

**STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION**



**REPORT TO THE GOVERNOR AND GENERAL ASSEMBLY
ON UNDERREPRESENTED GROUPS IN
ILLINOIS HIGHER EDUCATION
2010**

FEBRUARY 2011



**THE ILLINOIS PUBLIC AGENDA
FOR COLLEGE AND CAREER SUCCESS**

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Executive Summary

The Illinois Board of Higher Education's 2010 Underrepresented Groups Report (URG) to the Governor and General Assembly presents data and information on college participation and completion of underrepresented groups based on goals of the *Illinois Public Agenda for College and Career Success*. This information includes demographic enrollment rates, degree/certificate completion and graduation rates, faculty diversity, and tuition/affordability information from the state's public institutions of higher education, as well as state and national statistical and comparison data.

At the national level, information on underrepresented groups identifies minority males as the student group most in need of academic improvement. The Schott Foundation (a national educational policy group) and the Urban Institute (a nonpartisan economic social policy research group) both validate this concern related to minority males. They report that the educational attainment levels of African American and Latino males have reached crisis levels. In a recent report, the National Center for Educational Statistics (NCES) provided status and trends in the education of racial and ethnic minority students. This report documented the importance of addressing the varied needs of at-risk groups. Among its findings, 56 percent of African Americans lived in female headed homes with no spouse present, as compared to 18 percent of non-minority households. The NCES also verified that African Americans also led the nation in the percentage of children living in poverty at 34 percent, compared to 10 percent of non-minority. These factors significantly limit development and educational success nationally and in Illinois.

The high percentage of high school dropouts is a notable contributor to the achievement gap in Illinois and highlighted in the 2009 URG report between minority and the non-minority population. This high school and college dropout rate of Illinois students impacts what was described as a "leaky student pipeline" in last year's URG. African Americans represent approximately 21 percent of all students in Illinois. The Hispanic population is the second largest underrepresented group enrolled in Illinois' high schools with approximately 17 percent of all students. The percentage of dropout rates for those underrepresented students are: 45 percent for African American and 23 percent for Hispanic students. This trend of high dropout rates for the underrepresented groups is a major issue that fuels the achievement gap in Illinois, as alluded to in the *Illinois Public Agenda for College and Career Success*.

While the *Public Agenda* reveals strategies to increase postsecondary education among all of Illinois' underrepresented groups, minority males were identified in this report as being in need of the greatest assistance in order to close the achievement gap and accomplish Goal 1 – increase educational attainment to match best-performing states. The *Public Agenda* also reveals disturbing data on the following areas: 1) high school dropout rates among underrepresented groups, 2) data relative to student participation in postsecondary education from the underrepresented groups including certificate and degree completion, 3) the negative effects of the increasing inability of Illinois underrepresented groups to afford a higher education, and 4) the comparison of Illinois public institutions with others locally and nationally regarding certain performance measures.

Illinois institutions of higher education are working with the staff of the Illinois Board of Higher Education (IBHE) in a demonstrated commitment to the goals of the *Illinois Public Agenda for College and Career Success*. Logically, this collaboration is to improve the "proportion of the state's population with the completed high school and college credential." This is a laudable objective and is essential to the continued economic development of our state. As previously indicated, minority males as a group represent one of the highest number of students who are not completing college and, as such are disaffected from college. If there is to be significant college completion increases and, therefore, success, the conditions that lead to this disaffectation must be remedied among the minority male group. Conditions must be created that deal specifically with this group to diminish the reasons for the high

college dropout. As noted in the *Public Agenda* these are: affordability of college, parental encouragement, positive societal expectations regarding the completion of college.

Introduction

Pursuant to the statutory requirements in the Board of Higher Education Act (110 ILCS 205/9.16), this year’s Underrepresented Groups Report to the Governor and General Assembly presents statistical and comparison data on the groups’ academic progress in enrollment, retention and graduation/completion in postsecondary institutions, and state institutional services and programs targeted for that group. The *Illinois Public Agenda for College and Career Success* has made the need to address the educational achievement gap a priority in the state. The achievement gap demonstrates the educational disparities in regard to race/ethnicity, income, and geographic regions.

As part of the data collection for this report, information has been gathered from sources that include: the IBHE data tables, the Integrated Postsecondary Education Data Systems (IPEDS), and other statistical reports as noted. These all serve to provide information on the trends of the past year in regard to underrepresented groups in Illinois public postsecondary institutions.

Status: College Readiness

The *Illinois Public Agenda* has presented an urgent plea to remedy the achievement gap among Illinois students, with specific emphasis on “college readiness,” or students who are ready to succeed in their first year in college -- particularly in math and writing -- without needing remedial coursework in college.

Last year's Underrepresented Groups Report described a “leaky pipeline” relating to college readiness and completion among Illinois’ underrepresented high-school and college enrollment as areas of continued concern. It noted that only 42 percent of Illinois high school freshman would enroll in college; and only 20 percent of students who entered high school four years earlier would graduate from college on time or close to it. In examining this phenomenon more closely, this report goes on to unveil punctures contributing to the leakage: for example, student dropout rates. These issues account for sizable proportions of high school completion leakage for underrepresented student groups.

The table below shows demographics of high school enrollment and dropout rates by percentage. African Americans made up only 21 percent of Illinois’ high school enrollment but account for 45 percent of the state's dropouts.

Demographic High School Enrollment and Dropout Rates (Table 1)

AY 2008-2009	percent of state enrollment	Dropouts
		State %
American Indian/Alaska Native	.002 %	.002 %
Asian/Pacific Islander	.04 %	.01 %
African-American	21 %	45 %
Hispanic	17 %	23 %
White	56 %	31 %
Multiracial	2 %	1 %

Source: percentages based on ISBE End-of-year report

The table shows the high percentage of African American high school dropouts which has been previously described as the “punctures” contributing to the Illinois’ leaky pipeline. Again it is to be noted, the rate of African Americans dropping out of high school speaks greatly to the issue of student

disengagement for various social and economic reasons. Then, they drop out of school prior to completion. These issues must be addressed in Illinois to improve representation and successful completion of all students in postsecondary education.

Status: College Enrollment

As a step beyond high school graduation, postsecondary enrollment is the next logical threshold to educational attainment, skill development, and greater resources in life. The enrollment figures of underrepresented students at Illinois public institutions for fall 2009 increased across all student groups in comparison to previous years' figures as indicated in the following table. The figure for Hispanic and African American enrollments have also grown, in general, over the period of 1999-2009.

**1999- 2009 Undergraduate Enrollments in Illinois Public Universities and Community Colleges
(Table 1a)
Number of Students Enrolled, From Fall 1999 to Fall 2009**

FY	Alien	Unknown	Other	Indian	Asian	Hispanic	Black	Total URG	White	Hawaiian	Two or more races	Total
1999	5,233	5,847	11,080	1,506	26,058	55,572	67,487	150,623	324,133	0	0	485,836
2000	4,664	7,795	12,459	1,511	26,673	60,691	65,669	154,544	318,712	0	0	485,715
2001	4,600	6,661	11,261	1,546	26,122	63,084	66,730	157,482	316,105	0	0	484,848
2002	5,144	7,082	12,226	1,480	27,175	65,884	69,713	164,252	325,494	0	0	501,976
2003	4,893	7,097	11,990	1,636	27,339	68,820	71,499	169,294	332,281	0	0	513,565
2004	4,535	6,592	11,127	1,672	27,447	67,395	72,598	169,112	332,320	0	0	512,559
2005	4,386	7,230	11,616	1,659	27,063	67,274	70,421	166,417	326,320	0	0	504,353
2006	4,633	7,803	12,436	1,618	25,742	69,402	71,075	167,837	322,330	0	0	502,603
2007	5,021	10,864	15,885	1,532	26,021	69,189	71,149	167,891	315,069	0	0	498,845
2008	5,738	11,242	16,980	1,576	26,618	73,558	73,813	175,565	315,838	0	0	508,383
2009	6,554	20,857	27,411	1,691	28,376	77,664	79,703	187,434	321,004	25	153	536,027

Note: Includes only students enrolled in undergraduate community college programs, no precollegiate and continuing education programs. The data includes Public Universities, Community Colleges, Independent Not-For-Profit and For-Profit, and Out of state Institutions. Out of State Institutions' data started to be collect in 2005.

**2009 Enrollment at Public Universities and Community Colleges
(Table 1b)**

FY 2009	Alien	Unknown	Other	Indian	Asian	Hispanic	Black	Total URG	White	Hawaiian	Two or more races	Total
Public Universities	4,358	7,190	11,548	527	10,980	12,637	20,333	44,477	95,864	25	153	167,930
Community Colleges	2,196	13,667	15,863	1,164	17,396	65,027	59,370	142,957	225,140	0	0	368,097
Total	6,554	20,857	27,411	1,691	28,376	77,664	79,703	187,434	321,004	25	153	536,027

The enrollment data in Table 1a indicates college enrollments for Hispanics grew by 22,092 students between 1999 and 2009. This is an approximate 39.8 percent growth for the Hispanic students group. While enrollment for African American students grew by 12,216 students or 18.1 percent during the same period.

Students with Disabilities and College Enrollment

The *Public Agenda* has also noted the importance of the state providing better service for students with disabilities. The table below shows students with disabilities who self-reported and provided medical or other documentation to receive accommodations at their institution of higher education.

**Unduplicated Headcount of Students with Disabilities
Self-Reported at Illinois Public Institutions of
Higher Education Fiscal Years 2008-2009**
(Table 2)

Students with Disabilities	FY 2008	FY 2009
Public Universities	4,409	4,433
Community Colleges	12,543	12,774

Source: IBHE and ICCB Tables Public Institutional Listing

As indicated by the figures above, students with disabilities continue to pursue post-secondary education at a steady rate. This can be interpreted as increased satisfactory accommodations in assisting students with disabilities to reach their academic goals in the various institutions.

Addressing educational attainment

Working collaboratively across the spectrum of education to address the needs of all Illinois students, there must be an intensified commitment by educators, community leaders, business, industry, and our families in Illinois to help students accomplish educational goals. As stated in the Illinois Community College System Selected Programs and Services for Underrepresented Groups brochure, “as the national and Illinois population becomes increasingly diverse, higher education will need to reach out to traditionally underserved populations including low income, minority, first generation, and older adult/nontraditional student groups.” Higher education officials will need to develop and implement strategies for elevating participation, retention, and moving more students successfully through gateway courses in math and English. A timely attainment of direct, and transferrable, academic credits, as well as the guidance and counsel of academic staff to help students meet the graduation challenge must also become priority. The stage is then set to improve participation and commitment of all Illinois students as a part of an economic revitalization of Illinois according to the *Illinois Public Agenda*.

Status: Degree and Certificate Completion

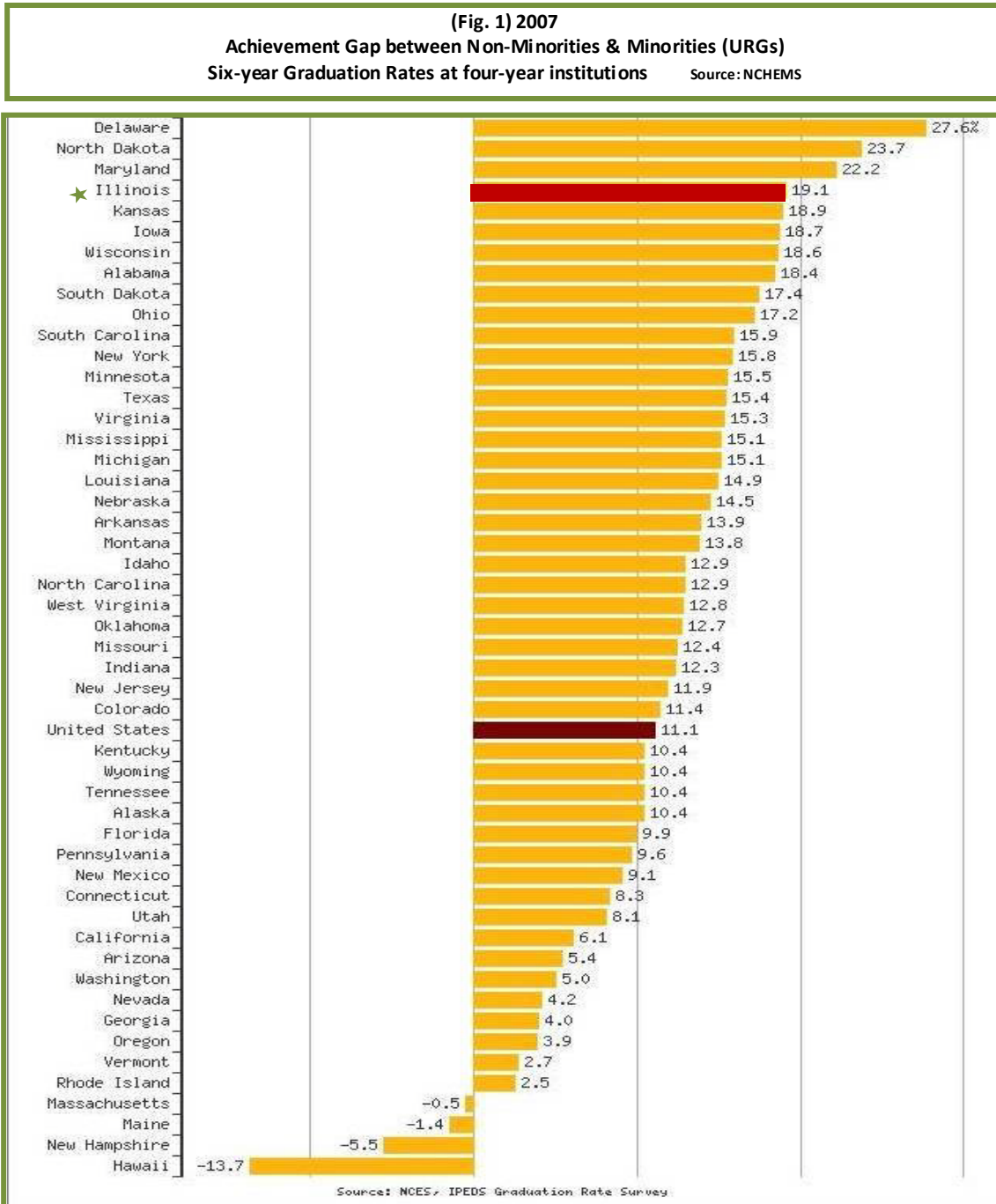
In addition to enrollment, degree attainment numbers, and completion of certificates denoting postsecondary vocational training also show an upward trend for URG populations over the last ten years, but this category alone is not enough.

Number of Degrees Awarded, Ten-year period							
Public Universities							
Source: IBHE URG Table 11-2							
URG	1999			2009			percent difference
	Male	Female	Total	Male	Female	Total	
African-Am.	1,297	2,711	4,008	1,467	2,914	4,381	8 %
Am. Indian	49	47	96	50	75	125	23 %
White	13,948	16,394	30,342	14,997	17,639	32,636	7 %
Asian	1,352	1,179	2,531	1,648	1,648	3,296	23 %
Nat. Haw./Pac. Is.	(no numbers available)			1	0	1	-
Hispanic	785	988	1,173	1,096	1,676	2,772	57 %
Two or more races	(no numbers available)			6	12	18	-
Alien	1,456	1,008	2,464	2,152	1,631	3,783	34 %
Other	488	462	950	1,010	858	1,868	49 %
Grand Totals	19,325	22,789	42,114	22,427	26,453	48,880	14 %

Number of Certificates (less than 1 year, and 1-2 years)							
and Associate Degrees Awarded, Ten-year period							
Community Colleges							
Source: IBHE URG Table 11-2							
URG	1999			2009			Percent Difference
	Male	Female	Total	Male	Female	Total	
African-Am.	1,758	2,878	4,636	3,582	4,254	7,836	41 %
Am. Indian	46	95	141	94	96	190	26 %
White	9,764	15,263	25,000	15,292	20,751	36,043	31 %
Asian	508	838	1,346	1,600	1,318	2,918	54 %
Hispanic	944	1,173	2,117	2,168	2,858	5,026	58 %
Alien	36	90	154	231	201	432	64 %
Other	55	63	118	257	351	608	81 %
Grand Totals	13,111	20,400	33,512	23,224	29,829	53,053	37 %

Illinois Attainment and Best-performing States

Although Illinois' enrollment numbers are progressing, the state continues to trail the national average in retaining students through to degree completion. The most recent information from the National Center for Higher Education Management Systems (NCHEMS) provides information on all states. The most recent NCHEMS information documents that the ten best-performing states in 2007 with which Illinois would have to compete in order to accomplish Goal One of the of *Public Agenda* were: Hawaii, New Hampshire, Maine, Massachusetts, Rhode Island, Vermont, Oregon, Georgia, Nevada and Washington. As indicated by the figure below, these states have the smallest gap between the achievement of white and minority students.



Status: Affordability

The National Center for Public Policy and Higher Education provided a state report card indicating Illinois has increasingly become unaffordable to Illinois families. As noted by the table below, tuition at Illinois’ public universities has increased at rates of nearly 10% a year since 2002, compared with average community college increases of approximately 6%.

Illinois Public Universities				Illinois Community Colleges		
Year	Tuition	\$ increase compared to previous year	% increase compared to previous year	Tuition	\$ increase compared to previous year	%increase compared to previous year
2000	\$4,160			\$1,576		
2001	\$4,406	\$246	5.91 %	\$1,653	\$77	4.89 %
2002	\$4,786	\$380	8.62 %	\$1,731	\$78	4.72 %
2003	\$5,298	\$512	10.70 %	\$1,830	\$99	5.72 %
2004	\$5,785	\$487	9.19 %	\$1,935	\$105	5.74 %
2005	\$6,565	\$780	13.48 %	\$2,138	\$203	10.49 %
2006	\$7,151	\$586	8.93 %	\$2,318	\$180	8.42 %
2007	\$7,875	\$724	10.12 %	\$2,465	\$147	6.34 %
2008	\$8,553	\$678	8.61 %	\$2,603	\$138	5.60 %
2009	\$9,452	\$899	10.51 %	\$2,762	\$159	6.11 %
2010	\$10,442	\$990	10.47 %	\$2,939	\$177	6.41 %

Source: ISAC, 2009 Databook from ISAC College Budget Records and IBHE Enrollment Reports

According to Measuring Up 2008, Illinois has decreased its commitment to financially needy students. As reported in the *Illinois Public Agenda*, “the proportion of students from low income families in college has decreased during the past decade.” As tuition rates have increased, the family income level of underrepresented families has not increased at the same proportion and underrepresented students are “priced out” of college.

Illinois Monetary Award Program

As a result of student financial need, the Illinois Monetary Award Program (MAP) was established to assist low-to-moderate-income families cover the expense of attending college. In 2009, MAP was the fourth largest need-based financial assistance program in the country. However, the program covers less than half the average tuition and fees to eligible students at public universities. In 2010, MAP funding was insufficient, and over 100,000 middle- to low-income students have been

without sufficient state resources for college. This lack of funding has lowered the Illinois college affordability grade from A to F according to the “Measuring Up 2008” report.

Status: Peer Group Comparison

The comparison information given below is from the Integrated Postsecondary Education Data Systems (IPEDS). The self-reported data, gathered from peer public institutions throughout the nation, provides statistical data on groups of institutions similar in population to each of the Illinois public postsecondary institutions. The comparison information in the charts and tables serves as a means of assessing how well Illinois fares on a national scale in addressing its underrepresented student groups.

**Illinois Public Universities and IPEDS Comparison
Enrollment 2009**

	Grand Total	Men Total	Women Total	Am. Ind. AK Native Total	Asian Total	African American Total	Hispanic Total
CSU Comparison Group	8402	3751	4651	59	176	674	1863
CHICAGO STATE UNIVERSITY (CSU)	8450	2493	5957	18	95	6600	580
EIU Comparison Group	15,353	6,444	8,909	94	402	1,258	785
EASTERN ILLINOIS UNIVERSITY (EIU)	13,259	5,546	7,713	48	159	1,284	343
GSU Comparison Group	8,191	2,986	5,205	18	404	1,382	2,465
GOVERNORS STATE UNIVERSITY (GSU)	7,788	2,290	5,498	11	67	1,321	226
ISU Comparison Group	26,524	11,304	15,220	183	936	2,688	826
ILLINOIS STATE UNIVERSITY (ISU)	23,450	9,887	13,563	85	467	1,216	850
NEIU Comparison Group	14,847	5,382	9,465	38	581	1,584	6,956
NORTHEASTERN IL UNIVERSITY (NEIU)	14,261	5,610	8,651	42	1,390	1,399	3,733
NIU Comparison Group	33,956	14,856	19,100	185	2,172	3,769	3,074
NORTHERN ILLINOIS UNIVERSITY (NIU)	28,335	13,065	15,270	74	1,533	3,103	1,899
SIU-C Comparison Group	27,344	12,885	14,459	168	1,522	1,251	1,303
SOUTHERN IL UNIVERSITY CARBONDALE (SIU-C)	23,661	13,265	10,396	95	560	3,894	928
SIU-E Comparison Group	19,477	7,518	11,959	121	539	1,913	444
SOUTHERN IL UNIVERSITY EDWARDSVILLE (SIU-E)	16,068	7,136	8,932	37	340	1,528	313
UIC Comparison Group	35,502	16,313	19,189	355	2,996	2,283	3,426
UNIVERSITY OF IL AT CHICAGO (UIC)	29,301	13,147	16,154	64	5,437	2,544	3,876
UIS Comparison Group	7,777	2,939	4,838	32	179	703	1,042
UNIVERSITY OF IL AT SPRINGFIELD (UIS)	5,902	2,653	3,249	25	182	606	126
UIUC Comparison Group	45,099	22,712	22,387	244	4,520	2,512	2,552
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN (UIUC)	46,585	24,629	21,956	145	5,124	2,896	2,758
WIU Comparison Group	18,338	7,494	10,844	104	624	1,457	1,461
WESTERN ILLINOIS UNIVERSITY (WIU)	15,509	7,799	7,710	83	174	1,131	646

Illinois public institutions were analyzed based on information garnered from IPEDS Data Center Comparison Charts. All comparison institutions can be identified through the IPEDS website using the name of the source Illinois institution.

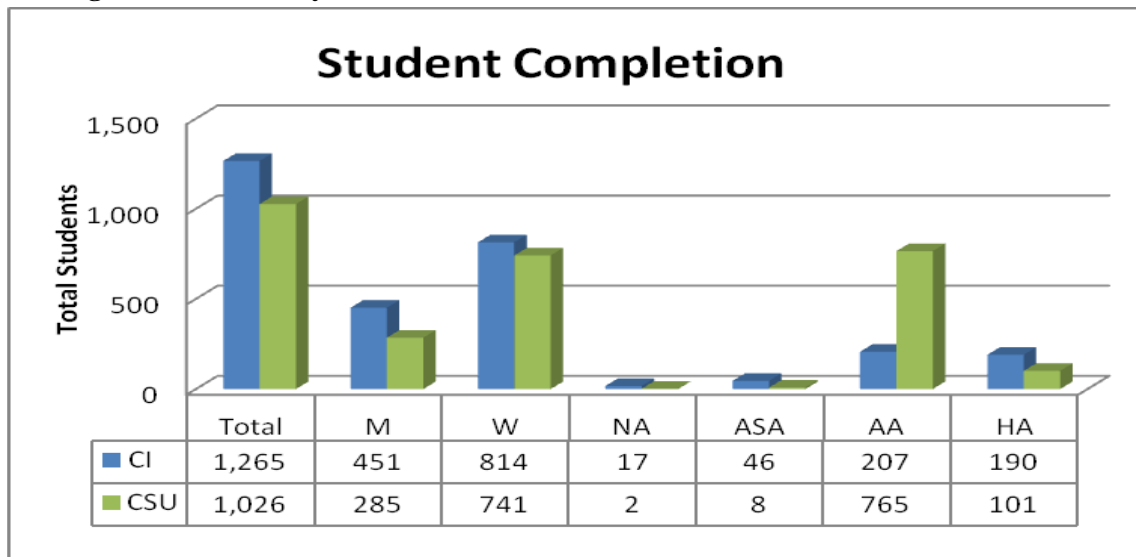
The peer comparison data for public universities indicates that six of the twelve public universities performed above their peers in terms of degree completion for African Americans, while four public universities performed above their peers for Hispanics. The peer comparison shows that Illinois has room and can make continued progress on the goals of the *Public Agenda*.

Completion Data

The information on the following pages compares Illinois public universities to groups of institutions that are relatively consistent with Illinois group data in overall enrollment for 2009. The greatest predictors of college completion success are: full-time enrollment, ample financial aid, and steady progressive retention to graduation.

Student Completion at Illinois Public Universities for year 2009 and IPEDS Comparisons

Chicago State University

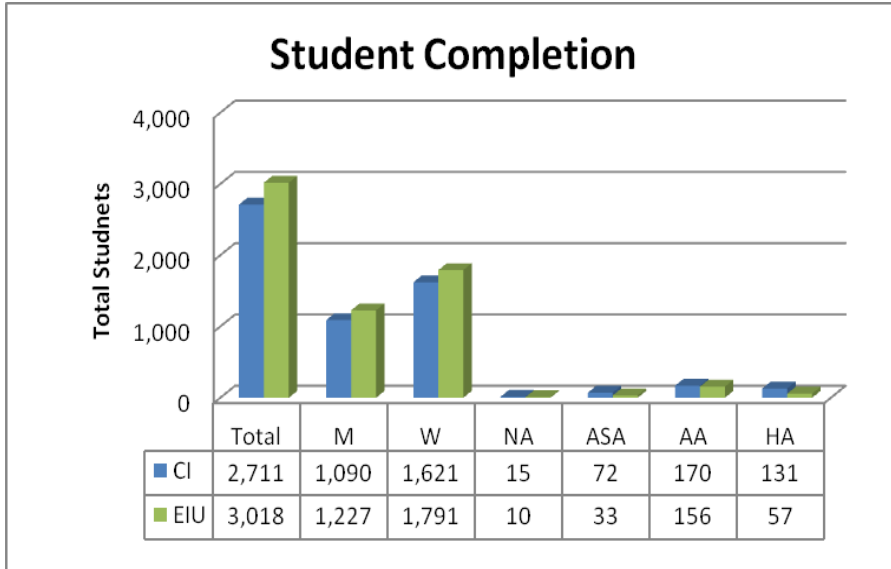


Comparison Data Details:

Chart Abbreviations	
M	= Men
W	= Women
NA	= Native American/Alaskan Native
ASA	= Asian American
AA	= African American
HA	= Hispanic American/Latino
Comparison Institutions – CI	

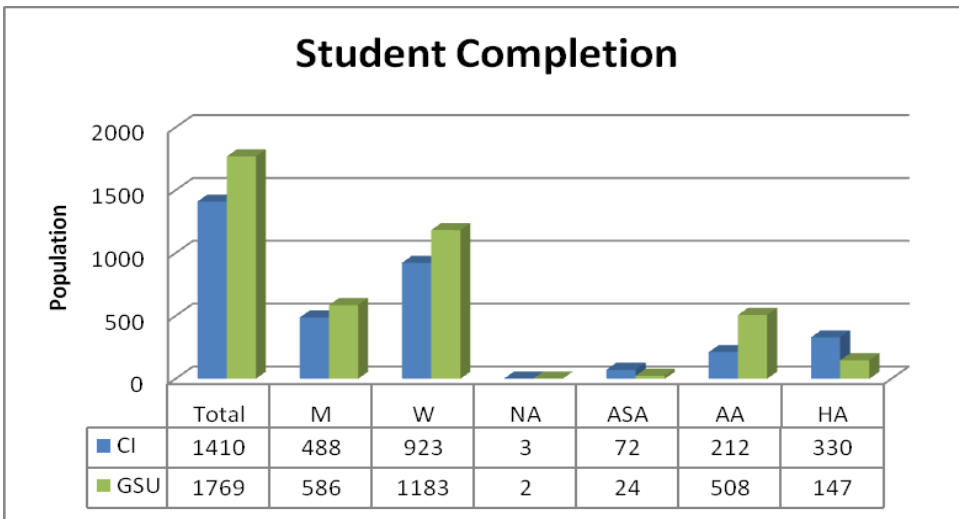
Comparison Institutions - CSU	
Auburn University-Montgomery	
Bowie State University	
California State University-Dominguez Hills	
Coppin State University	
Cuny Lehman College	
Fayetteville State University	
Framingham State College	
Georgia College & State University	
Jacksonville State University	
New Jersey City University	
Texas A & M International University	
University Of Houston-Clear Lake	
University Of North Alabama	

Eastern Illinois University



- Comparison Institutions – EIU**
- Saint Cloud State University
 - Georgia Southern University
 - Appalachian State University
 - Sam Houston State University
 - Western Washington University
 - University of Northern Iowa
 - Eastern Washington University
 - Kean University
 - University of North Carolina-Wilmington
 - College of Charleston
 - University of Wisconsin-Whitewater
 - Kutztown University of Pennsylvania
 - William Paterson University of New Jersey
 - Murray State University
 - University of Wisconsin-La Crosse

Governors State University



- Comparison Institutions – GSU**
- CUNY Lehman College
 - New Jersey City University
 - Pennsylvania State University-Penn State Harrisburg
 - Texas A & M International University
 - University of Baltimore
 - University of Houston-Clear Lake
 - University of Houston-Victoria
 - University of Illinois at Springfield

Illinois State University

Student Completion

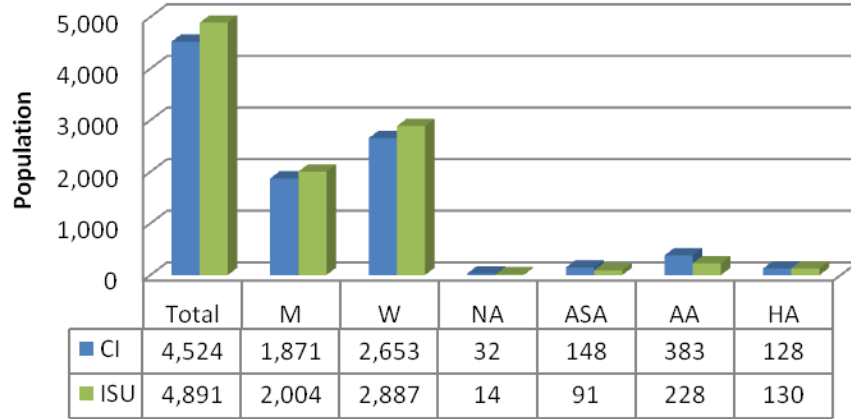


Chart Abbreviations

M = Men

W = Women

NA = Native American/Alaskan Native

ASA = Asian American

AA = African American

HA = Hispanic American/Latino

Comparison Institutions – CI

Comparison Institutions – ISU

Ball State University

Bowling Green State University-Main Campus

Central Michigan University

Miami University-Oxford

Old Dominion University

Portland State University

University of North Carolina at Charlotte

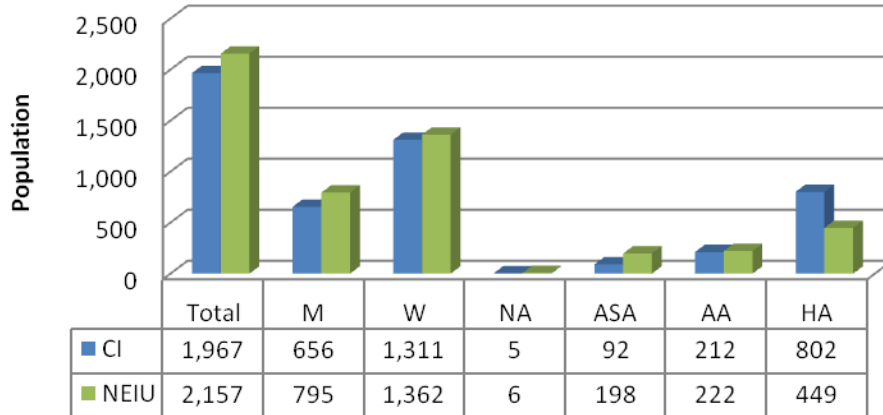
University of North Carolina at Greensboro

Western Michigan University

Wichita State University

Northeastern Illinois University

Student Completion



Comparison Institutions – NEU

California State University-Dominguez Hills

California State University-Stanislaus

CUNY Lehman College

New Jersey City University

Purdue University-Calumet Campus

Salem State College

Texas A & M University-Corpus Christi

The University of Texas at Brownsville

The University of Texas-Pan American

Northern Illinois University

Student Completion

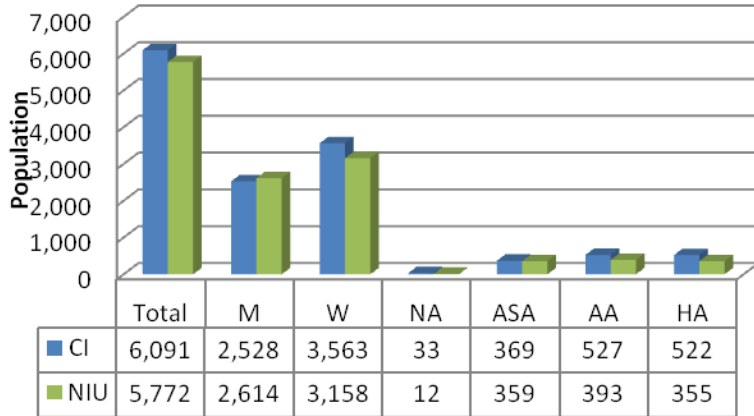


Chart Abbreviations

M = Men

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Comparison Institutions – CI

Comparison Institutions – NIU

Bowling Green State University–Main Campus

Florida Atlantic University

George Mason University

Kent State University Kent Campus

Old Dominion University

Portland State University

San Diego State University

Texas Tech University

The University of Alabama

University of Central Florida

University of Houston

University of Memphis

University of North Carolina at Greensboro

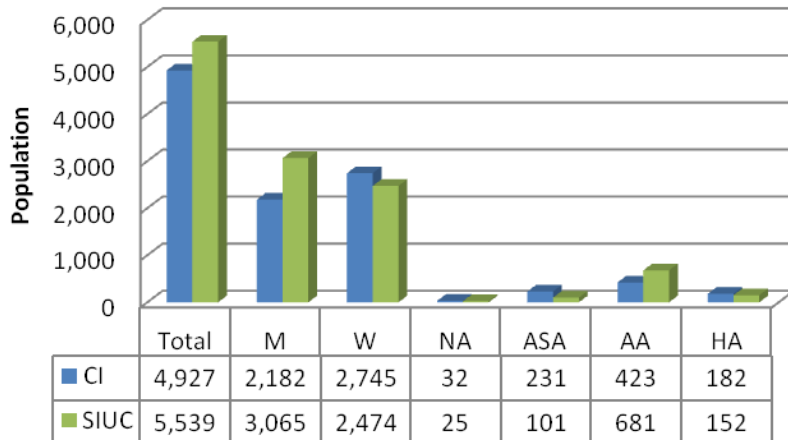
University of North Texas

University of Wisconsin–Milwaukee

Western Michigan University

Southern Illinois University – Carbondale

Student Completion



Comparison Institutions – SIUC

East Carolina University

Mississippi State University

Ohio University–Main Campus

Temple University

Texas Tech University

University of Louisville

University of Missouri–Kansas City

University of Nevada–Las Vegas

University of North Dakota

Virginia Commonwealth University

West Virginia University

Wright State University–Main Campus

Southern Illinois University - Edwardsville

Student Completion

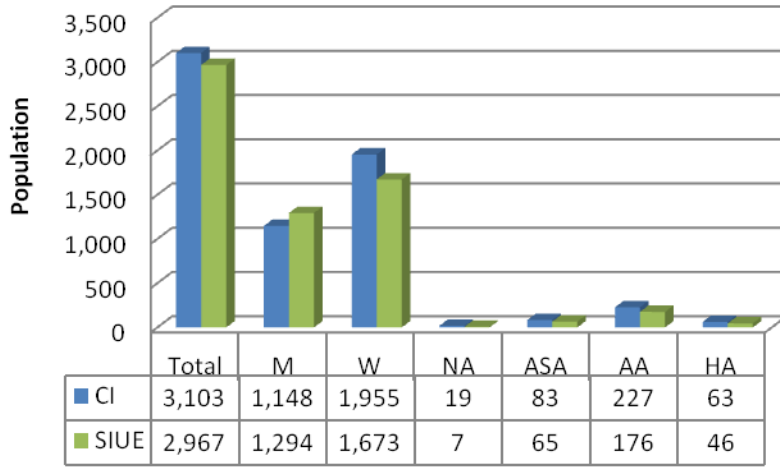


Chart Abbreviations

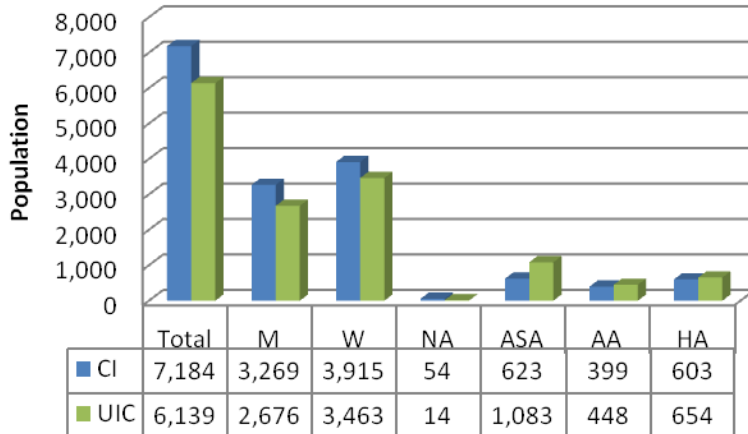
M = Men
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 NA = Native American/Alaskan Native
 ASA = Asian American
 AA = African American
 HA = Hispanic American/Latino
Comparison Institutions – CI

Comparison Institutions – SIUE

East Tennessee State University
 Grand Valley State University
 Marshall University
 Oakland University
 University of Missouri-Kansas City
 University of North Carolina at Greensboro
 University of South Alabama
 Western Carolina University
 University of California-Irvine
 University of New Mexico-Main Campus
 University of Colorado Denver

University of Illinois – Chicago

Student Completion



Comparison Institutions – UIC

University at Buffalo
 University of Alabama at Birmingham
 University of Arizona
 University of California-Irvine
 University of Cincinnati-Main Campus
 University of Colorado Denver
 University of Florida
 University of Illinois at Chicago
 University of Iowa
 University of New Mexico-Main Campus
 University of South Florida-Main Campus
 University of Utah

University of Illinois - Springfield

Student Completion

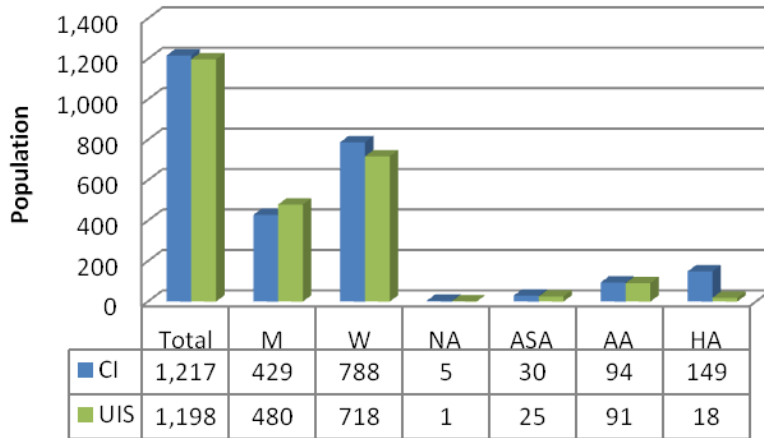


Chart Abbreviations

M = Men

W = Women

NA = Native American/Alaskan Native

ASA = Asian American

AA = African American

HA = Hispanic American/Latino

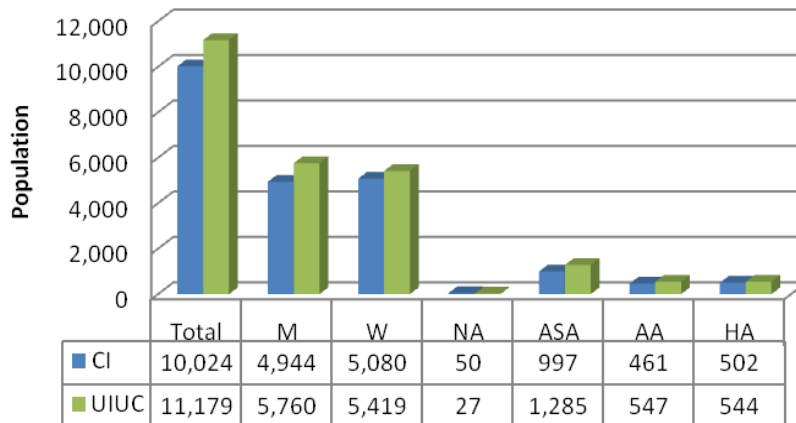
Comparison Institutions – CI

Comparison Institutions – UIS

Auburn University at Montgomery
 East Stroudsburg University of Pennsylvania
 Emporia State University
 Framingham State College
 Georgia College & State University
 Henderson State University
 Louisiana State University-Shreveport
 New Jersey City University
 Southwest Minnesota State University
 SUNY College at Cortland
 Texas A & M International University
 University of Houston-Clear Lake
 Wayne State College

University of Illinois – Urbana/Champaign

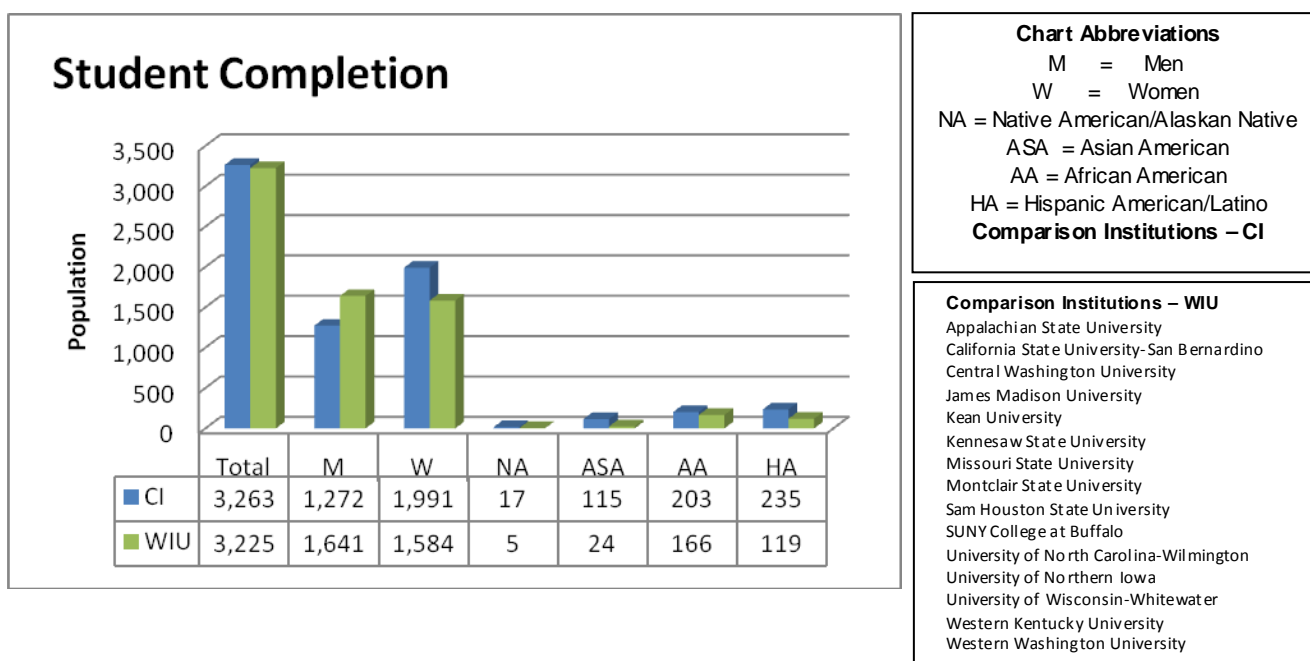
Student Completion



Comparison Institutions – UIUC

Michigan State University
 North Carolina State University at Raleigh
 Ohio State University-Main Campus
 Purdue University-Main Campus
 Texas A & M University
 The University of Texas at Austin
 University of California-Davis
 University of Georgia
 University of Maryland-College Park
 University of Michigan-Ann Arbor
 University of Washington-Seattle Campus
 University of Wisconsin-Madison
 Virginia Polytechnic Institute and State University
 University of Michigan-Ann Arbor

Western Illinois University



As for an analysis of completion figures for Illinois Public Universities, according to Measuring Up 2008, Illinois is described as having a “19 percent gap between whites and all minorities in college graduation rates at four-year institutions, which is one of the largest gaps in the United States. Thirty-four percent of blacks and 45 percent of Hispanics, the largest minority population Illinois, graduated from a four-year institution within six years, compare with 65 percent of whites.” The report goes on to indicate, if all “racial/ethnic groups have the same educational attainment and earnings... total annual income in the state would be about \$35 billion higher.”

Conclusions:

The 2010 Underrepresented Group Report shows there is room for improvement in realization of the goals set forth in the *Illinois Public Agenda for College and Career Success*. Greater levels of commitment to the *Agenda* are needed for Illinois students to succeed scholastically at higher levels. While most averages of educational attainment, academic success, and completion rates for underrepresented student groups have remained constant with those of the previous year, and the need for strong postsecondary educational leadership has never been greater. Illinois’ economic stagnation has impeded recovery within the state as a whole which has subsequently impacted improvement in higher education.

Moreover, last year’s “leaky pipeline” analogy of underrepresented groups’ declining high school graduation and college enrollment rates continues to drip. It remains essential that a statewide, collaborative effort be established to reverse this trend. Student commitment to the educational success and degree completion is paramount to the furtherance and recovery of the Illinois economy. The known holes of this “leaky pipeline” must be repaired and sealed if truly equitable academic opportunities are to become available to all.

Finally, state policy in all sectors of education must become more aggressive in supporting the goals of the *Illinois Public Agenda*. Previous Underrepresented Groups' Reports from 2005-2009 have recommendations that are in line with this report. It is therefore strongly suggested that further efforts be made to implement recommendations from this and past reports, and that a collaborative network be established with agencies and institutions where URG students are transcending the leaky pipeline.

Recommendations:

- Effectively prepare minority males for the essential educational requirements needed to demonstrate success based on identified principles outlined in the *Illinois Public Agenda for College and Career Success* that encourage underrepresented students to complete degree programs and find meaningful employment.
 - Increase educational attainment to match best-performing U.S. states and the world.
 - Increase success of students at each stage of the P-20 education pipeline to eliminate achievement gaps by race, ethnicity, socioeconomic status, gender, and disability.
 - Increase the number of adults, including GED recipients, re-entering education and completing a post-secondary credential.
- Commitment to policies that assist students in the attainment of educational skills to keep pace with the changing workforce. Students should be expected to attain postsecondary preparation, skills or collegiate participation through program completion. Students must develop expectations that encourage them to realize and achieve their optimal educational outcomes.
 - Reduce geographic disparities in educational attainment.
 - Ensure college affordability for students, families, and taxpayers. Help underrepresented students attain financial resources to successfully complete their college experience.

Additional information can be found at:

Illinois Board of Higher Education – *Illinois Public Agenda for College and Career Success*
www.ibhe.org/masterPlanning/materials/070109_PublicAgenda.pdf

Illinois Community College Board – Studies and Reports
www.iccb.state.il.us/studies.reports

The National Center for Education Statistics - (IPEDS)
www.nces.ed.gov/ipeds

The National Center for Higher Education Management Systems
www.nchems.org

The National Report Card on Higher Education
www.measuringup2008.highereducation.org

Schott Foundation for Public Education
www.schottfoundation.org

Urban Institute
www.urban.org