

**A Report on the
Participation and Success
Of Underrepresented
Students and Staff**

University of Illinois
at Urbana/Champaign

Submitted to the Illinois Board of Higher Education
September 2000

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Office of Equal Opportunity and Access

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HIGHLIGHTS OF MAJOR EVENTS AND INITIATIVES

Campus Conduct Committee

The Campus Conduct Committee final report was presented to the Provost in April 2000. The committee was charged in Spring 1999 by the Provost to examine the climate for women and minorities on this campus and to design an awareness and education program. The committee recommendations, presented in draft form in December 1999, called for the implementation of an anonymous email information line, where individuals can seek information on policies, procedures and resources; a web site and brochure that will provide similar information; a series of posters, highlighting different aspects of discrimination and harassment; and a "hot-line," which will allow individuals to call for advice. The recommendations were approved, and the materials have been developed. The program was presented to the Council of Deans over the summer and rolled out to the entire campus at the beginning of the Fall 2000 semester. While the education component incorporates climate issues for women and minorities, it broadens the concept to include the professional and respectful manner in which all members of the campus community are expected to behave towards one another.

Report on Academic Women on Campus

In January 2000, the University of Illinois Board of Trustees requested information relating to the climate for academic women on each campus. The Urbana Campus's response was completed on June 1, 2000, and addressed nine questions posed by the Board.

According to the report, the Urbana Campus has seen extraordinary gains in the representation of women at the associate professor (up 68.0%) and full professor (up 138.0%) ranks since 1981, despite the overall decline in the size of the faculty. At the assistant professor level, the numbers of women have remained stable over the same period, while male assistant professors have declined 31.0%. Women are tenured at a slightly lower rate and leave Illinois at a slightly higher rate when the campus overall promotion rates are examined. Women comprise 23.5% of the faculty and 12.7% of full professors. At the college level, 35.0% of Illinois' deans and directors of major academic units are women, and 13.0% of department heads are women. Two of the most powerful standing committees on campus—Promotion and Tenure and the Campus Budget Oversight Committee—have 33.0% and 25.0% women respectively. Since the early 90's, the Urbana campus has executed five faculty salary equity reviews. Deans were instructed to make salary adjustments where warranted. A special report will augment the annual salary raise system that will tell unit heads the percent raises being awarded to men and women at each rank, alerting unit heads at the time they are assigning salaries to any inequities. To respond to the concern that women will not file any kind of complaint that could reveal their identity, the Task Force on Gender Equity will be reviewing this issue, among others, in the coming academic year.

Task Force on Gender Equity

The Provost is charging the newly created Task Force on Gender Equity to further examine the data and the climate issues for academic women on this campus. The Task Force will examine, among other factors, hiring, promotion, and salary processes and the effectiveness of those processes that allow academic women to address any equity or climate problems. The report is expected at the end of the FY2001 academic year.

Committee on Campus-wide Access and Accommodation

In 1999, the UIUC created the Committee on Campus-wide Access and Accommodation under the auspices of the Provost. The Committee was created to proactively work to make the UIUC an inviting and supportive place for all persons with disabilities to live, work, teach, and learn. The Committee is responsible for helping to make accessibility a component of all our programs, facilities, academic resources, and public events. Furthermore, the Committee is responsible for working to raise campus awareness about the range and variety of disabilities and the need for all UIUC programs and individuals to take responsibility for their part in making UIUC full accessible. The committee includes members from all campus accessibility stakeholder groups (faculty, staff, and students.)

National Disability Research Institute Opens

In June 2000 the U.S. Social Security Administration (SSA) awarded a five-year, \$5.25 million grant to fund a new national Disability Research Institute at the University of Illinois at Urbana-Champaign (UIUC). The institute is based in the College of Applied Life Students on the UIUC campus and received \$1.25 million of the grant for the year beginning June 1. The college is home to the first of its kind Division of Rehabilitation-Education Services, which began pioneering work on disability issues and services more than 50 years ago. As a research arm of the SSA, the institute will analyze agency data on more than 8 million recipients of income-support funds tied to disability and make the data available and interpretable to a number of groups and academics to do research, as well as to policy-makers and to the public. The institute will involve other campus units, as well as units or researchers at six other schools. Establishment of the institute marks the first time the SSA has created an organized research agenda in the area of disability.

Focus Topic

Workforce Experience and Opportunities for Students

COLLEGE OF VETERINARY MEDICINE

In the Fall Semester 1997, the College of Veterinary Medicine instituted the Multicultural Fellowships Program. This Program provides full tuition and fees for two underrepresented students in each class in the veterinary program. To date, six Multicultural Fellows have graduated and are employed in the veterinary profession. One graduate is in a residency program and is considering a career in academia. Currently, there are eight Multicultural Fellows in the veterinary curriculum.

The College is in the early stages of developing a summer research intern partnership for underrepresented students with two large pharmaceutical companies. These companies are seriously interested in increasing underrepresented workers in their industry.

INSTITUTE OF LABOR AND INDUSTRIAL RELATIONS

The Institute of Labor and Industrial Relations (ILIR) is a graduate level academic program that offers a professional master's degree in human resources and industrial relations. The Institute's master's student demographic composition during the past year was 65% female and 21% minority. Fortune 500 corporations with progressive human resource policies heavily recruit its graduates. These organizations recruit for summer internships as well as full-time hires. The Institute places 90-100% of students each year, so the placement and career service function is quite successful.

ILIR is a founder of the Industrial Relations Council on Graduate Opportunities for Advanced Level Studies (GOALS). GOALS is a consortium of 15 graduate level human resource academic programs that partner with corporations that have diversity initiatives. Corporate partner support provides minority student fellowship support at the 15 participating universities. In addition to fellowship support, GOALS corporate partners heavily recruit minority students at participating schools. Career counseling, national networking meetings, and resume referrals are GOALS activities that contribute to minority student success at ILIR.

Several corporations also sponsor fellowships at ILIR that are given to outstanding minority students to attract them to the University of Illinois at Urbana-Champaign.

All students participate in career service workshops that hone their career skills. Additionally, an ILIR student group, the Minority Student Association provides programming and support for minority students at ILIR to encourage development and retention of students during their one and a half years at the Institute. The Institute has a high level of success in retaining and placing our minority students – there is *no* difference in placement rates and salary levels between underrepresented student groups and other students. Additionally through the GOALS program, ILIR participates in a survey of human resources – industrial relations course at Clark/Atlanta University, and will be implementing a similar program at Hispanic institutions in San Antonio, Texas.

Networking with successful alumni and participating in networking and career development opportunities are the most valuable developmental tools for students.

To better provide workforce experiences and opportunities for students from under-represented groups, alumni participation and mentoring of current students could be formalized.

COLLEGE OF ENGINEERING

The Minority Engineering Effort (MEP) operates within the Academic Programs Office of the College of Engineering. While the MEP does not serve as an academic unit, it does focus special efforts on graduating underrepresented students in engineering.

During the past academic year, the MEP staff focused their efforts to reach potential students by: participating in the Student Interview Sessions sponsored by NSSFNS (National Scholarship Service and Fund for Negro Students), joining the Office of Admissions and Records (OAR) for counselor orientation, helping OAR present the campus to 9th and 10th graders, meeting with seniors from in-state high schools, and hosting a session for admitted students and their parents in Chicago.

The effect of the session with admitted students will not be known until fall 2000 registration but initial feedback indicates that it was desirable and timely. Thus, plans may be made to consider adding additional sessions in 2000 – 2001. The other activities tend to have long-range impact and, in some cases, help to increase the campus yield more than for engineering.

Once students have been admitted to engineering, they are invited to participate in the IMPRINT (Illinois Minority Pre-college Internship) program. These students can be selected to intern with an employer or work in a campus research laboratory during the summer prior to matriculation. In 1999, ten students were interning – eight on campus and two in industry.

In addition to the IMPRINT program, the Summer Research Opportunity Program (SROP) through the Graduate College, is a program to recruit potential graduate students. Students from other campuses spend the summer in research laboratories on the Urbana-Champaign campus. This effort yielded seventeen students in either on-campus laboratories or at the USA CERL.

The results of the above efforts are measured over time because MEP staff interact with high school sophomores and all levels in between as they seek to increase the number of undergraduates and graduate students.

Other factors influence enrollment, and recently the major item has been the lack of scholarships. The College is competing for a select group of students, who look average when compared to the pool of admits, while competing universities consider them to be at the top of the potential pool. For example, the average high school rank for entering students was 93.2 and the average ACT-C was 29.8. These numbers are about a standard deviation above the average for under-represented students and about three standard deviations above the State average. Hence, finding students with these credentials and recruiting them to the UIUC involves a blend of activities and often a scholarship offer.

Therefore, support activities become essential for the retention efforts of the College. The MEP promotes academic improvement by providing an Enrichment Center, which utilizes Engineering Honor Societies and graduate students to cover chemistry, engineering, math, and physics courses. The Center is open Monday thru Thursday from 12:00 p.m. to 9:00 p.m. In addition to this site, students are notified of other locations on campus where help is available.

The quality of the students and their motivation to be successful resulted in over 100 being recognized for their academic achievements at the year-ending Awards Banquet. The Banquet has become one of the major events where the University staff, alumni, industry, and student interact and promote academic excellence.

The College of Engineering has over 200 employers who participate in the internship or cooperative education program. Students from all engineering majors can be involved and can select which program they desire. Many under-represented students select internships in an effort not to extend their education period. Cooperative Education is a five-year program and less than ten percent of the students participate. There is a subset of seventy-five employers that interact with the student organizations. In all cases, the objective is to convince students that they should consider the firm when making their decision on employment.

Although the College does not sponsor a tech-prep program specifically for under-represented students, there is a summer program under the Worldwide Youth in Science and Engineering (WYSE) for students to come to campus for two weeks to learn about the fields of engineering.

The "Engineering Career Service Center" provides interactive services for placement and serves all students.

The most effective practice for developing workforce experiences for students of underrepresented groups is to have employers involved with the academic programs and student activities. Through scholarships and internships, the students learn about the career opportunities and are motivated to excel.

The following practices and activities should be undertaken or further developed to better provide workforce experiences and opportunities for students from under-represented groups:

- Work with employers to expand the number of positions available for internships, especially during the first two years.
- Provide research opportunities for sophomores and juniors.
- Develop an outreach program, which would provide more experiences for students admitted to college, but are unsure of their career direction.

WOMEN IN ENGINEERING – COLLEGE OF ENGINEERING

Women In Engineering (WIE) has established partnerships with several firms such as, Intel, Hewlett Packard, Alcoa, Ford, and General Motors to offer internships. The students served are females in various engineering curricula. Often, internships are offered in association with academic scholarships provided by these firms. The students who have taken advantage of internships usually express great satisfaction at getting the opportunity to see the practical end of their chosen disciplines. A few students have accepted employment with these same firms following graduation.

To facilitate the placement of female students, WIE maintains a library of current resumes for any female student in engineering interested in providing the information. WIE makes potential employers aware of the availability of these documents for their review in seeking new employees. Participating female students are contacted, interviewed, and sometimes hired by these firms as a result of this activity.

WIE has found the following programs and activities particularly effective in developing workforce experiences and opportunities for female engineering students:

- Developing internship and co-op opportunities.
- Providing corporate-sponsored scholarships to students while establishing on-going communications between students and their sponsors.
- Providing mentoring programs to students that (1) establish direct contact between students and corporate speakers and (2) teaches better resume writing and interviewing skills to prepare them for job fairs.
- Arranging for corporate luncheons and seminars.

The following practices and activities should be undertaken or further developed by WIE to better provide workforce experiences and opportunities for female students:

- Increase availability of corporate-sponsored scholarships.
- Increase the number of internship and co-op opportunities.
- Increase the direct participation by corporations in mentoring programs, luncheons and seminars.

Meeting the Needs of Students from Underrepresented Groups

DIVISION OF REHABILITATION AND EDUCATION SERVICES (DRES)

Social, Cultural and Recreational Opportunities

The vast majority of students with disabilities do not require supplemental initiatives to accommodate their access to UIUC social, cultural and recreational opportunities. However, the Office of Campus Life within DRES does provide a myriad of supplemental social, cultural, and recreational opportunities for its students with disabilities when appropriate to afford egalitarian access. The most successful program, Delta Sigma Omicron (DSO), a disabled student organization, offers student members opportunities for leadership and self-advocacy skill development, community volunteer work, and fellowship. Through its activities, programs and fund-raiser, DSO promotes the full inclusion of students with disabilities in all academic and non-academic programs, facilities, events and services as well as educates others regarding the capabilities of persons with disabilities.

In collaboration with the Division of Campus Recreation, the Office of Campus Life offers adapted recreational sports as programs for participation by students with and without disabilities. Wheelchair football, power soccer, sled hockey, and swimming are the four most popular sports. Adapted leisure and recreational programs, which have been successfully introduced, include cooking and camping.

The DRES Adapted Varsity Athletics program allows for the students with disabilities an equivalent opportunity to participate in collegiate athletics comparable to that offered student athletes without disabilities. For over 50 years, students-athletes with disabilities have been competing regionally, nationally, and internationally in men's and women's wheelchair basketball, track, field, and long distance racing. Swimming and tennis, though new to the program, have already produced successful outcomes for student-athletes with disabilities.

Curricular Modifications

The UIUC provides students with disability-related consultation, and a variety of other services including: exam accommodations, priority registration, assistive computer or communication technology services, accessible campus transportation, transitional residential support services for students needing assistance with activities of daily living, physical therapy and functional training services, wheelchair and equipment repair, campus housing, parking and access to adapted competitive athletics and fitness programming.

Students with specific learning disabilities may also be granted course substitutions for the mathematics and/or foreign language requirements of specific degree programs when their respective documented learning disabilities have been shown to substantially impair learning in those domains. Most commonly, this academic adjustment is made for students with learning disabilities who have gone through a committee process to show that they are unable with accommodation to master the principles of mathematics or foreign language due to the effects of such disabilities. Course substitution has also been used for students with disabilities that impair speech to such a degree that language production is laborious and difficult (e.g., head injuries; certain types of degenerative neuromuscular disorders). It should be noted that waivers for courses are not made. The substitutions often consist of courses that will give students similar exposure to a foreign culture without having to incorporate the technical principles of the foreign language.

**Support Unit Reviews:
Units Seeking to Improve Student Representation
Of Undergraduate Students from Underrepresented Groups**

OFFICE OF MINORITY STUDENT AFFAIRS (OMSA)

For over three decades the Office of Minority Student Affairs (OMSA) and its forerunner have provided leadership on campus and collaborated with Academic Affairs units, faculty, community agencies, the U.S. Department of Education, and Student Affairs units to ensure that the University of Illinois remains a leader in the recruitment, retention and graduation of students from backgrounds underrepresented in higher education. The unit also credits the pioneering leadership of students enrolled in the mid 1960's, alumni, the Office of Admissions, local community leaders, campus administrators and the faculty, concerned citizens and student organizations for its success.

The OMSA provides essential services to about 3,500 undergraduate students, including: academic services, monitoring academic progress through graduate student counselors, preparing first generation college students for graduate school through the McNair Scholars Program, providing summer orientation sessions, instructing students in the use of information technology, conducting competency testing in software applications, and planning programs and events ranging from scholastic recognition ceremonies to career fairs. In addition, the Upward Bound College Preparatory Academy helps to prepare about 60 local low-income and first-generation high school students for college.

Compared to similar programs at other institutions, OMSA is a pacesetter in its educational retention and achievement system that is administered in conjunction with the Office of the Provost and the undergraduate colleges. This academic support model includes the monitoring of academic progress for students from low-income, first generation college or underrepresented backgrounds as well as such course-related support as subject-specific tutorial assistance, supplemental instruction in high-risk beginning courses, and language conversation groups. All academic support services are designed to assist students in becoming engaged and effective learners.

Effectiveness in Identifying and Serving Students

A close working relationship with the Office of Admissions and Records results in OMSA's notification beginning each fall semester as students are admitted for the following fall semester, resulting in early communication between OMSA and underrepresented students and their families. In addition, when students attend the University's Summer Orientation and participate in OMSA's extra two half-days for the President's Award Program (PAP) and the Educational Opportunity Program (EOP) participants, as well as other underrepresented students, participants complete a Needs Assessment that provides staff with demographic information as well as students' career and academic aspirations and expected use of services.

Colleagues in other federal statewide TRIO programs such as Upward Bound and Talent Search refer students to the University. In addition, OMSA staff facilitate other relationships with high school guidance counselors and community agencies.

The Graduate Counselor model is used to provide intensive academic monitoring and encouragement of freshman students, as well as connection with other campus units, particularly college offices. In 1999, an external review team, described below, cited this

component as being particularly effective at helping to connect students to the University and to facilitate a culturally relevant community experience that also contributes to students' retention and graduation in a less than ideal (for underrepresented students) campus climate.

During 1997, the campus completed the renovation of an Academic Services Center at 1204 West Nevada for OMSA's delivery of academic services. The addition of this space has greatly improved the Academic Services component's ability to provide tutorial services, study skills instruction, and supplemental instruction and created a much more conducive learning environment for students. An analysis of tutoring and Supplemental Instruction services shows that students who are regular services users usually perform 0.5 to more than 1.0 mean grade point better than non-users with similar ACT composite scores and campus selection indices. In addition, the Center is known to be the most diverse academic work environment at the University: during 1998-99, of 97 student peer tutors, 38% were African-American, 23% were white, 20% were Latino, and 19% were Asian.

Other services include pre-professional advising through student organizations such as the Minority Association of Future Attorneys (MAFA) and Minority Opportunities for Pre-Health Students (MOPS); the creation of a campus-wide directory of minority organizations; two career fairs, one for career opportunities and the other for summer internships; and workshops in areas such as resume writing and leadership skills development.

Many cultural activities are facilitated through the African-American Cultural Program. These include workshops through WBML radio, a theater course, the Lunch and Learn series, the University Black Chorus, and the Omnimov dancers.

Success in Improving Student Participation and Achievement

The OMSA state budget is augmented through three federal U.S. Department of Education TRIO grants that together equal nearly one-half of the unit's total budget. During 1999 the department was notified of the receipt of two multi-year grants from the U.S. Department of Education to continue the Upward Bound Pre-college program and the McNair Scholars Institute.

The Upward Bound program has existed on the UIUC campus since 1966 and serves low-income, first-generation high school students throughout the academic year and during an intensified summer component that includes courses in reading, writing, mathematics and science. In 1999, 65 students, including 12 graduating seniors, completed the summer program. All 12 seniors matriculated at four-year institutions that include the University of Illinois, Southern Illinois University, Morehouse College, Clark/Atlanta University, and Tougaloo College.

The Student Support Services Program (SSSP) serves more than 250 low-income, first-college generation students with intensive tutorials and non-cognitive advising and career counseling. Recent cohorts of SSSP participants have entered UIUC with a mean ACT composite score approximately 7 points below that of the freshman class as a whole (20 vs. 27), yet during 1999-00 academic year, the freshman persistence rate was greater than 95.0%. More than 27.0% of participants achieved a GPA of at least 3.0, with another 35.0% above a 2.50 GPA (A=4.0).

The McNair Scholars Program, which is supplemented by OMSA's state funding, reflects the fact that the University recognizes the importance of encouraging students from underrepresented groups to seek careers in higher education and of preparing them to enter doctoral programs and eventually, the ranks of the professorate. Now in its tenth consecutive year, the program provides intensive academic services with an emphasis placed on the early identification of students' interests, strengths, and weaknesses. More than two-thirds of already-graduated McNair Scholars from the 1997 and 1998 cohorts are enrolled in graduate and professional programs across the nation. Their mean cumulative grade point averages were 3.52 for the 1996 cohort and 3.39 for the 1997 graduates. Since 1990, 170 campus faculty have mentored 247 summer McNair research students. That figure represents 7.4% of tenured faculty in 1997 and includes more than twenty faculty from underrepresented groups.

More than 700 students receiving OMSA services attained at least a 3.40 GPA during 1999.

The graduation rate for underrepresented students, which is the unit's "bottom line," ranks 20th in the nation among Traditionally White Institutions, and 29th for African-American Baccalaureate degrees.¹ As of fall 1998, the University's graduation/retention rates for students who matriculated in 1991 were 67.0% for African Americans, 72.0% for Latinos, and 83.0% for all other students. Data from comparable institutions shows a graduation rate for the 1991 cohort of 34.0% (male) to 45.0% (female) for African Americans, and 56.0% (male) to 60.0% (female) for white students.² Recent data from other Illinois institutions shows graduation rates of 25.0% for African-Americans and 37.0% for Latinos.

Effectiveness in the Use of Resources

High marks for the department came from an external review committee that was comprised of representatives from two peer institutions, the Universities of Wisconsin and Maryland, and commissioned by the Vice Chancellor for Student Affairs to review OMSA during spring of 1999. The process involved the review committee's gathering information from a wide array of campus administrators, faculty, and students. The committee's findings indicated that the department was providing outstanding services but was in need of increased financial resources.

The committee particularly noted a concern that half of the department's funding was from federal grants and in their evaluation indicated that the budget is "too heavily reliant on Department of Education funding." Furthermore, the report states that "the number of targeted minority students served has more than doubled over the past ten years, (but) the state base budget has not kept pace."

Changes Based Upon Previous Evaluations

OMSA continuously assesses both students and services. The Needs Assessment conducted during the summer before a student's matriculation is supplemented by surveys and interviews

¹From *Black Issues in Higher Education*, July 8, 1999

²UIUC data is from the University's Office of the Vice President for Academic Affairs, *Underrepresented Groups at the University of Illinois* Fall 1998 report. Comparable data is from the *Chronicle of Higher Education's* September 10, 1999 issue; see Graduation Rates At NCAA Colleges by Division, Gender, and Race (Division I table). Note that UIUC underrepresented student data is not reported by gender; NCAA is **only** reported by gender.

aimed at particular sub-groups such as particular majors or career aspirations. Services are added, subtracted, or otherwise altered, based upon these assessments. One recent trend concerns increased consumer-orientation on the part of students, and a concomitant increase in demand for staff time and services.

Based upon a recommendation from the external review team, improved coordination now exists between OMSA's and the campus-wide summer orientation. Orientation student leaders for both programs now train together for the entire previous spring semester, and other campus units such as the Office of Student Financial Aid and University Library are integral parts of OMSA's segment. In addition, for the past six years OMSA staff met for 1½ hours with each group of parents of students attending orientation. Via evaluations, parents communicate their appreciation of the opportunity to meet OMSA staff and students and to ask questions about the environment that their children will be entering.

OMSA has made a significant investment in technology. A comprehensive Web site for the office offers considerable information. Graduate Counselors track the academic progress of their undergraduates in a timely manner by utilizing sophisticated databases, maintained via the Web. This information is available to assistant and associate deans to facilitate their work with students in colleges. OMSA's partnership with Microsoft and 40 other leading colleges and universities have greatly facilitated the unit's technology upgrades. The retail value of software alone has exceeded \$250,000, and the staff have benefited from the company's training as well.

OMSA collaborates with various national entities in order to provide services appropriate to students being educated in a world-class university. The director has participated in the Council of Graduate Schools' (CGS) Annual Deans' Retreat, which has contributed to OMSA's effectiveness in placing students in Research I graduate schools nationwide. The Council for Opportunity in Education (COE) has provided invaluable professional development opportunities, and has helped staff to remain aware of national trends and cutting-edge issues in the support of non-traditional students. The Director and one of the Associate Directors annually co-chair the National McNair Research Conference, which attracts nearly 600 students and staff from more than 30 states and over 100 McNair and Student Support Services programs. The conference brings together agencies and organizations such as the U.S. Department of Education, Educational Testing Services, the Princeton Review, the CGS, COE, and other interested collaborators who wish to help provide opportunities for underrepresented students.

AFRICAN AMERICAN CULTURAL PROGRAM (AACP)

The African American Cultural Program had five student workshops and several workshops and presentations designed to inform and strengthen students in their development. The workshops include the University Black Chorus, OMNIMOV dance workshop, Theater of the Black Experience, GRIOPT newsletter, and WBML radio. The AACP also conducts MAAFA week, Student Leaders Summit, and Lunch and Learn. The following is a comparison of the number of participants from 98-99 and 99-00:

	<u>1998-1999</u>	<u>1999-2000</u>
Black Chorus	140 participants	145 participants
GRIOT Newsletter	16 participants	6 participants
Theater	35 participants	50 participants
OMNIMOV	8 participants	10 participants
WBML	43 participants	30 participants
MAAFA Week	80 participants	350 participants
Leaders Summit	65 participants	60 participants
Lunch and Learn	65 participants	200 participants

The above numbers reflect changing needs in the student workshops versus AACP's budgetary constraints. The GROIT newsletter was not staffed so that resources could be allocated to student leadership development.

As shown above, the AACP showed significant success in improving student participation. Many of the students participating in the Leadership summit have gone on to become leaders of student organizations. AACP's programming seems to be conducive to the extra-curricular needs of students.

A comparison of the total number of contacts through all of the African American Cultural Program activities versus the dollars allocated in the 1998-99 budget reveals that the African American Cultural Program expends approximately \$10.00 per contact. This figure is based upon the total dollars allocated in the 1998-99 budget (\$188,661) divided by the total number of AACP contacts (20,431). For 1999-00 the Program expended approximately \$7.50 per contact based on an annual budget of \$194,737 divided by the total number of AACP contacts of 26,835. This number is an approximation based upon attendance at all AACP sponsored and co-sponsored events, plus building usage numbers.

The AACP also participates in a number of campus-wide recurring events designed to serve as an outreach to local and state-wide communities. AACP staff members participate in the following programs and activities sponsored by other campus units:

- President's Award Program day
- Mom Day Activities
- Affirmative Action Awards Program
- Black History Month outreach to local area schools
- Champaign County Urban League Achievement Matters Rallies at Local High Schools

The AACP also encourages the use of its facilities for student and community groups. Several community advocacy organizations such as the Concerned Citizens for Quality Education, the NAACP, the Urban League, and the ACE Mentorship program, utilize the facility as part of their

outreach efforts to students. The AACP also allows programs serving high school and elementary school age children to utilize AACP's computer lab as they promote computer and internet literacy. All of the above activities have the secondary purpose of encouraging local children to give consideration to attending college in general and the UIUC in particular.

The AACP conducts a yearly survey of undergraduate students to assess their familiarity with the AACP and its programming. The AACP depends greatly on this survey to evaluate its current programs and make projections on how to allocate resources for future program efforts. Based upon the surveys and focus group information, efforts on student leadership development and information dissemination were enhanced and the need for more publicity of AACP major programs was addressed. Thus, the program's numbers were significantly higher this year. Better coordination of programming for Black student organizations was initiated so that human and financial resources could be used more efficiently. The AACP realizes that students would use the AACP facilities for many more activities if the meeting space were adequate to fill their needs. Data reveals that the largest meeting room is heavily used and students would benefit from a facility that is large enough to hold additional student oriented programs and meetings.

ACKNOWLEDGEMENTS

The *Report on the Participation and Success of Underrepresented Students and Staff* is produced by the Office of Equal Opportunity and Access.

We wish to thank the staff of University Academic Policy Analysis and the Office of Equal Opportunity and Access whose patient reading of drafts and recommendations were helpful and appreciated.

The report was created with information received from knowledgeable practitioners within the University of Illinois community. The Office of Equal Opportunity and Access is grateful for their contributions.

Attachment A

UIUC 1999-2000 Inventory of Programs

Underrepresented Students

Academic Assistance Program, College of Liberal Arts and Sciences
Academic Support Services, Office of the Provost and Vice Chancellor for Academic Affairs
Academic Writing Program, English Department, College of Liberal Arts and Sciences
Afro-American Studies and Research Program, College of Liberal Arts and Sciences
Applied Life Studies Student Support Services

Bridge/Transition Program, College of Liberal Arts and Sciences

Childcare Resource Services

Division of Rehabilitation Education, College of Applied Life Studies

Engineering Consortium Fellowship Program, College of Engineering
Equal Opportunity Program, College of Law
Exploring Your Options (WYSE)

Graduate College Minority Student Affairs Office, Graduate College
American Indian Fellowship, Graduate College (Inactive for 1999-2000)
Graduate College Fellowships
Illinois Consortium for Educational Opportunity Program (ICEOP)
Illinois Minority Graduate Incentive Program (IMGIP)
Interinstitutional Collaborations, Academic Affairs
Minority Academic Partnership Plan (MAPP)
Packard Fellowship
Summer Research Opportunities Program (SROP)

Illini Union Student Programs & Activities, Student Affairs
La Casa Cultural Latina, Office of the Chancellor
Latino/Latina Studies Program, College of Liberal Arts and Sciences

Merit Program for Scholars in Chemistry, College of Liberal Arts and Sciences
Merit Workshop Program, Department of Mathematics, College of Liberal Arts and Sciences
Minority Access Program, College of Law
Minority Engineering Program, College of Engineering
Minority Student Retention Program, College of Agricultural, Consumer & Environmental Sciences
Multicultural Fellowship, College of Veterinary Medicine
Multicultural Transfer Admission Program, Office of Admissions and Records

National Achievement Scholarship Program (NASP), University Office of Academic Policy Analysis

Office of Minority Student Affairs, Office of the Vice Chancellor for Student Affairs
African-American Cultural Program
Career Development & Placement Services (& President's Leadership Program)
Educational Opportunities Program
McNair Scholars Program
TRIO/Student Support Services
Upward Bound

Office of Women in International Development (WID), International Programs, LAS

Office of Women's Programs, Office of the Vice Chancellor for Student Affairs

Peer Recruitment Program, Office of Admissions and Records
President's Award Program (PAP), Office of the Provost and Vice Chancellor for Academic Affairs
Principal's Scholars Program (PSP), Academic Affairs

Research Apprenticeship Program in Applied Science, ACES and College of Veterinary Medicine
Residential Life, Student Affairs

Special Educational Opportunity Program, College of Education
Special Populations Health Program
Summer Programs in Engineering, College of Engineering
Summer Research Program for Minority Students, ACES
Support for Underrepresented Groups in Engineering, College of Engineering

Women in Engineering, College of Engineering
Women's Studies Program, Liberal Arts and Sciences

Young Scholars in Agriculture Program, College of Agricultural, Consumer & Environmental Sciences

Underrepresented Staff

Office of Equal Opportunity and Access, Office of the Chancellor

Targets of Opportunity Program (TOP), Office of the Provost and Vice Chancellor of Academic Affairs

Attachment B: Programs for Underrepresented Students and Staff at UIUC

Students and Staff Served During Fiscal Year 2000*

Program Name	<u>Racial/Ethnic Composition of Those Served by Minority Programs</u>							<u>Others Served</u>		Total Served
	Black	Hispanic	AIAN	API	Minorities	White	Unknown	Female	Disabled	
Academic Assistance Program, LAS	1044	749	19	7	1819	1	0	1102	0	1820
Academic Support Services, Academic Affairs	699	272	5	33	1009	32	0	635	0	1041
Academic Writing Program, English Department, LAS	148	60	4	49	261	114	54	186	2	429
African-American Cultural Program, (OMSA) Student Affairs	18359	603	26	0	18988	3473	0	13208	11	22461
Afro-American Studies and Research Program, LAS	0	0	0	0	0	0	6000	0	0	6000
American Indian Fellowship	0	0	0	0	0	0	0	0	0	0
Applied Life Studies Student Support Services	25	4	0	2	31	42	0	26	0	73
Big Buddy Program, Housing	200	0	0	0	200	0	0	100	0	200
Bridge/Transition Program, LAS	152	40	0	0	192	11	6	113	0	209

* Includes all programs that have a primary purpose to serve underrepresented students and that have a budget allocation from the institution for this
 Numbers overlap in that programs may provide different services to the same body of underrepresented students.

Program Name	<u>Racial/Ethnic Composition of Those Served by Minority Programs</u>							<u>Others Served</u>		Total Served
	Black	Hispanic	AIAN	API	Minorities	White	Unknown	Female	Disabled	
Career Development & Placement, OMSA	606	341	5	187	1139	65	0	719	0	1204
Central Black Student Union, Housing	500	20	0	0	520	20	0	270	0	540
Child Care Resource Service	5	1	0	0	6	27	0	31	0	33
Division of Rehabilitation Education Services, ALS	0	0	0	0	0	0	0	205	440	440
Educational Opportunities Program (EOP), (OMSA), Student Affairs	869	425	8	11	1313	8	1	808	0	1322
Engineering Consortium Fellowship Program, College of Engineering	2	9	0	0	11	0	0	4	0	11
Equal Opportunity Program, College of Law	68	55	0	51	174	388	0	246	5	562
Explore Your Options--WYSE	16	4	0	7	27	91	0	35	0	118
Graduate College Fellowships, Graduate College	38	19	1	0	58	0	0	37	0	58
Graduate College Minority Student Affairs, Graduate College	0	0	0	0	0	0	612	0	0	612
Illinois Consortium for Educational Opportunity, Graduate College	27	9	0	0	36	0	0	26	0	36

* Includes all programs that have a primary purpose to serve underrepresented students and that have a budget allocation from the institution for this
Numbers overlap in that programs may provide different services to the same body of underrepresented students.

Program Name	<u>Racial/Ethnic Composition of Those Served by Minority Programs</u>							<u>Others Served</u>		Total Served
	Black	Hispanic	AIAN	API	Minorities	White	Unknown	Female	Disabled	
Illinois Minority Graduate Incentive Program, Graduate College	4	5	0	0	9	0	0	1	0	9
Interinstitutional Collaborations, Academic Affairs	0	0	0	0	0	0	600	0	0	600
La Casa Cultural Latina, Office of the Chancellor	14	2125	25	46	2210	203	153	1321	3	2569
Latino/Latina Studies Program	25	400	0	20	445	200	50	350	0	695
McNair Program, (OMSA), Student Affairs	32	19	0	0	51	0	0	38	0	51
Men of Color/Women of Color, Housing	190	0	0	0	190	0	0	110	0	190
Merit Program for Emerging Scholars in Chemistry, LAS	93	47	0	38	178	141	8	147	0	327
Merit Workshop Program, Department of Mathematics, LAS	72	62	0	9	143	47	2	76	0	192
Minority Academic Partnership Plan, Graduate College	16	6	0	0	22	0	0	14	0	22
Minority Access Program, College of Law	7	7	0	0	14	0	0	10	0	14
Minority Affairs Program, College of Engineering	185	211	6	180	582	150	0	219	6	732

* Includes all programs that have a primary purpose to serve underrepresented students and that have a budget allocation from the institution for this
Numbers overlap in that programs may provide different services to the same body of underrepresented students.

Program Name	<u>Racial/Ethnic Composition of Those Served by Minority Programs</u>							<u>Others Served</u>		Total Served
	Black	Hispanic	AIAN	API	Minorities	White	Unknown	Female	Disabled	
Minority Student Retention Program, College of Agricultural, Consumer and Environmental Sciences	76	57	131	7	271	45	0	208	4	316
Multicultural Fellowships, Vet Met	1	3	0	2	6	1	0	6	0	7
Multicultural Transfer Admission Program	1000	1000	20	200	2220	200	200	1335	50	2620
National Achievement Scholarship Program, UOAPA	19	0	0	0	19	0	0	8	0	19
Office of Equal Opportunity and Access, Office of the Chancellor	3	0	0	0	3	6	0	7	0	9
Office of Minority Student Affairs, (OMSA), Student Affairs	1881	1391	53	14	3339	24	7	1856	0	3370
Office of Women in International Development, International Programs, LAS	38	16	0	29	83	100	0	135	0	183
Office of Women's Programs, Student Affairs	28	19	0	34	81	92	15	169	1	188
Packard Fellowship, Graduate College	3	0	0	0	3	0	0	2	0	3
Peer Recruitment Program, OAR, Academic Affairs	239	27	0	1	267	0	0	160	0	267
President's Award Program, Academic Affairs	551	768	29	0	1347	0	0	679	0	1348

* Includes all programs that have a primary purpose to serve underrepresented students and that have a budget allocation from the institution for this
Numbers overlap in that programs may provide different services to the same body of underrepresented students.

Program Name	<u>Racial/Ethnic Composition of Those Served by Minority Programs</u>							<u>Others Served</u>		Total Served
	Black	Hispanic	AIAN	API	Minorities	White	Unknown	Female	Disabled	
Principal's Scholars Program, Academic Affairs	2500	340	0	31	2871	25	0	2127	2	2898
Research Apprentice Program in Applied Science, College of ACES	27	11	1	0	39	0	0	29	1	39
Residential Life	0	0	0	0	0	0	0	0	0	0
Special Educational Opportunity Program, College of Education	21	7	0	0	28	0	0	20	0	28
Special Populations Health Education Program, McKinley, Student Affairs	5095	1523	2	2088	8708	1235	2705	0	235	12648
Student Programs & Activities Office, Illini Union, Student Affairs	7352	4606	10	11882	23850	40616	1125	45569	106	65591
Summer Research Opportunities Program, Graduate College	62	43	2	0	107	0	0	78	0	107
Summer Research Program for Minority Students, College of ACES	4	2	0	0	6	0	0	4	0	6
Support for Underrepresented Groups in Engineering, College of Engineering	6	20	0	0	26	17	0	26	0	43
Targets of Opportunity Program, Academic Affairs	4	4	0	0	8	0	1	3	0	9
Trio/Student Support Services, (OMSA) Student Affairs	151	75	1	0	227	0	0	138	0	227

* Includes all programs that have a primary purpose to serve underrepresented students and that have a budget allocation from the institution for this
Numbers overlap in that programs may provide different services to the same body of underrepresented students.

Program Name	<u>Racial/Ethnic Composition of Those Served by Minority Programs</u>							<u>Others Served</u>		Total Served
	Black	Hispanic	AIAN	API	Minorities	White	Unknown	Female	Disabled	
Upward Bound College Prep Academy, Student Affairs	70	1	0	0	71	1	0	43	0	72
Women in Engineering	185	211	1002	6	1404	3893	0	973	0	5297
Women's Studies Program, LAS	0	0	0	0	0	0	0	2000	0	2150
Young Scholars in Agriculture Program	9	2	0	0	11	0	0	5	0	11

* Includes all programs that have a primary purpose to serve underrepresented students and that have a budget allocation from the institution for this
 Numbers overlap in that programs may provide different services to the same body of underrepresented students.

Attachment C

Supplementary Data Tables

Underrepresented Minority Students

Graduation and Retention Rate of Beginning Freshmen After 5 Years

Freshman Class	Percent Graduated or Still Enrolled								
	Black			Hispanic			All Total		
	Graduated	Continued	Retention	Graduated	Continued	Retention	Graduated	Continued	Retention
Fall 1985	15.2	47.4	62.6	34.8	40.4	75.2	55.3	26.1	81.4
Fall 1986	23.5	43.2	66.7	33.3	39.0	72.3	56.1	25.5	81.6
Fall 1987	21.3	42.1	63.4	36.4	39.7	76.1	56.8	26.0	82.8
Fall 1988	27.8	34.6	62.4	41.0	28.4	69.4	58.8	23.3	82.1
Fall 1989	21.5	40.4	61.9	35.4	36.4	71.8	56.0	26.5	82.5
Fall 1990	23.6	44.0	67.6	27.0	40.6	67.6	52.8	28.3	81.1
Fall 1991	25.9	41.4	67.3	30.9	41.5	72.4	54.0	26.8	80.8
Fall 1992	21.1	37.5	58.6	30.3	38.3	68.6	52.8	25.4	78.2
Fall 1993	19.1	44.8	63.9	28.9	37.9	66.8	51.4	26.1	77.5
Fall 1994	21.0	39.4	60.4	28.4	38.8	67.2	51.5	25.8	77.3
Fall 1995	27.1	38.5	65.6	33.4	31.7	65.1	54.4	24.0	78.4

Graduation and Retention Rate of Beginning Freshmen After 6 Years

Freshman Class	Percent Graduated or Still Enrolled								
	Black			Hispanic			All Total		
	Graduated	Continued	Retention	Graduated	Continued	Retention	Graduated	Continued	Retention
Fall 1983	47.8	12.2	60.0	47.7	9.0	56.7	76.0	4.4	80.4
Fall 1984	43.9	11.9	55.8	61.2	3.9	65.1	76.4	4.0	80.4
Fall 1985	44.4	11.9	56.3	63.1	6.4	69.5	75.9	4.4	80.3
Fall 1986	48.1	11.3	59.4	58.8	6.8	65.6	76.0	4.3	80.3
Fall 1987	47.9	11.3	59.2	61.2	9.1	70.3	77.0	4.8	81.8
Fall 1988	49.1	9.1	58.2	60.9	5.5	66.4	76.8	4.6	81.4
Fall 1989	47.3	9.3	56.6	61.3	5.6	66.9	77.1	4.1	81.2
Fall 1990	54.2	7.9	62.1	57.9	6.9	64.8	75.2	4.7	79.9
Fall 1991	51.9	5.1	57.0	59.7	7.0	66.7	74.8	3.2	78.0
Fall 1992	48.3	6.4	54.7	55.9	6.9	62.8	74.2	3.6	77.8
Fall 1993	48.9	10.8	59.7	55.4	6.7	62.1	73.2	3.7	76.9
Fall 1994	49.8	7.1	56.9	56.5	5.9	62.4	73.6	3.0	76.6

Beginning Transfer Enrollment

	Black		Hispanic		Total
	Number	%	Number	%	
Fall 1990	40	2.6	29	1.9	1552
Fall 1991	24	2.0	20	1.6	1213
Fall 1992	18	1.6	24	2.2	1109
Fall 1993	54	4.2	31	2.4	1285
Fall 1994	27	2.0	40	3.0	1336
Fall 1995	21	1.8	34	2.7	1146
Fall 1996	28	2.5	27	2.4	1103
Fall 1997	20	1.9	33	3.1	1061
Fall 1998	37	3.5	34	3.2	1066
Fall 1999	24	2.2	38	3.6	1069

Underrepresented Minority Students

Graduate Programs Enrollment

	Black		Hispanic	
	Number	%	Number	%
Fall 1990	182	2.2	109	1.3
Fall 1991	218	2.5	127	1.4
Fall 1992	269	3.0	126	1.4
Fall 1993	277	3.0	150	1.6
Fall 1994	299	3.4	178	2.0
Fall 1995	349	3.9	189	2.1
Fall 1996	342	4.0	199	2.3
Fall 1997	301	3.7	196	2.4
Fall 1998	269	3.4	208	2.6
Fall 1999	301	3.8	178	2.3

Professional Student Enrollment

	Veterinary Medicine Number Enrolled				Law Number Enrolled			
	Black	Hispanic	API	AIAN	Black	Hispanic	API	AIAN
Fall 1990	3	3	2	1	44	22	12	3
Fall 1991	4	5	4	1	52	19	16	4
Fall 1992	6	8	7	2	61	28	28	1
Fall 1993	7	11	8	2	64	25	35	0
Fall 1994	7	9	10	3	66	27	46	1
Fall 1995	6	11	8	2	74	32	45	0
Fall 1996	3	8	7	0	63	37	47	0
Fall 1997	1	9	6	0	64	44	51	0
Fall 1998	3	6	5	0	64	47	46	2
Fall 1999	6	6	7	0	58	52	40	1

Female Students in Sciences, Engineering & Mathematics

Fall 1999	Total Bachelor in Sciences, Engineering, and Mathematics		
	Female	Percent	Total
Engineering	967	20.6	4702
Computer Science	92	11.8	777
Mathematics	149	43.1	346
Math & Comp Sci	63	20.9	302
Chemistry	162	43.9	369
Physics	23	17.0	135
Biology	971	57.6	1686

Fall 1999	Total Master in Sciences, Engineering, and Mathematics		
	Female	Percent	Total
Engineering	100	16.5	605
Computer Science	52	19.8	263
Mathematics	27	36	75
Chemistry	27	35.5	76
Physics	7	9.2	76
Biology	41	48.2	85

Fall 1999	Total Ph.D. in Sciences, Engineering, and Mathematics		
	Female	Percent	Total
Engineering	111	13.3	834
Computer Science	26	18.8	138
Mathematics	37	28.7	129
Chemistry	67	35.3	190
Physics	8	5.3	151
Biology	98	40.3	243

Underrepresented Minority Faculty and Staff

Tenured/Tenure-Track Faculty

Year	Black		Hispanic		Total
	Number	%	Number	%	
1990	30	1.3	33	1.6	2125
1991	35	1.6	38	1.8	2106
1992	42	2.0	38	1.9	2055
1993	47	2.3	38	1.9	2024
1994	52	2.6	44	2.3	1986
1995	52	2.6	43	2.2	1968
1996	56	2.8	59	2.9	2004
1997	59	2.7	54	2.7	1974
1998	53	2.8	59	3.1	1897
1999	55	2.8	61	3.2	1932

Administrative and Academic Professionals

Year	Black		Hispanic		Total
	Number	%	Number	%	
1990	83	4.2	28	1.3	2048
1991	81	4.1	26	1.3	2040
1992	80	4.1	31	1.5	2021
1993	90	4.4	31	1.5	2037
1994	99	4.8	29	1.4	2082
1995	93	4.6	31	1.5	2048
1996	102	4.9	34	1.6	2072
1997	107	5.0	44	2.0	2225
1998	114	4.7	45	1.8	2437
1999	131	5.4	44	1.8	2410

Black Staff Employment

Year	Adm/Main		Prof		Cler/Sec		Tech/Para		Sk Crafts		Ser/Main	
	#	%	#	%	#	%	#	%	#	%	#	%
1990	10	7.5	35	6.1	226	9.7	70	11.6	52	7.7	298	22.0
1991	10	7.1	37	6.5	208	9.4	65	11.4	52	8.0	296	22.1
1992	10	7.0	37	6.6	203	9.5	60	10.8	49	7.7	270	20.7
1993	11	8.0	34	6.4	199	9.7	54	10.2	47	7.4	262	20.5
1994	11	8.5	34	5.9	203	10.1	51	9.5	49	8.0	253	19.8
1995	10	7.9	36	6.8	205	10.3	47	9.0	50	8.2	257	20.1
1996	10	7.9	35	6.8	203	10.3	53	9.0	50	8.2	242	20.1
1997	8	6.5	38	7.1	197	9.8	51	9.6	48	8.2	240	18.9
1998	8	6.7	35	6.5	199	10.1	51	9.7	46	7.6	232	18.8
1999	7	5.5	32	6.1	202	10.3	56	10.4	49	7.6	232	18.7

Hispanic Staff Employment

	Adm/Man		Prof		Cler/Sec		Tech/Para		Sk Crafts		Ser/Main	
	#	%	#	%	#	%	#	%	#	%	#	%
1990	1	.7	2	.3	16	.7	3	.5	2	.3	5	.4
1991	1	.7	3	.5	14	.6	3	.5	2	.3	6	.4
1992	1	.7	3	.5	17	.8	3	.5	2	.3	5	.4
1993	2	1.4	2	.4	17	.8	3	.6	2	.3	5	.4
1994	2	1.4	2	.4	18	.9	3	.5	3	.5	5	.4
1995	2	1.6	2	.4	18	.9	2	.4	5	.8	5	.4
1996	2	1.6	3	.4	20	.9	3	.4	5	.8	8	.4
1997	2	1.6	3	.6	20	1.0	3	.6	5	.9	9	.7
1998	2	1.7	3	.6	18	.9	4	.8	4	.7	8	.6
1999	2	1.6	4	.8	17	.9	3	.6	6	.9	10	.8

Underrepresented Female Faculty and Staff

Tenured/Tenure-Track Faculty

	Females	Percent FTE Female	Total
1990	377	17.7	2125
1991	399	19.1	2106
1992	396	19.3	2055
1993	406	20.0	2024
1994	419	21.1	1986
1995	415	21.1	1968
1996	423	21.1	2004
1997	434	22.1	1974
1998	419	22.2	1897
1999	447	23.1	1932

Academic Professional Women

	Females	Percent FTE Female	Total
1990	913	44.0	2048
1991	908	44.0	2040
1992	924	45.4	2021
1993	962	46.7	2037
1994	986	47.1	2082
1995	984	47.2	2048
1996	972	46.6	2072
1997	1016	45.5	2225
1998	1139	46.3	2437
1999	1179	48.3	2410

Female Staff Employment

	Adm/Man		Prof		Cler/Sec		Tech/Para		Sk Crafts		Ser/Main	
	#	%	#	%	#	%	#	%	#	%	#	%
1990	54	40.3	338	58.5	2084	89.7	291	48.2	33	4.9	401	29.6
1991	58	41.4	335	59.3	1996	90.3	271	47.4	31	4.7	405	30.2
1992	59	41.3	342	60.7	1937	90.3	267	48.2	29	4.6	386	29.6
1993	57	41.6	321	60.3	1851	90.4	260	49.1	33	5.2	376	29.7
1994	56	43.1	316	60.2	1722	91.0	260	48.4	32	5.2	386	30.2
1995	52	40.9	326	61.3	1820	91.0	248	47.5	30	4.9	389	30.5
1996	53	43.8	324	61.4	1815	90.5	256	47.0	28	4.7	379	30.1
1997	57	46.3	327	60.9	1834	90.9	263	49.3	29	5.0	373	30.1
1998	59	49.6	339	62.8	1790	90.7	271	51.6	28	4.7	373	30.2
1999	62	48.8	339	64.3	1789	90.8	287	53.2	30	4.6	366	29.5