/usnews/edu/college/rankings/brief/natudoc_campdiv_brief.php. The National universities group is a Carnegie Foundation category consisting of 254 American universities that offer a wide range of undergraduate majors as well as master's and doctoral degrees.

² See: <http://tigger.uic.edu/depts/oa/2010/report.html>

Each year the Chancellor appoints six committees to address issues of concern to African Americans; Asian Americans; Latinos; lesbian, gay, bisexual, and transgender people; persons with disabilities; and women. The committees include faculty, staff, and students and address issues such as recruitment and retention, access, the role of underrepresented groups in university policy and governance. They make recommendations directly to the Chancellor and Provost on policies that affect their constituencies and present programs for the university community. Some of their policy recommendations, initially designed for a specific group, have found their way into general policy, benefiting the entire UIC community.

The Provost has also convened a Diversity Advisory Committee (DAC) to advise him on all matters pertinent to enhancing the positive impact of diversity in academic affairs. Of particular concern are programs for faculty and students, including recruitment and retention, and formal curriculum and extracurricular offerings that promote diversity and educational benefits from diverse experiences and perspectives for the faculty and the student body. The committee includes the newly-appointed Special Assistant to the Provost for Diversity, representatives of all six Chancellor's status committees, the Departments of African-American Studies and Latin American & Latino Studies, the Institute for Research on Race and Public Policy, the Urban Health Program, and student government.

This report focuses on the academic achievement of traditionally underrepresented groups. While much work remains to be done, UIC has made progress in a number of areas. Some of the successes are: an increase in the number of professional degrees awarded to African American students and year-to-year persistence rates among underrepresented groups in health professions programs that matches or exceeds the average for all students in those academic disciplines. This report also describes selected offices and programs with their goals and objectives for fostering academic success among the students they serve. A number of these programs successfully improve the performance and graduation rates for their participants. These programs and offices have made significant contributions to the diversity mission of UIC.

Student Enrollment Statistics

Table I-1, I-2, and I-3, respectively, show the Fall 2002 to Fall 2006 UIC distribution, by gender and race/ethnicity, for total students, undergraduate students, and graduate and professional students. The total number of undergraduate and graduate students declined by less than one percentage point in Fall 2006, while the number of professional students rose by a modest 2.4%. The proportion of women students remained at approximately 55%—close to the national average of 57%. The distribution of student enrollment by race/ethnicity has remained steady overall with Native Americans, African Americans and Latino/as, respectively, constituting on average 0.2%, 9.1% and 16.3% of the student population in the last five years. These percentages are lower than the national average for Native American and African American students, but higher than the national average for Latino/a students.

Academic Achievement Statistics—Undergraduate Degrees Awarded

Degrees awarded are an important indicator of academic success. Table I-4 shows the number and percentage of bachelor's degrees awarded to underrepresented groups of students from fiscal year 2003 through fiscal year 2007. The data show that the percentage of bachelor's degrees awarded to Native Americans, African Americans and Latino/as averages 0.2%, 7.5% and 14.0% respectively. These percentages are slightly lower than the national average for Native American and African American students, but substantially higher for Latino/as.

UIC continues to be recognized nationally as a top producer of degrees awarded to underrepresented populations. According to *Hispanic Outlook of Higher Education*, UIC was ranked 51st in the nation among colleges awarding the most Bachelor's degrees to Latino/a students². In addition, *Diverse Issues in Higher Education* places UIC 32nd in the number of Latino/a engineering baccalaureates, 36th in the number of African American engineering baccalaureates, and 39th in the number of Latino/a bachelor's degrees in biological or biomedical sciences.³

Academic Achievement Statistics—Freshmen Retention Rates

IBHE Table 3 in Appendix A shows the first-year retention rate for new freshmen cohorts entering in the fall semesters from 2000 to 2006. During that period, the first-to-second year persistence rate ranged from 77.8% to 79.0% overall. The campus saw steady increases in Latino/a retention rates for the 2004 and 2005 entering cohorts. The rate for Latino/a females, for example, is equivalent to that of the entering cohorts overall. African American women undergraduates saw a similar pattern of improved retention (from 62.7% in the 2004 cohort to 66.1% in 2005 and 70.2% in 2005). The pattern for African American males, however, has been less even, with increases from 2002 to 2004 (including a peak first-to-second year retention rate of 86.0% in 2004), followed by declines in subsequent cohorts. Determining the causes for this drop and actions to address those causes are a campus priority. Among the initiatives planned for 2008 is a summit of Student Affairs and Academic Affairs professionals to discuss topics of student development and engagement for this underserved group.

³ See: http://Latino/aoutlook.com/top100_focus.htm?section=b.

³ See: <http://www.diverseeducation.com/Top100Home.asp>

Academic Achievement of Graduate and Professional Students—Degrees Awarded

Table I-5 shows total graduate and professional degrees awarded from FY2003 to FY2007. The total number of graduate degrees awarded remained relatively flat for the period, while the number of professional degrees increased by 23%. The proportion of graduate and professional degrees awarded to underrepresented groups also remained fairly constant—with some minor year-to-year fluctuations—over the period. On average, American Indian, African American and Latino/a graduate degrees represented, respectively, 0.2%, 7.6% and 6.5% of all graduate degrees earned. At the professional level, the comparable proportions were 0.5%, 6.9% and 7.1%. The number of women and Latino/a students at the professional level showed renewed increases in FY2007 in both absolute numbers and as a proportion of total enrollment after slight declines the previous year. The enrollment of African American students in professional degree programs also exhibited a modest increase for the second year in a row.

UIC reputation as a top producer of academic degrees by underrepresented groups extends to the graduate and professional levels as well. *Diverse Issues in Higher Education* ranks UIC 35th in the number of doctoral degrees awarded to African American students enrolled at traditionally white institutions, an accomplishment exceeded in the state of Illinois by only one other 4-year institution, Loyola University. In fact, UIC awards more doctoral degrees to African Americans than all but four of the eleven Historically Black Colleges and Universities represented in the top 100.

Hispanic Outlook placed UIC 65th in master's degrees awarded to Latino/a students—more than any other Illinois public 4-year institution—and 68th in Latino/a doctoral degrees, a figure exceeded in the state of Illinois only by the Urbana campus and the University of Chicago.

UIC continues to rank among the top institutions in the country in terms of the number of professional degrees awarded to underrepresented students. The campus is ranked 8th in the nation in the number of medical degrees awarded to African Americans and 9th among Latino/a medical degree earners—the latter number being the highest of any university in the Midwest.

Offices and Resources to Promote Retention and Graduation of Students in Underrepresented Groups

In addition to pre-college and transition programs geared to promote success at UIC for incoming underrepresented students, there are also a number of programs targeted to aid them as they continue their career at UIC. Some of the programs are offered by campus units and others are offered by various colleges. The following descriptions summarize program accomplishments in 2007.

The **African American Academic Network (AAAN)** is an academic support program that works with African American and other students seeking assistance. The new African American freshman students who received services from the AAAN during the 2006-07 academic year were found to persist to their second year of enrollment at a rate that was 14 percentage points higher than new African American freshmen who did not seek services. Analyses are underway to pinpoint the specific support factors contributing to these positive outcomes.

The **TRIO/Educational Opportunity Outreach Programs** consist of four precollege and college programs designed to identify students with academic potential who need information and support to complete middle and high school and advance to, and graduate from, post-secondary school. These may be first generation college students, low-income students, or students with disabilities. In FY 2007, TRIO programs received \$1.4 million in federal grant funding for Project Upward Bound, Educational Talent Search, Upward Bound Math and Science, and Academic Support Program. The institutional research staff, the Degree Progress Office, and the Special Assistant to the Provost for Diversity are working to

collect data for assessing student achievement in these programs.

The **Minority Engineering Recruitment and Retention Program** (MERRP) is a college-based learning community designed to prepare students for a variety of career opportunities in the engineering profession, including design, production, research, development, management, and construction. MERRP's mission includes a multifaceted and collaborative learning approach, a focus on student sufficiency and community building, and an environment of student-centered services and success. The recent comments of UIC MERRP alumnus Hector Fundora who is currently employed as a Senior Program Manager for Motorola:

“UIC continues to be the best engineering education value for the money in the Midwest. Thank goodness for the mentoring provided by the MERRP Program during my freshman year. I would never have done it without their support.”

The stated mission of the **Latin American Recruitment and Educational Services** (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.” In FY 2007, 436 UIC students were awarded bachelor's degrees. As indicated in the Academic Achievement Statistics section above, UIC awards a substantial number of the bachelor's degrees earned by Latino/a undergraduates. In its 2007 report on top 100 degree producers, *Diverse Issues in Higher Education* reveals that UIC awarded more bachelor's degrees to Latino/as than any other higher education institution in Illinois or in the rest of the Midwest.

The **Urban Health Program** (UHP) is a state-supported program dedicated to improving the quality of health care services for medically underserved urban populations, especially those in “Health Professions Shortage Areas” of Illinois, by expanding health professions education opportunities for underrepresented groups. UHP provides essential support systems for the retention of students through graduation, with each of the Health Sciences Colleges (the Colleges of Applied Health Sciences, Dentistry, Medicine, Nursing, Pharmacy, Public Health, and the Graduate College), the Early Outreach Program (College of Education) and Support Units (Academic Center for Excellence, and the Office of Admissions and Records) developing specific programs aimed at increasing the numbers of underrepresented biomedical researchers and health care professionals prepared to work in urban communities.

In FY2007, UHP initiated a pilot project with the Office of Institutional Research to develop an academic progress reporting system. The first phase of the project tracks graduate and professional cohorts of students in a manner similar to the traditional method of tracking entering freshmen. Preliminary results indicate that UHP participants are retained at rates equal to or greater than the overall persistence rate for the relevant cohort.

The **Summer Research Opportunities Program for Undergraduates** (SROP) was first established in 1986 by the Committee on Institutional Cooperation (CIC) to introduce underrepresented undergraduates to academic research experiences. Student participants work one-on-one with a faculty mentor giving them an opportunity to experience research and the graduate student experience. UIC launched its SROP in 1986, with a total of six minority undergraduate students. In its twenty-year history of hosting this program, UIC has had over one thousand student participants.

The retention, graduation and pos-baccalaureate rates of SROP students are substantially higher than those of the general student population. More than two-thirds of the SROP alumni have gone on to graduate and professional schools—four times the national average for all baccalaureates in the U.S. At last count, 97% of those students who participated in its program have continued their studies or have earned a BA/BS degree, 47% are working toward or have completed a graduate degree, and 21.2% are

working toward or have completed a professional degree.

The infrastructure for collecting this information on SROP students at UIC has been established and the campus is planning a formal follow-up of SROP participants in the coming year.

Institutional Effective Practice—Project CHANCE

Project CHANCE is an academic support services program designed to assist the University of Illinois at Chicago with its need to increase enrollment, retention and graduation rates for underrepresented students. The goal of this academic support program is to meet the needs of students who require assistance with academic preparation, study habits and skills, motivation and coping strategies, personalized counseling, Probation Outreach (Scholar Bright) and diversity training.

Designed to supplement academic instruction in a non-traditional method of instruction (distance learning, face-to-face and web-based interaction seven days a week), Project CHANCE served 287 students during the 2006-2007 academic year. Aimed to provide assistance with personal adaptation to the demands of a university education, the unit offered supplemental non-credit instructional courses in Math, Biology, Chemistry and English, skills building workshops and seminars, career development, a health and wellness series, summer bridge programming in partnership with Chicago Public Schools and City Colleges of Chicago, community building and service oriented seminars and access to professional and community related agencies.

This program also facilitates personal connection and community building with the university. In FY 2007 CHANCE created on-campus Academic Support Partnerships to provide linked courses, tutoring services, specialized seminars and workshops. The Project's campus partners include the College of Liberal Arts and Sciences, College of Applied Health Sciences, the College of Business Administration, the Math Learning Center, the UIC Writing Center, UIC Athletics and the Academic Center for Excellence. Partnerships with these units were tailored to improve and enhance students' academic and professional profiles. The Project also provided funding to send CHANCE students to professional conferences. Student organizations who received special funding from CHANCE include SACNAS (Society for Advancement of Chicanos and Native Americans), Organization of Artistic Diversity and Unification, Alpha Phi Alpha Fraternity, Inc., Black Student Union SHPE (Society of Hispanic Professional Engineers), MERRP (Minority Engineering Recruitment and Retention Program), and the Asian American Resource Program. CHANCE loaned 82 laptops to students, many of whom come from first generation, low-income, single-parent households that cannot afford to purchase computer equipment.

Of the 287 students served in FY 2007, 61 percent remain enrolled at the university and 12 percent have graduated. Many students have provided personal testimonies regarding their participation in CHANCE. The program offers opportunities (tuition and housing scholarships, book vouchers, study abroad opportunities, access to underrepresented internship opportunities, peer-to-peer mentoring and mandatory study sessions) which they cannot receive from other support programs. The mission of this program is to provide underrepresented populations with a flexible educational experience with a home base that is available to them seven days a week in a nontraditional setting. It is the hope that this model will help students achieve their goal of graduation in with support that addresses the competitive demands of higher education in the twenty-first century.

Web Accessibility

Committee Status

The UIC Web Accessibility Committee has met regularly (twice a month) to discuss improving campus site accessibility. The Web Accessibility Committee has added new representatives from the School of Dentistry, Library, and a Faculty member from Department of Biomedical and Health Information Sciences.

Training

Web Accessibility training workshops sponsored by the [ACCC Instructional Technology Lab](#), the [Disability Resource Center](#) and the [Web Accessibility Committee](#) were completed in July and November. These workshops included creating accessible documents and an all day workshop on creating Web Accessible Content. The workshops were advertised and open for anyone on campus who was interested.

Standards

The Web Accessibility committee determined campus standards for Web Accessibility on campus based on Federal Section 508 Web accessibility guidelines.

Evaluation Tools

The Web Accessibility Committee determined that using the UIUC iCITA's Functional Accessibility Evaluator and WebAIM's WAVE (Web Accessibility Versatile Evaluator) were the tools of choice for evaluating sites for accessibility.

Communication Tools

A Web site (<http://accessweb.uic.edu>) was developed to communicate information concerning Web accessibility on campus. This site includes campus standards, training information, best practices and other information for developing accessible campus sites.

A UIC discussion list (Universal Design Listserv) was created to help developers in receiving information about accessibility and discussing best practices for making Web sites accessible.

New Staff member for Web Accessibility

A new staff member (Kurt Okimoto) was hired to work on assisting the campus in accessible Web site development.

Legacy Pages

A process has been developed to ensure inaccessible legacy pages are accessible to people with disabilities. Each department on campus will have a person assigned to be the contact person for legacy pages. Each department will advertise how to reach the department contact person to ensure Web site information is available to all.

Creation of New Accessible Sites

Several UIC campus sites have been created accessibly in the past year including Admissions and Records, The Honors College, The Disability Resource Center, Faculty Affairs Human Resources, Graduate Catalog, and the Undergraduate Catalog.

Goals for FY 2008

Increase the training for Webmasters on how to develop Web sites accessibility. The goal is to have monthly trainings on practices for developing sites accessibly.

Review the top 27 Web sites on campus to show how accessibility has changed since the baseline for accessibility was developed on campus last year.

Meet with Webmasters from the top 27 Web sites with information concerning how to improve their sites to meet the campus Web accessibility standard.

Enhance the Web accessibility support Web site (<http://accessweb.uic.edu>) to include best practices and resources to help Webmasters on campus.

Implement the standards developed through the Illinois Information Technology Accessibility Act.

Table I-1
 Distribution of Students by Gender and Race/Ethnicity
 for Total Campus
 Fall 2002 to 2006

	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2005	
Total Students	25,690		25,228		24,407		24,353		24,200	
Gender										
Men	11,399	44.4%	11,195	44.4%	10,919	44.8%	10,919	44.8%	10,819	44.7%
Women	14,291	55.6%	14,033	55.6%	13,434	55.2%	13,434	55.2%	13,381	55.3%
Race/Ethnicity										
American Indian or Alaskan Native	60	0.2%	56	0.2%	66	0.3%	66	0.3%	74	0.3%
Asian or Pacific Islander	5,257	20.5%	5,260	20.8%	4,921	20.2%	4,921	20.2%	4,866	20.1%
Black/Non-Hispanic	2,310	9.0%	2,178	8.6%	2,107	8.7%	2,107	8.7%	2,064	8.5%
Hispanic	3,307	12.9%	3,207	12.7%	3,146	12.9%	3,146	12.9%	3,078	12.7%
White/Non-Hispanic	11,735	45.7%	11,499	45.6%	11,183	45.9%	11,183	45.9%	11,200	46.3%
Non-Resident Alien	2,076	8.1%	1,913	7.6%	1,804	7.4%	1,804	7.4%	1,799	7.4%
Unknown	945	3.7%	1,115	4.4%	1,126	4.6%	1,126	4.6%	1,119	4.6%
Total	25,690	100%	25,228	100%	24,353	100%	24,353	100%	24,200	100%

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

Table I-2
Undergraduate Student Enrollment by Gender and Race/Ethnicity
Fall 2002 to 2006

	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
Total Students	16,543		16,012		15,448		15,148		14,999	
Gender										
Men	7,450	45.0%	7,242	45.2%	7,046	46.5%	7,046	46.5%	6,961	46.4%
Women	9,093	55.0%	8,770	54.8%	8,102	53.5%	8,102	53.5%	8,038	53.6%
Race/Ethnicity										
American Indian or Alaskan Native	37	0.2%	33	0.2%	37	0.2%	37	0.2%	45	0.3%
Asian or Pacific Islander	3,979	24.1%	3,934	24.6%	3,679	24.3%	3,679	24.3%	3,590	23.9%
Black/Non-Hispanic	1,578	9.5%	1,455	9.1%	1,359	9.0%	1,359	9.0%	1,307	8.7%
Hispanic	2,677	16.2%	2,576	16.1%	2,499	16.5%	2,499	16.5%	2,450	16.3%
White/Non-Hispanic	7,380	44.6%	7,044	44.0%	6,561	43.3%	6,561	43.3%	6,602	44.0%
Non-Resident Alien	250	1.5%	211	1.3%	210	1.4%	210	1.4%	230	1.5%
Unknown	642	3.9%	759	4.7%	803	5.3%	803	5.3%	775	5.2%
Total	16,543	100%	16,012	100%	15,148	100%	15,148	100%	15,148	100%

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

Table I-3
UIC
Total Graduate and Professional Student Enrollment by Gender and Race/Ethnicity
Fall 2002 to 2006

	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
<u>Graduate Students</u>	6,803		6,825		6,581		6,766		6,704	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	N	<u>%</u>	N	<u>%</u>	N	<u>%</u>
Male	2,804	41.2%	2,821	41.3%	2,724	41.4%	2,768	41.5%	2,733	40.8%
Female	3,999	58.8%	4,004	58.7%	3,857	58.6%	3,998	58.5%	3,971	59.2%
American Indian or Alaskan Native	14	0.2%	17	0.2%	17	0.3%	20	0.3%	22	0.3%
Asian or Pacific Islander	489	7.2%	509	7.5%	492	7.5%	479	7.1%	501	7.5%
Black/Non-Hispanic	572	8.4%	564	8.3%	531	8.1%	576	8.5%	577	8.6%
Hispanic	457	6.7%	458	6.7%	449	6.8%	449	6.6%	400	6.0%
White/Non-Hispanic	3,214	47.2%	3,303	48.4%	3,244	49.3%	3,423	50.6%	3,413	50.6%
Non-Resident Alien	1,791	26.3%	1,667	24.4%	1,561	23.7%	1,553	23.0%	1,530	22.8%
Unknown	266	3.9%	307	4.5%	287	4.4%	266	3.9%	261	3.9%
	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
<u>Professional Students</u>	2,344		2,391		2,378		2,439		2,497	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	N	<u>%</u>	N	<u>%</u>	N	<u>%</u>
Male	1,145	48.8%	1,132	47.3%	1,085	45.6%	1,105	45.3%	1,125	45.1%
Female	1,199	51.2%	1,259	52.7%	1,293	54.4%	1,334	54.7%	1,372	54.9%
American Indian or Alaskan Native	9	0.4%	6	0.3%	9	0.4%	9	0.4%	7	0.3%
Asian or Pacific Islander	789	33.7%	817	34.2%	777	32.7%	763	31.3%	775	31.0%
Black/Non-Hispanic	160	6.8%	159	6.6%	163	6.9%	172	7.1%	180	7.2%
Hispanic	173	7.4%	173	7.2%	170	7.1%	198	8.1%	228	9.1%
White/Non-Hispanic	1,141	48.7%	1,152	48.2%	1,172	49.3%	1,199	49.2%	1,185	47.5%
Non-Resident Alien	35	1.5%	35	1.5%	33	1.4%	41	1.7%	39	1.6%
Unknown	37	1.6%	49	2.0%	54	2.3%	57	2.3%	83	3.3%

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

Table I-4
 Distribution of Students by Gender and Race/Ethnicity for Total Bachelor's Degrees Awarded
 Fiscal Years 2003 to 2007

	FY 2003		FY 2004		FY 2005		FY 2006		FY 2007	
Total Bachelor's Degrees Awarded	3,261		3,262		3,149		3,184		3,286	
Gender										
Men	1,416	43.4%	1,403	43.0%	1,343	42.6%	1,431	44.9%	1,501	45.7%
Women	1,845	56.6%	1,859	57.0%	1,806	57.4%	1,753	55.1%	1,785	54.3%
Race/Ethnicity										
American Indian or Alaskan Native	8	0.2%	9	0.3%	6	0.2%	8	0.3%	9	0.3%
Asian or Pacific Islander	736	22.6%	761	23.3%	794	25.2%	815	25.6%	851	25.9%
Black/Non-Hispanic	241	7.4%	273	8.3%	265	8.4%	208	6.5%	227	6.9%
Hispanic	490	15.0%	458	14.0%	446	14.2%	429	13.5%	436	13.3%
White/Non-Hispanic	1,598	49.0%	1,575	48.3%	1,497	47.5%	1,542	48.4%	1,577	48.0%
Non-Resident Alien	74	2.3%	70	2.1%	52	1.7%	60	1.9%	51	1.6%
Unknown	114	3.5%	116	3.6%	89	2.8%	122	3.8%	135	4.1%
Total	3,261	100%	3,262	100%	3,149	100%	3,184	100%	3,286	100%

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

Table I-5
UIC
Distribution of Students by Gender and Race/Ethnicity for Total Graduate and Professional Degrees Awarded
Fiscal Year 2003 to 2007

	FY 2003		FY 2004		FY 2005		FY 2006		FY 2007	
<u>Graduate Students</u>	2,033		2,090		2,046		2,042		2,023	
	<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	874	43.0%	919	44.0%	827	40.4%	853	41.8%	850	42.0%
Female	1,159	57.0%	1,171	56.0%	1,219	59.6%	1,189	58.2%	1,173	58.0%
American Indian or Alaskan Native	4	0.2%	5	0.2%	7	0.3%	4	0.2%	5	0.2%
Asian or Pacific Islander	126	6.2%	164	7.8%	182	8.9%	157	7.1%	134	6.6%
Black/Non-Hispanic	154	7.8%	147	7.0%	158	7.7%	118	7.7%	153	7.6%
Hispanic	108	5.3%	138	6.6%	139	6.8%	118	7.7%	119	5.8%
White/Non-Hispanic	887	43.6%	856	41.0%	950	46.4%	997	48.8%	980	48.4%
Non-Resident Alien	704	34.6%	707	33.8%	558	27.3%	560	27.4%	568	28.1%
Unknown	70	3.4%	73	3.5%	51	2.5%	88	4.3%	64	3.2%
	FY 2003		FY 2004		FY 2005		FY 2006		FY 2007	
<u>Professional Students</u>	496		560		553		555		610	
	<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	247	49.8%	271	48.4%	245	44.3%	261	47.0%	266	43.6%
Female	249	50.2%	289	51.6%	308	55.7%	294	53.0%	344	56.4%
American Indian or Alaskan Native	3	0.6%	4	0.7%	2	0.4%	4	0.7%	0	0.0%
Asian or Pacific Islander	176	35.5%	187	33.4%	192	32.7%	175	31.5%	201	33.0%
Black/Non-Hispanic	34	6.9%	32	5.7%	30	6.9%	42	7.6%	46	7.5%
Hispanic	39	7.9%	36	6.4%	50	7.1%	33	5.9%	49	8.0%
White/Non-Hispanic	226	45.6%	283	50.5%	268	49.3%	287	51.7%	291	47.7%
Non-Resident Alien	9	1.8%	8	1.4%	9	1.4%	9	1.6%	15	2.5%
Unknown	9	1.8%	10	1.8%	2	2.3%	5	0.9%	8	1.3%

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

Table I-6
Distribution of All Tenured and Tenure Track Faculty by Gender and Race/Ethnicity
Fall 2001 to 2006

	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	<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>N</u>	<u>%</u>
Faculty All Sites <u>Tenured and Tenure Track</u>	1,448	100.0%	1394	100%	1377	100%	1,366	100%	1,373	100%	1,362	100%
Male	1,051	72.6%	965	69.2%	953	69.2%	947	69.3%	933	68.0%	901	66.0%
Female	397	27.4%	429	30.8%	424	30.8%	419	30.7%	440	32.0%	461	34.0%
American Indian or Alaskan Native	2	0.1%	2	0.1%	1	0.1%	0	0.0%	0	0.0%	1	0.07%
Asian or Pacific Islander	197	13.6%	202	14.5%	206	14.9%	213	15.6%	221	16.1%	227	16.7%
Black/Non-Hispanic	55	3.8%	51	3.7%	51	3.7%	50	3.7%	47	3.4%	50	3.7%
Hispanic	65	4.5%	67	4.8%	66	4.8%	61	4.4%	65	4.7%	65	4.8%
White/Non-Hispanic	1,129	78.0%	1,072	76.9%	1,053	76.5%	1,042	76.3%	1,040	75.7%	1019	74.8%

Data Source: UIC Office of Data Resources and Institutional Analysis - UIC Comprehensive Profile

Table I-9**New Hires of Tenured and Tenure-track Faculty (All Sites)***50% or greater FTE; regular appointments*

	Fall 2005	%	Fall 2006	%
Total = n	98		84	
Male	52	53.1%	45	53.6%
Female	46	46.9%	39	46.4%
American Indian or Alaskan Native	0	0.0%	1	1.2%
Asian or Pacific Islander	23	23.5%	19	22.6%
Black/Non-Hispanic	5	5.1%	4	4.8%
Hispanic	7	7.1%	7	8.3%
White/Non-Hispanic	63	64.3%	53	63.1%
Non-Resident Alien	0	0.0%	0	0.0%
Unknown	0	0.0%	0	0.0%

Table I-10**New Hires of Academic Professionals and Administrators (All Sites)***50% or greater FTE; regular appointments*

	Fall 2005	%	Fall 2006	%
Total = n	492		450	
Male	191	38.8%	146	32.4%
Female	301	61.2%	304	67.6%
American Indian or Alaskan Native	1	0.2%	2	0.4%
Asian or Pacific Islander	112	22.8%	70	15.6%
Black/Non-Hispanic	76	15.4%	78	17.3%
Hispanic	33	6.7%	39	8.7%
White/Non-Hispanic	270	54.9%	261	58.0%
Non-Resident Alien	0	0.0%	0	0.0%
Unknown	0	0.0%	0	0.0%

Table I-11**New Hires of Support Staff***FTE greater than 0%; includes UA - Chicago; excludes COM-Urbana*

	Fall 2005	%	Fall 2006	%
Total = n	450		504	
Male	127	28.2%	141	28.0%
Female	323	71.8%	363	72.0%
American Indian or Alaskan Native	0	0.0%	1	0.2%
Asian or Pacific Islander	50	11.1%	79	15.7%
Black/Non-Hispanic	173	38.4%	179	35.5%
Hispanic	91	20.2%	92	18.3%
White/Non-Hispanic	136	30.2%	153	30.4%
Non-Resident Alien	0	0.0%	0	0.0%
Unknown	0	0.0%	0	0.0%

Source: Office for Access and Equity

Table I-7
Distribution of Academic Professionals and Administrator in Chicago
by Gender and Race/Ethnicity
Fall 2001 to 2006

	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	<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>N</u>	<u>%</u>
Chicago Academic Professionals & Administrators	2,176	100.00%	2,169	100.00%	2,335	100.00%	2,372	100.00%	2,552	100.00%	2,701	100.00%
GENDER												
Male	793	36.40%	783	36.00%	831	35.60%	846	35.70%	932	36.50%	970	35.91%
Female	1,383	63.60%	1,386	64.00%	1,504	64.40%	1,526	64.30%	1,620	63.50%	1,731	64.09%
ETHNICITY												
American Indian or Alaskan Native	11	0.50%	10	0.50%	11	0.50%	7	0.30%	6	0.20%	7	0.26%
Asian or Pacific Islander	239	11.00%	272	12.50%	300	12.80%	324	13.60%	392	15.40%	412	15.25%
Black/Non-Hispanic	339	15.60%	330	15.20%	351	15.00%	353	14.90%	389	15.20%	427	15.81%
Hispanic	162	7.40%	167	7.70%	182	7.80%	187	7.90%	196	7.70%	220	8.15%
White/Non-Hispanic	1,425	65.50%	1,390	64.10%	1,491	63.90%	1,501	63.30%	1,569	61.50%	1,635	60.53%

Prepared by: Office of Institutional Research, 2008

Data Source: UIC Office of Data Resources and Institutional Analysis

Table I-8
Distribution of Support Staff in Chicago
by Gender and Race/Ethnicity
Fall 2001 to 2006

	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
Chicago Support Staff	5,052	100.00%	5,053	100.00%	5,017	100.00%	4,929	100.00%	4,866	100.00%	4,907	100.00%
GENDER												
Male	1,625	32.20%	1,636	32.40%	1,589	31.70%	1,572	31.90%	1,545	31.80%	1,519	30.96%
Female	3,427	67.80%	3,417	67.60%	3,428	68.30%	3,357	68.10%	3,341	68.20%	3,388	69.04%
ETHNICITY												
American Indian or Alaskan Native	16	0.30%	12	0.20%	12	0.20%	11	0.20%	10	0.20%	10	0.20%
Asian or Pacific Islander	523	10.40%	538	10.60%	573	11.40%	594	12.10%	597	12.30%	645	13.14%
Black/Non-Hispanic	2,213	43.80%	2,225	44.00%	2,173	43.30%	2,139	43.40%	2,100	43.20%	2,086	42.51%
Hispanic	761	15.10%	776	15.40%	815	16.20%	810	16.40%	844	17.30%	863	17.59%
White/Non-Hispanic	1,539	30.50%	1,502	29.70%	1,444	28.80%	1,375	27.90%	1,315	27.00%	1,303	26.55%

Prepared by: Office of Institutional Research, 2008

Data Source: UIC Office of Data Resources and Institutional Analysis

Table 1
University of Illinois at Chicago
DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC UNIVERSITIES
FISCAL YEARS 2006 AND 2007

Program	Dollars Budgeted						Change in	
	Staff Years Budgeted		Dollars Budgeted				Dollars Budgeted	
	FY06	FY07	State FY06	State FY07	Other FY06	Other FY07	State	Other
Access and Equity (Office of)	9.55	8.50	554,547	570,623	0	0	16,076	0
African-American Academic Network	15.00	16.00	626,742	640,995	10,000	16,000	14,253	6,000
African-American Cultural Center	2.88	1.50	199,857	207,892	16,232	16,719	8,035	487
Black History Month	4.00	4.00	0	0	20,650	20,650	0	0
Center for Research on Women and Gender	11.90	10.72	320,000	355,000	16,000	23,000	35,000	7,000
Chancellor's Committee on the Status of Asian Americans	0.25	0.25	15,941	15,762	2,000	2,000	(179)	0
Chancellor's Committee on the Status of Blacks	0.25	0.25	21,957	21,707	3,000	3,000	(250)	0
Chanc. Comm. on the Status of Gays, Lesbians and Bisexuals	0.25	0.25	17,651	17,454	2,000	2,000	(197)	0
Chancellor's Committee on Status of Latinos	0.25	0.25	12,040	11,900	2,000	2,000	(140)	0
Chancellor's Comm. on the Status of Persons with Disabilities	0.25	0.25	16,958	16,768	2,000	2,000	(190)	0
Chancellor's Committee on the Status of Women	0.25	0.25	26,218	25,916	4,000	4,000	(302)	0
The Mentoring Experience	0.38	0.38	0	0	2,700	2,700	0	0
Louis Stokes Alliance for Minority Participation	10.00	4.15	209,799	214,570	60,000	60,000	4,771	0
College of Architecture and the Arts								
Spiral Workshop	1.43	1.43	0	0	3,400	3,400	0	0
College of Engineering								
Minority Engineering Recruitment and Retention Program	6.42	3.00	295,513	302,014	100,000	100,000	6,501	0
College of Medicine								
Hispanic Center of Excellence	5.78	8.75	0	400,000	528,556	0	400,000	(528,556)
Disability Resource Center	9.25	9.25	329,311	333,136	0	0	3,825	0
Early Outreach								
Hispanic Math/Science Edu. Initiative***	2.62	3.75	103,443	103,443	0	0	0	0
Summer Internship Initiative***	3.00	1.50	0	0	11,900	24,000	0	12,100
UIC/CPS Prep Program***	4.00	4.00	0	0	102,140	56,000	0	(46,140)
Saturday College***	7.60	9.00	110,000	150,000	0	0	40,000	0
College Component	0.72	1.20	10,000	30,000	0	0	20,000	0
High School/College Transition Component***	0.90	1.75	20,000	30,000	0	0	10,000	0
Physician Scientist Training Program***	0.10	0.25	837	2,000	2,500	1,100	1,163	(1,400)
Summer Prep***	39.75	45.00	0	0	86,600	130,000	0	43,400
High School Summer Public Health Institute	5.60	4.00	16,414	15,000	0	0	(1,414)	0
Graduate College								
Ronald E McNail Post Baccalaureates Achievement Program	2.56	2.56	0	0	245,027	265,322	0	20,295
Summer Research Opportunity Program (SROP)	2.49	2.49	24,642	0	425,000	425,000	(24,642)	0
Abraham Lincoln Graduate Fellowship	0.75	0.75	342,000	400,000	0	0	58,000	0
Diversifying Higher Education Faculty in Illinois (DFI)	0.75	0.75	404,750	422,875	0	0	18,125	0

Program	Staff Years Budgeted		Dollars Budgeted				Change in Dollars Budgeted	
	FY06	FY07	State		Other		State	Other
			FY06	FY07	FY06	FY07		
Latino Committee on University Affairs	0.50	0.50	0	0	34,500	34,500	0	0
Latin American Recruitment and Educational Services	13.21	10.10	565,646	575,544	5,500	6,000	9,898	500
Martin Luther King, Jr. Scholarships	0.00	0.00	80,000	80,000	0	0	0	0
Native American Support Program	3.00	3.00	136,265	140,216	1,500	1,500	3,951	0
Parents Orientation/Preview Day	1.19	1.19	5,769	5,800	5,000	5,000	31	0
President's Award Program	0.00	0.00	2,041,935	1,695,655	0	0	(346,280)	0
Raphael Cintron Ortiz Cultural Center	4.03	2.20	225,448	228,852	0	0	3,404	0
Trio Programs								
Project Upward Bound***	10.47	10.40	17,238	17,761	557,115	557,115	523	0
Academic Support Program***	4.63	4.63	39,728	23,011	274,307	274,307	(16,717)	0
Educational Talent Search***	5.29	5.29	17,328	17,761	310,668	310,668	433	0
Math/Science Center***	3.56	3.56	17,328	17,761	288,383	288,383	433	0
Underrepresented Faculty Recruitment Program	0.30	0.30	0	0	680,200	570,000	0	(110,200)
Urban Health Program	5.90	4.00	472,127	483,930	0	0	11,803	0
Urban Health Program -HECA (ICEPI)	1.10	0.00	0	0	51,500		0	(51,500)
Urban Health Program - Office of Admissions	0.04	0.00	14,570	0	0	0	(14,570)	0
Urban Health Program - College of Pharmacy	2.00	1.00	60,000	60,976	64,000	77,500	976	13,500
Urban Health Program - UIC School of Public Health***	8.49	4.60	163,000	58,272	779,361	942,360	(104,728)	162,999
Urban Health - College of Dentistry	1.00	0.50	0	156,845	126,000	524,220	156,845	398,220
Urban Health - College of Medicine	10.80	6.05	706,415	706,415	281,583	563,000	0	281,417
Urban Health - Graduate College	0.19	0.19	84,700	37,203	0	298,574	(47,497)	298,574
Urban Health - College of Applied Health Sciences***	1.00	1.00	388,166	113,755	0	240,000	(274,411)	240,000
Urban Health - College of Nursing	1.73	1.25	108,615	108,579	44,214	30,472	(36)	(13,742)
Women's Affairs (Office of) includes Campus Advocacy Program	6.18	6.75	162,476	188,794	177,600	177,600	26,318	0
Academic Center for Excellence	9.75	11.50	418,756	428,969	15,000	10,000	10,213	(5,000)
Children's Center	21.08	17.80	272,053	280,621	519,586	663,558	8,568	143,972
Gender and Women's Studies	9.50	11.01	504,871	588,000	0	0	83,129	0

Table 2
University of Illinois at Chicago
Students with Disabilities¹
Academic Year 2006-2007

Students Who Registered				
<u>Type of Disability²</u>	Undergraduate	Graduate	Other ³	Total
Learning	10	6	1	17
ADHD	12	4	5	21
Psychological	15	4	5	24
Developmental				
Mobility	23	2	13	38
Blind/Low Vision	4	0	0	4
Deaf/Hard of Hearing	4	1	0	5
Systemic/Chronic Health Problems	15	3	1	19
Other	16	4	3	23

Source: Disability Resource Center

Registered Students Who Used Services				
<u>Type of Disability²</u>	Undergraduate	Graduate	Other ³	Total
Learning	10	6	1	17
ADHD	12	4	5	21
Psychological	15	4	5	24
Developmental				
Mobility	23	2	13	38
Blind/Low Vision	4	0	0	4
Deaf/Hard of Hearing	4	1	0	5
Systemic/Chronic Health Problems	15	3	1	19
Other	16	4	3	23

Source: 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.

<u>Type of Disability</u>	Faculty/Staff	Other
Learning		
ADHD		
Psychological		
Developmental		
Mobility		
Blind/Low Vision		
Deaf/Hard of Hearing		
Systemic/Chronic Health Problems		
Other		
<i>data are not available</i>		

Table 3
University of Illinois at Chicago
Freshmen Retention Rates
Fall 2000 through Fall 2006 New Beginning Freshmen Cohorts
by Racial/Ethnic Category and Gender

	American Indian or Alaskan			Asian or Pacific Islander			Black/Non-Hispanic			Hispanic			White/Non-Hispanic			Non-Resident Alien			Unknown/Other			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	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
2005	100.0	50.0	60.0	85.5	88.0	86.8	66.7	66.1	66.2	72.0	78.8	76.0	78.0	77.6	77.8	94.7	100.0	97.7	78.5	86.7	82.4	78.5	79.4	79.0
2006	57.1	80.0	66.7	88.1	87.2	87.7	55.6	70.2	66.8	66.8	77.2	72.9	79.6	76.6	78.0	77.8	95.7	87.8	74.0	71.6	72.6	78.8	78.4	78.6