STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

**REPORT TO THE GOVERNOR AND GENERAL ASSEMBLY
ON UNDERREPRESENTED GROUPS
IN ILLINOIS HIGHER EDUCATION**

2015 Annual Report

THE ILLINOIS PUBLIC AGENDA
FOR COLLEGE AND CAREER SUCCESS

EXECUTIVE SUMMARY

The Illinois Board of Higher Education (IBHE) is responsible for the development and implementation of the strategic courses of action for sustaining and improving higher education. The state's current blueprint, *The Illinois Public Agenda for College and Career Success*, has as its primary goal to ensure that 60 percent of Illinois' adult population has a quality college credential by 2025. In 2014, the Board conducted a mid-point report on the progress of that goal titled "The Public Agenda Five Years Later." That report clearly showed that Illinois is not making the headway necessary to provide college opportunities for its low-income and underrepresented students. At a time when two-thirds of all new and replacement jobs in Illinois will require college, Illinois will not succeed as a state if it fails to reach its primary goal. As a result, the IBHE has made closing the gaps in college attainment for underrepresented groups one of its primary goals, and has focused Board and agency efforts on this challenge.

The IBHE's annual Underrepresented Groups Report is an important tool for both tracking the progress toward closing educational gaps and identifying best practices for closing those same gaps. Hence, the 2015 report – the first since the midterm Public Agenda report – represents trends for both community colleges and public universities with more detailed information on the universities.

It is important to note that the 2015 report relies on the *most recent data* available, which, in most instances, is 2014. There is always a one-year lag, at least, in the availability of completed data for reporting. This is particularly important this year given the unprecedented budget situation in Illinois for 2015-16. Higher education (including the state's need-based financial aid program) has received no state funding to date, as Illinois enters the eighth month of its fiscal year. The impact of this impasse on our underrepresented students' college opportunities is becoming more and more apparent. The 2015 report shows the following:

Dramatic Declines in African American Enrollment Demand Attention

Pages 7-13 | Enrollment information for URG populations presented a mixed bag of the good, and the bad. Good news includes continued enrollment progress for Hispanics and students with disabilities and the smaller URG groups (those groups not identified as African American or Hispanic). However, the drop in enrollment for African Americans and the continued decline aroused further concern.

Declining Affordability Threatens URG Attainment Success

Pages 14-17 | The budget crisis has taken a toll on all aspects of postsecondary education. Findings indicate that community college and university students not only suffer financially during these times, but psychologically as their academic dreams are simultaneously threatened by indebtedness that makes those dreams unobtainable. URG students are especially vulnerable, as the Keels study (p.15) demonstrates.

URG Completions Up Slightly though Sustainability in Question

Pages 18-23 | Completion rates for African Americans and Hispanics persisted. In fact, completion numbers continued to show modest, but consistent increases from the previous four years. Completion rate gaps between URG and non-URG populations persist, but were down slightly from last year. Nationwide comparisons with peer institutions show that the majority of Illinois public universities are still behind their national peers in closing six-year completion rate gaps of URGs.

Student Support Services Remain Key to College Success

Pages 30-53 | Amid the mixed results for the educational attainment for URGs, institutional student support service programs are even more important. As evidenced in Appendix A, enduring programs like TRIO, summer bridge and orientation programs, dual-credit opportunities, and counseling services are examples of effective completion practices. A comparison of institutional support service programs with the institution's corresponding completion rates demonstrates the vital differences strong student support services make.

Many

Futures,

One

Illinois

INTRODUCTION

Pursuant to Illinois Public Act (110 ILCS 205/9.16), the Illinois Board of Higher Education (IBHE) annually reports to the Governor and General Assembly on the status and conditions of Underrepresented Student Groups (URGs) in higher education. Illinois statute defines *underrepresented citizens* or *resident aliens* as persons identified as African American, Hispanic, Asian American, Pacific Islander, American Indian or Alaskan native, persons with disabilities, and first-generation students. First-generation students are persons who are the first in their immediate family to attend a postsecondary institution of higher education.

The ongoing objective of the *Underrepresented Groups Report* is to articulate the status of the state's underrepresented student populations in three essential areas of educational attainment. These include enrollment, affordability and completion as outlined in the *Public Agenda for College and Career Success*. Sub-components of the essential areas such as retention, engagement, and persistence are indirectly addressed through the Institutional Summaries where individual listings regarding URG-specific support programs are named with the primary areas of service the programs address (see Appendix A).

(Table 1)
Alphabetical Listing of URG Report
Race and Ethnicity Categories

Alien, Non-Resident	A person who is not a citizen of the US, and who is here on a visa or temporary basis w/o the right to remain indefinitely. Non-resident aliens are to be reported separately rather than in any of the other race/ethnic categories described.
American-Indian or Alaskan Native	A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.
Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including – for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
Black or African-American	A person having origins in any of the black racial groups of Africa.
Hispanic or Latino	A person of Cuban, Mexican, Puerto-Rican, South or Central American, or other Spanish culture or origin, regardless of race.
Native-Hawaiian or Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
Race/Ethnicity Unknown	The category used to report students or employees whose race and/or ethnicity are not known.
Two or more Races	No official definition has been established, but category is apparent and included with IPEDS listing.
White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

(Source: IPEDS *Definitions for New Race and Ethnicity Categories*)

TRENDS IN ENROLLMENT and COMPLETION

At left, Table 1 provides current Integrated Postsecondary Education Data Systems (IPEDS) definitions for race and ethnicity categories identifying students for data collection and reporting. Data on pages 7 to 10 provide the most recent state enrollment information lending to trends for Illinois URG populations. Information on pages 15-20 illustrates completion trends for Illinois and includes both institutional and national peer comparisons.

COST, AFFORDABILITY AND FUNDING

The most recent data from the Illinois Student Assistance Commission (ISAC) regarding postsecondary affordability is presented on pages 11-14. With the state budget still in limbo, data in this area was limited. However, the crippling effects of the budget crisis on postsecondary funding and its students are real and the subject of a study by the University of Chicago (see page 15).

The Monetary Award Program (MAP) is the state's primary, need-based, student financial aid program, administered by ISAC and funded by the State of Illinois. Consider what today's MAP-eligible students are grappling with: in 2002, ISAC reported the maximum award for MAP students *fully covered* the average tuition and fees at community colleges and public universities. For 2015, however, MAP grants covered less than half of tuition and fees at community colleges, and just under one-third of tuition and fees at public universities. Unquestionably, this causes stark funding gaps for many students. The restoration of MAP

funding is critically needed if Illinois is to resolve the problem of college affordability in Illinois, especially for low-income students and URGs.

LIMITATIONS

First-Generation Students
IBHE continues to work with the state's universities and colleges to develop clear data sources and reporting of this URG population. As efforts for defining, identifying, and reporting develop among state departments and public institutions, IBHE will present more detailed reporting on this URG student segment.

Completion Data for Students with Disabilities
While enrollment data for self-reporting students with disabilities has become more accessible, follow-through practices for obtaining completion data on this population are still being developed. However, developing data capacities of the Illinois Longitudinal Data System (ILDS) will be utilized in the not-so-distant future to better provide completion data (see Recommendations, "Support Full Implementation of . . ." page 27).

APPENDICES

Appendix A: **Institutional Summaries**
Institutional Summaries are individualized information on the services, practices and operational activities in regard to URG populations as outlined by each of the state's 12 public universities. The summaries include at-a-glance demographic information, and a list of its primary student support programs and/or departments. The charts provide

each institution's enrollment and completion results for the past academic year.

Appendix B: **Illinois Peers Completion Comparisons**
A list of national peer institutions for each Illinois public university is provided on page 22. The rate of completion at each of the peer universities is compared to Illinois universities and demonstrates more clearly how Illinois public universities fare against those peers.

READINESS OVERVIEW

MIXED RESULTS
from the start

*"**New preliminary data released [October 19, 2015]** by the U.S. Department of Education shows that states continue to increase high school graduation rates and narrow the gap for traditionally underserved students, including low-income students, minority students, students with disabilities and English learners . . .*
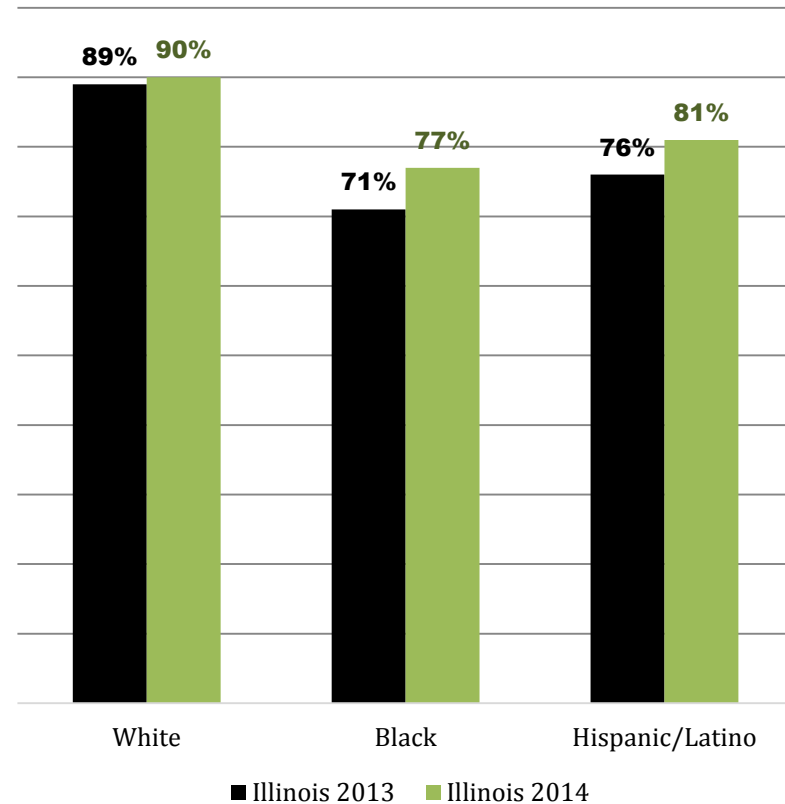
The vast majority of states – 36 – saw increases in overall graduation rates, while 6 states saw decreases and another 8 saw no change since 2012-13. The majority of states also shrank the achievement gap for Black and Hispanic students, as well as students with disabilities, English language learners and low-income students.

*States that saw the biggest gains include Delaware, Alabama, Oregon, West Virginia **and Illinois**."*[1]

High school graduation rates are up . . .

As described in the excerpt above and illustrated in Figure 1, Illinois is making strong gains in increasing high school graduation rates and reducing gaps in this necessary first step to obtaining the college credential needed for success in today's economy.

(Figure 1)
Illinois High School Graduation Rates Comparison 2013, 2014
(Source: US Department of Education, ed.gov data tables)

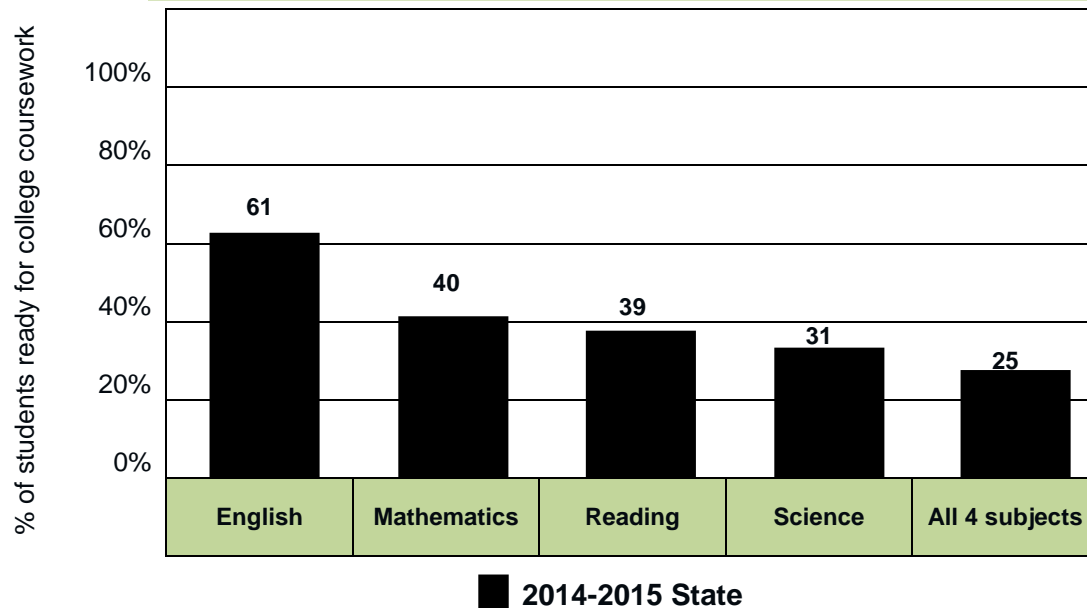|	White	Black	Hispanic/Latino
Illinois 2013	89%	71%	76%
Illinois 2014	90%	77%	81%

■ Illinois 2013 ■ Illinois 2014

[1] http://www.ed.gov/news/press-releases/states-continue-improve-graduation-rates-particularly-underserved-students

but **COLLEGE READINESS**

remains a major concern*

(Figure 1b)

Percent of High School Graduates' College Readiness according to ACT composite benchmark

(Source: ISBE –http://www.illinoisreportcard.com/State.aspx?source=Trends&source2=
ReadyforCollegeCourseWork&Stateid=IL

% of students ready for college coursework

|	English	Mathematics	Reading	Science	All 4 subjects
2014-2015 State	61	40	39	31	25

Unfortunately, far too many high school graduates are not prepared for college in essential areas like math, reading and science. According to the 2014-2015 Illinois State Board of Education's (ISBE) Illinois Report Card (see Fig. 1b), just a quarter of high school graduates are college-ready *in all four core* subjects per ACT benchmarks.

Explanation of Fig.1b from ISBE:
While the composite ACT score is a simple way to gauge college readiness, ACT has determined subject-level benchmarks that more precisely measure college readiness in each individual subject. The ACT College Readiness Benchmarks are as follows: English has a benchmark of 18, Mathematics has a benchmark of 22, Reading has a benchmark of 22, and Science has a benchmark of 23.

*URG-specific data unavailable

and **REMEDIAL COLLEGE COURSEWORK** is not producing the desired outcomes
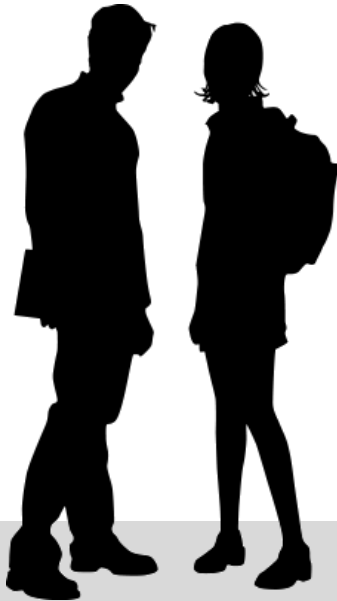
Areas of Concern

Table 2 shows the percent of students entering two-year or four-year colleges in 2014 who required remedial coursework in math or English. The data shows that **far less than half of those students placed in remediation actually persist to completion**.

Strategies to address the readiness issue, including remediation, are presented in the Recommendations section (p.25-27) of this Report: many are already in some process of implementation.

(Table 2)

Remediation in Illinois*
(source: Complete College America, *Corequisite Remediation: Spanning the Completion Divide*, January, 2016)

Institution type	**150% Grad Rate**	Total in Math	% Completed	Total in English	% Completed
Two-year	14%	20,256	17%	13,210	17%
Four-year	35%	1,981	32%	1,114	42%

*Remedial data is for first-time entry, full-time and part-time students ONLY. Graduation rates are for first-time full-time graduates across the state within three years for associate-degree cohorts, and six years for bachelor-degree cohorts. Data for Illinois is from the 2014 collection and includes the remedial cohort from 2010 and 2008 associate-degree cohort, and the 2006 bachelor-degree cohort.
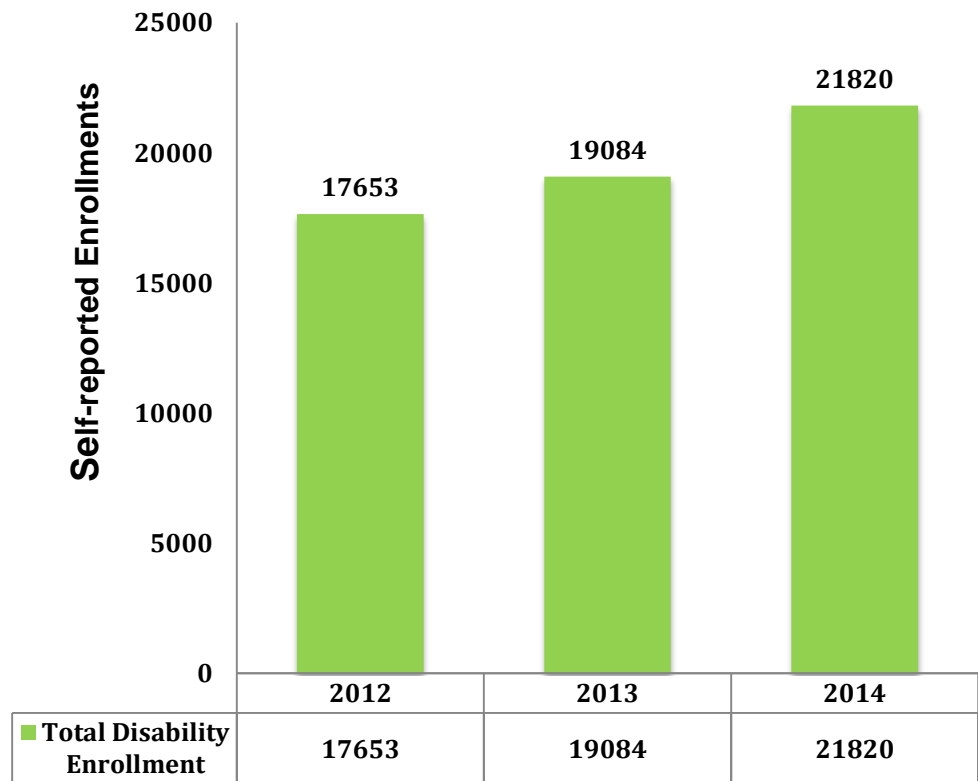
ENROLLMENT CLIMBS
for Students with Disabilities

For the third year in a row, enrollment for students with disabilities has increased. Data obtained for students with disabilities was self-reported as required by Illinois statute. Each public university and community college have identified policies, practices and support activities to assist students in this identified group. As seen in Figure 2, overall enrollment of students with disabilities has risen nearly 24% since 2012.

The Association on Higher Education and Disability (AHEAD) recently noted that the 2008 amendments to the American with Disabilities Act (ADA) and "updated regulations and guidance to Titles II and III of the ADA . . . reflect a more mature understanding of disability that is essential for fostering a positive campus perspective on disability." [2] We are pleased to report that the enrollment numbers reflect the positive impact congressional legislation is having on outcomes for students with disabilities. Although completion data was not available at the time of this publication, Illinois public institutions are working to accurately identify completion numbers for students with disabilities and this information will be included in the next annual report.

(Figure 2)
Enrollment of Students with Disabilties Public Universities and Community Colleges

	2012	2013	2014
Total Disability Enrollment	17653	19084	21820

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[2] www.ahead.org/learn/resources/documentation-guidance

Overall enrollment outlook

(Figure 3)
**Undergraduate URG 5-year Enrollment[4]
at Public Universities and Community Colleges
2010-2014**
(Source: IPEDS)
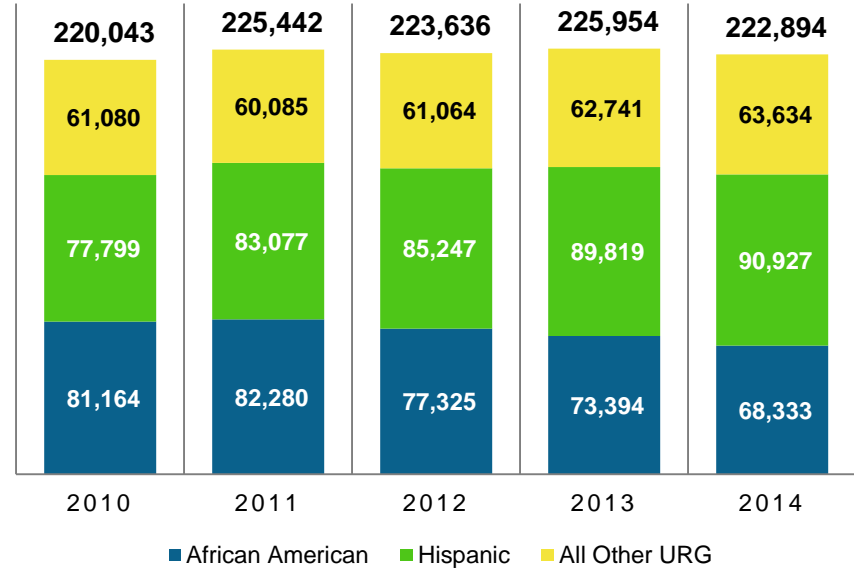
The main findings specific to enrollment among underrepresented groups from 2010 through 2014 center on the drastic decrease in African American undergraduate enrollment (15.8% total decrease) and a corollary increase in Hispanic undergraduate enrollment (16.9% total increase).

In 2010, African Americans comprised a plurality of URG undergraduates at Illinois public colleges and universities; however, in 2011, Hispanic undergraduate students became the largest group and in 2014 were largest by a significantly wide margin (33% larger than African American students).

After a slight drop in 2011, the subgroups that comprise the All Other URG category[3] experienced small but steady year over year increases, averaging 1.0% per year.

	2010	2011	2012	2013	2014
Total	220,043	225,442	223,636	225,954	222,894
All Other URG	61,080	60,085	61,064	62,741	63,634
Hispanic	77,799	83,077	85,247	89,819	90,927
African American	81,164	82,280	77,325	73,394	68,333

■ African American   ■ Hispanic   ■ All Other URG

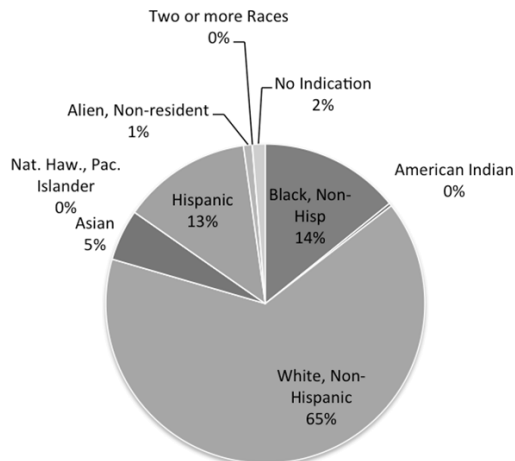|	Average Annual Percentage Change	Average Annual Net Change	Total Percentage Change	Total Net Change
All Other URGs	1.0%	639	4.2%	2,554
Hispanic	4.0%	3,282	16.9%	13,128
African American	-4.2%	-3,208	-15.8%	-12,831
Total	0.3%	713	1.3%	2,851

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[3] American Indian or Alaska Native; Asian; Native Hawaiian or Other Pacific Islander; Two or more races; Race/ethnicity unknown; and Nonresident alien.

[4] Total undergraduate enrollment includes all degree and certificate seeking students and non-degree seeking students that enroll in credit-bearing courses. See IPEDS for definitions.

URG TEN-YEAR ENROLLMENT TREND
shows URGs up nearly 10% from 2004

(Figure 4c)
Report year: 2014
URGS: 44%
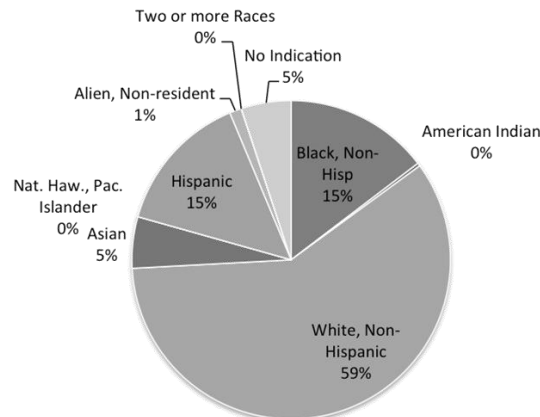## of total enrollment

Although 2014 brought enrollment declines for African Americans, a review of long-term data shows that they still comprise roughly the same proportion of all undergraduates as they did ten years ago (14%). Nearly all of the other URG groups have experienced a proportional increase in enrollment and as a result, overall URG enrollment increased by nearly ten percentage points over the past ten years. Since 2004, overall URG enrollment rose from 35% of total enrollment, to 44% in 2014.

Two or more Races 2%
No Indication 3%
Alien, Non-resident 4%
American Indian 0%
Black, Non-Hisp 14%
Hispanic 15%
Nat. Haw., Pac. Islander 0%
Asian 6%
White, Non-Hispanic 56%

(Figure 4a)
10 years ago: 2004
URGS: 35%
of total enrollment

Two or more Races 0%
No Indication 2%
Alien, Non-resident 1%
Nat. Haw., Pac. Islander 0%
Asian 5%
Hispanic 13%
Black, Non-Hisp 14%
American Indian 0%
White, Non-Hispanic 65%

(Figure 4b)
Five years ago: 2009
URGS: 41%
of total enrollment

Two or more Races 0%
No Indication 5%
Alien, Non-resident 1%
Nat. Haw., Pac. Islander 0%
Asian 5%
Hispanic 15%
Black, Non-Hisp 15%
American Indian 0%
White, Non-Hispanic 59%

(Source: IBHE Data Tables)

AFFORDABILITY AND FINANCIAL ASSISTANCE

Financial Distress especially Troubling for URGs

The importance of adequate financial assistance when seeking postsecondary education is nothing new. Yet research is showing a lack of funding weighs more heavily on underserved students. A study by University of Chicago associate professor, Dr. Micere Keels, revealed significant levels of distress impede students' learning when financial stability is greatly lacking. While researchers and policymakers are aware of psychological and financial costs to degree-completion, Keels notes that the psychological costs "disproportionately accrue for minority, first-generation, and low-income students."[5]

Keels further asserted that, "Engaging in academically oriented co-curricular and social activities such as peer study groups, seeking tutorial assistance, and meeting professors after class are often impossible if the student is worried about money, or must work more than 20 hours to make ends meet."[6]

United States Representative, Mark Pocan of Wisconsin, warned Congress in a June 27, 2013 blog, that by "making college unaffordable and student loans unbearable, we risk deterring our best and brightest from pursuing higher education and securing a good-paying job."[7]

The connection between adequate funding, persistence, engagement, and completion is well established. Although recent freezes on college tuition and housing costs help staunch cost increases, many students are already so deeply indebted that the cost-saving efforts do little to assuage their stress.

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[5] www.edtalkproject.org/mccs

[6] Ibid

[7] http://www.huffingtonpost.com/rep-mark-pocan/congress-must-act...
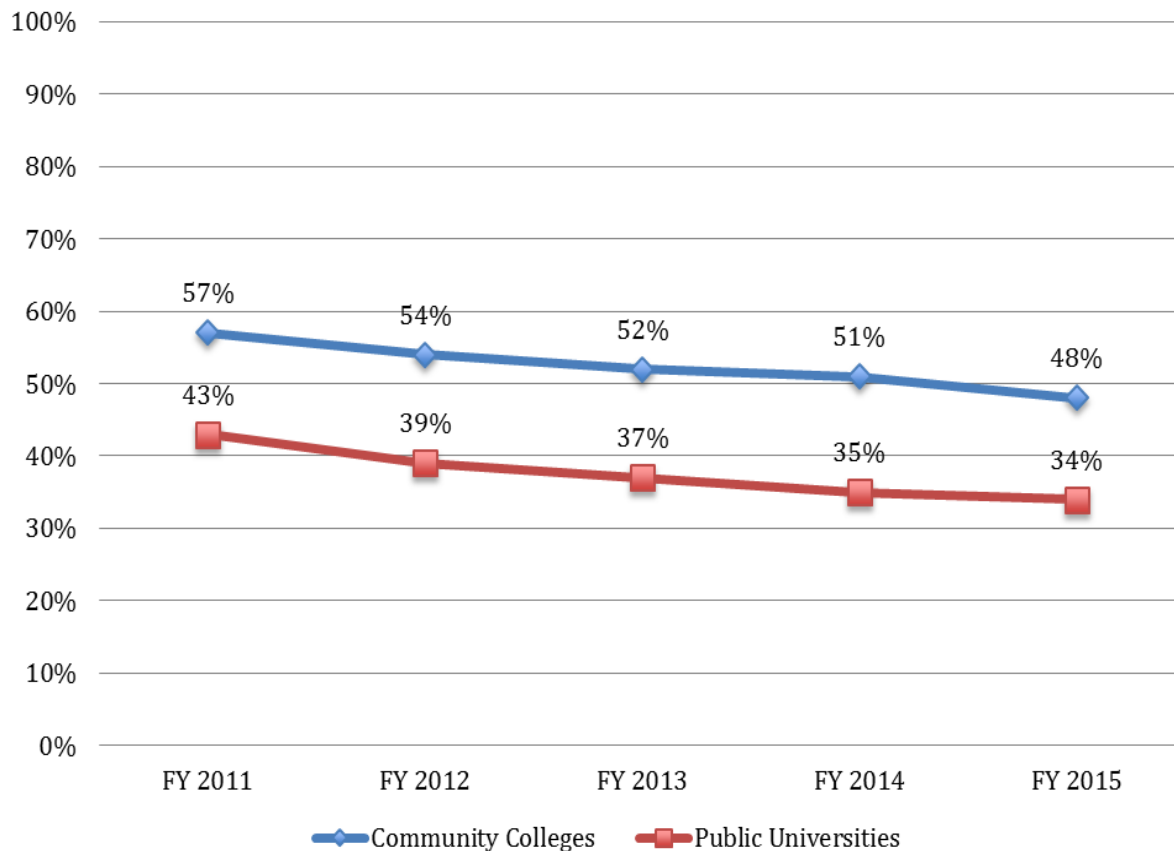
(Table 3)

Tuition and Fees at MAP-approved Institutions
2013-2014 per Year, Freshmen-based rates
(Source: ISAC 2014 Data Book, Table 2.3e)

University Name	Tuition	Fees	2013-2014 Totals*
Chicago State University	$8,550	$2,576	**$11,126**
Eastern Illinois University	$9,056	$2,717	**$11,773**
Governors' State University	$8,160	$1,764	**$9,924**
Illinois State University	$10,944	$2,900	**$13,844**
Northeastern Illinois University	$9,184	$3,634	**$12,818**
Northern Illinois University	$9,676	$3,769	**$13,445**
Southern Illinois University Carbondale	$8,415	$3,722	**$12,137**
Southern Illinois University Edwardsville	$7,782	$,2,435	**$10,217**
University of Illinois Chicago	$10,406	$3,926	**$14,332**
University of Illinois Springfield	$11,280	$3,664	**$14,944**
University of Illinois Urbana-Champaign	$11,834	$3,424	**$15,258**
Western Illinois University	$8,966	$3,338	**$12,304**

(Figure 5)
Source: ISAC Basic Program Data, Feb. 2015

Five-year trend: Percent of Tuition and Fees Covered by MAP

Legend: Community Colleges — Public Universities

Data points:
- FY 2011: Community Colleges 57%, Public Universities 43%
- FY 2012: Community Colleges 54%, Public Universities 39%
- FY 2013: Community Colleges 52%, Public Universities 37%
- FY 2014: Community Colleges 51%, Public Universities 35%
- FY 2015: Community Colleges 48%, Public Universities 34%

Illinois MAP funds continue to slide

ISAC data shows the incremental but steady drop of MAP funding to state public university and community college students. **With less than 35% of costs now covered by MAP for university students**, affordability is a growing obstacle to educational attainment for Illinois URG students, as well as the general student body. Financial aid is intricately correlated to persistence and completion, and is a major component of college success.

The total absence of funding during this fiscal year's budget impasse is costing the average, full-time, university student approximately **$12,675 per year in tuition and fees alone**.* If we seek to establish a strong future for Illinois, then priority must be given to funding its future college graduates rather than creating an indebted populace.

Average of tuition and fees given in Table 3 on previous page

(Table 4)

MAP is a needed resource

The decline of MAP resources has resulted in the reduced buying power of MAP for college tuition and fees, increasingly early cut-off dates for making MAP awards, and declining percentage of qualified applicants that can be supported. However, as Table 4 indicates, we are now seeing a decline in the number of students even applying for grants. It will be especially important to track application numbers going forward. Will the current budget crisis cause more students to simply give up hope for college and threaten their individual – and Illinois' collective – economic wellbeing? Continued declines in MAP applications would support that claim.

MAP Historical Award and Payout Summary
FY 2011-2015
(Source: ISAC 2014 Data Book, Table 3)

	2012	2013	2014	2015	2016
Total applications	841,447	853,397	837,729	806,899	Budget impasse: no payouts have been distributed for FY 2016
# Eligible awards	369,674	377,207	367,832	347,613	
% Eligible	43.9%	44.2%	43.9%	43.1%	
# Paid awards	158,349	140,973	136,563	128,399	
Mean award amount	$2,599	$2,630	$2,725	$2,782	
Statuary maximum award	$4,968	$4,968	$4,968	$4,968	

Recent ISAC data on Monetary Award Program (MAP) applicants

- Undergraduate Illinois residents enrolled in a minimum of 3 credit hours at MAP-approved Illinois institutions.
- Eligible students may be paid for up to a total of135 credit hours of enrollment (toward degree completion); up to 75 as a freshman or sophomore.
- May not be in default on any Title IV program.
- Application volume increased 10% between 2010 and 2014.
- Application volume decreased in 2014 (over 2013) by 2.5%, and by 4.1% between 2014 and 2015.

(Source: ISAC Basic Data, Feb. 2015)

COMPLETIONS OVERVIEW

(Figure 6)
Five-year URG Completion Trends
(Source: 2014 URG Report and IBHE Data Table II-2)

Public Universities and Community Colleges

	2010	2011	2012	2013	2014
Other URGs	9,358	10,961	11,422	11,742	12,061
Hispanic	7,899	8,475	10,355	11,429	12,019
Black	11,579	11,624	11,663	12,371	12,961

■ Black   ■ Hispanic   ■ Other URGs
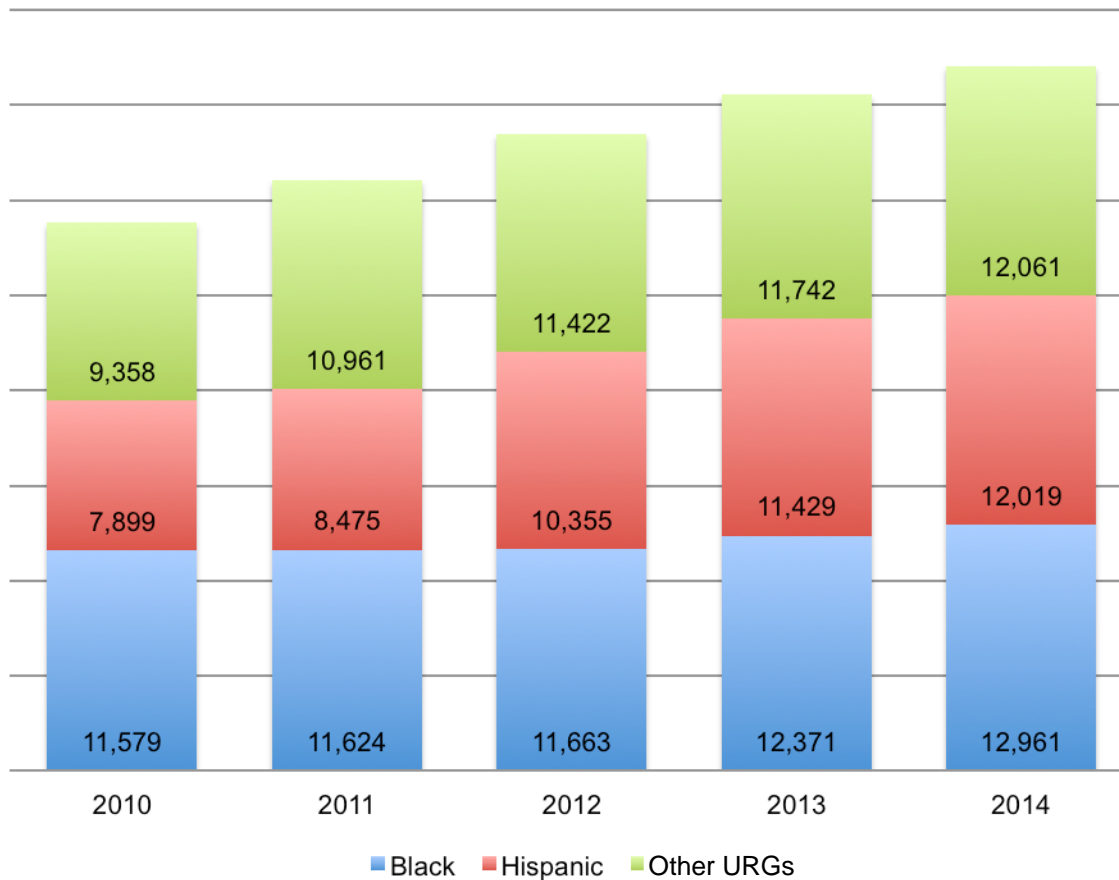
URG Completions hold steady . . .

Good News
Although URG enrollment numbers are a point of concern, five-year completion trends show good news across the URG spectrum.

African-American and Hispanic students both show modest but consistent increases in completions, while all other URG populations are doing the same. A solid number of URG students, once enrolled, are indeed persisting to completion, which reflects positively on the impact of institutional student support services.

Institutional Summaries
The Institutional Summaries (Appendix A), have been redesigned in this Report to provide a bird's-eye view of the student support programs that are making successful outcomes possible. IBHE will be collaborating with those institutions to identify progress showing the greatest success and pursuing expansion of those practices.

(NOTE: *Other URGs* consist of all URG non- Latino or African American).

. . . . and our 2014 URG graduates nearly matched their cohort enrollment percentage.

(Source: IBHE data tables)

(Figure 7)

2008 URG Cohort Enrollment

26%

74%

■URG Graduates ■Non-URG Graduates

In 2008, URGs consituted **26% of** total enrollment
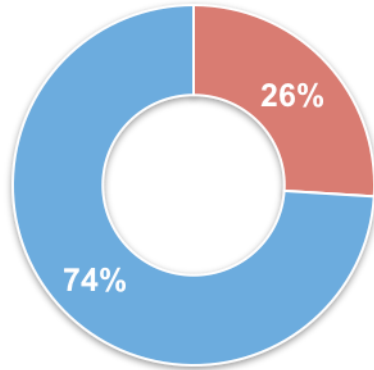
In 2014, URG's comprised roughly the **same proportion** of graduates.
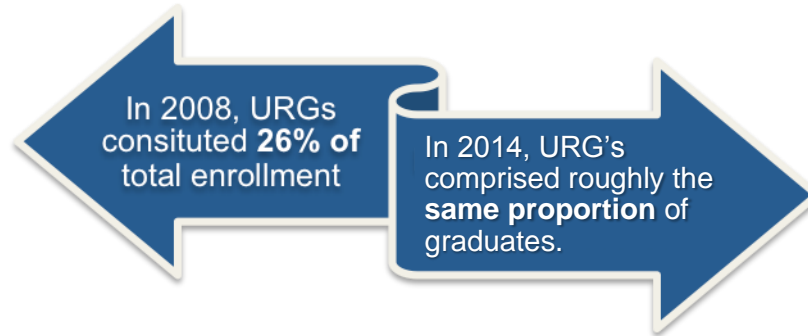
URG % of 2014 Graduates

25%

75%

■URG Graduates ■Non-URG Graduates

Yet gaps persist.

We are behind our national peers in URG graduation rates at the majority of our public universities.

(See names of peer institutions on page 23)
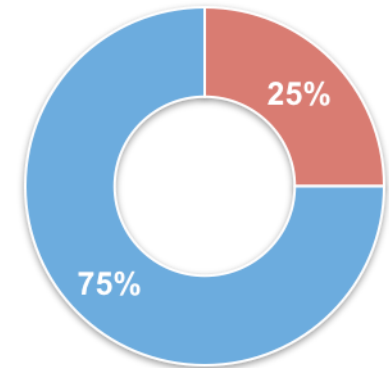
(Figure 8)
**2013 URG Graduation Rate Comparisons:
Illinois Public Universities with Peer Institutions**

University	National peers	Illinois institutions
Western Illinois University	43.4%	44.6%
University of Illinois at Urbana-Champaign	72.8%	73.5%
University of Illinois at Springfield	35.7%	27.9%
University of Illinois at Chicago	50.4%	46.9%
Southern Illinois University-Edwardsville	40.5%	32.3%
Southern Illinois University-Carbondale	41.3%	31.5%
Northern Illinois University	46.0%	32.6%
Northeastern Illinois University	30.7%	16.3%
Illinois State University	48.8%	51.0%
Eastern Illinois University	33.2%	48.1%
Chicago State University	30.5%	19.9%

■ National peers
■ Illinois institutions

FYI: URG graduates by the numbers

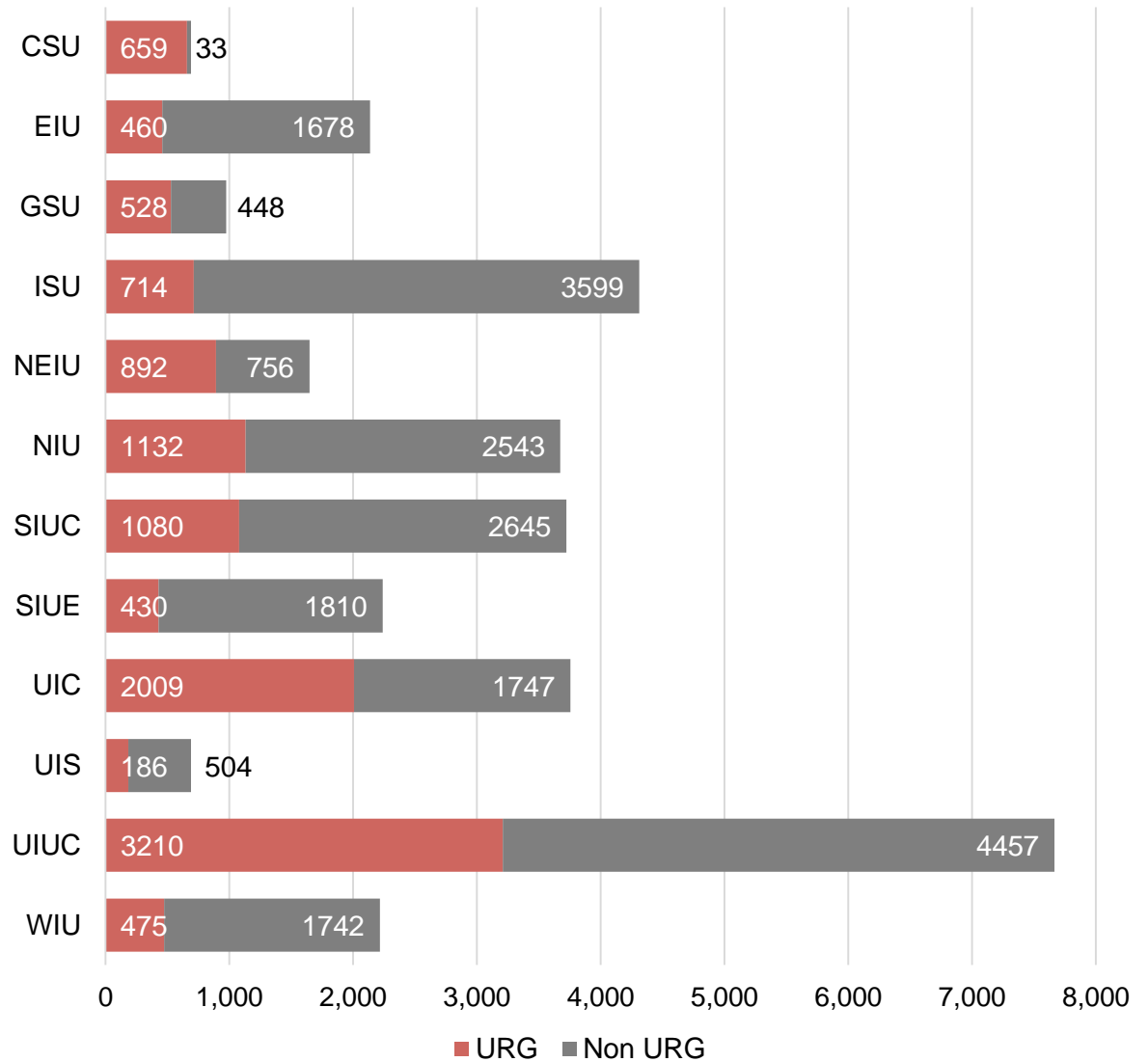Figure 9 shows the total number of URG and non-URG graduates for 2014 at Illinois' public universities. A breakdown of URG demographics for the graduates is available in the *Institutional Summaries* (Appendix A) of each university under its "Enrollment and Completions" section.

*__GSU__ (Governors State University) did not begin its first full four-year program until 2014, therefore, its numbers reflect accounting for graduates (students starting college at other institutions), and are only representational in comparison to the four-year cohorts of the other institutions.

(Figure 9)
Number of URG Completions compared to Overall Completions*
(Source: FY 2014 IBHE Tables II-2, II-3)

University	URG	Non URG
CSU	659	33
EIU	460	1678
GSU	528	448
ISU	714	3599
NEIU	892	756
NIU	1132	2543
SIUC	1080	2645
SIUE	430	1810
UIC	2009	1747
UIS	186	504
UIUC	3210	4457
WIU	475	1742

■ URG ■ Non URG

(Table 5)
List of Illinois Public Universities and National Peer-Institutions

CSU
- Tennessee State University
- Purdue University – Calumet Campus
- Morgan State University
- Jackson State University
- Fayetteville State University
- Alabama A&M University

EIU
- Western Kentucky University
- University of Northern Iowa
- NorthWest Missouri State University
- Indiana University-Purdue University-Fort Wayne
- Grand Valley State University
- Ferris State University

GSU
- No peer institutions were provided for GSU

ISU
- Wichita State University
- University of North Carolina at Greensboro
- University of North Carolina at Charlotte
- Central Michiagan University
- Western Michagan University
- Old Dominion versity
- Bowling Green State University-Main Campus
- Portland State Univeristy
- Ball State University
- Miami University – Oxford

NEIU
- Indiana University – North West
- Auburn University at Montgomery
- California State University – Stanislaus
- Purdue University – Calumet Campus
- New Jersey City University
- California State University – Dominguez Hills
- University of Texas – Pan American
- University of Texas at Brownsville

NIU
- University of Massachusetts-Amherst
- Central Michigan University
- Western Michigan University
- Ball State University
- University of Toledo
- Kent State University at Kent
- Ohio University – Main Campus

SIUC
- West Virginia University
- University of North Colorado
- Oklahoma State University – Main Campus
- University of North Dakota
- East Carolina University
- Mississippi State University
- University of Missouri - Kansas City
- Wright State University – Main Campus
- Kent State University at Kent
- University of Louisville

SIUE
- Valdosta State University
- West Chester University of Pennsylvania
- University of Northern Colorado
- Western Washington University
- Utah State University
- University of Rhode Island
- University of Wisconsin – Milwaukee
- University of Northern Iowa
- University of Wyoming
- University of Southern Mississippi
- Western Michigan University
- Wright State University – Main Campus

UIC
- Indiana University-Purdue University-Indianapolis
- University of Colorado – Denver
- University of California – Irvine
- University of Missouri - Kansas City
- Univeristy of New Mexico
- Wayne State University
- Temple University
- University of Alabama – Birmingham
- Univeristy of Arizona
- University of Pittsburgh – Pittsburgh Campus
- University of Minnesota – Twin Cities
- University of Cincinatti – Main Campus
- University at Buffalo
- Stony Brook University
- Virginia Commonwealth University

UIS
- Lake Superior State University
- College of Charleston
- Shippensburg University of Pennsylvania
- Northern Michigan University
- University of Wisconsin – Green Bay
- SUNY College at Brockport
- Auburn University at Montgomery
- Georgia College and State University
- University of South Dakota

UIUC
- University of California – Los Angelas
- University of California – Berkeley
- University of Wisconsin – Madison
- University of Minnesota – Twin Cities
- Michigan State University
- University of Iowa
- University of Texas at Austin
- Indiana University at Bloomington
- University of Michigan-Ann Arbor
- University of Louisville
- Ohio State University – Main Campus

WIU
- Buffalo State SUNY
- Missouri State University – Springfield
- West Chester University of Pennsylvania
- Appalachian State University
- Saint Cloud University
- Youngstown State University
- Eastern Michigan University
- Towson University
- Univeristy of Northern Iowa
- Montclair State University
- Eastern Kentucky University
- James Madison University
- Western Kentucky University

(Source: IPEDS and/or Illinois institutions)

Putting Gaps in Context

Many Futures, One Illinois

IBHE Priority

The lower graduation rates compared to peers at seven of our eleven public universities shown in Figure 7 (p.21) is a cause for great concern. IBHE has made reducing these gaps one of its priorities for Illinois higher education and is working with the system to implement strategies proven to address those gaps (see Recommendations section). Those efforts must be scaled up.

More Representative Data

Of course, those familiar with the federal data (i.e., IPEDS) on which this information is based will be quick to point out that this data system ignores a significant percentage of students on our campuses. It counts only those who began as first-time, full-time students in a traditional way. Adult learners, part-time students, and transfer students are not included.

More Accurate Indices

In future reports indices need to included that more directly address comparative success with this growing "non-traditional" part of our student body. One suggested measure, for example, is "degrees granted per 100 FTE URG students" compared to that same number of non-URG students. This measure would include all students enrolled.

Illinois should be a Top-Performer among Peers

The comparisons in Figure 8 are with peer institutions that, by definition, are similar to each of our universities. There is no reason we should not expect our universities to be among the top-performing peers for the traditional students included in this analysis. That alone would significantly contribute to decreasing the gaps in educational attainment for URGs in Illinois' workforce.

RECOMMENDATIONS AND CONCLUSION

RECOMMENDATIONS

The commitment to fairness embodied in the "Many Futures, One Illinois" motto of the higher education master plan, the *Illinois Public Agenda for College and Career Success* requires an unrelenting commitment to best-in-class performance across the educational pathway. The mixed results of this Report are a wake-up call! The following recommendations seek to prepare students and assure a strong state of educational outcomes:

1) **Promote Enrollment Increases**
   Funds are immediately needed to conduct an in-depth study and analysis of how to promote enrollment increases to inform strategies to sustain and grow Illinois' URG college populations. This would be a modest investment to support a study triangulating results from surveys, focus groups, and key stakeholder communities.

2) **Improve College Affordability**
   College becomes a pipe dream for many low-income and URG students without adequate financial aid and an affordable system. IBHE's recent analysis of five-year trends in Illinois higher education clearly demonstrates that the entire two- and four-year system is becoming less affordable faster for middle- and low-income students than in almost any other state.

   Even for those enrolled, the recurring stresses brought on by inadequate finances and long work

hours, make completion much less likely. Without increased college credentials for these fast-growing populations, Illinois' workforce cannot support the state's economic success.

Addressing the affordability issue requires a multi-pronged approach involving BOTH increased public investment in higher education, AND increased efficiency and effectiveness on the part of institutions.

   a) Implement IBHE's recommendation for foundation funding for higher education in 2017 and implement the IBHE recommended "Illinois Higher Education Compact." Higher education state funding has declined by $1.2 billion (inflation adjusted) over the last 15 years. Stability in funding is necessary for planning and will contribute to the efficiency and effectiveness of the system.
   b) Launch the proposed initiative on higher education efficiency and effectiveness in Illinois partnership with the Governor's office and the National Governors Association (NGA). IBHE is working with NGA, which has launched similar initiatives in other states. IBHE has also done a foundational study looking at comparative costs of Illinois higher education with peer institutions and identifying cost drivers for the system over the last decade as a basis for this work.
   c) Implement the recommendations of IBHE's Affordability Action Team. The Board created

the team and the recommendations are the result of a year of study of the underlying causes of declining affordability as identified in the IBHE's "Public Agenda 5Years Later" analysis. ([Affordability Action Team White Paper](#))

d) Restore MAP to levels that restore buying power and allow for awards to more eligible students.

3) **Improve College Readiness**

As outlined in the US Department of Education's data, Illinois is making strides in improving high school graduation. However, college readiness remains a major challenge for the state. Students who are underprepared and placed in developmental or remedial classes are far less likely to earn a college degree. To effectively address this, Illinois must accelerate its work in the following areas:

a) Standards and Assessments. Continue to effectively implement new Illinois Learning Standards and high-quality college-ready assessments based on those standards (e.g. PARCC). This will require strong support to teachers in the field, and educator preparation programs in colleges aligned with these standards and assessments. Illinois has been recognized nationally for the re-design of its principal preparation programs. IBHE is proud to have been a partner in that work However, more

re-design is required.

b) Re-design the high school-to-college transition. With the new standards and assessments, students who are not on track to be college-ready by graduation can be provided opportunities to "catch up," including a fourth year of math for those testing below readiness standards in their junior year. Students who do test as college-ready should similarly be provided an opportunity to "speed up" their progress toward a college degree by taking college credit courses (e.g., dual-credit and AP classes). Illinois, with private funding, has already developed a strong plan to implement this re-design, and legislation supporting its implementation is currently in progress. ([Redefining the High School to College Transition in Illinois](#))

c) Common Placement Criteria. Work with higher education institutions to develop transparent and common placement criteria so that students, teachers, and parents understand what is required in high school to ensure enrollment in credit-bearing college courses.

d) Re-design college-level remediation. Approaches to college-level developmental education must be re-designed to increase success for traditional and adult students who need additional help. Illinois is already working

to scale up implementation of a new design, *co-requisite remediation*, that has produced dramatic improvements in student success across the country. (Complete College America Co-requisite Remediation website)

4) **Scale Up Effective College Completion Strategies**
Illinois is one of a select number of states chosen to work with *Complete College America (CCA)* to scale up effective completion practices. CCA is a non-profit organization committed to "significantly increase the number of Americans with quality career certificates or college degrees, and to close attainment gaps for traditionally underrepresented populations."[8] Deliberate and sustained implementation of the "Game-Changing" strategies developed and proven by CCA and flourishing in other states must become a standard of Illinois completion practices. This includes: 1) performance-based funding, 2) co-requisite remediation, 3) 15-credit hour minimum course load as a definition for a "full-time" student, 4) structured schedules that allow non-traditional, adult-learner students to balance work and classes, and 5) guided pathways to success.

5) **Support Full implementation of the Illinois Higher Education Information System (IHEIS), and the full Illinois Longitudinal Data System (ILDS)**
As IHEIS and ILDS move from development to full production, IBHE will have access to a wider array of information on all students enrolled in Illinois public universities. This includes enrollment and degree-completion information per semester, more student demographic characteristics, pre-college attributes, major(s), financial aid data, and academic performance information such as GPA and credit hours earned. Such data access would allow IBHE and other approved higher education entities, to immensely expand the breadth and depth of analysis of future URG reports, as well as including more comprehensive outcomes study of first-generation students and students with disabilities.

6) **Integrate Community College and Public University data.**
With the increased data capacity created by the progress on the Illinois HEIS and LDS, future reports on the status of URGs in the Illinois higher education system should include a unified report on progress across the system. Stakeholders should be able to go to one place to understand and compare outcomes on enrollment, completions, and affordability at both public universities and community colleges. Better integration would also allow inclusion of data on transfer success for URG students. Recent studies have shown Illinois is one of only three states ranking above national averages on every standard measure of transfer student success, and is third in the nation in transfer students' completion of four-year degrees. However, these same studies show significant gaps

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[8] completecollege.org

for low income in the number of students who transfer. Those gaps must be addressed.

CONCLUSION

The 2015 report provides mixed results on the college success of underrepresented students. This year's Report opened with "good news" on high school graduation. The excerpt from the US Department of Education confirmed the collaborative and executive efforts of Illinois educators, administrators, parents and others, in decreasing achievement gaps at a pivotal stage leading to higher education; this is to be applauded.

URG completions brought more good news, especially among African Americans and Hispanics. This continues to demonstrate the vital impact student support services, at both secondary and postsecondary levels, have on the accomplishment of our state goals. If Illinois is to compete with its national peers in terms of completions, support programs must remain vibrant, relevant and funded.

Yet the large percentage of underprepared students requiring remediation at the onset of college, and the decline in African American enrollment numbers sounds an alarm. College affordability is becoming more and more an issue for many students, but especially for those who are underserved. The restoration of Illinois' Monetary Award

Program and other essential state funding is urgently needed to reverse declining enrollment and completion rates, as well as indebtedness among our students.

In return for this renewed commitment, Illinois should expect expanded efforts by its higher education system to use the resources it has to close gaps for URGs.

Nevertheless, Illinois did not end the year in the red, so to speak, in part due to the sustained commitment and quality of our student support services. At vital junctures in the college experiences of our students, student support –as seen in the institutional summaries (see Appendix A) has stepped up to the challenges. Effective efforts must be scaled up. Illinois must strengthen its commitment, across sectors, to all students, but especially to those who are underserved, and underrepresented.

Finally, given the unprecedented budget impasse in Illinois 2015-16, a positive forecast on how the trends identified in this report will carry into the 2015-16 for the 2016 report is not promising. Stresses such as those Illinois is currently experiencing exert the most damaging impact on the most vulnerable. The 2016 report will allow us to examine if the budget crisis has derailed the progress Illinois has made in increasing college opportunities for underrepresented students.

INSTITUTIONAL SUMMARIES

CHICAGO STATE UNIVERSITY

Fall 2014 Student Demographics
Undergraduate enrollment: **3,912**
Total enrollment: **5,211**

Gender
- Male: 28.9 %
- Female: 71.1%

Race and Ethnicity
- American Indian or Alaskan native 0.1%
- Asian: 0.6%
- Black/African-American: 73.8%
- Hispanic/Latino: 7.4%
- Native Hawaiian or Other Pacific Islander 0%
- White: 2.4%
- Two or more races: None given
- Race ethnicity unknown: 11.8%
- Non-resident alien: 3.9%

(Source: IPEDS College data 2014-2015)

Central statement from 2015 Supplemental URG Report to IBHE on completion outcomes:

"Chicago State University employs various strategies to improve completion outcomes for underrepresented groups. Many of these curricular and co-curricular initiatives are designed to enhance first-year students' entry to the university, enhance student learning, promote increased retention to the second year, and support campus-wide programs that increase student success and graduation rates."
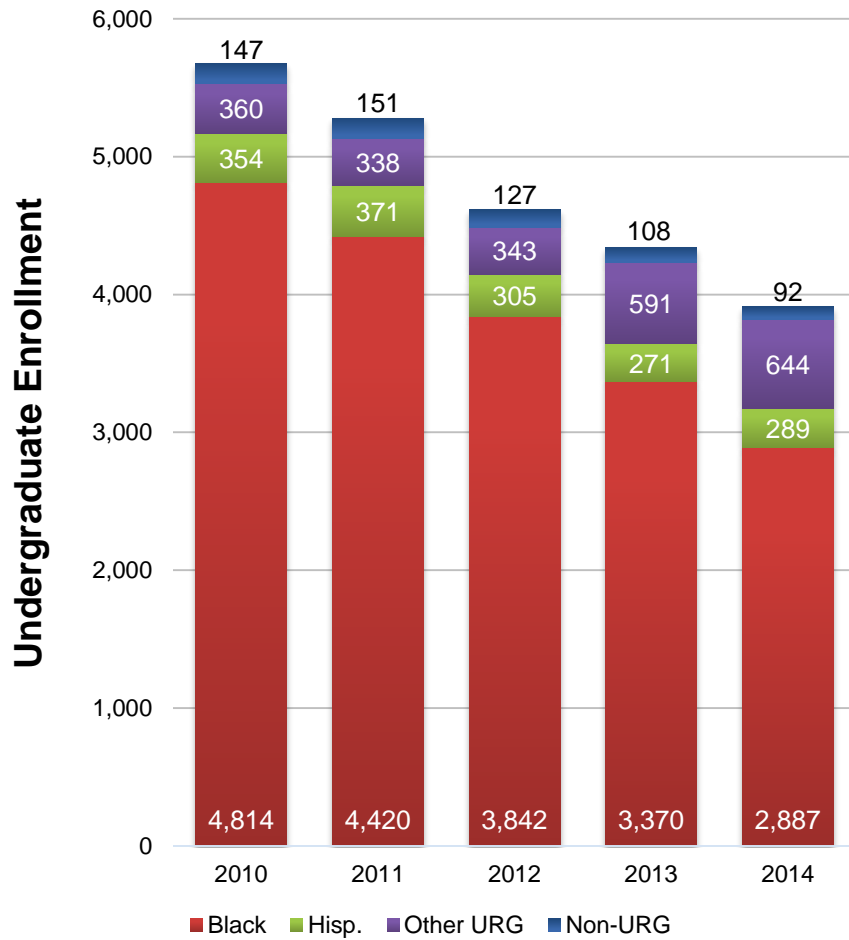
List of Primarily URG-based Student Support Services
(Source: ISAC MAP Advising Report, 2/3/14)

- **Abilities Office of Disabled Student Services**
  Primary service area: Student support. Provides services for students with learning and/or physical disabilities.
- **African American Male Resource Center**
  Primary service areas: Free academic printing, copying, textbook rental and internet access; training in professional development, youth mentoring.
- **Counseling Services**
  Primary service area: One-on-one counseling in all aspects of student support.
- **Latino Resource Center**
  Primary service area: Comprehensive student support.
- **RISE Academy – Retention Initiative for Student Engagement**
  Primary service area: Study skills and group support.
- **Summer Bridge**
  Primary service area: Instruction. Six-week, college-level instruction in English, Math and reading.
- **TRiO – Student Support Services**
  Primary service areas: Comprehensive academic Support. Academic, career and personal counseling; tutoring, mentoring, leadership seminars; financial aid research and application assistance; computer lab, and textbook lending library.
- **University College Program**
  Primary service area: Remediation/Prep. Incoming freshmen receive remedial/preparatory assistance where needed.

CHICAGO STATE UNIVERSITY
URG Outcomes: ENROLLMENTS and COMPLETIONS

CSU Five-Year Enrollment Trends

Undergraduate Enrollment

Year	Non-URG	Other URG	Hisp.	Black
2010	147	360	354	4,814
2011	151	338	371	4,420
2012	127	343	305	3,842
2013	108	591	271	3,370
2014	92	644	289	2,887

Legend: ■ Black ■ Hisp. ■ Other URG ■ Non-URG

CSU Five-year Completion Trends

Undergraduate Completions

Year	Non-URG	Other URG	Hisp.	Black
2010	22	34	31	614
2011	26	42	48	723
2012	36	39	53	617
2013	37	38	48	597
2014	33	39	40	580

Legend: ■ Black ■ Hisp. ■ Other URG ■ Non-URG
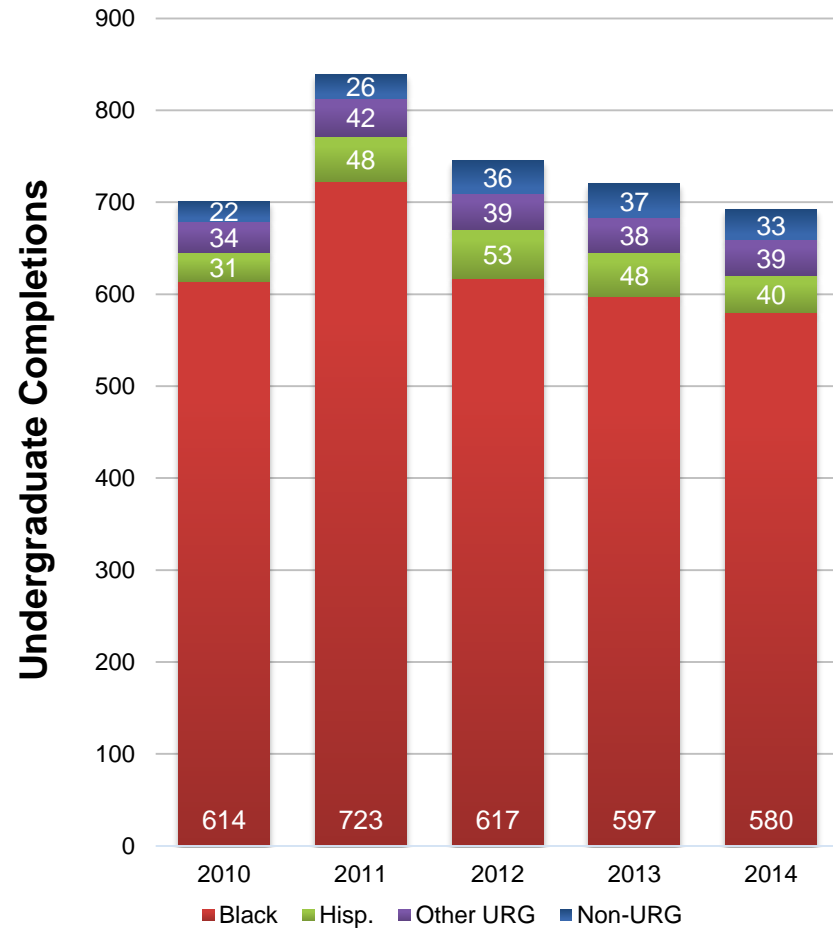
EASTERN ILLINOIS UNIVERSITY

Fall 2014 Student Demographics
Undergraduate enrollment: **7,640**
Total enrollment: **8,913**

Gender
- Male: 39.8%
- Female: 60.2%

Race and Ethnicity
- American Indian or Alaskan native: 0.2%
- Asian: 0.8%
- Black/African-American: 18.5%
- Hispanic/Latino: 5.4%
- Native Hawaiian or Other Pacific Islander: 0.1%
- White: 69.5%
- Two or more races: 2.1%
- Race ethnicity unknown: 2.4%
- Non-resident alien: 1.0%

(Source: IPEDS College data 2014-2015)

Central statement from 2015 Supplemental URG Report to IBHE on completion outcomes:

"Eastern offers many of the best practices associated with good retention rates: mandatory advising, a freshman seminar course, tutoring and support services for at-risk and struggling students, a small faculty-to-student ratio . . . As a result, it [EIU] historically has retained and graduated students at higher-than-average rates. . . "

List of Primarily URG-based Student Support Services
(Source: ISAC MAP Advising Report, 2/3/14, URG Supplemental Report to IBHE)

- **Access Granted**
  Primary service area: An annual three-day campus visit and collegiate experience orientation/outreach to 50 senior high school students of color.
- **Early Alert System**
  Primary service area: Early identification of at-risk students needing support services. EAS is general student program, but is applicable to URG students.
- **Gateway Program**
  Primary service area: Provisional admission program for incoming freshmen who did not meet regular admission requirements.
- **STRONG Mentoring Program (S**uccessful **T**eaching **R**elative to **O**vercoming **N**egative **G**eneralities**)**
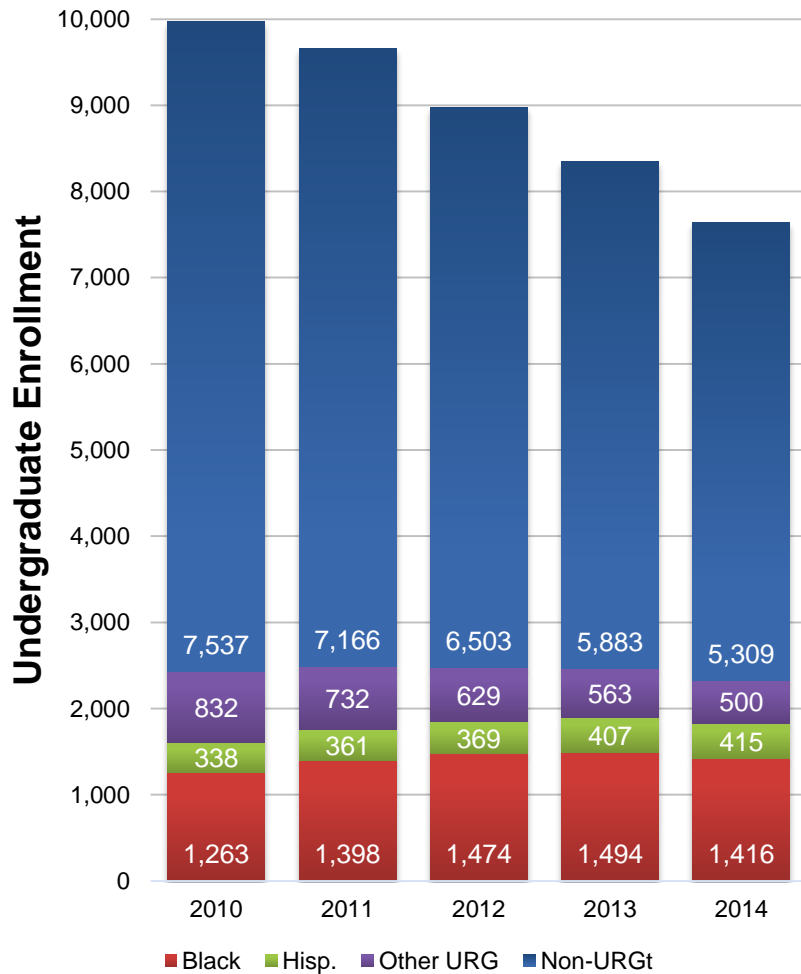 *Primary service area:* Works to: improve the retention and graduation rates of African-American males, develop their leadership skills, increase their numbers in graduate programs, and foster long-term relationships between students, faculty, staff and alumni.
- **TRiO**
  Primary service area: Support services at all levels of student need for low-income, first-generation, and disability students.

EASTERN ILLINOIS UNIVERSITY
URG Outcomes: ENROLLMENTS and COMPLETIONS

EIU Five-year Enrollment Trends

Undergraduate Enrollment

Year	Non-URGt	Other URG	Hisp.	Black
2010	7,537	832	338	1,263
2011	7,166	732	361	1,398
2012	6,503	629	369	1,474
2013	5,883	563	407	1,494
2014	5,309	500	415	1,416

■ Black ■ Hisp. ■ Other URG ■ Non-URGt

EIU Five-year Completion Trends

Undergraduate Completions

Year	Non-URG	Other URG	Hisp.	Black
2010	1855	178	78	187
2011	1830	194	63	170
2012	1723	187	70	209
2013	1839	141	61	197
2014	1678	94	68	256

■ Black ■ Hisp. ■ Other URG ■ Non-URG
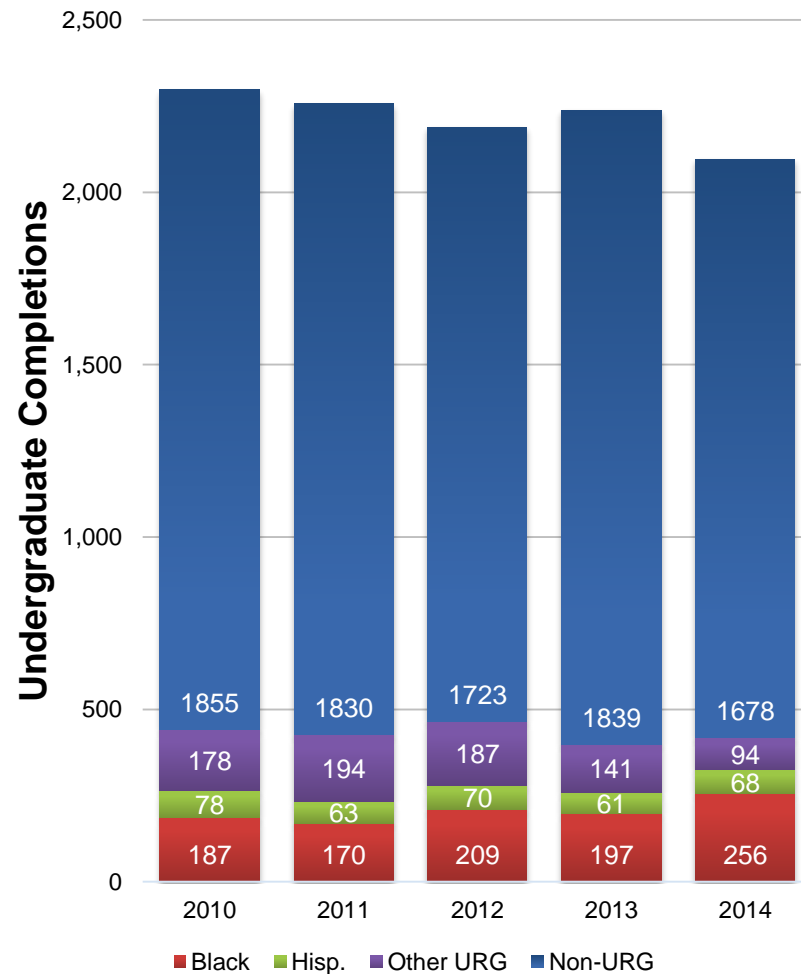
GOVERNORS STATE UNIVERSITY*

Fall 2014 Student Demographics
Undergraduate enrollment: **3,585**
Total enrollment: **5,776**

Gender
- Male: 32.6%
- Female: 67.4%

Race and Ethnicity
- American Indian or Alaskan native: 0.3%
- Asian: 1.6%
- Black/African-American: 36.9%
- Hispanic/Latino: 10.5%
- Native Hawaiian or Other Pacific Islander: 0.1%
- White: 38.4%
- Two or more races: 1.9%
- Race ethnicity unknown: 9.5%
- Non-resident alien: 0.9%

(Source: IPEDS College data 2014-2015)

Central statement from 2015 Supplemental URG Report to IBHE on completion outcomes:

". . . in fall of 2014, Governors State University became a full-service university combining the start of lower-division study with the opening of a residence hall . . .The goal of this change is inclusivity: providing the high-quality university experience to low-income students, students of color, and first generation students."

List of Primarily URG-based Student Support Services
(Source: URG Supplemental Report to IBHE)

- **Early/Smart Start Program**
  Primary service area: Incoming Freshmen. Preparatory/remedial instruction prior to start of first semester.
- **Dual Degree Program/Scholarship**
  Primary service area: Transfer credit and/or financial assistance. Applicable to qualifying students from 17 Chicago and South Chicago-land community colleges, who are attending full-time. While this is not a purely URG student support program, it does significantly assist in URG completion rates.
- **Mastering College**
  Primary service area: Incoming freshmen transition support.

Cohort enrollment and completion data for Governors State University for this 2015 URG report is based on its two-year upper-division level students. In the fall of 2014, GSU received its first freshmen class as it went from a two-year upper-classmen level institution to a full-service four-year program.

GOVERNORS STATE UNIVERSITY
URG Outcomes: ENROLLMENTS and COMPLETIONS

GSU Five-year Enrollment Trends
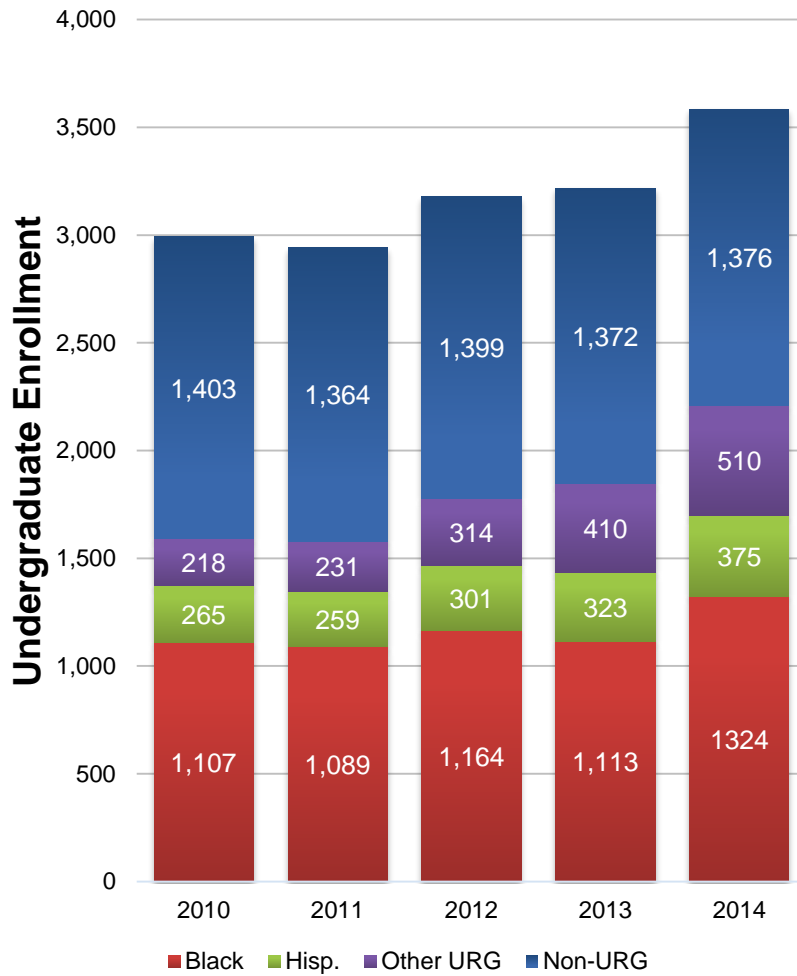
GSU Five-year Completion Trends
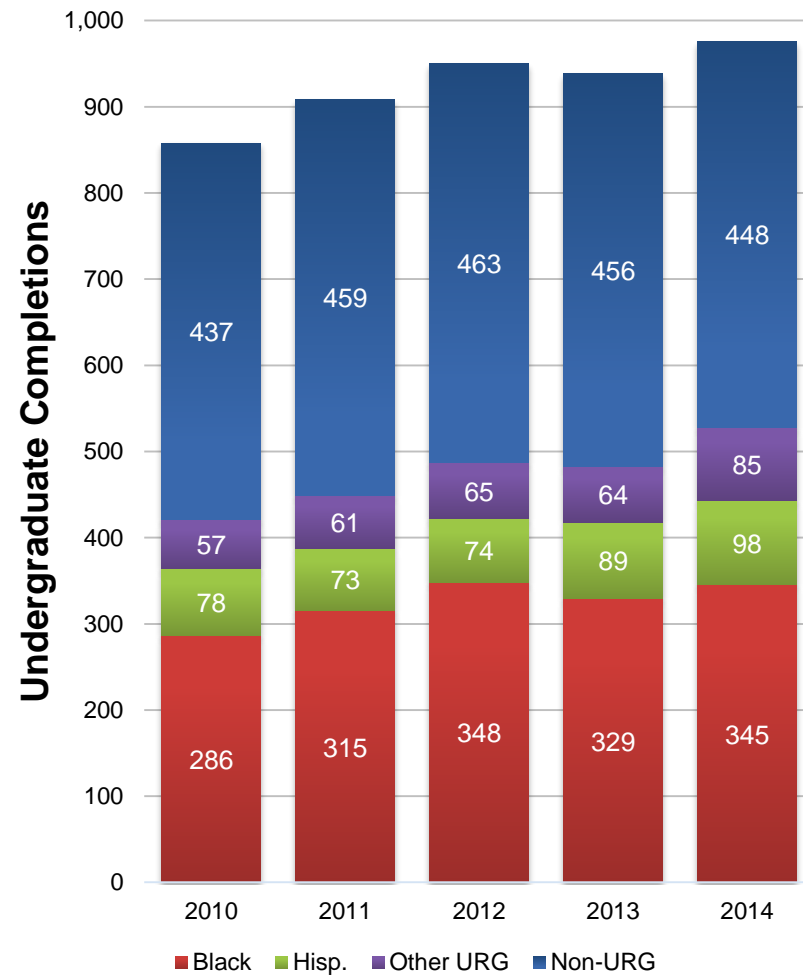
ILLINOIS STATE UNIVERSITY

Fall 2014 Student Demographics
Undergraduate enrollment: **18,155**
Total enrollment: **20,615**

Gender
- Male: 45.1%
- Female: 55.0%

Race and Ethnicity
- American Indian or Alaskan native: 0.1%
- Asian: 2.2%
- Black/African-American: 7.4%
- Hispanic/Latino: 8.8%
- Native Hawaiian or Other Pacific Islander: 0.1%
- White: 77.9%
- Two or more races: 2.5%
- Race ethnicity unknown: 0.4%
- Non-resident alien: 0.8%

(Source: IPEDS College data 2014-2015)

Central statement from 2015 Supplemental URG Report to IBHE on completion outcomes:

"Underrepresented and first-generation student populations overlap considerably given the demographics of this campus. [Hence] the great majority of our programs targeted at increasing persistence and graduation rates, are designed to serve both populations."
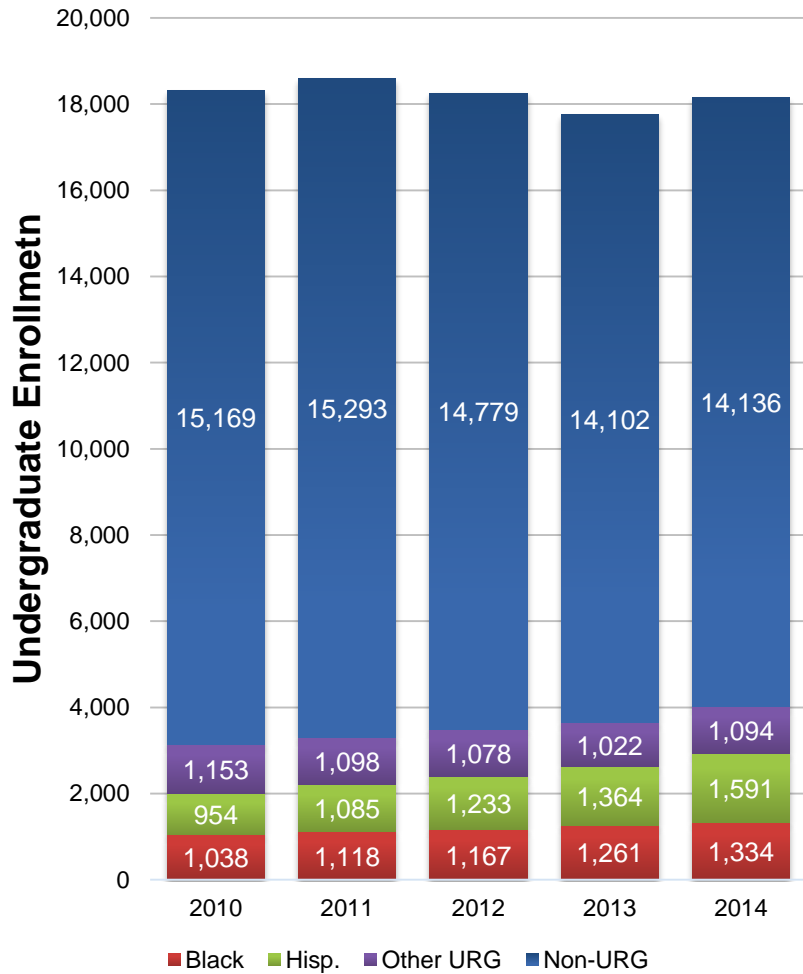
List of Primarily URG-based Student Support Services
(Source: ISAC MAP Advising Report, 2/3/14)

- **Louis Stokes Alliance for Minority Participation (LS-AMP)**
  Primary service area: STEM student support. Funded by the National Science Foundation, LS-AMP is a support program for minority students majoring in biology, chemistry, computer science, math, or any other STEM program.
- **Mentoring and Academic Student Achievement Initiative (MASAI)**
  Primary service area: Mentoring. First-year and transfer students are paired with upper-class students who serve as mentors and role models.
- **Success 101/University Success Skills**
  Primary service area: Academic Prep. A two-credit hour, first-year seminar focusing on collegiate-level academic skill-building through weekly meetings that include webinars, academic coaching, and other essential areas of support during the first semester of college.
- **TRiO - Student Support Services (TRIO/SSS)**
  Primary service area: Comprehensive student support. All forms of academic advisement, counseling, mentoring and other support during the student's time at the University.

ILLINOIS STATE UNIVERSITY
URG Outcomes: ENROLLMENTS and COMPLETIONS

ISU Five-year Enrollment Trends
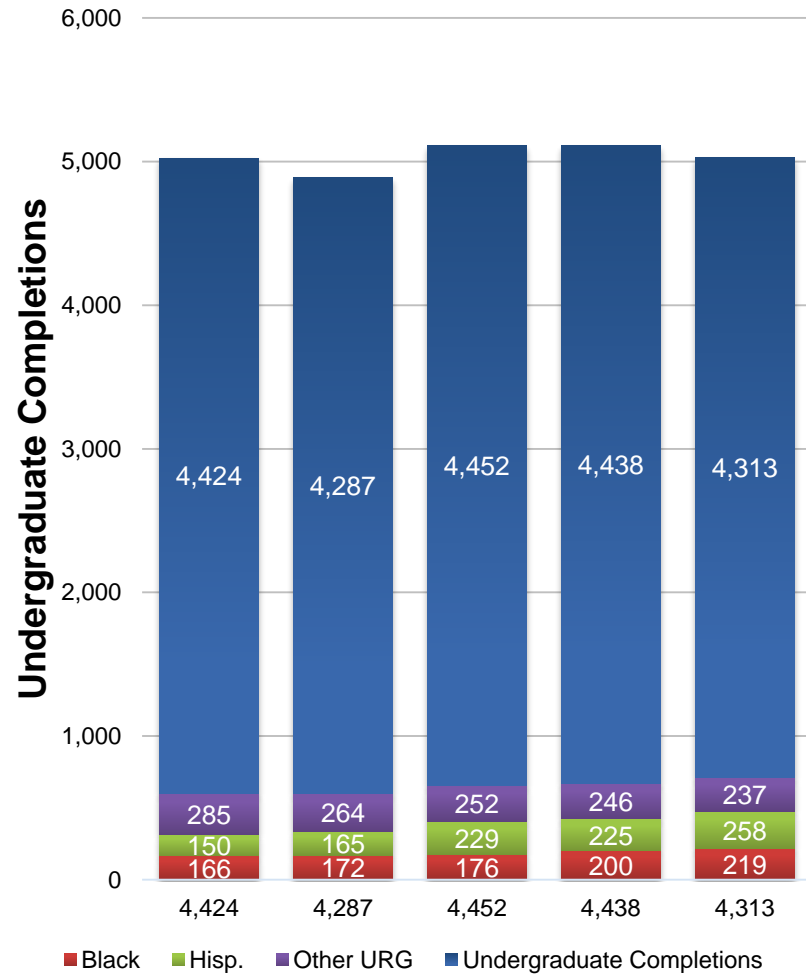
Undergraduate Enrollmetn

Year	Black	Hisp.	Other URG	Non-URG
2010	1,038	954	1,153	15,169
2011	1,118	1,085	1,098	15,293
2012	1,167	1,233	1,078	14,779
2013	1,261	1,364	1,022	14,102
2014	1,334	1,591	1,094	14,136

■ Black ■ Hisp. ■ Other URG ■ Non-URG

ISU Five-year Completion Trends

Undergraduate Completions

	Black	Hisp.	Other URG	Undergraduate Completions
4,424	166	150	285	4,424
4,287	172	165	264	4,287
4,452	176	229	252	4,452
4,438	200	225	246	4,438
4,313	219	258	237	4,313

■ Black ■ Hisp. ■ Other URG ■ Undergraduate Completions

NORTHEASTERN ILLINOIS UNIVERSITY

Fall 2014 Student Demographics
Undergraduate enrollment: **8,412**
Total enrollment: **10,275**

Gender
- Male: 44.7%
- Female: 55.3%

Race and Ethnicity
- American Indian or Alaskan native: 0.2%
- Asian: 9.4%
- Black/African-American: 10.2%
- Hispanic/Latino: 34.9%
- Native Hawaiian or Other Pacific Islander: 0.3%
- White: 36.9%
- Two or more races: 1.7%
- Race ethnicity unknown: 2.5%
- Non-resident alien: 4.0%

(Source: IPEDS College data 2014-2015)

Central statement from 2015 Supplemental URG Report to IBHE on completion outcomes:

 "Northeastern Illinois University has Success Programs – TRIO, Project Success and Proyecto Pa'lante – that address the needs of underrepresented groups. . . Students in these two programs are followed for their first five consecutive semesters at NEIU."
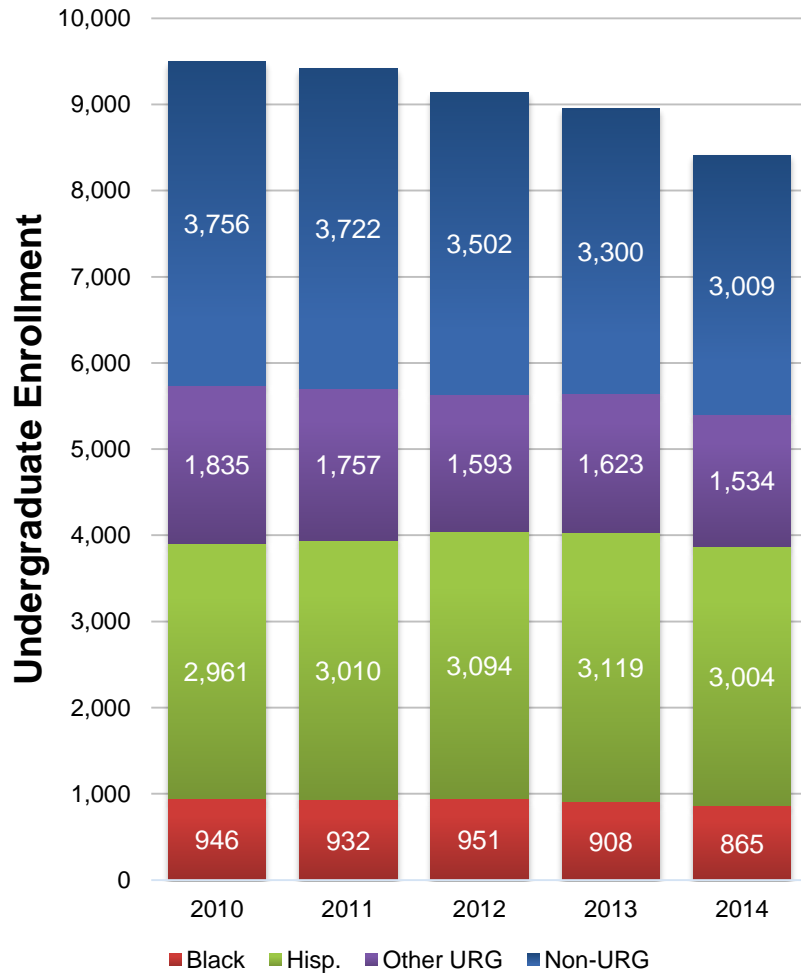
List of Primarily URG-based Student Support Services
(Source: URG Supplemental Report to IBHE, and ISAC MAP Advising Report, 2/3/14)
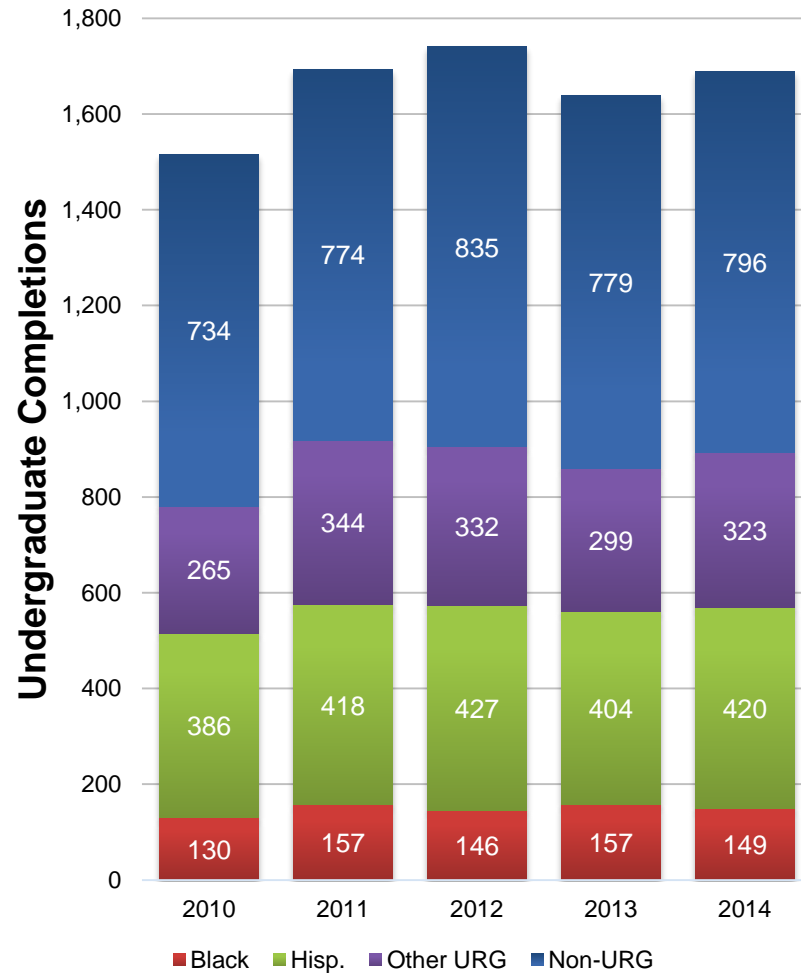
- **Learning Support Center**
  Primary service area: Tutoring. A peer-based tutoring program whose efforts are primarily directed to providing academic support to students completing General Education, Math Development and English Language Program courses along with reading and learning strategies.

- **Project Success**
  Primary service area: Comprehensive student support. Established in 1969, this program has historically and presently serves African-American students. Program includes recruitment with enrollment assistance, New Student Information session, Family Night, seminar course and peer-mentoring.

- **Proyecto Pa'lante**
  Primary service area: Comprehensive student support. Established in 1973 for primarily Latino students. Program includes recruitment with enrollment assistance, Family Night, seminar course, peer-mentoring and special events.

- **TRiO Student Support Services**
  Primary service area: General student support. A federally funded grant program designed to provide supportive academic and personal services to a select number of students who meet the program's eligibility requirements.

NORTHEASTERN ILLINOIS UNIVERSITY
URG Outcomes: ENROLLMENTS and COMPLETIONS

NEIU Five-year Enrollment Trends

Undergraduate Enrollment	2010	2011	2012	2013	2014
Non-URG	3,756	3,722	3,502	3,300	3,009
Other URG	1,835	1,757	1,593	1,623	1,534
Hisp.	2,961	3,010	3,094	3,119	3,004
Black	946	932	951	908	865

Legend: ■Black ■Hisp. ■Other URG ■Non-URG

NEIU Five-year Completion Trends

Undergraduate Completions	2010	2011	2012	2013	2014
Non-URG	734	774	835	779	796
Other URG	265	344	332	299	323
Hisp.	386	418	427	404	420
Black	130	157	146	157	149

Legend: ■Black ■Hisp. ■Other URG ■Non-URG

NORTHERN ILLINOIS UNIVERSITY

Fall 2014 Student Demographics
Undergraduate enrollment: **15,435**
Total enrollment: **20,611**

Gender
- Male: 50.7%
- Female: 49.3%

Race and Ethnicity
- American Indian or Alaskan native: 0.2%
- Asian: 4.9%
- Black/African-American: 16.3%
- Hispanic/Latino: 14.4%
- Native Hawaiian or Other Pacific Islander: 0.1%
- White: 58.1%
- Two or more races: 3.1%
- Race ethnicity unknown: 1.3%
- Non-resident alien: 1.7%

(Source: IPEDS College data 2014-2015)

Central statement from 2015 Supplemental URG Report to IBHE on completion outcomes:

 ". . . departments in both the Division of Academic Affairs and the Division of Student Affairs and Enrollment Management regularly collaborate to develop and deliver programs and initiatives . . . to direct efforts toward improving campus diversity. The diversity, equity and inclusion opportunities are offered . . . for all students, but they are particularly crucial to the retention, persistence and graduation of underrepresented and first-generation students, and students with disabilities."
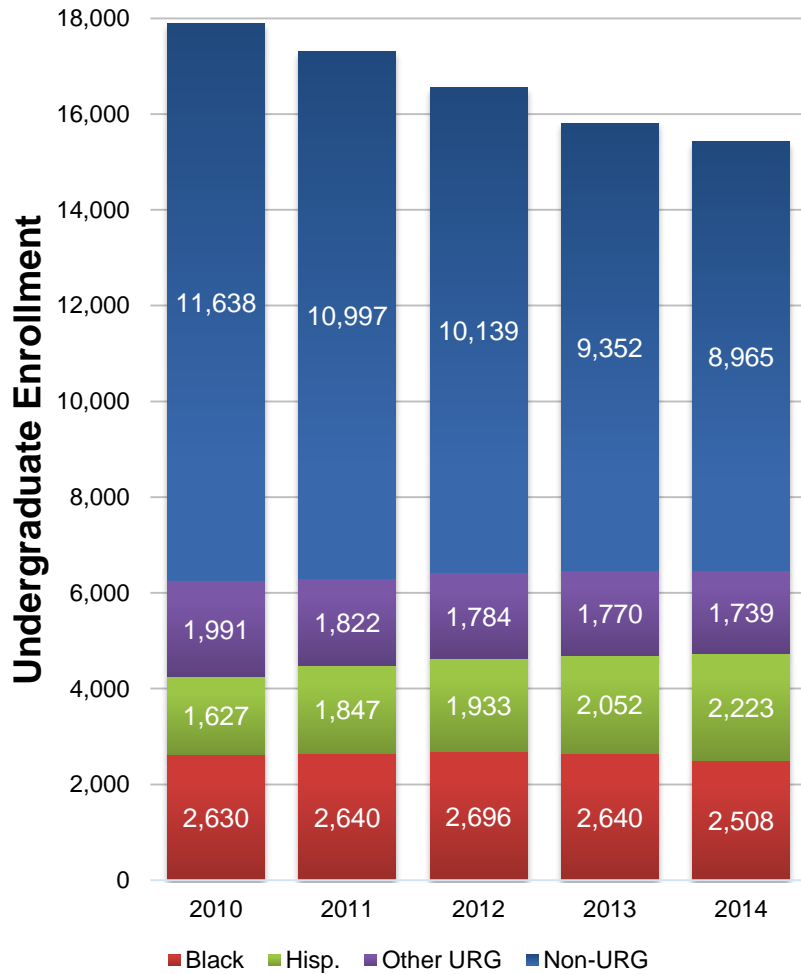
List of Primarily URG-based Student Support Services
(Source: URG Supplemental Report to IBHE, and ISAC MAP Advising Report, 2/3/14)
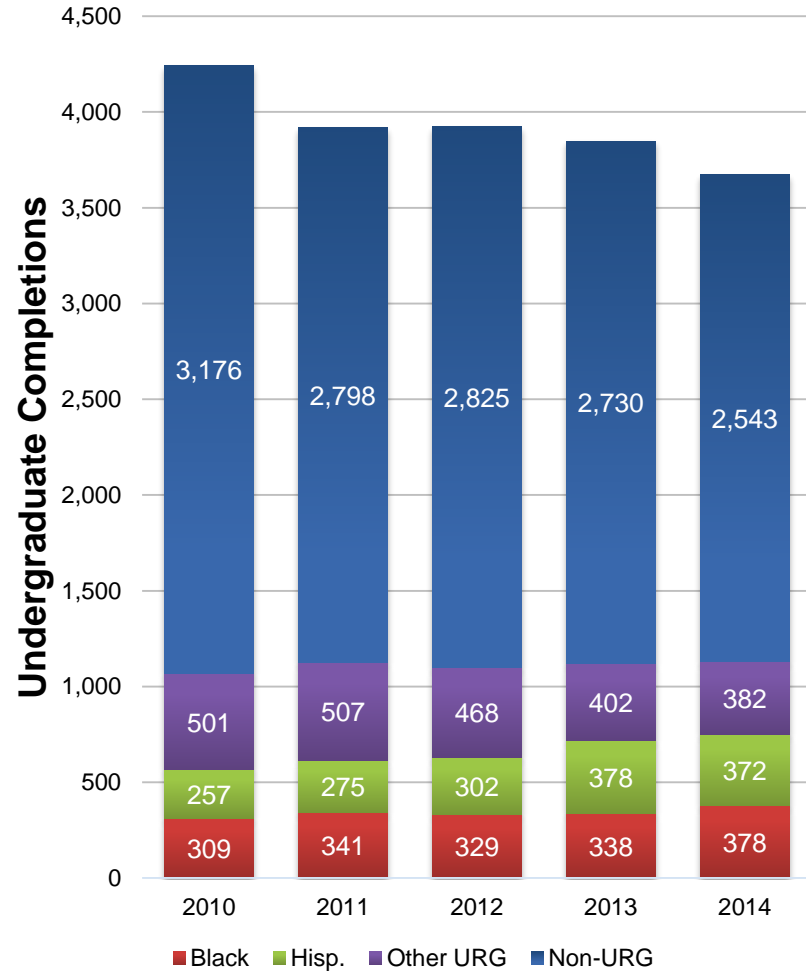
- **ACCESS: PAL, Supplemental Instruction, and A+ programs**
  Primary service area: Tutoring in various forms including: One-on-one tutoring, tutoring centers, enhanced tutoring where tutors attend classes with students and provide the tools needed for success.
- **Black Male Initiative (BMI)**
  Primary service area: Mentoring. BMI is a mentoring program that matches male upperclassmen with incoming students. In addition to academic achievement, BMI focuses on community service, mentoring, and leadership development. It also holds events such as motivational speakers and social outings. Membership in BMI has increased from five members in 2001 to over 80 members in 2014, with a graduation rate of 100%.
- **CHANCE Program, Deacon Davis**
  Primary service area: Comprehensive student support and counseling. Individual and group counseling and support services in all areas of academic, personal, and career needs including: financial aid, tutoring, peer-mentoring, academic, and study skill enhancement. CHANCE also includes student participation in four high-impact practices: 1) Themed Learning Communities, 2) Freshman Leadership Conference, 3) First-Year Seminar course, and 4) National Science Foundation's PROMISE Scholars Program.

NORTHERN ILLINOIS UNIVERSITY
URG Outcomes: ENROLLMENTS and COMPLETIONS

NIU Five-year Enrollment Trends

Undergraduate Enrollment	2010	2011	2012	2013	2014
Non-URG	11,638	10,997	10,139	9,352	8,965
Other URG	1,991	1,822	1,784	1,770	1,739
Hisp.	1,627	1,847	1,933	2,052	2,223
Black	2,630	2,640	2,696	2,640	2,508

Legend: ■ Black ■ Hisp. ■ Other URG ■ Non-URG

NIU Five-year Completion Trends

Undergraduate Completions	2010	2011	2012	2013	2014
Non-URG	3,176	2,798	2,825	2,730	2,543
Other URG	501	507	468	402	382
Hisp.	257	275	302	378	372
Black	309	341	329	338	378

Legend: ■ Black ■ Hisp. ■ Other URG ■ Non-URG

SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

Fall 2014 Student Demographics
Undergraduate enrollment: **13,461**
Total enrollment: **17,989**

Gender
- Male: 54.3%
- Female: 45.7%

Race and Ethnicity
- American Indian or Alaskan native: 0.2%
- Asian: 1.6%
- Black/African-American: 19.9%
- Hispanic/Latino: 7.7%
- Native Hawaiian or Other Pacific Islander: 0.1%
- White: 62.2%
- Two or more races: 2.9%
- Race ethnicity unknown: 0.1%
- Non-resident alien: 5.3%

(Source: IPEDS College data 2014-2015)

Central statement from 2015 Supplemental URG Report to IBHE on completion outcomes:

 "[SIUC's] University College (UC) is designed to support first-year and ongoing student success at SIU Carbondale . . . UC offers a . . . purposeful first-year experience that contributes to retention and successful completion of degrees. [It] includes best practices, strategies and services to meet the needs of underrepresented, first-generation, and students with disabilities.

List of Primarily URG-based Student Support Services
(Source: URG Supplemental Report to IBHE, and ISAC MAP Advising Report, 2/3/14)
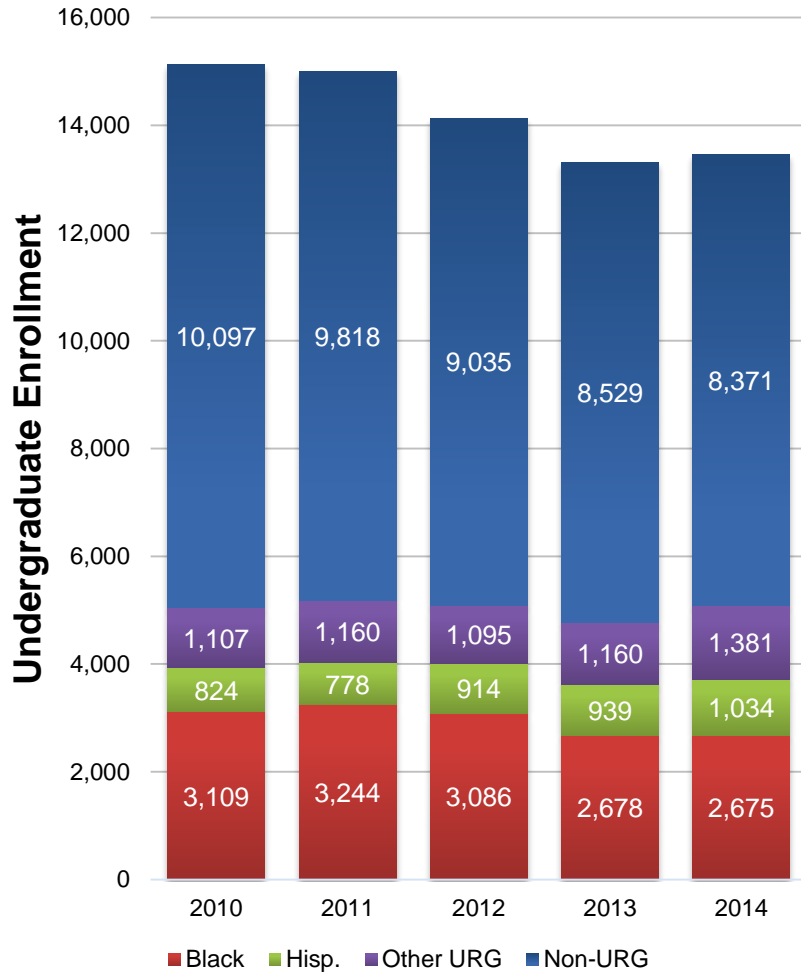**University College programs**
- **Disability Support Services**
  Primary service area: Comprehensive student support for students with learning and/or physical disabilities.
- **Exploratory Student Advisement**
  Primary service area: Comprehensive student support for provisionally admitted and undeclared students.
- **First Scholars Program**
  Primary service area: Completion of first-generation students. This program includes focus, self-awareness and community service.
- **TRIO Student Support services**
  Primary service area: Comprehensive student support. Federally funded grant program that serves disabled, underrepresented, and low socio-economic students.

Other URG-based strategies
- **Academic Peer Coaching**
- **Black Male Study Tables**
  Primary service area: Tutoring. Black males in support services meet once a week for two-hour tutoring sessions.
- **Fifteen-to-Finish**
  Primary service area; Completion. Influence student registration behavior to achieve graduation in four years with minimum 15 credit hours per semester.
- **Guided Pathways to Success**
  Primary service area: Academic support. Ensure completion of prerequisite and milestone courses for science, computer and math courses as well as completion of general elective requirements early in academic career.

SOUTHERN ILLINOIS UNIVERSITY CARBONDALE
URG Outcomes: ENROLLMENTS and COMPLETIONS

SIUC Five-year Enrollment Trends

Year	Black	Hisp.	Other URG	Non-URG
2010	3,109	824	1,107	10,097
2011	3,244	778	1,160	9,818
2012	3,086	914	1,095	9,035
2013	2,678	939	1,160	8,529
2014	2,675	1,034	1,381	8,371

Undergraduate Enrollment

SIUC Five-year Completion Trends

Year	Black	Hisp.	Other URG	Non-URG
2010	514	180	370	2,975
2011	520	198	285	2,758
2012	556	227	320	2,740
2013	620	219	300	2,724
2014	584	215	281	2,642

Undergraduate Completions
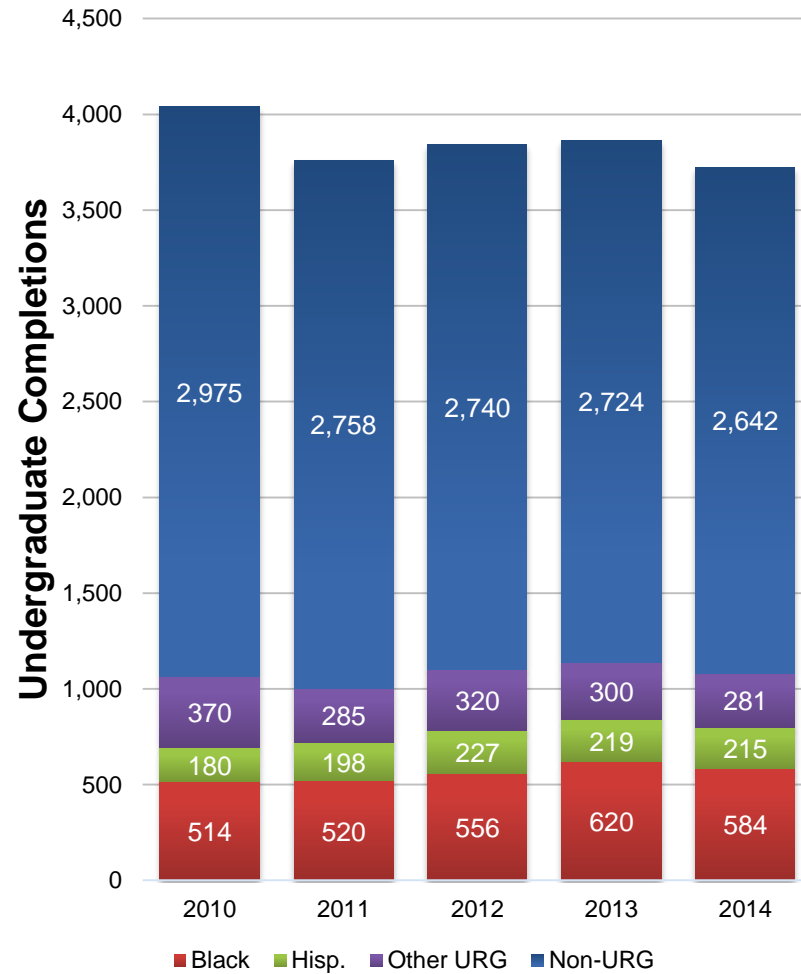
SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Fall 2014 Student Demographics
Undergraduate enrollment: **11,421**
Total enrollment: **13,972**

Gender
- Male: 47.0%
- Female: 53.0%

Race and Ethnicity
- American Indian or Alaskan native: 0.3%
- Asian: 1.7%
- Black/African-American: 14.6%
- Hispanic/Latino: 3.8%
- Native Hawaiian or Other Pacific Islander: 0.1%
- White: 73.9%
- Two or more races: 3.1%
- Race ethnicity unknown: 1.3%
- Non-resident alien: 1.1%

(Source: IPEDS College data 2014-2015)

Central statement from 2015 Supplemental URG Report to IBHE on completion outcomes:

 "Southern Illinois University Edwardsville provides student with a high quality, affordable education that prepares them for successful careers and lives of purpose . . . Situated on 2,660 acres of beautiful woodland . . . the SIUE campus is home to a diverse student body of nearly 14,000."
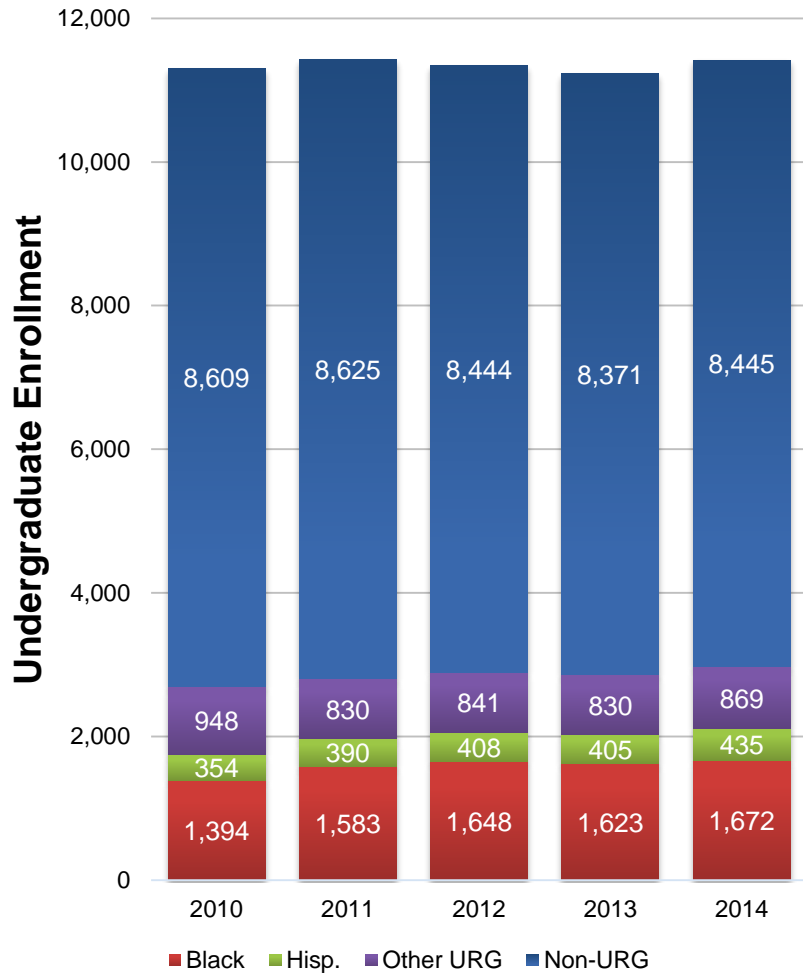
List of Primarily URG-based Student Support Services
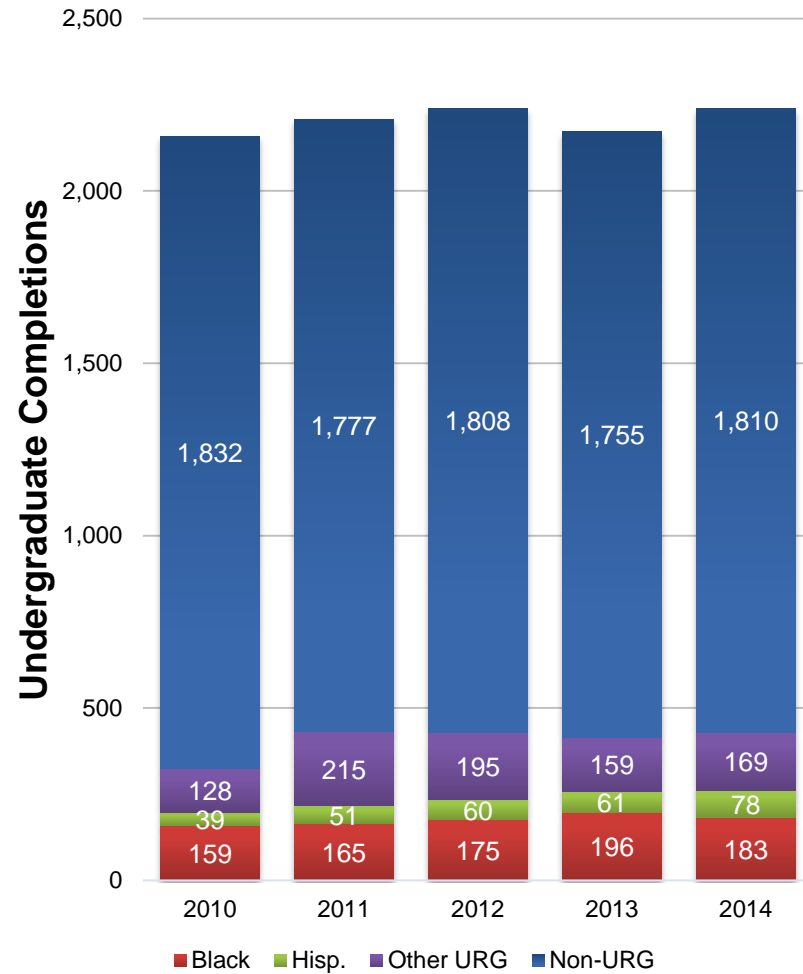(Source: URG Supplemental Report to IBHE)

- **Academic Recovery Informational Sessions – Partners for Success**
  Primary service area: Academic probation. For students who failed to reach the required 2.0 minimum GPA. Sessions informed students of the critical nature of academic probation, as well as the techniques and support services available to restore them to good standing at the University.
- **Early Alert Initiatives – 5th Week Freshman Assessment**
  Primary service area: First-year freshmen (0-29 hours) academic progress. Campus-wide assessment of students by faculty regarding freshmen academic and attendance standing.
- **Taking Aim at SIUE**
  Primary service area: Retention. Graduate students personally contact first- and second-year students who have not registered for the upcoming semester, and discuss the student's future semester registration, inform them of available academic support services, and answer any other questions the student might have.

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE
URG Outcomes: ENROLLMENT and COMPLETIONS

SIUE Five-year Enrollment Trends

Year	Black	Hisp.	Other URG	Non-URG
2010	1,394	354	948	8,609
2011	1,583	390	830	8,625
2012	1,648	408	841	8,444
2013	1,623	405	830	8,371
2014	1,672	435	869	8,445

SIUE Five-year Completion Trends

Year	Black	Hisp.	Other URG	Non-URG
2010	159	39	128	1,832
2011	165	51	215	1,777
2012	175	60	195	1,808
2013	196	61	159	1,755
2014	183	78	169	1,810

UNIVERSITY OF ILLINOIS CHICAGO

Fall 2014 Student Demographics
Undergraduate enrollment: **16,718**
Total enrollment: **27,969**

Gender
- Male: 49.8%
- Female: 50.2%

Race and Ethnicity
- American Indian or Alaskan native: 0.1%
- Asian: 22.7%
- Black/African-American: 7.9%
- Hispanic/Latino: 26.4%
- Native Hawaiian or Other Pacific Islander: 0.3%
- White: 35.8%
- Two or more races: 2.5%
- Race ethnicity unknown: 1.8%
- Non-resident alien: 2.5%

(Source: IPEDS College data 2014-2015)

Central statement from 2015 Supplemental URG Report to IBHE on completion outcomes:

"With a 57% racial minority undergraduate student population, UIC is a national leader among urban, public higher education institutions in providing access to underrepresented students . . . For UIC, 'world class' means promoting a learning environment in which an extraordinarily diverse population fully reaches their potential. Specifically, the campus has set a goal of reaching an overall retention rate of 85%, a graduation rate of 65%, as well as racial and ethnic parity in retention and graduation rates."

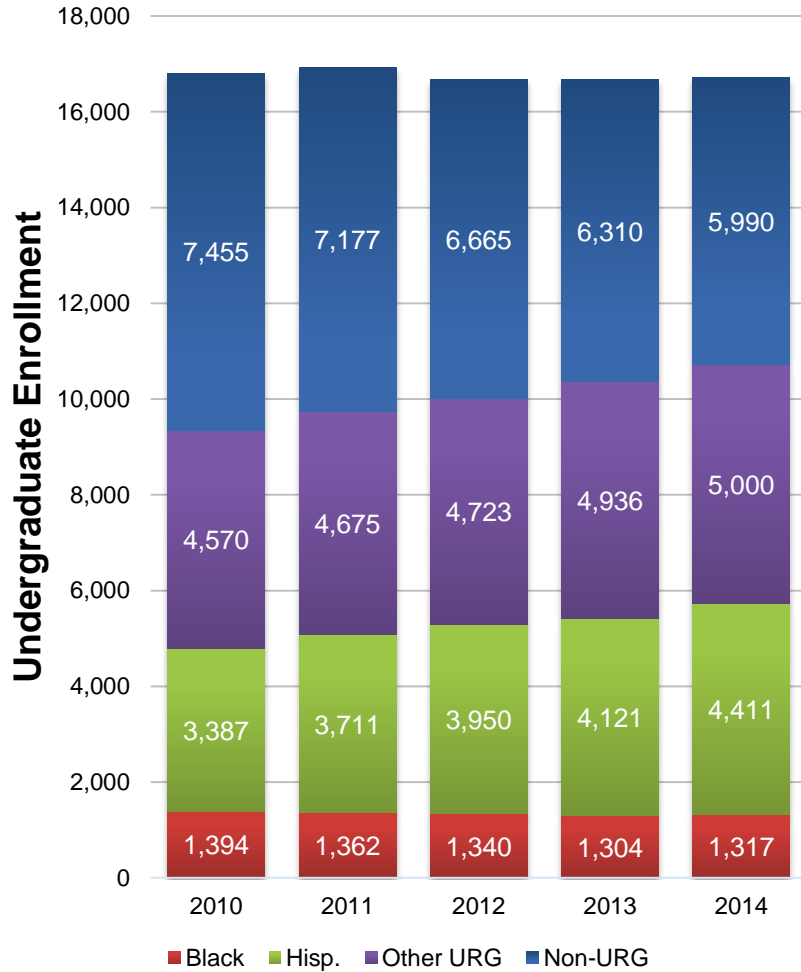**List of Primarily URG-based Student Support Services*** (Source: URG Supplemental Report to IBHE, and ISAC MAP Advising Report, 2/3/14)

- **African American Academic Network (AAAN)**
  Primary service area: Activities for student engagement.
- **CHANCE Program**
  Primary service area: Comprehensive student support.
- **Disability Resource Center**
  Primary service area: Comprehensive student support.
- **Hispanic Center of Excellence**
  Primary service area: Comprehensive student support from pre-college through medical school.
- **Latin American Recruitment and Educational Services (LARES)**
  Primary service area: Graduate Latino students.
- **Louis Stokes Alliance for Minority Participation**
  Primary service area: STEM minority student support.
- **Minority Engineering Recruitment and Retention Program (MERRP)**
  Primary service area: Comprehensive student support for underrepresented students in engineering.
- **Native American Support Program**
  Primary service area: Comprehensive student support from recruitment and enrollment to completion.
- **President's Award Program (PAP)**
  Primary service area: Financial award/scholarship.
- **Summer College**
  Primary service area: Remedial and/or transitional bridge from high school to college.
- **Urban Health Program (UHP)**
  Primary service area: Preparatory for health sciences field. UHP is part of a larger faculty/student networking group.
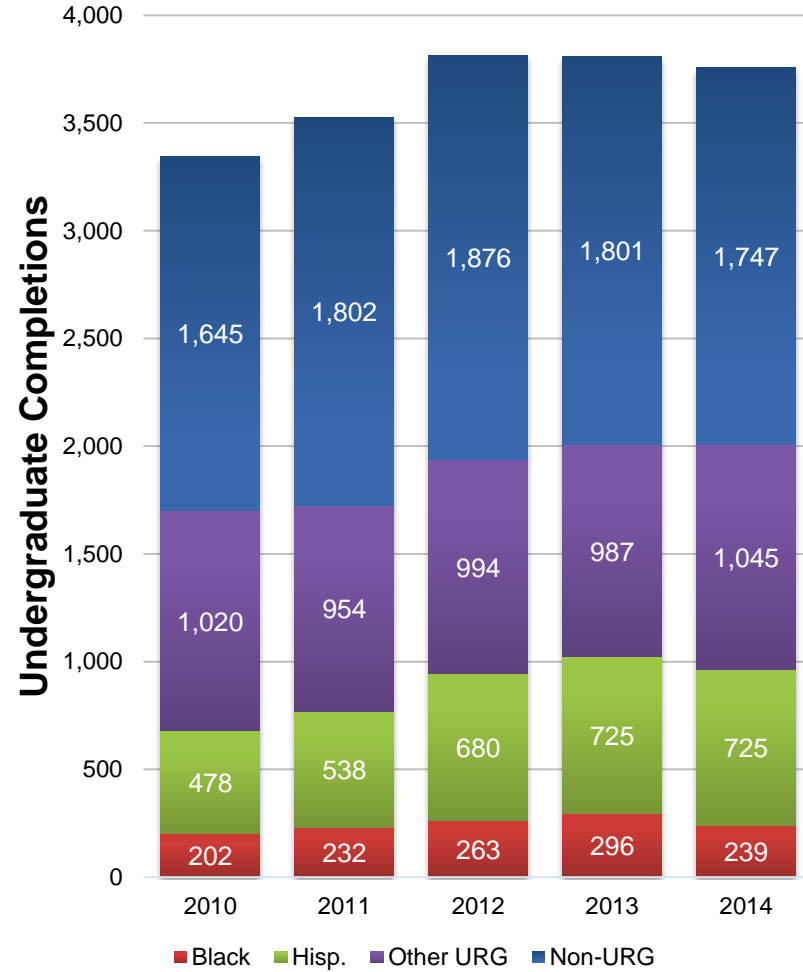
*Due to the large number of UIC programs, only the program names and service area could be listed.

UNIVERSITY OF ILILNOIS CHICAGO
URG Outcomes: ENROLLMENTS and COMPLETIONS

UIC Five-year Enrollment Trends

Undergraduate Enrollment

Year	Black	Hisp.	Other URG	Non-URG
2010	1,394	3,387	4,570	7,455
2011	1,362	3,711	4,675	7,177
2012	1,340	3,950	4,723	6,665
2013	1,304	4,121	4,936	6,310
2014	1,317	4,411	5,000	5,990

■ Black ■ Hisp. ■ Other URG ■ Non-URG

UIC Five-year Completion Trends

Undergraduate Completions

Year	Black	Hisp.	Other URG	Non-URG
2010	202	478	1,020	1,645
2011	232	538	954	1,802
2012	263	680	994	1,876
2013	296	725	987	1,801
2014	239	725	1,045	1,747

■ Black ■ Hisp. ■ Other URG ■ Non-URG

Fall 2014 Student Demographics
Undergraduate enrollment: **3,038**
Total enrollment: **5,431**

Gender
- Male: 48.9%
- Female: 51.1%

Race and Ethnicity
- American Indian or Alaskan native: 0.1%
- Asian: 3.5%
- Black/African-American: 14.6%
- Hispanic/Latino: 6.2%
- Native Hawaiian or Other Pacific Islander: 0.1%
- White: 65.7%
- Two or more races: 2.7%
- Race ethnicity unknown: 3.1%
- Non-resident alien: 4.1%

(Source: IPEDS College data 2014-2015)

UNIVERSITY OF ILLINOIS SPRINGFIELD

Central statement from 2015 Supplemental URG Report to IBHE on completion outcomes*:

"[The University of Illinois Springfield has programs [that] help transition students to University life . . . enhance academic support services for students who may be underprepared for college-level coursework . . . [along with] scholarship programs designed to ensure and enhance the diversity of the student body."

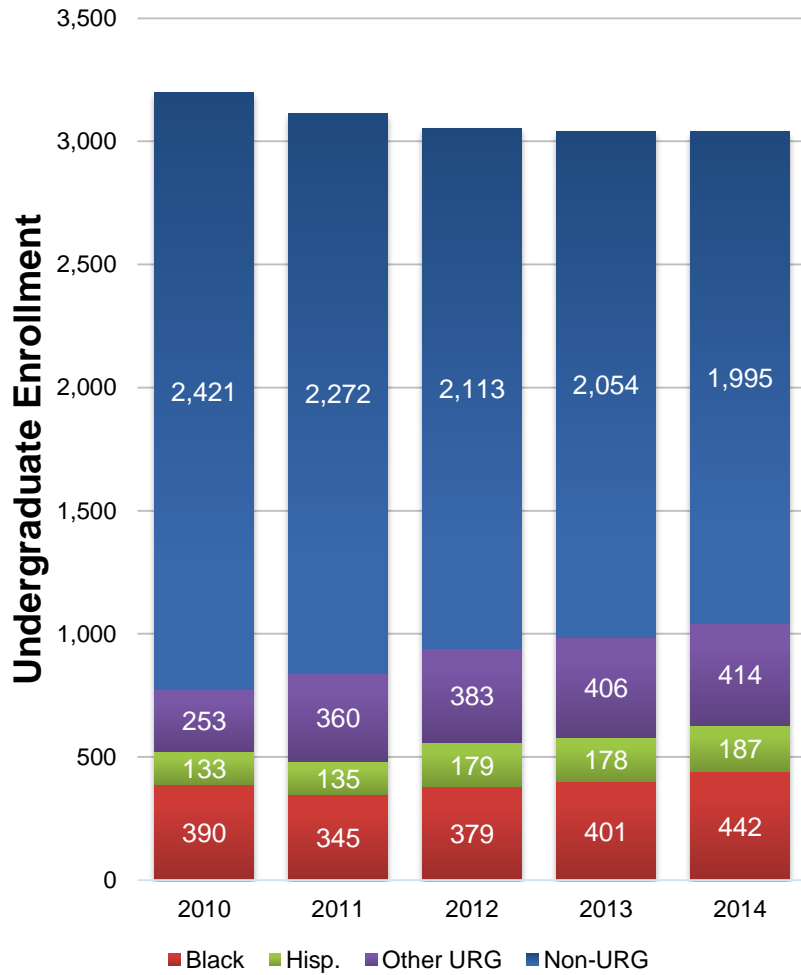*Composite statement made from UIS' three most strategic URG-related programs.

List of Primarily URG-based Student Support Services
(Source: URG Supplemental Report to IBHE, and ISAC MAP Advising Report, 2/3/14)
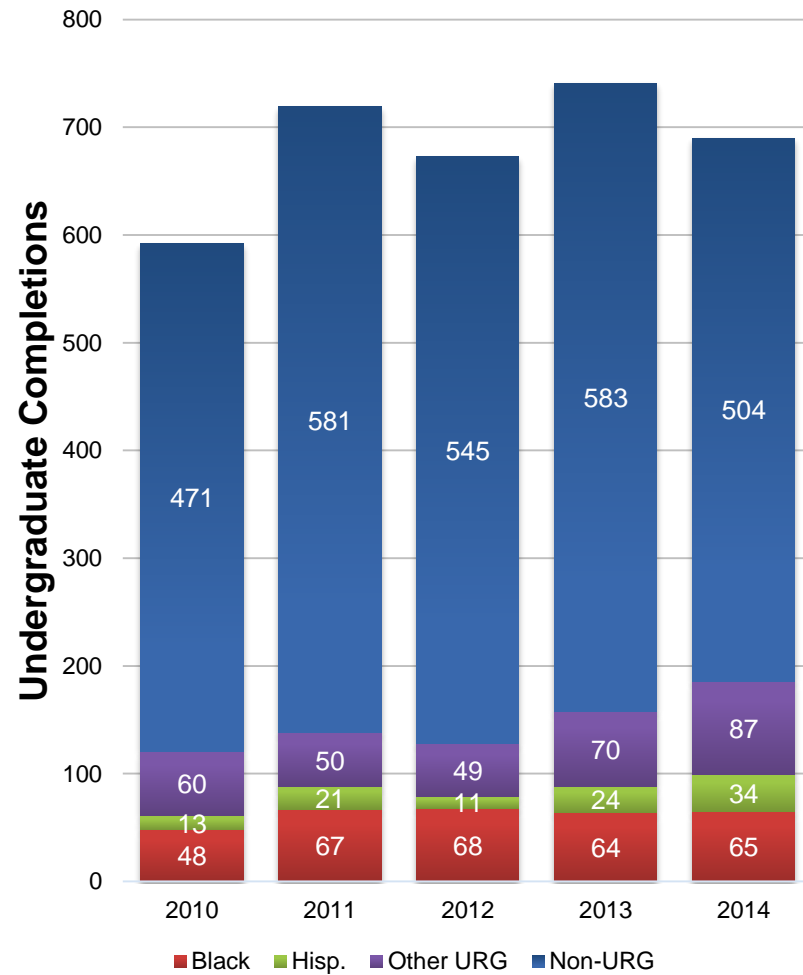
- **Black Male Retention / Black Male Collegiate Society**
Primary service area: Retention, Mentoring. The BMR/BMCS strive to create an environment where black males have a smooth transition into college as well as the educational resources to graduate.
- **Necessary Steps Mentoring Program**
Primary service area: First-generation students. The Necessary Steps program is designed to help transition first-generation students to university life. NS mentors help students identify and overcome problems they may face throughout their first year. NS students reside together on a single floor in campus housing and take a year-long educational course as a cohort.
- **President's Award Program (PAP)**
Primary service area: Financial award/scholarships. Newly admitted freshmen from several underrepresented groups are considered for this award and include students who are: 1) from an underrepresented racial/ethnic group, 2) from an underrepresented Illinois county (counties sending an average of two or fewer students per academic year in a past five-year period), and 3) high-achieving dependent students whose families are at or below the poverty line.
- **Students Transitioning for Academic Retention and Success (STARS)**
Primary service area: Academic/remedial and other comprehensive student support. The STARS program is voluntary, and students meeting the criteria are supported through an intricate network of UIS staff, peer mentors, faculty and advising.

UNIVERSITY OF ILLINOIS SPRINGFIELD
URG Outcomes: ENROLLMENTS and COMPLETIONS

UIS Five-year Enrollment Trends

Undergraduate Enrollment

Year	Black	Hisp.	Other URG	Non-URG
2010	390	133	253	2,421
2011	345	135	360	2,272
2012	379	179	383	2,113
2013	401	178	406	2,054
2014	442	187	414	1,995

Legend: ■ Black ■ Hisp. ■ Other URG ■ Non-URG

UIS Five-year Completion Trends

Undergraduate Completions

Year	Black	Hisp.	Other URG	Non-URG
2010	48	13	60	471
2011	67	21	50	581
2012	68	11	49	545
2013	64	24	70	583
2014	65	34	87	504

Legend: ■ Black ■ Hisp. ■ Other URG ■ Non-URG

UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN

Fall 2014 Student Demographics
Undergraduate enrollment: 32,959
Total enrollment: 45,140

Gender
- Male: 56.3%
- Female: 43.7%

Race and Ethnicity
- American Indian or Alaskan native: 0.1%
- Asian: 16.1%
- Black/African-American: 5.3%
- Hispanic/Latino: 8.6%
- Native Hawaiian or Other Pacific Islander: 0.1%
- White: 50.2%
- Two or more races: 2.6%
- Race ethnicity unknown: 0.7%
- Non-resident alien: 16.3%

(Source: IPEDS College data 2014-2015)

Central statement from 2015 Supplemental URG Report to IBHE on completion outcomes:

"The University of Illinois Urbana-Champaign is committed to enhancing and sustaining diversity, educational equity and inclusion. . . In terms of retention, all students are retained at 93%. More specifically, African American and Latina/o students are retained at 91% . . . UIUC graduates more students of color than any of the Big Ten institutions, and underrepresented students graduate at higher than the national averages."
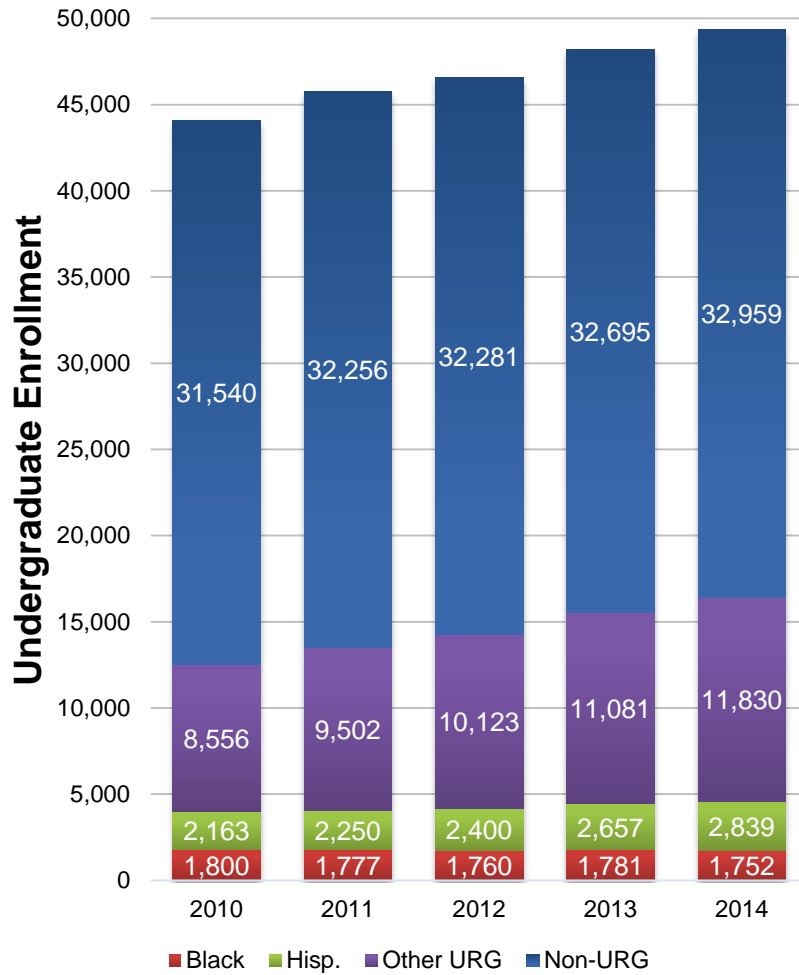
List of Primarily URG-based Student Support Services
(Source: URG Supplemental Report to IBHE, and ISAC MAP Advising Report, 2/3/14)
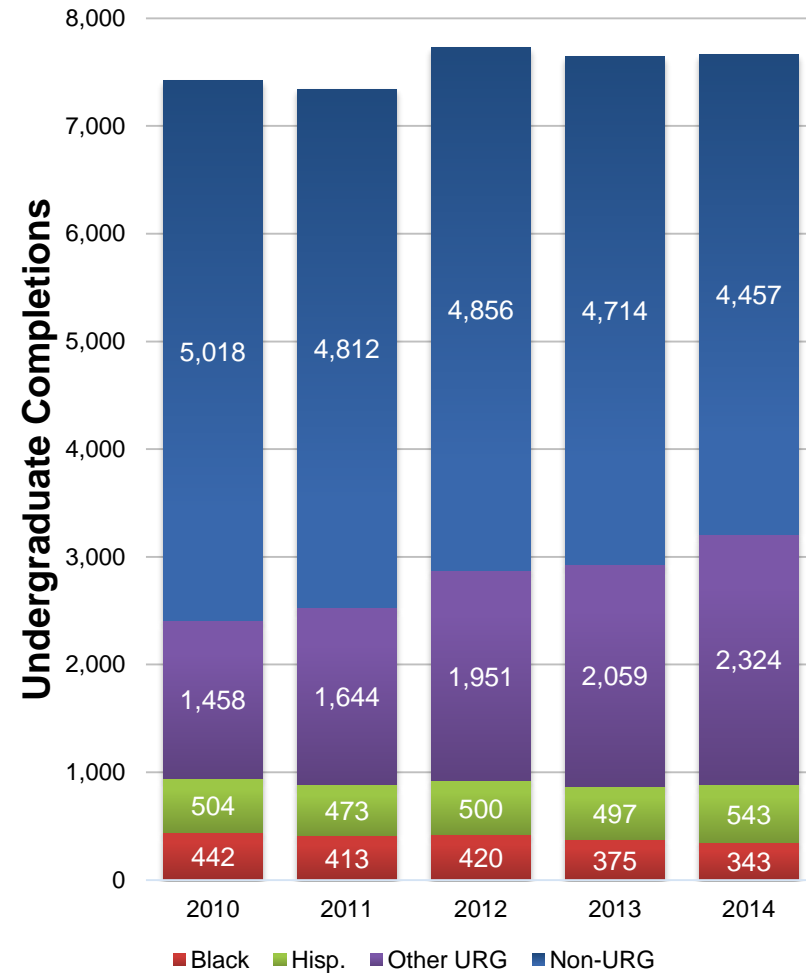
- **Chemistry Merit Program for Emerging Scholars and Merit Fellows Program**
  Primary service area: Academic and retention support in STEM disciplines. Established in 1993, the program focuses on students that demonstrate high promise and who are members of underrepresented groups such as women, ethnic minorities, and students from rural schools.
- **Enrichment Academy**
  Primary service area: Student support to underrepresented groups in the College of Business.
- **Illinois Promise (I-Promise)**
  Primary service area: Funding/scholarships. The I-Promise scholarship program at UIUC provides access to high-achieving, low-income students who are admitted through the regular admissions process. The access scholarship covers educational costs and is renewable for four years.
- **TRiO Special Support Services**
  Primary service area: Comprehensive academic support services. The program promotes retention and academic excellence, enhanced persistence and timely graduation. Includes customized advising, mentoring, leadership development and civic engagement.
- **Young Scholars Program - College of Agricultural, Consumer and Environmental Sciences**
  Primary service area: Comprehensive academic support for students of the College.

UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN
URG Outcomes: ENROLLMENTS and COMPLETIONS

UIUC Five-year Enrollment Trends

	2010	2011	2012	2013	2014
Non-URG	31,540	32,256	32,281	32,695	32,959
Other URG	8,556	9,502	10,123	11,081	11,830
Hisp.	2,163	2,250	2,400	2,657	2,839
Black	1,800	1,777	1,760	1,781	1,752

Y-axis: Undergraduate Enrollment

Legend: ■ Black ■ Hisp. ■ Other URG ■ Non-URG

UIUC Five-year Completion Trends

	2010	2011	2012	2013	2014
Non-URG	5,018	4,812	4,856	4,714	4,457
Other URG	1,458	1,644	1,951	2,059	2,324
Hisp.	504	473	500	497	543
Black	442	413	420	375	343

Y-axis: Undergraduate Completions

Legend: ■ Black ■ Hisp. ■ Other URG ■ Non-URG

WESTERN ILLINOIS UNIVERSITY

Fall 2014 Student Demographics
Undergraduate enrollment: **9,645**
Total enrollment: **11,458**

Gender
- Male: 50.7%
- Female: 49.3%

Race and Ethnicity
- American Indian or Alaskan native: 0.1%
- Asian: 0.9%
- Black/African-American: 18.5%
- Hispanic/Latino: 9.5%
- Native Hawaiian or Other Pacific Islander: 0.1%
- White: 63.1%
- Two or more races: 2.3%
- Race ethnicity unknown: 3.2%
- Non-resident alien: 2.2%

(Source: IPEDS College data 2014-2015)

Central statement from 2015 Supplemental URG Report to IBHE on completion outcomes:

"One example of an effective strategy Western Illinois University has used to improve completion outcomes of underrepresented groups is the Building Connections (BC) mentoring program . . . Meeting with a Building Connections mentor was optional for new freshmen, and 65.9% of new freshmen met with a BC mentor. In Fall 2013, the BC program became a course requirement of the freshmen seminar course."
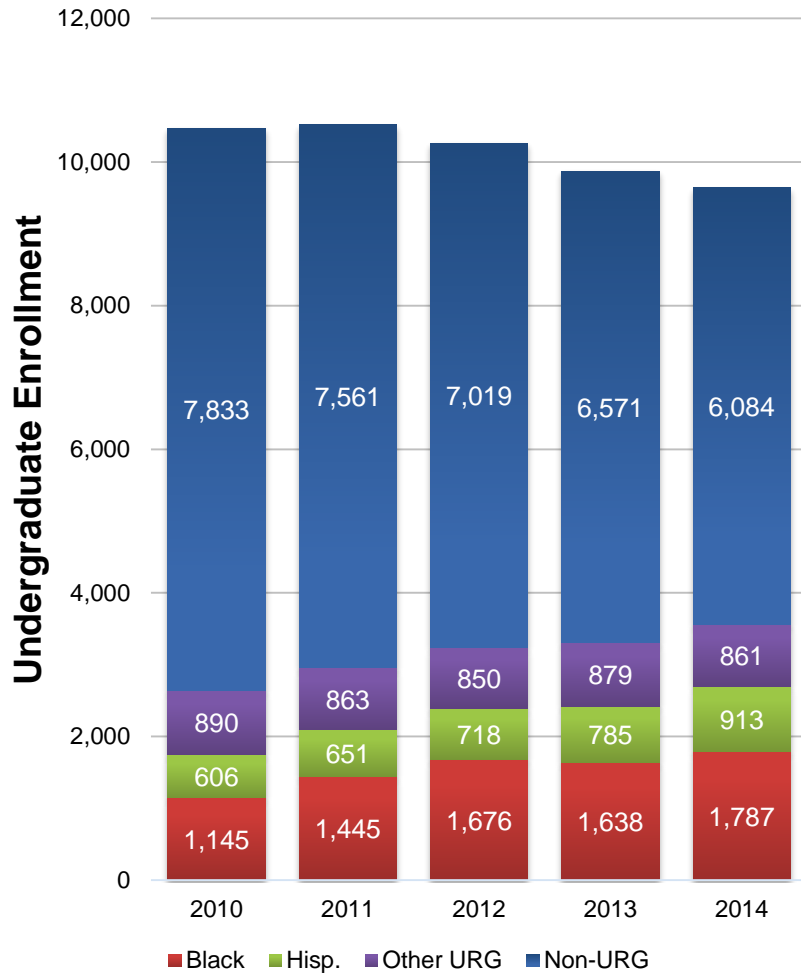
List of Primarily URG-based Student Support Services
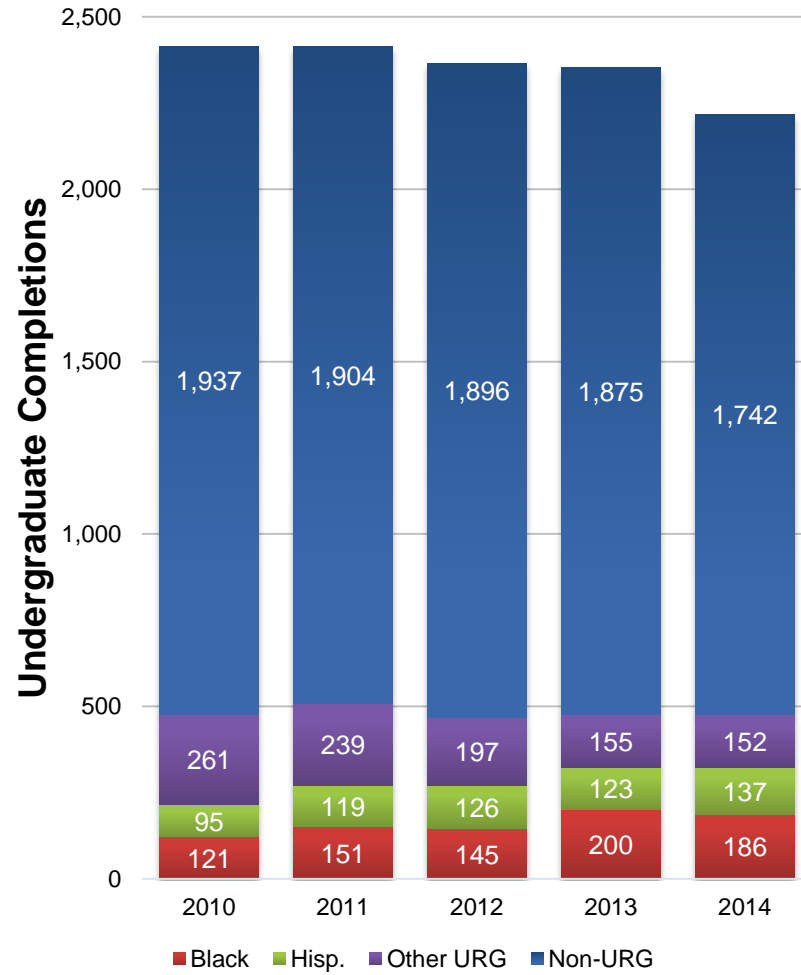(Source: URG Supplemental Report to IBHE, and ISAC MAP Advising Report, 2/3/14)

- **Building Connections Mentor Program**
  Primary service area: Mentoring and retention. Program seeks to increase Fall-to-Spring retention from 86% to 90%, Includes face-to-face and technology-based sessions.
- **Discover Western**
  Primary service area: Recruitment. A day-long campus visit for potential students and their families. Includes visits with faculty, advisors, financial aid and student support service departments.
- **Summer Orientation and Registration (SOAR)**
  Primary service area: Enrollment. A two-day event where newly admitted students attend academic sessions with faculty, participate in math and English placement exercises and meet with academic advisors for pre-advising sessions.

WESTERN ILLINOIS UNIVERSITY
URG Outcomes: ENROLLMENTS and COMPLETIONS

WIU Five-year Enrollment Trends

Undergraduate Enrollment	2010	2011	2012	2013	2014
Non-URG	7,833	7,561	7,019	6,571	6,084
Other URG	890	863	850	879	861
Hisp.	606	651	718	785	913
Black	1,145	1,445	1,676	1,638	1,787

Legend: Black, Hisp., Other URG, Non-URG

WIU Five-year Completion Trends

Undergraduate Completions	2010	2011	2012	2013	2014
Non-URG	1,937	1,904	1,896	1,875	1,742
Other URG	261	239	197	155	152
Hisp.	95	119	126	123	137
Black	121	151	145	200	186

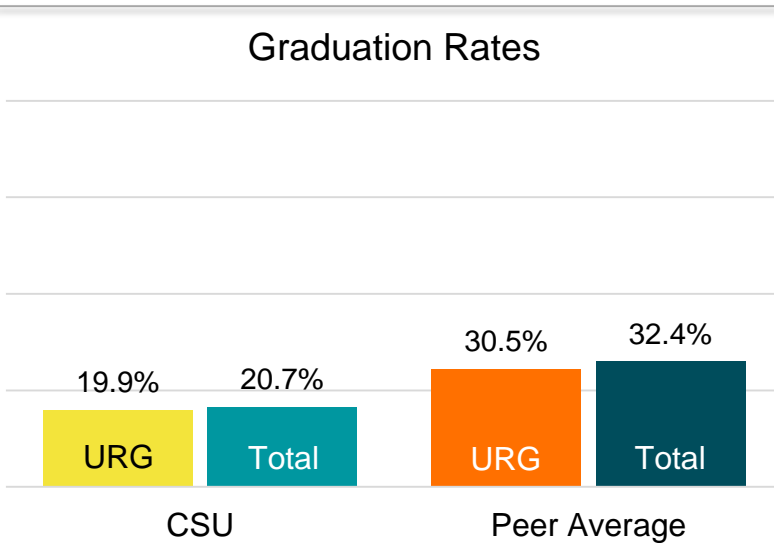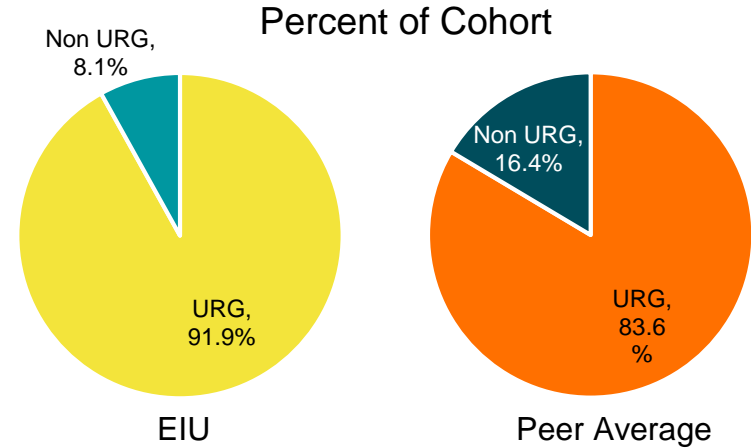Legend: Black, Hisp., Other URG, Non-URG

APPENDIX-B
ILLINOIS PEERS COMPLETION COMPARISONS

APPENDIX-B

URG Completion Rate Comparisons:
Illinois Public Universities and their Peer Institutions
CHICAGO STATE UNIVERSITY

	URG % of Cohort	Graduation Rates	
		URG	Total
Peer Average	83.6%	30.5%	32.4%
Chicago State University	91.9%	19.9%	20.7%
Alabama A & M University	98.3%	29.2%	29.1%
Fayetteville State University	87.0%	33.9%	32.2%
Jackson State University	97.5%	38.7%	38.5%
Morgan State University	94.4%	32.2%	33.7%
Purdue University Calumet	31.7%	19.9%	31.3%
Tennessee State University	92.4%	29.4%	29.6%

(Source: IPEDS and/or Illinois Institution)

Percent of Cohort

EIU: Non URG, 8.1%; URG, 91.9%

Peer Average: Non URG, 16.4%; URG, 83.6%

Graduation Rates

CSU: URG 19.9%, Total 20.7%

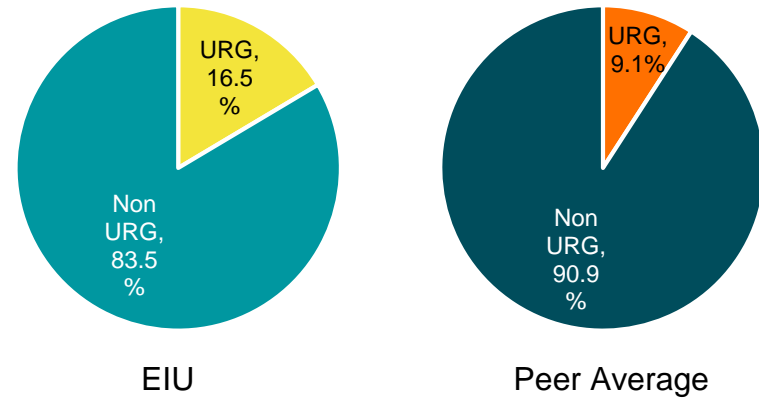Peer Average: URG 30.5%, Total 32.4%

APPENDIX-B

URG Completion Rate Comparisons:
Illinois Public Universities and their Peer Institutions
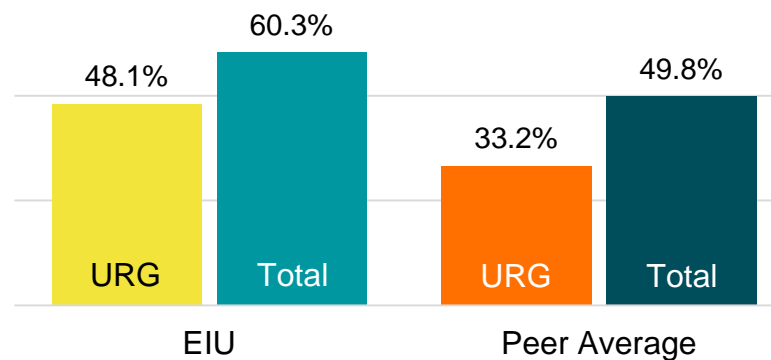# EASTERN ILLINOIS UNIVERSITY

	URG % of Cohort	Graduation Rates	
		URG	Total
Peer Average	9.1%	33.2%	49.8%
Eastern Illinois University	16.5%	48.1%	60.3%
Ferris State University	9.8%	25.0%	43.2%
Grand Valley State University	10.4%	62.5%	69.5%
Indiana University – Purdue University Fort Wayne	8.1%	12.9%	25.9%
Northwest Missouri State University	7.5%	33.3%	50.2%
University of Northern Iowa	4.3%	42.7%	66.5%
Western Kentucky University	14.7%	22.6%	43.7%

(Source: IPEDS and/or Illinois Institution)

Percent of Cohort

EIU — URG, 16.5%; Non URG, 83.5%

Peer Average — URG, 9.1%; Non URG, 90.9%

Graduation Rates

EIU: URG 48.1%, Total 60.3%
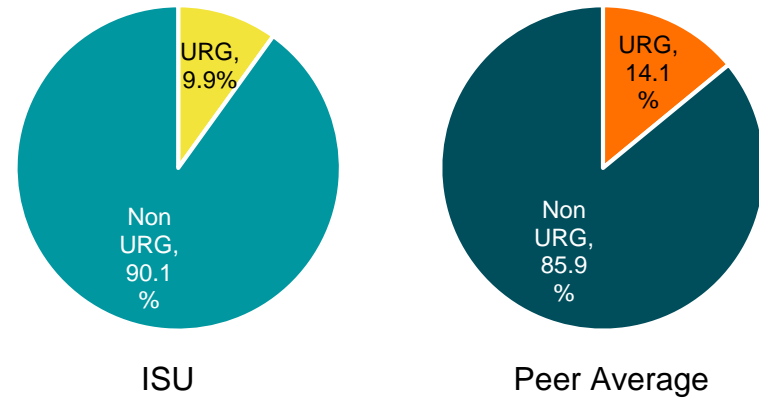
Peer Average: URG 33.2%, Total 49.8%

APPENDIX-B

URG Completion Rate Comparisons:
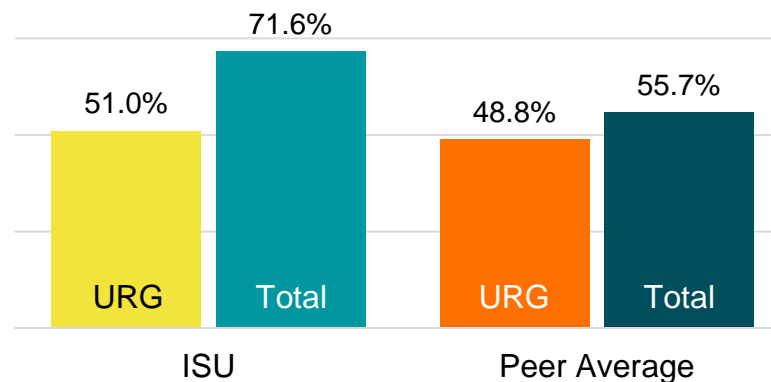## Illinois Public Universities and their Peer Institutions
ILLINOIS STATE UNIVERSITY

	URG % of Cohort	Graduation Rates	
		URG	Total
Peer Average	14.1%	48.8%	55.7%
Illinois State University	9.9%	51.0%	71.6%
Ball State University	8.7%	47.5%	59.4%
Bowling Green State University	15.9%	43.4%	54.1%
Central Michigan University	5.8%	51.6%	59.3%
Miami University	5.5%	74.6%	80.8%
Old Dominion University	27.9%	48.7%	51.2%
Portland State University	9.8%	33.6%	41.7%
University of North Carolina at Charlotte	17.3%	51.7%	53.9%
University of North Carolina at Greensboro	26.8%	54.5%	55.4%
Western Michigan University	10.8%	44.9%	54.9%
Wichita State University	12.1%	37.0%	46.4%

(Source: IPEDS and/or Illinois Institution)

Percent of Cohort

URG, 9.9%
Non URG, 90.1%
ISU

URG, 14.1%
Non URG, 85.9%
Peer Average

Graduation Rates

71.6%
51.0%
URG   Total
ISU
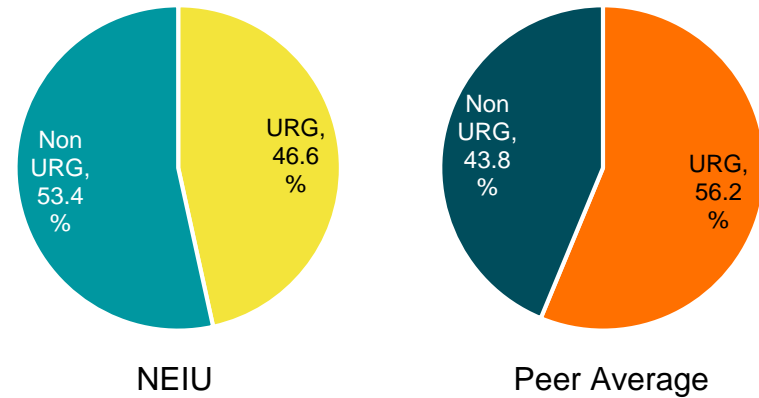
55.7%
48.8%
URG   Total
Peer Average

APPENDIX-B

URG Completion Rate Comparisons:
Illinois Public Universities and their Peer Institutions
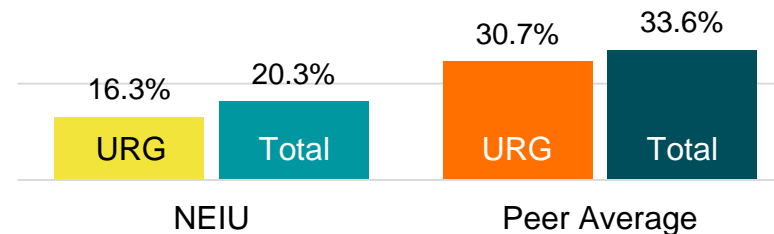# NORTHEASTERN ILLINOIS UNIVERSITY

	URG % of Cohort	Graduation Rates	
		URG	Total
Peer Average	56.2%	30.7%	33.6%
Northeastern Illinois University	46.6%	16.3%	20.3%
Auburn University at Montgomery	40.1%	21.9%	27.1%
California State University, Dominguez Hills	83.9%	28.1%	29.4%
California Sta te University Stanislaus	38.9%	50.8%	52.0%
Indiana University Northwest	30.6%	24.1%	25.9%
New Jersey City University	60.6%	27.7%	31.7%
Purdue University Calumet	31.7%	19.9%	31.3%
Texas A & M University – Corpus Christi	43.8%	40.3%	40.2%
University of Texas at Brownsville	88.6%	25.2%	25.7%
University of Texas – Pan American	88.0%	37.9%	39.3%

(Source: IPEDS and/or Illinois Institution)

Percent of Cohort

Non URG, 53.4% — URG, 46.6% (NEIU)

Non URG, 43.8% — URG, 56.2% (Peer Average)

NEIU   Peer Average

Graduation Rates

NEIU: URG 16.3%, Total 20.3%

Peer Average: URG 30.7%, Total 33.6%

NEIU   Peer Average
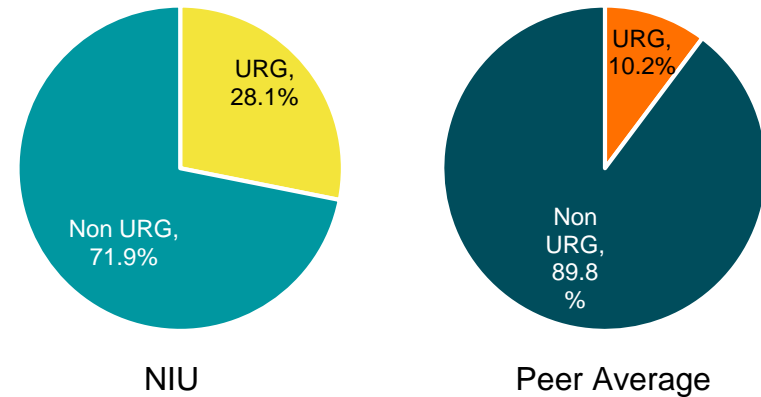
APPENDIX-B

URG Completion Rate Comparisons:
Illinois Public Universities and their Peer Institutions
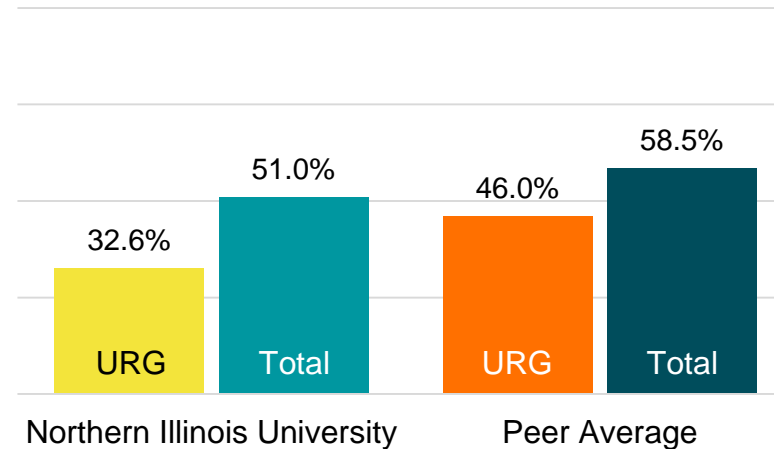# NORTHERN ILLINOIS UNIVERSITY

	URG % of Cohort	Graduation Rates	
		URG	Total
Peer Average	10.2%	46.0%	58.5%
Northern Illinois University	28.1%	32.6%	51.0%
Ball State University	8.7%	47.5%	59.4%
Central Michigan University	5.8%	51.6%	59.3%
Kent State University at Kent	11.5%	39.1%	51.5%
Ohio University	6.6%	57.6%	66.6%
University of Massachusetts Amherst	9.1%	58.9%	72.7%
University of Toledo	19.1%	22.6%	45.4%
Western Michigan University	10.8%	44.9%	54.9%

(Source: IPEDS and/or Illinois Institution)

Percent of Cohort

NIU — URG, 28.1%; Non URG, 71.9%

Peer Average — URG, 10.2%; Non URG, 89.8%

Graduation Rates

Northern Illinois University — URG 32.6%, Total 51.0%
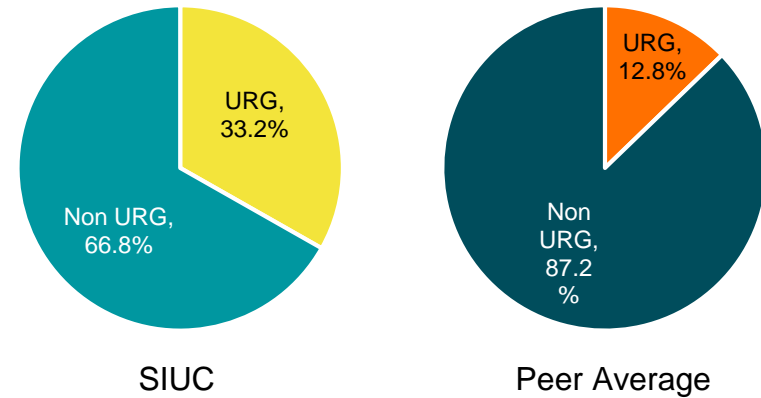
Peer Average — URG 46.0%, Total 58.5%

APPENDIX-B

URG Completion Rate Comparisons:
Illinois Public Universities and their Peer Institutions
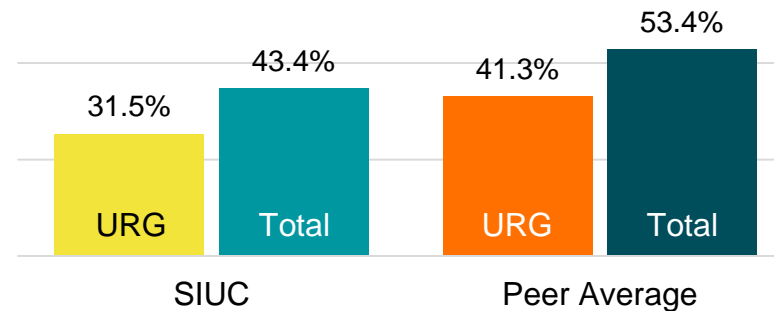# SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

	URG % of Cohort	Graduation Rates	
		URG	Total
Peer Average	12.8%	41.3%	53.4%
Southern Illinois University Carbondale	33.2%	31.5%	43.4%
East Carolina University	14.9%	53.7%	56.3%
Kent State University	11.5%	39.1%	51.5%
Mississippi State University	21.8%	44.3%	61.1%
Oklahoma State University	6.8%	46.9%	59.6%
University of Louisville	13.3%	42.1%	53.4%
University of Missouri – Kansas City	20.5%	35.6%	51.3%
University of North Dakota	1.9%	41.2%	55.3%
University of Northern Colorado	12.3%	35.8%	46.4%
West Virginia University	5.4%	45.4%	57.4%
Wright State University	19.4%	28.5%	41.5%

(Source: IPEDS and/or Illinois Institution)

Percent of Cohort

SIUC: URG, 33.2%; Non URG, 66.8%

Peer Average: URG, 12.8%; Non URG, 87.2%

SIUC   Peer Average

Graduation Rates

SIUC: URG 31.5%, Total 43.4%

Peer Average: URG 41.3%, Total 53.4%
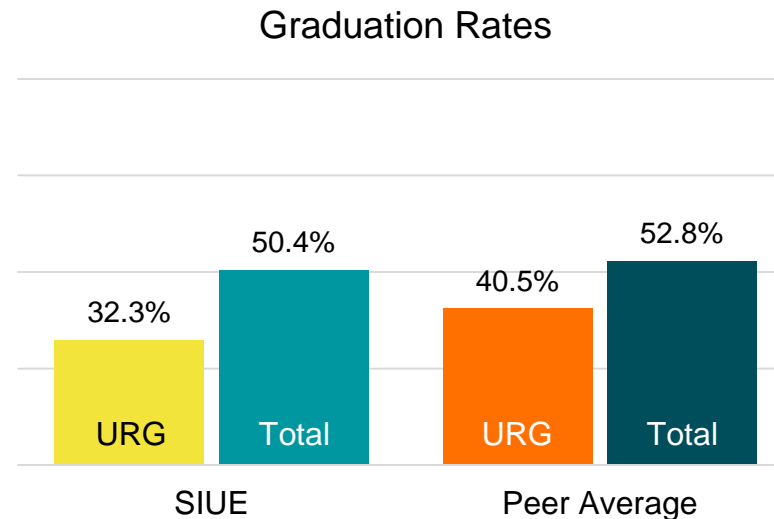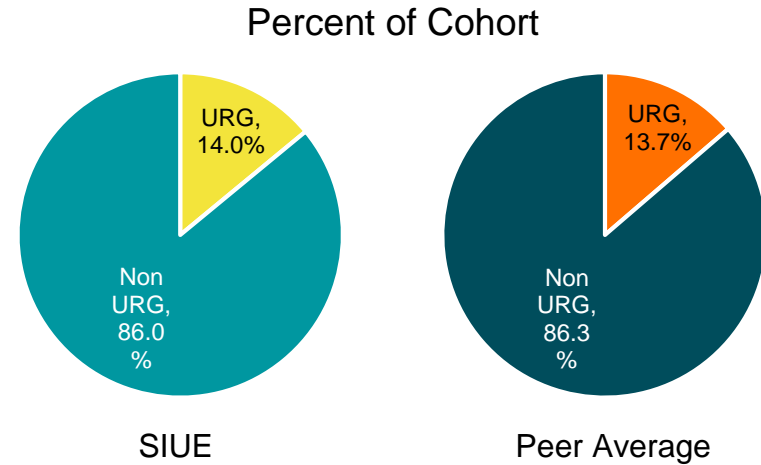
SIUC   Peer Average

APPENDIX-B

URG Completion Rate Comparisons:
Illinois Public Universities and their Peer Institutions
SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

	URG % of Cohort	Graduation Rates	
		URG	Total
Peer Average	13.7%	40.5%	52.8%
Southern Illinois University Edwardsville	14.0%	32.3%	50.4%
University of Northern Colorado	12.3%	35.8%	46.4%
University of Northern Iowa	4.3%	42.7%	66.5%
University of Rhode Island	8.8%	48.3%	63.4%
University of Southern Mississippi	35.8%	36.9%	45.1%
University of Wisconsin – Milwaukee	10.6%	26.5%	41.4%
University of Wyoming	3.5%	51.8%	54.1%
Utah State University	4.4%	42.2%	51.1%
Valdosta State University	32.1%	37.8%	40.2%
West Chester University of Pennsylvania	12.8%	51.4%	68.6%
Western Kentucky University	14.7%	22.6%	43.7%
Western Michigan University	10.8%	44.9%	54.9%
Western Washington University	8.6%	56.8%	69.3%
Wright State University	19.4%	28.5%	41.5%

(Source: IPEDS and/or Illinois Institution)

Percent of Cohort

SIUE: URG, 14.0%; Non URG, 86.0%
Peer Average: URG, 13.7%; Non URG, 86.3%

Graduation Rates

SIUE: URG 32.3%, Total 50.4%
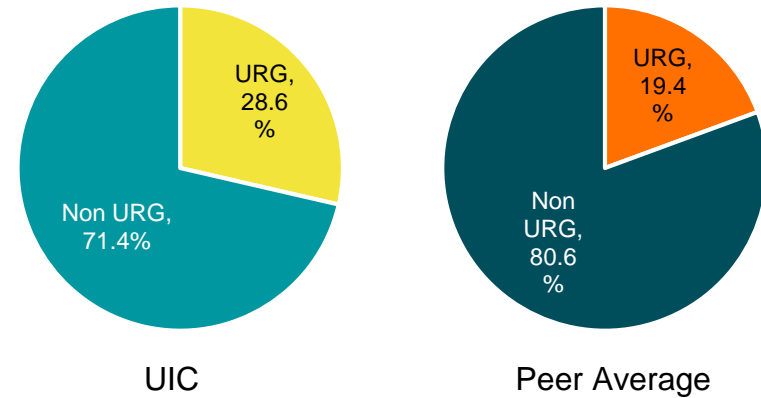Peer Average: URG 40.5%, Total 52.8%

APPENDIX-B

URG Completion Rate Comparisons:
Illinois Public Universities and their Peer Institutions
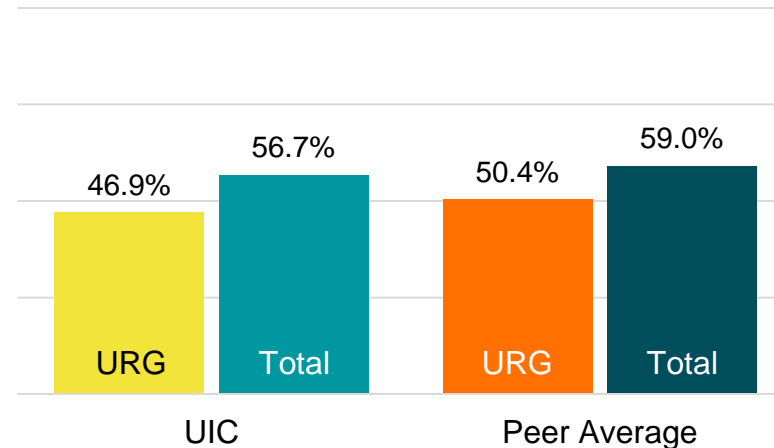# UNIVERSITY OF ILLINOIS CHICAGO

	URG % of Cohort	Graduation Rates	
		URG	Total
Peer Average	19.4%	50.4%	59.0%
University of Illinois at Chicago	28.6%	46.9%	56.7%
Indiana University - Purdue University Indianapolis	10.6%	36.1%	41.6%
Stony Brook University	14.6%	62.5%	65.9%
Temple University	19.4%	61.7%	66.3%
University at Buffalo	10.5%	61.4%	72.0%
University of Alabama at Birmingham	27.3%	52.7%	53.8%
University of Arizona	19.8%	55.3%	61.4%
University of California, Irvine	16.6%	78.4%	85.8%
University of Cincinnati	12.2%	37.7%	57.9%
University of Colorado Denver	21.4%	37.5%	41.3%
University of Louisville	13.3%	42.1%	53.4%
University of Minnesota Twin Cities	7.4%	62.0%	75.4%
University of Missouri – Kansas City	20.5%	35.6%	51.3%
University of New Mexico	41.8%	45.5%	48.3%
University of Pittsburgh	10.2%	69.1%	80.4%
Virginia Commonwealth University	24.7%	56.4%	56.8%
Wayne State University	40.0%	12.1%	32.3%

(Source: IPEDS and/or Illinois Institution)

Percent of Cohort

UIC

Peer Average

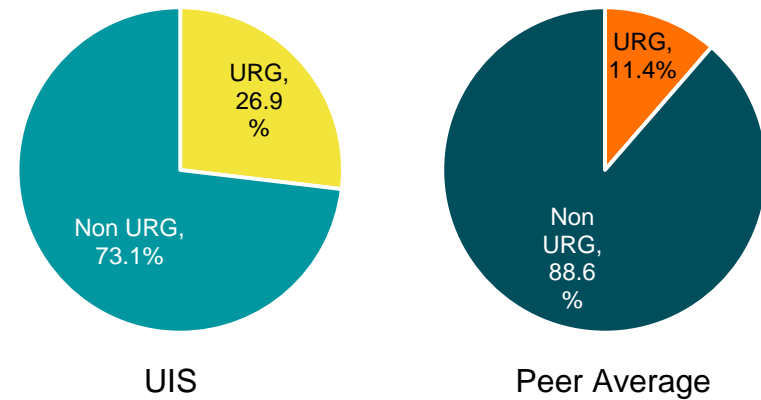### Graduation Rates

UIC

Peer Average

APPENDIX-B

URG Completion Rate Comparisons:
Illinois Public Universities and their Peer Institutions
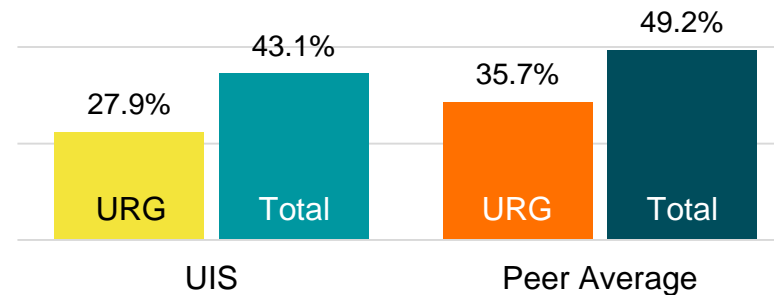# UNIVERSITY OF ILLINOIS SPRINGFIELD

	URG % of Cohort	Graduation Rates	
		URG	Total
Peer Average	11.4%	35.7%	49.2%
University of Illinois at Springfield	26.9%	27.9%	43.1%
Auburn University at Montgomery	40.1%	21.9%	27.1%
College of Charleston	8.2%	50.0%	64.5%
Georgia College and State University	6.7%	57.5%	61.2%
Indiana University Northwest	30.6%	24.1%	25.9%
Lake Superior State University	2.1%	20.0%	42.0%
Northern Michigan University	2.9%	27.5%	48.3%
Shippensburg University of Pennsylvania	9.6%	41.2%	54.8%
SUNY College at Brockport	7.4%	55.8%	66.8%
University of South Dakota	3.4%	28.6%	55.1%
University of Wisconsin – Green Bay	2.6%	30.8%	46.4%

(Source: IPEDS and/or Illinois Institution)

Percent of Cohort

UIS — URG, 26.9%; Non URG, 73.1%

Peer Average — URG, 11.4%; Non URG, 88.6%

Graduation Rates

UIS — URG 27.9%, Total 43.1%
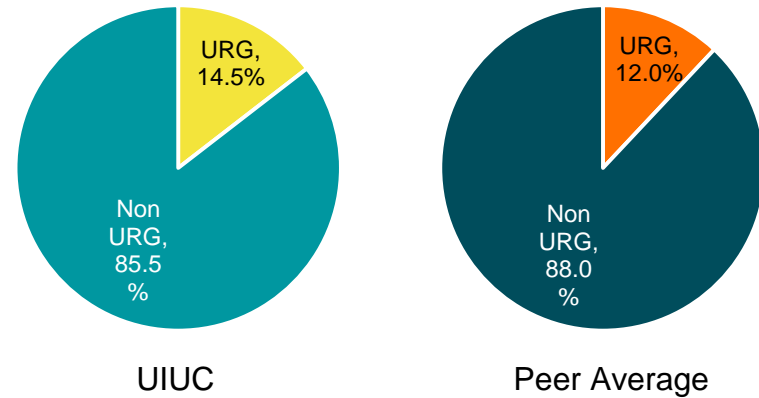
Peer Average — URG 35.7%, Total 49.2%

APPENDIX-B

URG Completion Rate Comparisons:
Illinois Public Universities and their Peer Institutions
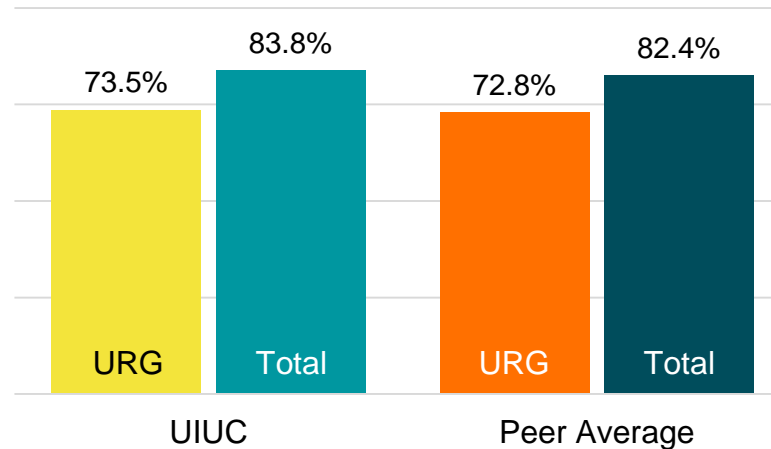# UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN

	URG % of Cohort	Graduation Rates	
		URG	Total
Peer Average	12.0%	72.8%	82.4%
University of Illinois at Urbana-Champaign	14.5%	73.5%	83.8%
Indiana University Bloomington	7.3%	64.5%	77.0%
Michigan State University	11.1%	59.1%	77.4%
Ohio State University	9.7%	74.2%	83.2%
University of California, Berkeley	14.8%	83.0%	91.0%
University of California, Los Angeles	18.3%	83.7%	90.3%
University of Iowa	5.5%	64.1%	69.6%
University of Michigan	9.3%	81.7%	90.0%
University of Minnesota Twin Cities	7.4%	62.0%	75.4%
University of North Carolina at Chapel Hill	16.6%	86.9%	90.0%
University of Texas at Austin	25.4%	69.1%	79.4%
University of Wisconsin – Madison	6.7%	72.8%	82.8%

(Source: IPEDS and/or Illinois Institution)

Percent of Cohort

URG, 14.5%
Non URG, 85.5%
UIUC

URG, 12.0%
Non URG, 88.0%
Peer Average

Graduation Rates

UIUC: URG 73.5%, Total 83.8%
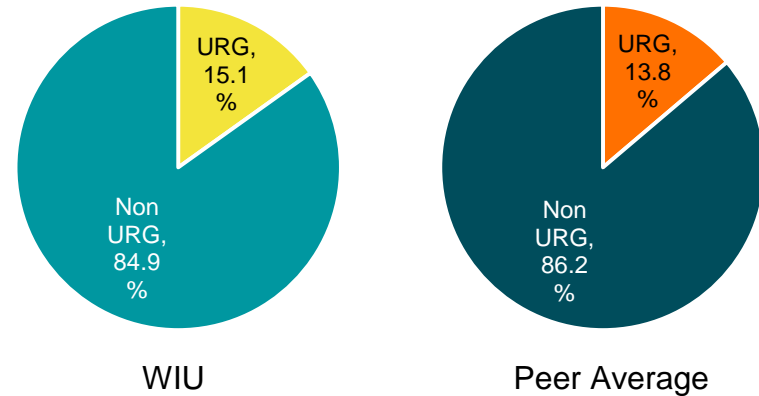Peer Average: URG 72.8%, Total 82.4%

APPENDIX-B

URG Completion Rate Comparisons:
Illinois Public Universities and their Peer Institutions
WESTERN ILLINOIS UNIVERSITY

	URG % of Cohort	Graduation Rates	
		URG	Total
Peer Average	13.8%	43.4%	55.2%
Western Illinois University	15.1%	44.6%	56.1%
Appalachian State University	7.0%	60.4%	68.6%
Eastern Kentucky University	7.3%	28.1%	38.9%
Eastern Michigan University	29.9%	24.6%	38.4%
James Madison University	6.0%	75.8%	81.5%
Missouri State University	6.1%	45.6%	53.4%
Montclair State University	30.3%	58.7%	63.4%
Saint Cloud State University	5.7%	35.7%	47.8%
SUNY Buffalo State	24.2%	45.7%	48.9%
Towson University	11.7%	62.1%	65.5%
University of Northern Iowa	4.3%	42.7%	66.5%
West Chester University of Pennsylvania	12.8%	51.4%	68.6%
Western Kentucky University	14.7%	22.6%	43.7%
Youngstown State University	19.3%	10.7%	32.7%

(Source: IPEDS and/or Illinois Institution)

Percent of Cohort

WIU — URG, 15.1%; Non URG, 84.9%

Peer Average — URG, 13.8%; Non URG, 86.2%

Graduation Rates

WIU — URG 44.6%, Total 56.1%

Peer Average — URG 43.4%, Total 55.2%