
**University of Illinois
at Urbana-Champaign**

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

Submitted to the Illinois Board of Higher Education

January 2006

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University of Illinois at Urbana-Champaign

**Office of Equal Opportunity and Access at the University
of Illinois at Urbana-Champaign**

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January 2006: Recruitment and Preparation

Purpose

This report has been prepared to provide performance indicators, goals/objectives, and statistics for the recruitment and preparation of students, the recruitment of faculty and staff from traditionally underrepresented groups, and the improvement of campus diversity initiatives.

Summary

Students

- The efforts of the Multicultural Transfer Admission Program have been an important recruiting tool to attract underrepresented students. The program has increased its targeted recruitment efforts by contacting 2250 students of color in the fall of 2004, an increase from 1490 in the fall of 2002, resulting in a recruiting area increase of 51%.
- In 2004, roughly 4,000 underrepresented students, 2300 African American, 1700 Hispanic students, were contacted and encouraged to apply, complete their application, and enroll at UIUC. This program, the Peer Recruitment Program has helped increase the university's total enrollment of students of color on campus from 2002 to 2004 by nearly 5%, or 175 students. In addition, the program is constantly seeking new and exciting ways to recruit underrepresented student populations.
- The TRIO/Student Support Services, (Office of Minority Student Affairs), Student Affairs, reports the following figures attesting to the efficacy of their efforts in student support and success: 2000 cohort 79% (38 of 48) enrolled or graduated. 2001 cohort 80% (24 of 30) enrolled or graduated. 2002 cohort 76% (30 of 39) enrolled or graduated. 2003 cohort 82% (47 of 57) enrolled. 2004 cohort 94% (50 of 53) enrolled. In addition, 83% (150 of 180) of all continuing students are in good academic standing.
- Among Big Ten institutions, UIUC ranks first in the number of baccalaureates awarded to all African American, Hispanic, Asian Pacific Islander and American Indian and Alaskan Native students.
- Minority students now represent approximately 7% of the total undergraduate enrollment in the College of Agricultural, Consumer, and Environmental Sciences (ACES). Minority enrollment in the College overall has increased 10% from the Fall 2002 to Fall 2004, due, in part, to the efforts of staff in the various minority student recruitment programs in ACES.
- The Summer Pre-doctoral Institute established in 1999 by the Graduate College has attracted and enrolled over 125 minority students.
- The President's Award Program (PAP) has helped to increase the number of high achieving minority students at the University of Illinois. The most recent class included 139 African American and 232 Latino/a students where before the implementation of the PAP initiative the University routinely recruited about 35 to 40 students who would have qualified for the program. This dramatic increase of students has helped further diversify the campus to the point that it is more inviting to all African American and Latino/a students

College Readiness and Transition Programs

- Since the inception of the Young Scholar's Program (YSP) in the summer of 1995, 115 students have participated in the summer and freshman year experiences. A study comparing freshman YSP, minority, and non-minority students in the college of ACES, for the Fall of 2004, revealed that YSP students had an average grade point average of 3.0 while minority and non-minority students averaged 2.60 and 2.37 respectively. A comparison of freshman YSP participants with other College of ACES entering freshman, between the Fall 2002 – 2004, revealed YSP participants performed slightly above the college average at the end of their first year. Between the Fall of 2002 – 2004, the retention of YSP participants at the sophomore year was 91 percent, also above the College retention rate.
- Student organizations within ACES have increased in ethnic diversity. Organizations such as Minorities in Agriculture, Natural Resources, and Related Sciences (MANRRS) continue to be recognized among the most productive clubs in ACES, and have received national recognition as an outstanding organization over the last six years by the national MANRRS society.
- The Special Educational Opportunity Program, College of Education, provided assistantships to 23 minority students in 2003-2004. For the academic year 2004-2005, there were 35 minority students who received assistantships. Program recipients worked with high school students in the Principal's Scholars Program, served as teaching assistants in the College of Education, and/or conducted research with a variety of faculty in the College of Education.
- The Women's Studies Program is an interdisciplinary academic program designed to teach, coordinate, and develop Women's Studies courses and advise undergraduate and graduate students. The program offers both an undergraduate and graduate minor for all students with an interest in this field. In addition, the Women's Studies Program initiates activities and programs to maintain and expand scholarships on women and gender with the intent to reduce the financial burden for incoming students.
- A recent snapshot of final grades earned in Calculus I indicated that Merit students earned higher grades than their non-Merit counterparts. On average, the African American and Hispanic Merit students earned approximately two-thirds of a letter grade higher than their non-merit peers. In three of the semesters, the African American merit students' average grade was more than an entire letter grade higher than their non-merit peers.
- The Gender Relations in International Development (GRID) concentration is an interdisciplinary minor for graduate students. Since its inception more than seventeen years ago, approximately 103 students have completed studies and 36 are earning their degree. These students come from 41 countries and 36 different UIUC departments. Many have won prestigious scholarship awards directly related to their research on gender-related issues.

Faculty

- From 1990 to 2004, the percentage of African American and Latina/o faculty members has increased from 3.3% (103 faculty members) to 7.3% (192 faculty members) of total faculty.
- The Target of Opportunity (TOP) program was developed to support departments to take advantage of unique opportunities to recruit minority faculty. Since its inception, approximately 150 faculty members from underrepresented groups have been recruited to the University of Illinois at Urbana-Champaign. As a result of the increase in minority faculty, the University has created a climate that embraces diversity and inclusion.

Best Practice

- The Community Based Learning Initiative provides interested faculty with a mechanism for infusing community-based learning experiences within academic courses. Courses which incorporated a community-based learning component were offered in a wide range of units around campus in 2004-2005 (e.g., a psychology course that connected with local juvenile justice system, a Spanish course that enhanced students' Spanish skills through interactions with local Latina/o community, an urban planning course that engaged students in a local community design project, etc.). Many faculty and students are attracted to the concept of using current scholarship in ways that will benefit local communities and their inhabitants and provide a life changing experience for the students who participate. By integrating community based learning into academic coursework, it encourages students to have a broader perspective of their roles within a democratic society.

Increasing Participation of Underrepresented Groups – Recruitment and Preparation

Student Recruitment

Multicultural Transfer Admissions Program (MTAP)

Goal:

To successfully recruit highly qualified underrepresented transfer students to the University of Illinois at Urbana-Champaign.

Progress/Description:

The University of Illinois at Urbana-Champaign (UIUC) has been highly successful in its efforts to build, cultivate and nurture relationships with the seven City Colleges of Chicago, South Suburban, Triton, Harper and Prairie State. There has been a gradual increase in the numbers of students who transfer from these schools. The efforts of the Multicultural Transfer Admission Program have been an important recruiting tool to attract underrepresented students. The program has increased its targeted recruitment efforts by contacting 2250 students of color in the fall of 2004, an increase from 1490 in the fall of 2002, resulting in a recruiting area increase of 51%.

Visits to the Chicago-Area community colleges each semester provide exposure to prospective students that campus members cannot get over the phone or in alternate forms of communication. Prospective students are encouraged to visit the University on Transfer Student Day, which typically occurs once per semester. For those students in the Chicago area, they are provided with transportation to the Urbana-Champaign campus on Transfer Day. Upon completion, Articulation Guides will be developed and distributed to each community college when groups visit the campus. This provides prospective students with information relevant to planning their academic future prior to transfer. All of these measures and efforts are designed to minimize the transfer student's concerns regarding their adjustment to our institution and its practices.

Challenge Areas/Development/Strategy:

No changes planned.

Peer Recruitment Program (PRP)

Goal:

To increase the minority undergraduate enrollment by utilizing university students as mentors and role models for minority high school students.

Progress/Description:

In 2004, approximately 4,000 underrepresented students, were contacted and encouraged to complete applications for enrollment at UIUC. In addition, Peer Recruitment Program students visited 17 high schools

to encourage students, through personal contact to apply and enroll at UIUC. This program has helped increase the University's enrollment of students of color by nearly 5%, or 175 students from 2002 to 2004. The program continues to seek new and exciting ways to recruit underrepresented students.

Challenge Areas/Development/Strategy:

As today's students change, so must recruitment tactics. Therefore, Peer Outreach Counselors have been designated to provide continued personal contact with students via telephone, e-mail, and live message boards. Peer Outreach Counselors are paid students who provide data which can be used to track the program's effectiveness. The Peer Recruitment Program will continue to assist the campus in visiting schools and strengthening existing recruitment programs

Special Educational Opportunity Program (Reported in 2002 as Educational Policy Studies)

Goal:

To improve the enrollment of minority graduate students in the College of Education.

Progress/Description:

The Educational Opportunity Program (EOP) has been instrumental in placing this campus at the forefront of institutional leadership with respect to recruitment and retention of underrepresented graduate students. Students in the program receive tutoring, mentoring, and financial assistance. They are required to work 20 hours per week when appointed half-time and 10 hours per week at quarter-time. In 2003-2004, 23 minority students received assistantships and in 2004, the program provided assistantships to 35 minority students. Program recipients worked with high school students in the Principal's Scholars Program, served as teaching assistants within the College of Education, and/or conducted research with a variety of faculty in the College of Education.

Challenge Areas/Development/Strategy:

No change in program expected.

Law Minority Access Program (LawMAP), College of Law

Goals:

To provide early exposure to the College of Law, to increase awareness of the College and careers in Law, and to recruit the best underrepresented undergraduates at the University of Illinois to the University of Illinois College of Law.

Progress/Description:

In 2004, a total of ten students utilized the services of the program and since 2002, a total of 32 students were recruited by the LawMAP program. Many undergraduates who have participated in LawMAP have successfully enrolled in law school.

Challenge Areas/Development/Strategy:

The LawMAP continues to face challenges with regard to recruiting underrepresented males. The Office of Minority Student Affairs, which solicits applications and selects all participants, will continue to target males and make a concerted effort to encourage them to apply.

Graduate College Fellowship for Underrepresented Students

Goals:

To strengthen the institution and its programs by increasing the enrollment of outstanding students from populations who have been historically underrepresented in graduate study.

Progress/Description:

Academic departments nominate prospective graduate students for the fellowship. A campus-level committee selects the fellowship recipients. The fellowship award supports the student's first year of

graduate study. Graduate College Fellows in master's programs receive stipends of \$8,000 over ten months; Fellows in programs that lead to the doctorate receive \$15,000 over ten months. These fellowships also include a waiver of full tuition and the service fee as well as basic dental and vision coverage. The Fellows' program requirements include continued academic support beyond the initial appointment term.

Second and third-year Graduate College Fellowships will be awarded to a limited number of nominees who are admitted directly to doctoral programs or who are admitted to master's programs with the clear intention of seeking the doctorate on this campus. Master's students who receive multi-year awards must continue their doctoral-track study on this campus without interruption beyond the first year and must make satisfactory academic progress in order to receive their fellowships in their second and third years.

Evaluation criteria include undergraduate grade-point average, quality of undergraduate preparation, letters of recommendation, and the nominee's personal statement. Performance in graduate work is also evaluated for those nominees who have taken graduate courses. Evaluation of recent academic performance will be made in the context of cultural background and previous academic opportunity. Critical elements of the nomination process are the department's assessment of the applicant's aptitude, probability of success, and expected contribution to the academic program.

Departments must provide fellowship or assistantship support (at a level sufficient to generate a waiver of tuition and service fee) subsequent to the fellowship period. For Graduate College Fellows who receive the traditional one-year fellowship awards, the department must provide support for at least the following year, assuming that academic progress has been satisfactory. For students with multi-year fellowships, the department must agree to provide support for the duration of the Fellows' graduate programs, as long as academic progress remains satisfactory.

The most attractive financial aid packages for doctoral students guarantee a combination of fellowship and assistantship support over a number of years. Fellowship support is a key factor with regard to the ability of graduate programs to recruit a diverse student body. The number of nominations at the Urbana campus continues to increase to approximately 138 for the current academic year; up from 108 the previous year. The number of nominations from the Science and Engineering Departments has also increased.

Challenge Areas/Development/Strategy:

Despite the increase in nominations for prospective students in science and engineering, the number of students enrolling continues to be lower than desired. Efforts will continue to focus on increasing student interest and fellowship support in the science and engineering fields.

Minority Academic Partnership Program (MAPP)

Goals:

To provide funding to support students from traditionally underrepresented groups who receive their bachelor's degrees from the University of Illinois and seek advanced degrees that lead to faculty careers.

Progress/Description:

The program is designed to encourage University of Illinois undergraduate African-Americans, Hispanics, and Native Americans/Alaskan Natives to pursue graduate doctorate education at any of the University's three campuses, with a view toward careers in university teaching and research. University of Illinois undergraduates who are admitted to graduate school at Urbana-Champaign no later than four years after they receive a bachelor's degree from the University of Illinois will be guaranteed fellowship and/or assistantship support that include a tuition and service fee waiver, and a stipend. Participants must be enrolled full-time in a doctoral program. Fellows generally receive a stipend of \$8,000 to \$15,000 for one year.

MAPP funds are used to provide fellowships for eligible students who are nominated for the Graduate College Fellowship for Underrepresented Students. Departments may nominate students for the MAPP. In 2003-2004, seventeen doctoral students received MAPP fellowships, compared to 20 in 2001-2002.

Challenge Areas/Development/Strategy:

While the MAPP Fellowship has increased the availability of funds to attract students from underrepresented groups to our graduate programs, several departments, particularly in engineering and science disciplines, report that undergraduates from the Urbana-Champaign campus are in high demand by other academic institutions. Graduates from the Urbana-Champaign campus are highly sought for graduate study at other institutions. Therefore resulting in the necessity to provide the most competitive financial package to potential minority graduate students.

Merit Workshop Program**Goals:**

To address the issue of underrepresentation in mathematics- and science-based majors.

Progress/Description:

The program targets students with high potential who are members of underrepresented groups such as ethnic minorities, women, and students from small/rural high schools. Students in these groups have traditionally been considered high-risk groups for failure in math and sciences.

Merit students are invited to attend a series of 2-hour workshops. These workshops provide ample opportunities for student interactions. The Merit facilitator provides a worksheet of challenging problems for students to work on in small groups. These problems are based on the material covered in lectures, and each is designed to stretch the student's abilities. The facilitator circulates around the classroom providing feedback to students as they work, but they provide few direct answers. Instead, students are encouraged to "talk mathematics" by thinking aloud and interacting with other students. Often, different groups of students are encouraged to compare answers and strategies. This focus on student-to-student interactions helps reach a primary goal of the Merit Program: to develop a community of mathematical and science scholars among the students.

From Fall 1990 to Fall 2002, 1,067 students participated in at least one Merit section. Approximately 62% of these students were in the College of Liberal Arts and Sciences; 35% were in the College of Engineering. Of those who participated, 35% were African American; 27% were Hispanic; and 42% were female. A recent snapshot of final grades earned in Calculus I indicated that Merit students earned higher grades than their non-Merit counterparts. On average, the African American and Hispanic Merit students earned approximately two-thirds of a letter grade higher than their non-merit peers. In three of the semesters, the African American merit students' average grade was more than an entire letter grade higher than their non-merit peers.

The Mathematics Merit Workshop Program has grown considerably since it began in 1990. From 1990 to 1998, Merit sections were offered for Calculus I and Calculus II with an average enrollment each Fall of 57 students. Since 1999, Merit sections have been offered for Calculus III, which increased the average total Fall enrollment to 100 students. Due to increased demand and more aggressive recruitment, 160 students enrolled in the program Fall 2004.

Due to the initial success of the program in Mathematics, the Chemistry Department began its own Merit Workshop Program in the Fall of 1991 and the Schools of Biological Sciences began a program in the Fall of 2004. All University Merit programs collaborate in their recruitment efforts during the Summer. process In addition, the previously mentioned departments developed a grant proposal that will expand the Merit program. The Mathematics and Chemistry programs are also working with an educational organization to develop a Summer workshop to introduce high school and middle school teachers to the teaching style used in the Merit Workshop Program.

Challenge Areas/Development/Strategy:

Despite the overall increase in enrollment in recent years, the Merit Workshop Program has seen a slight decline in minority enrollment. This continues to be a focus during the recruitment process each Summer. From a student perspective, because active class participation is difficult without adequate preparation, Merit students must study and complete homework assignments before each workshop session. Facilitators

challenge students to actively pursue truth instead of providing direct “answers” which may cause frustration for the participants. Thus, an ongoing challenge involves insuring that students understand what will be expected of them as Merit students during the initial recruitment process. Yet this remains a primary strategy used in the program because actively exploring difficult concepts and problems in an atmosphere of trust and respect is the foundation for success in both graduate school and the corporate world.

President’s Award Program at the University of Illinois at Urbana-Champaign

Goal:

To recruit highly qualified minority undergraduates who are residents of Illinois to the University.

Progress/Description:

The overall number of African-American and Latino/a students has increased significantly, since the implementation of the PAP initiative. In turn, this creates a campus atmosphere that is inviting to all African American and Latino/a students.

In 1984, the entire state of Illinois graduated approximately 900 African-American and Latino/a students. These students graduated near the top of their classes and scored in the top 15% of students nationally. Previously, the University of Illinois would enroll only 35 to 40 of these students annually. To gather more of these highly qualified students, the University initiated the President’s Award Program (PAP) to assist in the recruitment of these students. PAP recipients receive a combination of need- and merit-based financial assistance. Twenty years after the program’s inception, in the Fall of 2004, a total of 421 freshman students enrolled at the University of Illinois at Urbana-Champaign.

Enrollment of beginning PAP freshmen by ethnicity:

	1985	1989	1994	1999	2004
African-American	61	190	143	156	139
Latino/a	26	186	167	221	282

In December of each year, students who have been identified as PAP-eligible candidates are invited to apply for admission to the Urbana campus, if they have not yet applied. Students are notified of their status as potential PAP recipients after they have been admitted to the University. Once admitted, each student is contacted by mail and phone, and asked to come to campus for a special PAP campus visit. The program is attended by as many as 400 to 600 students, parents, and guests, with numbers increasing in recent years as shown in the table below.

President’s Award Program Guests

	2000	2001	2002	2003	2004
PAP Invitees	729	727	833	878	816
PAP Attendees (Total Attendees)	155 (407)	162 (409)	140 (357)	230 (570)	200 (522)
Total PAP Enrollees	382	415	424	489	431

Based on evaluations returned at the end of the PAP program in 2004, 63% of students, answered “yes” to the question, “Has attending PAP Day influenced your decision to enroll at the University of Illinois?”

PAP invitees’ interaction with University students and the financial assistance awarded to PAP recipients have consistently been the most influential factors in the student’s decision to attend the University of Illinois at Urbana-Champaign. In addition, the University provides the students and their families transportation to the Urbana campus. This effort has also aided their decision to attend the Urbana campus.

Challenge Areas/ Development/ Strategy:

University Administration is exploring ways to expand the Program.

College Readiness and Transition Programs

Principal's Scholars Program (PSP)

Goal:

To increase the pool of academically prepared pre-college minority/disadvantaged students in the state of Illinois who enroll in post-secondary education.

Progress/Description:

This program seeks to accomplish its mission through an interactive partnership involving colleges of the University of Illinois, various corporations/foundations and 77 participating elementary, middle and secondary schools. Presently, more than 2,700 students, along with their parents and teachers, from Chicago, Harvey, East St. Louis, Champaign-Urbana, Danville, Decatur, Rantoul, Rockford, Springfield, and Waukegan participate in the program. The program fosters a positive image of the university that is an invaluable recruitment tool.

Each of the following items is offered to help expose high school students to the academic programs that would be available to them if they choose to attend UIUC: interactive research modules in math and science, interdisciplinary study skills systems, English/communication courses, character-based education and leadership workshops, mentoring, comprehensive pre-college preparation, academic competitions, field trips, residential summer enrichment programs, parent education and professional development for school personnel. The PSP offers a wide variety of assistance to students of varying age and skill levels. The intent of the program is to assist, and possibly influence, many young students by making the courses and supportive assistance broad and comprehensive.

Challenge Areas/Development/Strategy:

No changes planned.

Worldwide Youth in Science and Engineering (WYSE), College of Engineering

Goal:

To attract high-quality students into the field of science and engineering, especially women, underrepresented minorities, and students with disabilities.

Progress/Description:

The WYSE summer camps are proving to be effective in obtaining these objectives. Two "Exploring Your Options" (EYO) camps, offered to students entering their junior or senior year in high school, were held in 2005, with 40 participants in each session. Of the 80 participants, 25% were female and 9% African American or Latina/o. The ethnic breakdown of the group can be seen in Table I, with comparison to the camps of 2003 and 2004. Donations from ALCOA and John Deere Corporation allowed for scholarships to six women and underrepresented students who would otherwise not have been able to attend the camps.

In an effort to expand the WYSE programs to allow students at lower grade levels to participate, a Summer camp entitled "Discover Engineering" in 2005 was offered to students entering their sophomore year of high school. The goal of the camp was to introduce students who have interests in math and science to engineering disciplines, without the comprehensive introductions or the rigorous schedule that the EYO students receive. A total of 19 students attended "Discover Engineering," of whom 26% were female and 42% African American. Table II gives the ethnic breakdown of the "Discover Engineering" summer camp.

Challenge Areas/Development/Strategy:

While the ethnic breakdown of the new "Discover Engineering" summer camp is promising, trends for the "Exploring Your Options" summer camp show a slight decline in the number of women and underrepresented minorities participating in the program. This trend is in keeping with the slight decrease in women and

underrepresented minorities enrolling in engineering locally and nationwide during the past few years. In order to expand the summer programs and encourage more women and underrepresented minorities to join the programs, WYSE plans to work more closely with local schools to advertise the camps. In addition, the program will continue to work with McCormick Place expansion project, or Mc4West, to attract more underrepresented students in the Chicago area to the camps. The McCormick Place expansion project is an outreach program that works with high school youths to help expose them to the engineering and architectural fields.

Table I – WYSE Exploring Your Options Summer Camps

Table I – WYSE Exploring Your Options Summer Camps								
	2003			2004			2005	
	Number	Percent		Number	Percent		Number	Percent
Female	29	33		26	33		20	25
Male	60	67		52	67		60	75
Caucasian	54	61		59	76		55	69
African American	15	17		6	7		7	9
Hispanic	5	6		2	3		1	1
Asian Pacific Islander	12	13		8	10		16	20
Other	2	2		2	3		1	1
Native American &Caucasian	1	1		1	1		0	0
TOTALS	89	100		78	100		80	100

Table II – WYSE Discover Engineering 2005 Summer Camp

	Number	Percent
Female	5	26
Male	14	73
Caucasian	8	42
African American	8	42
Hispanic	2	11
Asian Pacific Islander	1	5
Other	0	0
Native American &Caucasian	0	0
TOTAL	19	100

Young Scholars Program (YSP), College of ACES

Goal:

To provide underrepresented minority and disadvantaged students who are entering freshmen an academically enriching pre-college experience that will serve to ease the transition from high school to college, and thus enhance their performance during their first year.

Progress/Description:

Young Scholars Program is an intensive eight-week mentoring and academic enrichment experience provided for incoming freshmen planning to pursue an undergraduate major in an agricultural, consumer, or environmental sciences field. Participants gain an in-depth understanding of their proposed field through mentorship by faculty advisors and scientists in the College of ACES. A goal of the program is to enhance the freshman academic experience. To accomplish this, participants are enrolled in three college-level courses (i.e. a writing/reading course, algebra, micro-computers, and science) for 9-12 hours of credit. Career awareness is enhanced through special seminars and faculty mentoring. This program is used in the recruitment process to highlight how incoming freshman have resources available to them at our institution that may not be available at another.

Since the program's inception in the summer of 1995, 115 students have participated in the summer and freshman year experiences. A study comparing freshman YSP, minority, and non-minority students in the college of ACES, for the Fall of 2004, revealed that YSP students had an average grade point average of 3.0 while minority and non-minority students averaged 2.60 and 2.37 respectively. A comparison of freshman YSP participants with other College of ACES entering freshman between Fall 2002 – 2004, revealed YSP participants performed slightly above the college average end of their first year. Between Fall 2002 – 2004, the retention of YSP participants at the sophomore year was 91 percent, also above the College retention rate.

Challenge Areas/Development/Strategy:

No changes to the program are proposed at this time.

Research Apprentice Program (RAP), College of ACES

Goal:

To provide underrepresented minority and disadvantaged high school students with meaningful experiences in various scientific aspects of agriculture, human and environmental sciences, and animal health.

Progress/Description:

RAP I is an intensive three-week career awareness and skill assessment experience. RAP II focuses on scientific skills as demonstrated through a seven-week laboratory experience on the UIUC campus in an ACES or Veterinary Medicine Lab. Participants learn about math, science, research, and business as related to the agriculture, consumer, and environmental fields by observation and through seminars and industry tours. Students also receive academic enrichment in math, writing composition, laboratory techniques and micro-computer applications. At the conclusion of the summer, RAP I students present their team-designed projects, and RAP II students present their laboratory. Between the summer 2000 and 2004, RAP I has had 180 students participate in the career awareness components, and RAP II has had 133 laboratory interns.

Enrollment Statistics for RAP II Interns (2000-2004)

Internship Summer	RAP I	RAP II Interns	Interns at UIUC
	#	# %	# %
Summer 2000	38	33 (86.8%)	19 (57.5%)
Summer 2001	25	25 (100.0%)	14 (56.0%)
Summer 2002	23	12 (52.1%)	10 (.83.3%)
Summer 2003	44	32 (72.7%)	15 (46.8%)
Summer 2004	50	31 (62.0%)	24 (77.4%)
Total Participants	180	133 (73.8%)	82 (61.6%)

- (1) RAP I students are invited to become interns in RAP II based on summer performance and interest.
- (2) The above chart represents the number and percentage of total RAP II interns who enrolled at the University of Illinois at Urbana-Champaign.

Challenge Areas/Development/Strategy:

An indication of the success of RAP is the number of students who have pursued higher degrees: three former students have completed a Ph.D., three have completed D.V.M, and one a J.D.

Multicultural Fellowships, College of Veterinary Medicine**Goal:**

To award incoming graduate students fellowships for full tuition and fee expenses for the four-year veterinary program in the College of Veterinary Medicine.

Progress/Description:

The college instituted the program eight years ago with a budget of \$68,000. With tuition and fee increases over the past few years it has been difficult to keep the program funded. College officials have made efforts to secure additional funding to offset the increases in tuition and fees. Due to the lack of funding prospects, the program is being discontinued as of Spring 2006.

Challenge Areas/Development/Strategy:

Program will be discontinued after Spring 2006.

Trio/Student Support Services**Goal:**

To increase retention and graduation rate of low income, first generation college participants through individualized program of academic support services.

Progress/Description:

Each year the program utilizes a multitude of programs that include: National TRIO Day Celebration, academic and career-related workshops, educational and cultural programs, intensive academic counseling, study skills, and monitoring of students' progress to assist first generation underrepresented college participants in their academic pursuits. Programs such as these serve to strengthen the students' desire to attend and remain students at the University throughout their educational careers.

Student Support Services, a component of the Office of Minority Student Affairs, has been funded on the UIUC campus since 1971. The program seeks to increase the retention and graduation rate of its participants, two-thirds of whom are both low-income and first generation college students. All students within the program have admission credentials and placement test scores that suggested that they might be at risk to complete a degree at the University of Illinois. The program provides intensive academic and counseling support and monitoring of students' progress throughout their years at the University. The emphasis changes each semester according to the students' current needs. The program includes intensive workshops and educational and cultural programs designed to focus on the external factors that may affect the educational performance of a student. Participants' financial aid applications and awards are monitored, and they are offered individualized career planning assistance. It is through the individualized plan of assistance that the program seeks to improve retention and graduation rates of students from low socio-economic backgrounds.

The following figures attest to the effectiveness of the efforts: 2000 cohort 79% (38 of 48) enrolled or graduated. 2001 cohort, 80% (24 of 30) enrolled or graduated. 2002 cohort, 76% (30 of 39) enrolled or graduated. 2003 cohort, 82% (47 of 57) enrolled. 2004 cohort, 94% (50 of 53) enrolled. In addition, 83% (150 of 180) of all continuing students are in good academic standing.

Challenge Areas/Development/Strategy:

No changes are planned at this time.

Student Support Program, College of ACES

Goal:

To enhance academic success and develop leadership in the College of Agricultural, Consumer, and Environmental Sciences (ACES).

Progress/Description:

The Student Support Programs include: Summer programs; local and national student leadership workshops; Minorities in Agriculture, Natural Resources, and Related Sciences (MANRRS); curricular enhancement; Summer employment internships; minority enrichment/merit scholarships; and academic assistance programs.

ACES student organizations have increased in ethnic diversity, as have other college-related activities; MANRRS continues to be recognized among the most productive clubs in ACES and has received national recognition as outstanding over the last six years by the national MANRRS society. The Chapter received an award in 2000 for being the National Chapter of the Year. Student contact with faculty advisors has increased, resulting in improved academic performance, more research internship and job internship opportunities, and more merit-based financial support. Minority students now represent approximately 7% of the total undergraduate enrollment of the College of ACES. Minority enrollment in the College has increased 10% from the fall of 2002 to the fall of 2004.

Challenge Areas/Development/Strategy:

No changes to the program are proposed at this time.

Office of Minority Student Affairs (OMSA)

Goal:

To enhance minority undergraduate student achievement, success and retention.

Progress/Description:

Established in 1987, OMSA is responsible for providing leadership in the development, implementation and coordination of student support services and activities designed to assist the personal development and academic achievement of minority students. The office plays a significant role in guidance and counseling support to minority students in all areas relevant to their success and campus orientation, including general adjustment, financial aid and career selection. Particular attention is given to assisting students who are academically under-prepared or who are historically underrepresented on campus. OMSA assists campus units and student organizations in creating environments and programs which attract, support and bolster minority students. Additionally, OMSA monitors the progress of its students and makes appropriate referrals to Student Affairs and/or academic units. The office administers the federally-funded Student Support Services (TRIO), Project Upward Bound, and McNair Scholars programs and provides support services to students admitted through the Educational Opportunity Program and the President's Award Program, as well as to all Black, Latino, and Native American students. The strategy of this office is to continue working with diverse student populations in order to successfully assist underrepresented students in achieving academic excellence.

Services provided by OMSA are often linked with various campus departments and services, which result in students becoming regular visitors to other campus offices and eventually emerging as campus leaders. The graduation rate for students served by the Office of Minority Student Affairs is currently relatively high when compared with a decade ago, as well as with other peer institutions. According to a preliminary 2003-04 survey of degrees awarded by traditionally white (TWI) accredited colleges and universities, UIUC ranks 47th in the number of African Americans earning baccalaureate degrees and 3rd among other Big Ten institutions, following Michigan State and the Ohio State University. The Urbana campus also ranks 63rd in the number of degrees awarded to Latino students among TWI peer institutions. Among Big Ten institutions, UIUC ranks first in the number of baccalaureate degrees awarded to all minority students. This Data is from the most recent year available and was obtained from the web page of the Journal *Diverse Issues in Higher Education* [www.diverseeducation.com].

Challenge Areas/Development/Strategy:

No changes to the program are proposed at this time.

Morrill Engineering Program, College of Engineering**Goal:**

To heighten underrepresented group's exposure to the College of Engineering and to increase the number of graduates from the engineering discipline.

Progress/Description:

Established in 1969, this program provides peer counseling, course enrichment sessions, study skills sessions, leadership development, career advisement, and financial assistance. Within the Morrill Engineering Program is the Illinois Minority Pre-College Internship (IMPRINT) program which sponsors a Fall Survival Workshop and Spring Awards Banquet. The focus of this program is to recruit off-campus for the Summer Research Opportunities Program (SROP) and undergraduates to Engineering.

In addition to the services noted above, the Morrill Engineering Program sponsors an annual recognition and awards banquet honoring those students who have made outstanding achievements during the year.

The IMPRINT program is designed to attract outstanding minority students into the field of engineering by providing pre-college Summer employment with an engineering or engineering-related corporation/laboratory. Subsequent Summer employment opportunities are available while the student is enrolled in the college. Overall, the program enhances the College of Engineering's ability to attract underrepresented student populations to the fields of engineering by giving them valuable hands-on experience.

More students are being admitted to graduate programs in Engineering. From 2002 to 2004 the programs have increased in size by 7%, or 149 students. The underrepresented student population has also increased within the graduate programs. From 2002 to 2004 a 65% increase in underrepresented student enrollment has been recorded in our graduate programs for the college. Alumni involvement, corporate involvement, and students involvement are all extremely high at this time. All of these factors help the program achieve its priority goal of increasing the underrepresented population within the engineering program.

Challenge Areas/Development/Strategy:

No changes to the program are proposed at this time.

Engineering Consortium Fellowship Program, College of Engineering**Goal:**

To increase the enrollment of underrepresented minority graduate students in engineering through employment and financial assistance.

Progress/Description:

As a member of the National Consortium for Graduate Study in Engineering (GEM), the College of Engineering has supplemented the GEM Fellowships by providing tuition reimbursement since 1976.

These efforts have proven to be a successful way to increase both the enrollment and retention of engineering students. Since the Fall of 2002, to present, 12 students have received fellowships to pursue graduate degrees. This program is a valuable recruiting tool for graduate students by assisting them in alleviating financial burdens. The fellowships provide stipends for students pursuing a master's degree in engineering in the first year of doctoral study in engineering or computer sciences. This funding dramatically helps students become established within their area of study.

Challenge Areas/Development/Strategy:

Limitations on the number of available research assistantships limit the number of students who can participate in the program. The Master of Science student must complete at least two summer internships with a sponsoring cooperation before graduation.

Women and Gender in Global Perspectives Program, College of Liberal Arts and Sciences**Goal:**

To provide a focal point at UIUC for multidisciplinary, policy-oriented explorations of gender and development issues in research and teaching.

Progress/Description:

The program publishes a newsletter, *Perspectives*, and a list of courses related to gender in global perspectives that are offered on campus. The program also sponsors a seminar series each semester and a biennial symposium on global gender issues.

The program focuses on the roles of women in developing countries and the impact of international development on women, men, and children throughout the world. It serves as the secretariat for the graduate minor on Gender Relations in International Development (GRID) and, on a competitive basis, awards the Rita and Arnold Goodman Fellowship each year to support a qualified GRID student, as well as the Barbara A. Yates Research Award, the Kathleen Cloud International Research Grant, and the Due Ferber International Research Award for dissertation research expenses to GRID doctoral students. The program facilitates a noon seminar series and a biennial symposium. A small collection of policy-related reference material is available for use in the WGGP Research Room in 323 International Studies Building. The web page, <http://www.ips.uiuc.edu/wggp/>, offers a link for networking and communicating around the world. It is updated regularly to reflect the most recent and on-going activities of the program.

Since the fall of 2002, 529 students have been involved in the activities of this program. Currently, 36 students are completing the GRID academic concentration. Since the programs inception 107 students from 41 countries and 36 different UIUC departments have participated in the GRID concentration. Many of them won prestigious scholarship awards directly related to their gender research: Margaret McNamara awards, Rockefeller Foundation Grants, MUCIA Dissertation fellowships, National Science Foundation Grants, American Association of University Women Grants, African Policy Research Fellowships, United Nations Development Program grants, and others.

Challenge Areas/Development/Strategy:

No changes to the program are proposed at this time.

New Programs and Initiatives**ACT Direct Mail Campaign****Goal:**

To increase the number of underrepresented students who apply and enroll in academic programs offered at our institution.

Progress/Description:

The Office of Admissions purchases names of all students of color who take the Prairie State Exam (PSE) and score a 20 or above on the ACT portion. These students are then contacted in variety of ways including mail, email and phone calls.

Challenge Areas/Development/Strategy:

The initiative began in Fall 2004 so no data is available to determine the effectiveness of the program.

SAT Direct Mail Campaign

Goal:

To increase the number of underrepresented students who apply to the University.

Progress/Description:

The Office of Admissions purchases names of all students of color who take the SAT or PSAT. Those students are then contacted via mail, email and phone calls.

Challenge Areas/Development/Strategy:

The first class to be contacted will enroll in 2006; therefore no data is available at this time.

PLAN Direct Mail Campaign

Goal:

To increase the number of underrepresented students who are contacted and encouraged to submit an application to the University.

Progress/Description:

The Office of Admissions purchases names of students of color who take ACT's PLAN test during their sophomore year. Those students are then contacted in variety to ways including mail, email and phone calls.

Challenge Areas/Development/Strategy:

The first class to be contacted will enroll in 2007, effectiveness will be determined in later reports on this topic.

Illini Center Information Sessions

Goal:

To provide vital information about the University and its academic programs to students and their families as they apply and enroll at the university.

Progress/Description:

Underrepresented students who attend Chicago-Area high schools are invited to attend informational sessions with their families at the Illini Center located in Chicago. Six programs are offered, two include Spanish translation.

Challenge Areas/Development/Strategy:

No data yet available due to the program's recent inception in the fall semester of 2005.

Illini Days Campus Visit

Goal:

To increase the number of underrepresented students who visit the campus and apply to the University.

Progress/Description:

Underrepresented students who attend Chicago high schools are invited to visit campus during one of our Illini Day programs. Transportation and lunch is provided.

Challenge Areas/Development/Strategy:

This is a program that will be implemented in Fall 2005. No data yet available.

Recruitment and Preparation – Faculty/Staff

Targets of Opportunity Program (TOP)

Goal:

To support the special recruitment of outstanding faculty members among groups who are underrepresented in specific units on campus.

Progress/Description:

The University has a strong commitment to promoting the recruitment and retention of a diverse student body, which in turn is facilitated by recruiting a diverse faculty.

Academic units identify potential TOP faculty candidates and request approval from the Office of the Provost to begin a recruitment effort that includes a campus interview visit. TOP faculty candidates demonstrate an outstanding record of academic accomplishment, or the potential to achieve excellence. Subject to the availability of funding, the Office of the Provost will provide recurring funding to assist in the cost of the TOP faculty nominee's salary. The campus contributes up to \$75,000 toward the salary of each faculty member appointed through the TOP process.

Since inception, approximately 150 faculty members from underrepresented groups have been recruited to the University of Illinois at Urbana-Champaign through the TOP initiative. During the same time frame, the number and percentage of faculty of color at the University of Illinois at Urbana-Champaign have increased in parallel. Specifically, from 1990 to 2004, the percentage of African-American and Latina/o faculty members increased from 3% (57 faculty members) to 7% (141) of total faculty. The program is a well-recognized resource to assist academic units in recruitment initiatives. Individuals recruited through the TOP initiative assume all regular faculty duties and expectations. That is, once recruited and hired, the origin of the position through the TOP becomes merely a detail of funding, indistinguishable from any other faculty position. In FY04, the campus contributed \$1.22M to hiring through the TOP initiative; in FY05, \$1.04M was utilized.

Challenge Areas/Development/Strategy:

No changes to the program are proposed at this time.

Office of Equal Opportunity and Access (OEOA)

Goal:

To provide leadership in promoting and fostering an inclusive environment on campus.

Progress/Description:

The University of Illinois at Urbana-Champaign has long been committed to the principle of equality and opportunity for all students, faculty, and staff. The Office of Equal Opportunity and Access (OEOA), which reports directly to the Office of the Chancellor, is responsible for handling all facets of the University's Affirmative Action policies and procedures, ensuring campus-wide compliance with the Americans with Disabilities Act, and handling complaints of alleged discrimination filed with Federal and State civil rights agencies. In addition, the Office provides training to faculty, staff, and students and promotes the University's efforts in the area of community outreach.

The University receives Federal contracts, and, as a result, is required to develop and implement a written Affirmative Action Plan. OEOA facilitates compliance with the University's Affirmative Action Plan by designing systems to report and measure the effectiveness of various programs. The office also implements diversity programs that are designed to help implement strategies that will address any underutilization that may occur in job classifications. Targeted recruitment strategies are developed based on the outcomes from workforce/underutilization analysis that is conducted. OEOA assists in recruitment efforts by not only monitoring the search process, but also providing recruitment sources, diversity analysis, and assistance to departments when needed. In an effort to support Affirmative Action hiring and compliance with applicable

civil rights laws, OEOA staff provides training to each of the campus' deans, directors, department heads, and managers. In addition to program implementation, OEOA provides Diversity Training to various units and groups on campus to foster an environment that is inclusive and accepting of individual differences.

Targeted recruitment of underrepresented academic professional and civil service employees is accomplished through OEOA's intense community outreach efforts. Some of these efforts include: Champaign/Urbana Community Job Fairs, which in 2005 served approximately 375 unemployed/underemployed community members in locating employment; A Summer Youth Program assisted 10 local underrepresented high school youths by giving them Summer internships on campus to help bolster their professional career goals. OEOA participated in C-U at the Park Day by recruiting underrepresented members of the local area into academic professional and civil service classifications; approximately 2000 people attended this event. In addition, OEOA regularly mails out position announcements to more than 300 recipients and local community groups, churches, and businesses in order to recruit underrepresented individuals for available positions.

An additional duty of the office is to investigate complaints of alleged discrimination on the basis of applicable Federal and State civil rights laws when a complaint has been filed internally or with an outside agency. This important function is performed when OEOA staff interviews witnesses, gathers and analyzes evidence, and makes a finding based on the merits of the complaint. OEOA also represents the University before Federal and State agencies that enforce discrimination laws. In addition to investigating claims of discrimination, OEOA has instituted sexual harassment awareness sessions that have helped educate campus members, approximately 750 employees and students, about what constitutes sexual harassment and how they can assist in preventing those instances from occurring.

OEOA also assists other committees and organizations with campus targeted recruitment efforts for underrepresented groups for faculty, academic professional, and civil service positions. Examples of this partnership include: Graduate Symposiums, Asianation, Dr. Martin Luther King, Jr. Symposium, Women of Color Conference, Gamma Upsilon Psi, Theta Lambda Zeta, YWCA, Kappa Alpha Psi, Urban League of Champaign County, National Council of Negro Women, National Council of African American Men, National Association for the Advancement of Colored People, Martin Luther King, Jr. Advocacy for Social Justice Committee, St. Luke CME Church, Latina/o Faculty, Academic Professional and Staff Association, Black Faculty/Academic Professional Caucus, and the Hispanic Alliance for Career Enhancement. The office sponsors events, such as UIUC Diversity Celebration and the UIUC Diversity Roundtables, which help identify and maintain efforts to diversify the campus.

Finally, the Office of Equal Opportunity and Access serves as an informational resource for the Chancellor, University administrators, faculty, staff and students, and the general public. The previously mentioned activities are indicative of the role of the Office of Equal Opportunity and Access within the campus and Urbana-Champaign community and vicinity.

Challenge Areas/Development/Strategy:

No changes planned.

Statewide and Regional Programs

Illinois Minority Graduate Incentive Program (IMGIP)

Goal:

To increase the number of African-American, Hispanic, and Native American members of faculty and professional staff at Illinois institutions of higher education where there is severe underrepresentation of minorities, particularly in the sciences.

Progress/Description:

IMGIP was established in 1985 with Higher Education Cooperation Act funds provided by the Illinois Board of Higher Education. Since 2002, IMGIP has helped 11 students offset the cost of educational expenses. Students receiving the award are given a full tuition waiver plus an annual stipend of no less than \$17,500 for

full-time enrollment including \$1,500 for books, supplies, and travel. The award is renewable for an additional two years contingent upon satisfactory academic progress toward completion of degree. Each fellow must sign a Letter of Intent agreeing to seek and accept appropriate employment at an Illinois college or university upon completion of the doctoral degree. Recipients are required to attend the annual IMGIP/ICEOP Conference held in November. The annual conference provides participants the opportunity to showcase their research through presentations and poster sessions. In addition, the conference hosts a job fair and networking opportunities.

Challenge Areas/Development/Strategy:

No changes to the program are proposed at this time.

Illinois Consortium for Educational Opportunity Program (ICEOP)

Goal:

To increase the number of underrepresented faculty and staff in Illinois institutions of higher education and governing boards.

Progress/Description:

ICEOP was established by the Illinois General Assembly and signed as Public Act 84-785 in September of 1985. Each award provides a stipend of no less than \$12,500 for full-time students and \$6,250 for part-time students for one academic year, primarily for study in the social sciences and the humanities. The award is renewable for one year at the master's level and first professional level and up to three years for doctoral students, contingent upon satisfactory academic progress toward completion of degree. Recipients are required to attend the annual IMGIP/ICEOP Conference held in November of each year. Upon degree completion, participants are required to seek and hold a staff or faculty position at an Illinois or Michigan institution of higher education for a period equal to the duration of the award. Participants who do not meet this condition are required to pay back 20 percent of the total award amount. The graduate college has awarded 104 ICEOP awards to underrepresented graduate students in the arts and humanities since the fall of 2002.

Challenge Areas/Development/Strategy:

No changes to the program are proposed at this time.

Institutional Effective Practice

Community-Based Learning Initiative

Goal:

To advance student knowledge through illustration of community relevance of scholarship and cultivate a commitment to lifelong civic engagement.

Progress/Description:

As a component of Partnership Illinois, a Community-Based Learning Initiative was launched in 2004 to promote collaborations between academic courses offered at the University of Illinois at Urbana-Champaign and agencies, organizations, governments, schools and community entities that work to address critical societal issues. Through Community-Based Learning projects, students enroll in a wide range of academic programs and gain the opportunity to learn firsthand about the societal challenges that face America's communities. The Community-Based Learning Initiative provides resources for faculty to redesign existing academic courses or create new offerings to infuse a community component within the course, connecting traditional academic content to societal concerns that are intimately tied to the scholarship of the discipline.

A request for community-based learning proposals was issued to the campus in Spring 2004. Approximately 25 proposals were submitted from a wide range of disciplines. Each of these proposals outlined an approach for infusing a community-based learning component within an existing or new undergraduate course. Proposals specified community collaborators, as well as plans for sustaining the community-based learning

module after the initial course offering. Approximately 12 proposals were selected for funding through a committee review process, based on evaluation of (a) quality, (b) likelihood for success and sustainability, and (c) clear evidence of commitment from a community partner. Funding up to \$15,000 was provided to each selected project to enable initial development and delivery efforts.

Courses which incorporated a community-based learning component were offered in a wide range of units around campus in 2004-2005 (e.g., a psychology course that connected with local juvenile justice system, a Spanish course that enhanced students' Spanish skills through interactions with local Latina/o community, an urban planning course that engaged students in a local community design project, etc.). Many faculty and students are attracted to the concept of using current scholarship in ways that will benefit local communities and their inhabitants and provide a life changing experience for the students who participate.

In 2005-2006, the Community-Based Learning Initiative will be integrated as one component of the Provost's Initiative on Teaching Advancement (PITA), a program that offers grants for instructional enhancements. Through initial success and present integration within the well-established PITA grant mechanism, the Community-Based Learning Initiative has achieved sustainability on the University of Illinois campus, and thus, affords interested faculty a lasting mechanism for infusing community-based learning experiences within academic courses in any unit on campus.

The projects supported in 2004-2005 received highly positive student and faculty evaluations.

Challenge Areas/Development/Strategy:

Many of these efforts have been integrated within the ongoing course offerings of the academic unit; a few other courses requested and received a second year of resources to support additional development and promote the ability to sustain the course offering with the academic unit. Some projects are seeking resources to expand and sustain efforts from external sources (e.g., NSF funding).

Attachment A

UIUC Inventory of Programs 2004-2005

Underrepresented Students

Academic Assistance Program, LAS
Academic Support Services, Academic Affairs
Academic Writing Program, English Department, LAS
Bruce D. Nesbitt African-American Cultural Program (OMSA):
Afro-American Studies and Research Program (LAS):
Applied Life Studies (ALS) Student Support Services
Bridge/Transition Program (LAS)
Career Development & Placement, OMSA
Central Black Student Union, Housing
Chemistry Merit Program for Emerging Scholars
Child Care Resource Service
Division of Rehabilitation-Education Services
Engineering Consortium Fellowship Program, College of Engineering
Equal Opportunity Program, College of Law
Explore Your Options—WYSE:
Gender and Women's Studies Program, LAS
Graduate College Minority Student Affairs, Graduate College
Graduate College Fellowships for Underrepresented Students
Illinois Consortium for Educational Opportunity, Graduate College
Illinois Minority Graduate Incentive Program, Graduate College
Student Programs & Activities Office, Illini Union, Student Affairs
La Casa Cultural Latina, (OMSA), Student Affairs
Latino/Latina Studies Program, LAS:
McNair Program, Office of Minority Student Affairs, (OMSA), Student Affairs
Men of Impact, Housing:
Merit Workshop Program, Department of Mathematics, LAS
Minority Academic Partnership Plan, Graduate College:
Minority Access Program, College of Law
Student Support Program, College of Agricultural, Consumer and Environmental Sciences
Multicultural Fellowships, College of Veterinary Medicine
Multicultural Transfer Admission Program
National Achievement Scholarship Program, UOAPA
Office of Minority Student Affairs, (OMSA), Student Affairs
Office of Women and Gender in Global Perspectives Program, International Programs, LAS
Packard Fellowship Graduate Scholars Program Peer Recruitment Program, OAR, Academic Affairs
President's Award Program, Academic Affairs
Principal's Scholars Program, Academic Affairs
Research Apprentice Program in Applied Sciences, College of ACES:
Special Educational Opportunity Program, College of Education
McKinley Health Center Special Populations Health Education Program
Summer Research Opportunities Program, Graduate College (SORP):
Student Support Program, College of Agricultural
Summer Research Program for Minority Students, College of ACES
Support for Underrepresented Groups in Engineering, College of Engineering
The C.O.R.E., Residential Life/Housing:
Trio/Student Support Services, (OMSA), Student Affairs
Upward Bound College Prep Academy, Student Affairs
Women in Engineering, College of Engineering
Young Scholars Program, College of ACES

UNFAS
Summer Pre-Doctoral Institute
Central Black Student Union and & Black Student Union

Underrepresented Staff

Office of Equal Opportunity and Access, Office of the Chancellor
Targets of Opportunity Program, Office of the Provost and Vice Chancellor for Academic Affairs

Attachment B: Programs for Underrepresented Students and Staff at UIUC Students and Staff Served During Fiscal Year 2005*

Program	Racial/Ethnic Composition of Those Served by Minority Programs							Others Served		Total Served
	Black	Hispanic	AIAN	API	Minorities	White	Unknown	Female	Disabled	
Academic Assistance Program, LAS	961	934	43	18	1956	8	0	1081	0	1964
Academic Support Services, OMSA	524	280	3	30	837	53	0	597	0	890
Academic Writing Program, English Department, LAS	150	72	1	105	328	70	9	197	1	408
Afro-American Studies and Research Program	1081	0	0	0	1081	0	0	N/A	0	1081
Applied Life Studies Student Support Services	23	5	0	2	30	41	0	35	2	73
Bridge/Transition Program, LAS	180	48	0	0	228	6	1	142	0	235
Division of Rehabilitation-Education, Applied Life Studies	69	50	1	64	184	673	16	411	873	873
Engineering Consortium Fellowship Prog., Engineering	1	2	0	0	3	0	0	0	0	3
Equal Opportunity Program, Law	51	50	4	114	219	399	50	280	9	677
Graduate College Minority Student Affairs Office	350	264	23	0	637	0	0	385	0	637
Graduate College Fellowships for Underrepresented Students	26	26	3	1	56	0	0	29	0	56
Illinois Consortium for Educational Opportunity	13	8	0	1	22	0	0	14	0	22
Illinois Minority Graduate Incentive Program	2	6	0	0	8	0	0	5	0	8
Minority Academic Partnership Plan	12	8	0	0	20	0	0	15	0	20

* Includes all programs that have a primary purpose to serve underrepresented students and that have a budget allocation from the institution for this purpose.

Attachment B: Programs for Underrepresented Students and Staff at UIUC Students and Staff Served During Fiscal Year 2005*

Program	Racial/Ethnic Composition of Those Served by Minority Programs						Others Served		Total Served	
	Black	Hispanic	AIAN	API	Minorities	White	Unknown	Female		Disabled
Illini Union Student Programs & Activities, Student Affairs	0	0	0	0	0	0	55256	0	0	55256
La Casa Cultural Latina	203	3536	40	84	3863	659	8626	2372	2	13148
Latino/Latina Studies Program, LAS	125	1060	4	22	1211	570	20	951	3	1804
Merit Program for Emerging Scholars in Chemistry, LAS	81	39	1	62	183	245	13	275	0	441
Merit Workshop Program, Mathematics Department, LAS	30	24	2	18	74	114	3	80	0	191
Minority Access Program, Law	6	4	0	0	10	0	0	6	0	10
Minority Engineering Program, Engineering	157	268	10	325	760	370	0	285	5	1135
Multicultural Fellowships, Vet Med	3	6	1	18	28	0	4	25	0	32
Multicultural Transfer Admission Program	700	700	40	150	1590	240	400	1125	20	2250
National Achievement Scholarship Program	6	0	0	0	0	0	0	3	0	6
Office of Minority Student Affairs (OMSA)	2039	1928	85	27	4079	23	1	2218	0	4103
African-American Cultural Program (OMSA), Student Affairs	37752	1080	9	293	39134	680	0	23923	2	39816
Career Development (OMSA), Student Affairs	120	77	2	57	256	4	36	169	0	296
McNair Scholars Program	24	15	0	0	39	1	0	32	0	40
TRIO/Student Support Services	99	78	1	2	180	0	0	103	0	180

*Includes all programs that have a primary purpose to serve underrepresented students and that have a budget allocation from the institution for this purpose.

Attachment B: Programs for Underrepresented Students and Staff at UIUC Students and Staff Served During Fiscal Year 2005*

Program	Racial/Ethnic Composition of Those Served by Minority Programs							Others Served		Total Served
	Black	Hispanic	AIAN	API	Minorities	White	Unknown	Female	Disabled	
Packard Fellowship, Graduate College	1	0	0	0	1	0	0	0	0	1
Peer Recruitment Program, OAR	2300	1700	100	0	4100	0	0	0	0	4100
President's Award Program, Academic Affairs	536	871	43	0	1450	0	0	733	0	1450
Principal's Scholars Program, Academic Affairs	2325	310	0	32	2667	39	0	1967	2	2708
Research Apprentice Program, ACES	60	21	0	1	82	5	0	63	0	87
Special Educational Opportunity Program, Education	23	12	0	0	35	0	0	19	0	35
Special Populations Student Health Program	4920	1091	1	1517	7529	1159	1796	N/A	135	10619
Student Support Program, ACES	81	80	1	70	232	49	0	184	4	285
Summer Research Opportunities Program	51	29	1	1	82	1	0	57	0	83
Support for Underrepresented Groups in Eng., Engineering	17	20	1	5	43	29	0	44	0	72
Women in Engineering, Engineering	31	32	0	145	208	480	137	825	0	825
Women and Gender in Global Perspectives Program	30	25	0	12	67	175	90	231	0	332
Women's Studies Program, LAS	135	120	50	55	360	575	0	790	0	935
WYSE Exploring Your Options & Acadmic Challenge, Egnr	15	3	0	14	32	65	2	25	1	100

* Includes all programs that have a primary purpose to serve underrepresented students and that have a budget allocation from the institution for this purpose.

Attachment B: Programs for Underrepresented Students and Staff at UIUC Students and Staff Served During Fiscal Year 2005*

Program	Racial/Ethnic Composition of Those Served by Minority Programs						Others Served		Total Served	
	Black	Hispanic	AIAN	API	Minorities	White	Unknown	Female		Disabled
Young Scholars in Agriculture Program, ACES	8	3	0	0	11	0	0	8	0	11
Office of Equal Opportunity and Access, Office of the Chancellor	0	0	0	0	0	0	10808	0	0	10808
Targets of Opportunity Program, Academic Affairs	11	4	0	3	18	0	2	10	0	20
New Programs										
Unfas	25	0	0	0	25	0	0	15	0	25
Summer Pre-Doctoral Institute	8	10	1	0	19	0	0	6	0	19
Central Black Student Union & 7 Black Student Unions, Housing	160	0	0	0	160	0	0	80	0	160
The C.O.R.E., Housing	100	0	0	0	100	0	0	75	0	100
Men of Impact, Housing	10	0	0	0	10	0	0	1	0	10
Upward Bound College Prep Academy	69	0	0	1	70	2	0	41	0	72

* Includes all programs that have a primary purpose to serve underrepresented students and that have a budget allocation from the institution for this purpose.

Attachment C Enrollment of Students with Disabilities

Undergraduate Academic Year 2004-2005

Number of students with documented disabilities who self reported..... 705
 Number of students with documented disabilities who requested services at the
 insitution..... 705

Graduate Academic Year 2004-2005

Number of students with documented disabilities who self reported..... 169
 Number of students with documented disabilities who requested services at the
 insitution..... 169

Students Who Registered				
<u>Type of Disability</u> ²	Undergraduate	Graduate	Other ³	Total
Learning	151	33		184
ADHD	193	45		238
Psychological	133	32		165
Developmental				
Mobility	121	21		142
Blind/Low Vision	24	10		34
Deaf/Hard of Hearing	18	6		24
Systemic/Chronic Health Problems	41	16		57
Other	24	6		30

Registered Students Who Used Services				
<u>Type of Disability</u> ²	Undergraduate	Graduate	Other ³	Total
Learning	151	33		184
ADHD	193	45		238
Psychological	133	32		165
Developmental				
Mobility	121	21		142
Blind/Low Vision	24	10		34
Deaf/Hard of Hearing	18	6		24
Systemic/Chronic Health Problems	41	16		57
Other	24	6		30

Attachment D

Supplementary Data Tables

Underrepresented Student Data Tables

Graduation and Retention Rate of Beginning Freshmen After Five Years

Freshman Class	Percent Graduated or Still Enrolled								
	<u>Black</u>			<u>Hispanic</u>			<u>All Total</u>		
	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
Fall 1996	27.6	37.0	64.6	30.7	37.6	68.3	56.3	23.4	79.7
Fall 1997	29.1	31.1	60.2	34.8	33.4	68.2	57.4	22.5	79.9
Fall 1998	30.1	30.3	60.4	36.8	32.5	69.3	58.2	21.8	80.0
Fall 1999	33.5	33.1	66.6	37.6	30.6	68.2	59.1	21.6	80.7

Graduation and Retention Rate of Beginning Freshmen After Six Years

Freshman Class	Percent Graduated or Still Enrolled								
	<u>Black</u>			<u>Hispanic</u>			<u>All Total</u>		
	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
Fall 1995	53.4	4.7	58.1	58.7	5.9	64.6	75.3	2.6	77.9
Fall 1996	54.9	6.3	61.2	60.6	4.7	65.3	76.9	2.4	79.3
Fall 1997	57.4	4.1	61.5	61.8	5.6	67.4	78.0	2.4	80.4
Fall 1998	54.9	4.1	59.0	65.0	4.3	69.3	78.2	2.1	80.3

Underrepresented Students Data Tables

African American and Hispanic Graduate Programs Enrollment

	African American		Hispanic		Total
	Number	Percent	Number	Percent	
Fall 1990	182	2.2%	109	1.3%	8400
Fall 1991	218	2.5%	127	1.4%	8824
Fall 1992	269	3.0%	126	1.4%	9021
Fall 1993	277	3.0%	150	1.6%	9154
Fall 1994	299	3.4%	178	2.0%	8898
Fall 1995	349	4.0%	189	2.1%	8794
Fall 1996	342	4.0%	199	2.3%	8471
Fall 1997	301	3.7%	196	2.4%	8189
Fall 1998	269	3.4%	208	2.6%	7910
Fall 1999	301	3.8%	178	2.3%	7874
Fall 2000	311	3.9%	208	2.6%	8055
Fall 2001	271	3.2%	187	2.2%	8509
Fall 2002	284	3.2%	199	2.2%	8966
Fall 2003	315	3.4%	242	2.6%	9216
Fall 2004	338	3.7%	280	3.0%	9246

Underrepresented Professional Student Enrollment

	Enrollment in Veterinary Medicine				Enrollment in College of Law			
	African American	Hispanic	Asian Pacific Islander	American Indian Alaskan Native	African American	Hispanic	Asian Pacific Islander	American Indian Alaskan Native
Fall 1990	0	3	2	1	44	22	12	3
Fall 1991	3	5	4	1	52	19	16	4
Fall 1992	4	8	7	2	61	28	28	1
Fall 1993	6	11	8	2	64	25	35	0
Fall 1994	7	9	10	3	66	27	46	1
Fall 1995	7	11	8	2	74	32	45	0
Fall 1996	6	8	7	0	63	37	51	0
Fall 1997	3	9	6	0	64	44	51	0
Fall 1998	1	6	5	0	64	47	51	0
Fall 1999	3	6	7	0	58	52	40	1
Fall 2000	4	6	7	0	52	52	42	1
Fall 2001	4	5	10	0	55	47	44	1
Fall 2002	7	5	10	0	55	42	59	0
Fall 2003	6	10	12	0	59	41	83	1
Fall 2004	5	10	16	0	51	50	110	4

Underrepresented Student Data Tables

Female Students in Sciences, Engineering, Mathematics and Business

Total Bachelors Degree Candidates in Engineering, Sciences, Mathematics and Business			
Fall 2004	Female	Percent	Total
Engineering	794	16.96%	4682
Computer Science	76	10.56%	720
Mathematics	193	40.46%	477
Psychology	880	64.28%	1369
Natural Resources	89	43.00%	207
Biological Sciences	1281	56.26%	2277
Physical Sciences	283	41.93%	675
Agricultural Sciences	876	57.90%	1513
Business	1434	42.55%	3370

Total Masters Degree Candidates in Engineering, Sciences, Mathematics and Business			
Fall 2004	Female	Percent	Total
Engineering	127	19.36%	656
Computer Science	7	6.03%	116
Mathematics	33	47.83%	69
Psychology	4	44.44%	9
Natural Resources	34	53.13%	64
Biological Sciences	33	53.23%	62
Physical Sciences	16	48.48%	33
Agricultural Sciences	93	56.71%	164
Business	332	40.49%	820

Total Doctoral Degree Candidates in Engineering, Sciences, Mathematics and Business			
Fall 2004	Female	Percent	Total
Engineering	209	18.25%	1145
Computer Science	53	15.01%	353
Mathematics	44	23.16%	190
Psychology	209	67.86%	308
Natural Resources	18	40.91%	44
Biological Sciences	190	44.29%	429
Physical Sciences	168	25.30%	664
Agricultural Sciences	73	46.20%	158
Business	48	45.28%	106

Underrepresented Students Data Tables

African American and Hispanic Beginning Transfer Enrollment

	African American		Hispanic		Total
	Number	Percent	Number	Percent	
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	3.0%	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
Fall 2000	27	2.5%	31	2.9%	1061
Fall 2001	31	2.9%	38	3.5%	1086
Fall 2002	33	3.1%	42	3.9%	1077
Fall 2003	30	3.2%	35	3.8%	933
Fall 2004	30	2.5%	56	4.7%	1184

Underrepresented Faculty and Staff Data Tables

African American and Hispanic Administrative and Academic Professional Table

	African American		Hispanic		Total
	Number	Percent	Number	Percent	
Fall 1990	83	4.2%	28	1.3%	2048
Fall 1991	81	4.1%	26	1.3%	2040
Fall 1992	80	4.1%	31	1.5%	2021
Fall 1993	90	4.4%	31	1.5%	2037
Fall 1994	99	4.8%	29	1.4%	2082
Fall 1995	93	4.5%	31	1.5%	2048
Fall 1996	102	4.9%	34	1.6%	2072
Fall 1997	107	4.8%	44	2.0%	2225
Fall 1998	114	4.7%	45	1.8%	2437
Fall 1999	131	5.4%	44	1.8%	2410
Fall 2000	143	5.0%	53	1.9%	2832
Fall 2001	142	4.9%	55	1.9%	2898
Fall 2002	158	5.2%	65	2.1%	3025
Fall 2003	145	4.7%	68	2.2%	3067
Fall 2004	149	4.8%	72	2.3%	3098

Underrepresented Faculty and Staff Data Tables

Female Staff Employment by percent

	Admin/Management		Professional		Clerical/Secretary		Tech/Para		Skill Crafts		Svc/Main	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Fall 1990	54	40.3%	338	58.5%	2084	89.7%	291	48.2%	33	4.9%	401	29.6%
Fall 1991	58	41.4%	335	59.3%	1996	90.3%	271	47.4%	31	4.7%	405	30.2%
Fall 1992	59	41.3%	342	60.7%	1937	90.3%	267	48.2%	29	4.6%	386	29.6%
Fall 1993	57	41.6%	321	60.3%	1851	90.4%	260	49.1%	33	5.2%	376	29.7%
Fall 1994	56	43.1%	316	60.2%	1722	91.0%	260	48.4%	32	5.2%	386	30.2%
Fall 1995	52	40.9%	326	61.3%	1820	91.0%	248	47.5%	30	4.9%	389	30.5%
Fall 1996	53	43.8%	324	61.4%	1815	90.5%	256	47.0%	28	4.7%	379	30.1%
Fall 1997	57	46.3%	327	60.9%	1834	90.9%	263	49.3%	29	5.0%	373	30.1%
Fall 1998	59	49.6%	339	62.8%	1790	90.7%	271	51.6%	28	4.7%	373	30.2%
Fall 1999	62	48.8%	339	64.3%	1789	90.8%	287	53.2%	30	4.6%	366	29.5%
Fall 2000	65	51.2%	337	64.6%	1767	91.2%	296	54.4%	34	5.4%	375	30.5%
Fall 2001	71	53.4%	374	67.0%	1815	91.4%	316	56.1%	38	5.9%	407	31.2%
Fall 2002	81	46.6%	366	70.2%	2060	92.5%	338	56.9%	38	6.1%	664	41.1%
Fall 2003	72	61.8%	352	69.2%	1943	92.4%	352	59.6%	36	6.1%	613	39.3%
Fall 2004	68	60.7%	324	68.9%	1821	92.3%	356	56.2%	38	6.4%	574	39.9%

African American Staff Employment by percent

	Admin/Management		Professional		Clerical/Secretary		Tech/Para		Skill Crafts		Service/Main	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Fall 1990	10	7.5%	35	6.1%	226	9.7%	70	11.6%	52	7.7%	298	22.0%
Fall 1991	10	7.1%	37	6.5%	208	9.4%	65	11.4%	52	8.0%	296	22.1%
Fall 1992	10	7.0%	37	6.6%	203	9.5%	60	10.8%	49	7.7%	270	20.7%
Fall 1993	11	8.0%	34	6.4%	199	9.7%	54	10.2%	47	7.4%	262	20.5%
Fall 1994	11	8.5%	34	5.9%	203	10.1%	51	9.5%	49	8.0%	253	19.8%
Fall 1995	10	7.9%	36	6.8%	205	10.3%	47	9.0%	50	8.2%	257	20.1%
Fall 1996	10	7.9%	35	6.8%	203	10.3%	53	9.0%	50	8.2%	242	20.1%
Fall 1997	8	6.5%	38	7.1%	197	9.8%	51	9.6%	48	8.2%	240	18.9%
Fall 1998	8	6.7%	35	6.5%	199	10.1%	51	9.7%	46	7.6%	232	18.8%
Fall 1999	7	5.5%	32	6.1%	202	10.3%	56	10.4%	49	7.6%	232	18.7%
Fall 2000	5	4.0%	30	5.7%	208	10.7%	59	10.8%	52	8.3%	232	18.8%
Fall 2001	7	5.3%	36	6.5%	220	11.1%	58	10.3%	52	8.1%	241	18.5%
Fall 2002	5	3.4%	32	6.1%	224	10.1%	53	8.9%	46	7.4%	311	19.2%
Fall 2003	5	4.2%	29	5.7%	212	10.1%	54	9.1%	46	7.8%	277	17.7%
Fall 2004	5	4.5%	25	5.3%	203	10.3%	61	9.6%	47	7.9%	258	17.9%

Hispanic Staff Employment by percent

	Admin/Management		Professional		Clerical/Secretary		Tech/Para		Skill Crafts		Service/Main	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Fall 1990	1	0.7%	2	0.3%	16	0.7%	3	0.5%	2	0.3%	5	0.4%
Fall 1991	1	0.7%	3	0.5%	14	0.6%	3	0.5%	2	0.3%	6	0.4%
Fall 1992	1	0.7%	3	0.5%	17	0.8%	3	0.5%	2	0.3%	5	0.4%
Fall 1993	2	1.4%	2	0.4%	17	0.8%	3	0.6%	2	0.3%	5	0.4%
Fall 1994	2	1.4%	2	0.4%	18	0.9%	3	0.5%	3	0.5%	5	0.4%
Fall 1995	2	1.6%	2	0.4%	18	0.9%	2	0.4%	5	0.8%	5	0.4%
Fall 1996	2	1.6%	3	0.4%	20	0.9%	3	0.4%	5	0.8%	8	0.4%
Fall 1997	2	1.6%	3	0.6%	20	1.0%	3	0.6%	5	0.9%	9	0.7%
Fall 1998	2	1.7%	3	0.6%	18	0.9%	4	0.8%	4	0.7%	8	0.6%
Fall 1999	2	1.6%	4	0.8%	17	0.9%	3	0.6%	6	0.9%	10	0.8%
Fall 2000	2	1.6%	3	0.6%	17	0.9%	3	0.6%	5	0.8%	13	1.1%
Fall 2001	0	0.0%	6	1.1%	22	0.9%	5	0.5%	7	1.1%	25	0.9%
Fall 2002	1	0.6%	8	1.5%	22	1.0%	4	0.6%	4	0.6%	35	2.2%
Fall 2003	0	0.0%	7	1.4%	20	1.0%	7	1.2%	4	0.7%	26	1.7%
Fall 2004	1	0.8%	6	1.3%	19	1.0%	14	2.2%	6	1.0%	34	2.4%

Underrepresented Faculty and Staff Data Tables

Female Tenure/Tenure-Track Faculty Data

	Number	Percent FTE Female	Total
Fall 1990	377	17.7%	2125
Fall 1991	399	18.9%	2106
Fall 1992	396	19.3%	2055
Fall 1993	406	20.1%	2024
Fall 1994	419	21.1%	1986
Fall 1995	415	21.1%	1968
Fall 1996	423	21.1%	2004
Fall 1997	434	22.0%	1974
Fall 1998	419	22.1%	1897
Fall 1999	447	23.1%	1932
Fall 2000	455	23.7%	1917
Fall 2001	495	24.9%	1989
Fall 2002	558	26.9%	2076
Fall 2003	582	28.1%	2071
Fall 2004	554	28.1%	1974

Female Academic Professional Data

	Number	Percent FTE Female	Total
Fall 1990	913	44.6%	2048
Fall 1991	908	44.5%	2040
Fall 1992	924	45.7%	2021
Fall 1993	962	47.2%	2037
Fall 1994	986	47.4%	2082
Fall 1995	984	48.0%	2048
Fall 1996	972	46.9%	2072
Fall 1997	1016	45.7%	2225
Fall 1998	1139	46.7%	2437
Fall 1999	1179	48.9%	2410
Fall 2000	1351	47.7%	2832
Fall 2001	1465	50.6%	2898
Fall 2002	1495	49.4%	3025
Fall 2003	1510	49.2%	3067
Fall 2004	1531	47.5%	3224

Underrepresented Minority Faculty and Staff Data Tables

African American and Hispanic Tenured/Tenure-Track Faculty

	African American		Hispanic		Total
	Number	Percent	Number	Percent	
Fall 1990	30	1.3%	33	1.6%	2125
Fall 1991	35	1.6%	38	1.8%	2106
Fall 1992	42	2.0%	38	1.9%	2055
Fall 1993	47	2.3%	38	1.9%	2024
Fall 1994	52	2.6%	44	2.2%	1986
Fall 1995	53	2.7%	44	2.2%	1968
Fall 1996	56	2.8%	59	2.9%	2004
Fall 1997	59	3.0%	54	2.7%	1974
Fall 1998	53	2.8%	59	3.1%	1897
Fall 1999	55	2.8%	61	3.2%	1932
Fall 2000	55	2.9%	56	2.9%	1917
Fall 2001	67	3.4%	62	3.1%	1989
Fall 2002	70	3.4%	61	2.9%	2076
Fall 2003	69	3.3%	65	3.1%	2071
Fall 2004	74	3.6%	65	3.1%	2065

Underrepresented Faculty Data					
	African American	Hispanic	Asian Pacific Islander	American Indian Alaskan Native	Total
Fall 1990	52	51	334	15	3163
Fall 1991	55	60	334	15	3070
Fall 1992	63	62	366	15	3077
Fall 1993	67	69	336	13	3060
Fall 1994	70	70	355	4	3017
Fall 1995	65	72	343	11	2895
Fall 1996	77	81	346	4	3023
Fall 1997	80	83	384	8	3053
Fall 1998	77	102	377	15	3021
Fall 1999	80	102	397	14	3128
Fall 2000	79	95	435	10	3161
Fall 2001	88	104	462	12	3238
Fall 2002	97	108	490	15	3251
Fall 2003	97	111	500	9	3211
Fall 2004	91	101	310	16	2626

**Applications, Acceptances, and Enrollments of First Time Freshman, Undergraduate Transfer,
First Professional, and Graduate Students for Fall 2004 by Racial/Ethnic Group and Gender**

	American Indian or Alaskan Native		Asian or Pacific Islander		Black/Non- Hispanic		Hispanic		White/Non- Hispanic		Non-Resident Alien		Unknown		Total		Total Campus	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
<u>First-Time Freshmen</u>																		
Completed Applications	22	22	1,788	1,363	619	1,079	630	679	7,096	6,553	896	461	423	333	11,474	10,490	21,964	
Acceptances for Regular Admission	14	16	1,224	1,016	317	575	448	508	4,735	4,739	548	312	265	219	7,551	7,385	14,936	
Enrollments	9	10	702	516	153	257	251	232	2,451	2,472	0	0	117	78	3,683	3,565	7,248	
<u>New Undergraduate Transfers</u>																		
Completed Applications	7	2	182	117	83	87	65	59	898	638	276	169	106	49	1,617	1,121	2,738	
Acceptances for Regular Admission	0	1	76	53	20	13	23	19	474	332	91	69	48	18	732	505	1,237	
Enrollments	0	1	125	98	18	12	34	22	412	274	0	0	123	65	712	472	1,184	
<u>New Graduate Students</u>																		
Completed Applications	9	14	425	295	125	225	141	142	2,412	1,917	4,947	2,946	379	206	8,438	5,745	14,183	
Acceptances for Regular Admission	5	6	159	97	47	80	42	52	966	698	521	401	86	36	1,826	1,370	3,196	
Enrollments	6	1	78	97	38	85	46	39	685	680	434	402	45	52	1,332	1,356	2,688	
<u>First-Time Professional Students</u>																		
Completed Applications	5	7	275	212	95	112	90	64	1,063	667	60	54	222	139	1,810	1,255	3,065	
Acceptances for Regular Admission	2	1	69	49	26	13	28	22	260	164	4	4	50	53	439	306	745	
Enrollments	0	1	18	14	11	5	10	6	93	71	2	4	18	51	152	152	304	
<u>Total</u>																		
Completed Applications	43	45	2,670	1,987	922	1,503	926	944	11,469	9,775	6,179	3,630	1,130	727	23,339	18,611	41,950	
Acceptances for Regular Admission	21	24	1,528	1,215	410	681	541	601	6,435	5,933	1,164	786	449	326	10,548	9,566	20,114	
Enrollments	15	13	923	725	220	359	341	299	3,641	3,497	436	406	303	246	5,879	5,545	11,424	

Attachment E
University of Illinois at Urbana-Champaign
Freshmen Retention Rates
Fall 1999 through Fall 2004 New Beginning Freshmen Cohorts
by Racial/Ethnic Category and Gender

	American Indian or Alaskan Native			Asian or Pacific Islander			Black/Non-Hispanic			Hispanic		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
1999	71.4%	100.0%	80.0%	94.5%	94.9%	94.7%	83.6%	88.7%	86.5%	84.2%	88.8%	86.5%
2000	85.7%	100.0%	91.7%	93.8%	96.2%	95.0%	83.9%	90.2%	87.8%	84.8%	87.6%	86.0%
2001	77.8%	100.0%	85.7%	92.8%	94.9%	93.7%	83.9%	83.9%	83.9%	80.6%	90.1%	85.0%
2002	90.9%	100.0%	93.3%	95.1%	95.2%	95.1%	86.5%	88.9%	87.9%	85.3%	89.4%	87.3%
2003	75.0%	84.6%	80.0%	93.6%	93.4%	93.5%	82.1%	82.9%	82.6%	83.8%	88.1%	85.9%
2004	87.5%	90.0%	88.9%	94.1%	95.7%	94.8%	95.4%	86.4%	89.7%	89.2%	87.4%	88.3%

	White/Non-Hispanic			Non-Resident Alien			Unknown/Other			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
1999	93.0%	94.0%	93.5%	45.6%	70.0%	54.0%	87.5%	90.2%	87.7%	91.1%	93.0%	92.0%
2000	92.4%	94.7%	93.5%	55.9%	62.7%	58.8%	80.0%	90.0%	84.0%	90.6%	93.5%	92.0%
2001	93.8%	95.4%	94.6%	45.3%	56.4%	50.7%	85.0%	96.7%	87.7%	90.2%	92.4%	91.2%
2002	93.1%	94.7%	93.9%	33.7%	32.3%	33.1%	90.9%	97.3%	93.5%	90.7%	92.6%	91.6%
2003	93.8%	95.5%	94.6%	17.3%	21.1%	18.8%	92.8%	89.8%	91.5%	89.0%	91.0%	89.9%
2004	92.9%	95.1%	94.0%	90.9%	95.3%	92.2%	91.3%	94.5%	92.6%	92.8%	94.0%	93.4%

Attachment F
University of Illinois at Urbana-Champaign
Freshman Ethnic Representation
Increase/ Decrease from Fall 2002-Fall 2005

	2002	2003	Increase/Decrease	2004	Increase/Decrease	2005	Increase/Decrease
American Indian or Alaskan Native	15	25	66.7%	19	-24.0%	25	31.6%
African American or Black	513	602	17.3%	410	-31.9%	499	21.7%
Asian	815	765	-6.1%	1,218	59.2%	991	-18.6%
Hispanic or Latino	441	503	14.1%	483	-4.0%	510	5.6%
White	4,325	4,540	5.0%	4,923	8.4%	5,046	2.5%
Unknown	96	119	24.0%	195	63.9%	184	-5.6%
International	161	247	53.4%	N/A	0.0%	329	0.0%
Total New Freshmen	6,366	6,801	6.8%	7,248	6.6%	7,584	4.6%