

## **Criterion IX.B – Student Diversity**

**Stated application, admission, and degree-granting requirements and regulations shall be applied equitably to individual applicants and students regardless of age, sex, race, disability, religion or national origin.**

### Expected Documentation

1. Description of policies, procedures and affirmative action plans to achieve a diverse student population.
2. Quantitative information on the demographic characteristics of the student body, including data on applicants and admissions, over the last three years.
3. Identification of measures by which the school may evaluate its success in achieving a demographically diverse student body, along with data regarding the school's performance against these measures over the last five years.
4. Assessment of the extent to which this criterion is met.

## **Criterion IX.B – Student Diversity**

### **1. Policies and Programs Designed to Achieve a Diverse Student Body**

The policy of the school and the university is to recruit and retain qualified students, as well as faculty and staff, in accordance with the nondiscrimination policy (see Appendix II.B.5). The school, however, cannot achieve its mission and goals without a diverse and well-qualified student body. A primary goal of UIC SPH is to increase substantially the number of underrepresented minorities (URM), especially Blacks, Latinos and Native Americans, who are accepted, enrolled, retained and graduated with a Doctor of Philosophy in public health sciences. The Urban Health Program (UHP), a program mandated by state legislation at UIC, is an essential part of diversity recruitment.

### **2. Student Demographic Characteristics**

Table IX.B.2 presents demographic information on applicants, beginning students and total enrollments for the last three academic years.

During 2003, 29% of our applications were from foreign students. Fall 2004 and 2005 showed dramatic decreases in this percentage (down to 8% and 6%, respectively). Given the more difficult paperwork and processes imposed on foreign applicants, a decline was expected. This, however, exceeded our expectations. Consistently over the three years shown, a little over 30% of the applicant pool identified themselves as White, Non-Hispanic; as few as 10% and as many as 18% considered themselves to be Asian or Pacific Islander. Between 14% and 18% of the applicants are African-American and 5% are Hispanic. With respect to gender, 70% of all applicants are female during this time period.

With respect to students admitted to UIC SPH, the percentage who were foreign students dropped in half over the time period observed (from 12% of the admitted students to 7%). In 2003, less than 25% of the foreign applicants were admitted. In the last two years shown, between 30% and 50% of the foreign applicants were admitted. With respect to diversity admissions, the pool of applicants and the pool of admitted students have approximately the same percentage of African-Americans or Hispanics. However, a greater percentage of admitted students as compared with applicants are White, Non-Hispanic. A caveat to interpreting these data should be noted. The percentage of students who choose not to provide information on their race/ethnicity has increased steadily over the time period shown such that in 2005, 26% of the applicants, 16% of the admitted students and 6% of total enrolled students were of unknown race/ethnicity.

For total enrollment in fall 2005, 88% are U.S. citizens. This figure has fluctuated slightly over the three years shown. We have seen a slight decrease in the percentage of enrolled students who are African-American, something that we are watching closely. The percentage of enrolled students who are Hispanic has remained relatively constant. With respect to gender, the percentage of enrolled students who are female has dropped slightly.

**Table IX.B.2**  
**Student Demographic Data/Fall 2003–Fall 2005**

Fall	Demographic Group	Applications				Admits				Total Enrollment			
		M	F	Total	%	M	F	Total	%	M	F	Total	%
2003	White Non-Hispanic	63	215	278	34%	45	132	177	49%	78	201	279	48%
	Asian or Pacific Islander	21	60	81	10%	16	28	44	12%	23	45	68	12%
	Black Non-Hispanic	33	102	135	17%	10	41	51	14%	19	61	80	14%
	Hispanic	10	30	40	5%	8	14	22	6%	15	26	41	7%
	Am. Indian or Alaskan Native	0	2	2	0%	0	1	1	0%	0	0	0	0%
	Race Unknown	12	29	41	5%	5	18	23	6%	8	17	25	4%
	<b>Total US Citizenship</b>	<b>139</b>	<b>438</b>	<b>577</b>		<b>84</b>	<b>234</b>	<b>318</b>		<b>143</b>	<b>350</b>	<b>493</b>	
Foreign	100	140	240	29%	19	25	44	12%	41	46	87	15%	
	<b>Grand Total</b>	<b>239</b>	<b>578</b>	<b>817</b>		<b>103</b>	<b>259</b>	<b>362</b>		<b>184</b>	<b>396</b>	<b>580</b>	
2004	White Non-Hispanic	73	216	289	34%	53	125	178	47%	89	185	274	48%
	Asian or Pacific Islander	49	103	152	18%	22	43	65	17%	35	51	86	15%
	Black Non-Hispanic	36	99	135	16%	16	36	52	14%	24	61	85	15%
	Hispanic	16	25	41	5%	10	10	20	5%	18	22	40	7%
	Am. Indian or Alaskan Native	1	2	3	0%	1	2	3	1%	0	2	2	0%
	Race Unknown	58	93	151	18%	10	23	33	9%	9	8	17	3%
	<b>Total US Citizenship</b>	<b>233</b>	<b>538</b>	<b>771</b>		<b>112</b>	<b>239</b>	<b>351</b>		<b>175</b>	<b>329</b>	<b>504</b>	
Foreign	25	44	69	8%	9	17	26	7%	23	38	61	11%	
	<b>Grand Total</b>	<b>258</b>	<b>582</b>	<b>840</b>		<b>121</b>	<b>256</b>	<b>377</b>		<b>198</b>	<b>367</b>	<b>565</b>	
2005	White Non-Hispanic	70	213	283	31%	46	149	195	41%	82	178	260	43%
	Asian or Pacific Islander	35	84	119	13%	20	44	64	13%	27	52	79	13%
	Black Non-Hispanic	31	135	166	18%	18	63	81	17%	30	86	116	19%
	Hispanic	12	31	43	5%	6	18	24	5%	17	23	40	7%
	Am. Indian or Alaskan Native	0	3	3	0%	0	1	1	0%	0	3	3	0%
	Race Unknown	105	130	235	26%	33	44	77	16%	18	19	37	6%
	<b>Total US Citizenship</b>	<b>253</b>	<b>596</b>	<b>849</b>		<b>123</b>	<b>319</b>	<b>442</b>		<b>174</b>	<b>361</b>	<b>535</b>	
Foreign	28	31	59	6%	17	17	34	7%	28	44	72	12%	
	<b>Grand Total</b>	<b>281</b>	<b>627</b>	<b>908</b>		<b>140</b>	<b>336</b>	<b>476</b>		<b>202</b>	<b>405</b>	<b>607</b>	

### 3. Outcome Measures

The outcome measures developed to evaluate success in achieving a diverse student body fall into three general areas: recruitment, enrollment and graduation. Under recruitment, the change in the number and percent of minority and female applicants was assessed. Under enrollment, the number and percent of minority, female, nontraditional students (older age), and part-time students was assessed. Finally, under graduation, the number and percent of minority and female graduates was assessed. Data for some of these outcome measures can be seen in Table IX.B.2.

#### Recruitment

Recruitment policies and procedures are addressed in Criterion IX.A.1.

- **Minority Applicants**

As addressed in the response to Criterion IX.B.2, 14% to 18% of our applicants are African-American, and 5% are Hispanic. These percentages have remained relatively consistent over the time period of this self-study as well as that of the last self-study.

- **Female Applicants**

The percentage of applicants who are female in this time period is consistent at approximately 70%.

## **Enrollment**

- **Minority Students**

A slight increase in the percentage of enrolled students who identify as African-American has occurred since 2002 (see Criterion IX.B.2), while the percentage of enrolled students who identify as Hispanic has been a steady 7%. Total enrollment shows a diverse student body.

- **Gender Diversity**

The percentage of enrolled students who are female has dropped from approximately 74% in 2002 to approximately 67% in 2005. Most interesting is the fact that the increase in male enrollees has occurred predominantly among our Hispanic students. In 2002, 24% of the Hispanic students were male, while this percentage increased to 42% in 2005.

- **Nontraditional Students**

The mean age of the enrolled students has remained relatively constant at approximately 32 years of age (31.8 in fall 2001 to 33.6 in fall 2005).

- **Part-Time Status**

As discussed in the response to Criterion IX.A.5, approximately 45% of degree students in fall 2005 are enrolled part time. At the same time, there are approximately 16% of students in SPH who were in our credit non-degree program or certificate programs.

## **Graduation**

- **Minority Graduates**

Over the last three academic years, approximately 20% of our graduates were from underrepresented minority groups. In 2002/2003 and 2003/2004, 18% of the graduates were from minority groups. This increased to 24% in 2004/2005.

- **Female Graduates**

As is true of our applicants and new enrollees, a majority of our graduates are female.

Over the 3 years of data included in this report, approximately 72% of our graduates were female.

#### **4. Assessment**

This criterion is met. We highly value the diversity of our student body and we make every effort to recruit and retain students from diverse backgrounds. Our Urban Health and Diversity program, funded by our Health Career Opportunities Program and by the University's Urban Health Program, have succeeded both in attracting and retaining students from underrepresented groups. Further, our ties to the public health community help us attract working professionals, thereby providing us with diversity by age. Finally, we have been fortunate in the past to attract a good proportion of students from countries outside of the US. We remain concerned that this proportion will decline due to the constraints imposed on international student admissions.