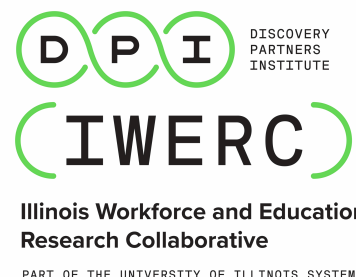


# Measuring Equity Gaps in Enrollment and Graduation Trends in Illinois Computer Science Programs

## Part 1: 4-year Institutions



This Series analyzes the enrollment and completion outcomes for undergraduate students in Illinois post-secondary institutions and measures equitable representation of female, Black/African American, and Hispanic/Latino students in each institution at three levels. The Series includes two reports, one for 4-year institutions and another for 2-year institutions.

### Part 1: Key Findings



**Illinois 4-year undergraduate CS programs saw an increase in enrollment and better outcomes.**

While there was an overall decrease in post-secondary enrollment in the state, there has been a steady increase in CS enrollment in Illinois over the last decade, with public institutions leading.



**Enrollment and graduation trends lag for historically marginalized groups, but some improvement has been made.**

Men still dominate CS; however, women are making gains, accounting for about 20% of CS enrollment and degrees awarded in AY 22-23, up from about 10% ten years ago. Enrollment and degrees awarded to Hispanic/Latino and Black/African American students have increased in the last decade. However, they are not graduating proportionately to their enrollment representation.



**An equity analysis of all 4-year institutions in the state with a CS program revealed less than optimal representation of Black/African American, Hispanic/Latino, and female students enrolling in and graduating from CS programs.**

No institution, public or private, enrolls women at an equitable rate into CS programs compared to their representation in their institution's undergraduate student body.



**Several highly-ranked CS programs in Illinois show less than equitable representation of Black/African American, Hispanic/Latino, and female students.**

Read the Full Report: <https://go.illinois.edu/cser>