
**University of Illinois
at Springfield**

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

Submitted to the Illinois Board of Higher Education

2008

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

University of Illinois at Springfield

Office of the Provost and Vice Chancellor for Academic
Affairs

2008

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University of Illinois at Springfield 2008 Underrepresented Groups Report

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University of Illinois at Springfield 2008 Underrepresented Groups Report

Public Act 85-283 and subsequent legislation direct public institutions of higher education in Illinois to develop plans and implement strategies to increase the participation and achievement of minorities, women, and individuals with disabilities who traditionally have been underrepresented in higher education. Institutions are to report annually to the Illinois Board of Higher Education on efforts to implement these plans and strategies. The Board, in turn, is to report annually to the Governor and General Assembly on the effectiveness of institutional methods and strategies for increasing representation and the success of underrepresented students at public institutions. The purpose of this document is to update the Illinois Board of Higher Education on the campus' efforts to meet this mandate.



Fall 2006: Increasing Participation and Achievement of Minorities, Women, and Persons with Disabilities

This report provides campus statistics and trends, academic and professional achievement detail, and program information relating to improving the readiness, involvement, and academic success of minorities, women, and persons with disabilities. It further describes the effectiveness of the UIS Project Midstate Student Support.

1. Increasing Participation of Underrepresented Groups – Academic Achievement

A. Program Information

This section addresses programs that either directly or indirectly address the academic needs of students from underrepresented groups.

Whitney M. Young Fellowship Program. The Whitney M. Young Fellowship Program is a memorial to the late Whitney M. Young Jr., former executive director of the National Urban League, educator, and social activist. The program is aimed at helping the campus achieve a rich and diverse educational environment and increasing the opportunities in graduate education for highly self-motivated students who are underrepresented in graduate study at the University of

Illinois at Springfield (UIS). This includes but is not limited to ethnic/racial minorities, first-generation college students, and students from disadvantaged backgrounds.

The program is designed to complement graduate studies with community service, research, and scholarship in areas of public policy and public affairs. Whitney M. Young fellows are required to take a minimum of 12 hours of coursework per semester and to work a minimum of 12 hours per week on a public service project. Student projects have included mentoring and tutoring junior high school students, disseminating information about HIV to the African American community, assisting in organizing and empowering neighborhood associations, helping the Springfield Urban League update the “Achieving the Dream” project, and working with a nonprofit organization assisting the Hispanic community.

Fellows receive a tuition and fee waiver, as well as a monthly stipend.

Potential participants are identified and recruited by UIS through such means as reviewing the list of McNair scholars to identify those that may have an interest in one of the graduate degrees offered at the University of Illinois at Springfield. Undergraduate programs in the region and historically black colleges and universities also are targeted. The other major means of recruiting fellows is through recommendations and contacts made by current fellows. Fellows must have a minimum undergraduate GPA of 3.0.

Between fall 2003 and fall 2006, there were 32 Whitney Young fellows, including 22 females and 10 males. African American students held 87.5% of the fellowships awarded during the time period in focus. By fall 2007, more than half (n=17) of these students had graduated (53.1%), and 25.0% continued to be enrolled at UIS. Thus, 78.1% of the program participants from 2003–2006 have persisted as of fall 2007. Among the recipients who have graduated, 15 of 17 graduated while receiving the fellowship, while two others continued to pursue their degree to completion after their participation in the program ended.

A comparison of the persistence rates of the Whitney Young fellows who were *new* to UIS with the persistence rates of other new UIS, full-time, degree-seeking students found that after six terms (i.e., 150% of expected time to degree completion), the persistence rates of fellows (73%) exceeded that of the comparison group (68%) for the years 2003–2006. The persistence rates reflect the percentage of students who are either currently enrolled or have graduated. After six terms, 54% of the fellows had graduated, compared to 48% of the non-fellows.

In fall 2007, UIS awarded six new first-year Whitney Young fellowships.

*** Highlights ***

Between 2003 and 2006, the persistence rates of Whitney M. Young Fellows exceeded those of a comparison group of graduate students by five percentage points, 73% to 68%.

Whitney M. Young Fellows complement their studies with community service, such as mentoring and tutoring of underrepresented youth.

Diversifying Faculty in Illinois Program. UIS participates in the Diversifying Higher Education Faculty in Illinois Program (DFI). This is a program designed to increase the number of traditionally underrepresented faculty and professional staff at Illinois institutions of higher education. UIS provides information about the program to interested students. The Provost also encourages academic programs that are conducting faculty searches to examine recent graduates from the DFI Program and to contact those with degrees in relevant fields about the openings.

Project Midstate Student Support for Teaching. This program is described in Section 2 under Institutional Effective Practice.

Academic Achievement Support Services. UIS has a variety of organizational units that support diversity and provide academic and other types of support services/activities for students from underrepresented groups.

This includes the following units:

- **Office of Multicultural Student Affairs:** This office is dedicated to developing healthy perspectives of cultural differences through educational, cultural, and social programming activities. The office actively supports student organizations, offers guidance on issues related to diversity, and strives to promote and incorporate an appreciation for the multicultural nature of our society with the collective campus community.
- **Office of Disability Services:** This office provides academic accommodations to students with documented disabilities. The primary goal of this office is to assist students in succeeding in college-level courses by empowering them through a variety of support services.
- **Women's Center:** The center helps UIS provide a supportive environment for diversity through educating the campus community about gender-related matters, addressing issues of particular concern to women, and promoting a campus climate that is safe, healthy, and respectful of all people. The Women's Center enhances all students' academic experiences by offering information, support, advocacy, referrals, and programming on a variety of gender-related issues.

Other units or programs that support the academic needs of all students, including students from underrepresented groups, include the faculty and staff of Brookens Library, the Center for Teaching and Learning, studio clinics (tutoring sessions for students enrolled in general education courses), and the Center for First Year Programs.

B. Campus-Wide Information

This section presents quantitative data on the academic achievement of underrepresented groups at the University of Illinois at Springfield.

Degree Completion Data. Degree completion data for new transfer student cohorts by ethnicity and gender are shown in Table 1 and Table 2.

Table 1 shows the degree completion rates for the 1996-2000 new transfer student cohorts by race/ethnicity. The six-year graduation rates have increased for both African American and all other students. The six-year graduation rate for African American students increased from 43% for the 1996 cohort to 56% for the 2000 cohort. (Because of the small number of Hispanic American students at UIS, those degree completions were included with all other students.)

The six-year degree completion rates are lower for African American students compared to all other students for each cohort except the 1998 cohort. For the 2000 cohort, the six-year degree completion rate for African American students was 10 percentage points lower than the rate for other students, compared to a 16 percentage point difference for the 1996 cohort.

The six-year degree completion rates by gender for the 1996 to 2000 transfer student cohorts indicate that the rates generally were higher for female students compared to male students (see Table 2). The exception was the 1998 cohort. For the 2000 cohort, the female student degree completion rate for year six was 6 percentage points higher than the rate for male students.

** Highlights **

The six-year graduation rate for African American transfer students at UIS increased from 43% for the 1996 cohort to 56% for the 2000 cohort.

Moreover, during the same period the gap between African American and other students decreased from 16 to 10 percentage points.

Retention/Persistence Data. Retention/persistence rates represent the percentage of a student cohort who were enrolled or had graduated as of a particular time period. Retention/persistence rates broken down by race/ethnicity and gender for new transfer student cohorts and for Capital Scholars appear in Table 3, Table 4, Table C-2, and Table C-3.

One of the most striking features of the University's diversity is that the number and percentage of African American students is at an historic high in Fall 2006 (8.7% of total enrollment). For the 2005 new transfer student cohort, the two-year retention rate for African American students (82%) was higher than the retention rate for all other students (74%), as shown on Table 3. For the 2003 and 2004 cohorts, however, the retention rates for all other students were about 15 and 8 percentage points, respectively, higher than the retention rates for African American students in the most recent year for which data were available.

As shown in Table 4, the 2004 and 2005 new transfer student cohorts had higher retention rates for female students than male students for the most recent year for which data were available (3 percentage points for the 2004 cohort and 4 percentage points for the 2005 cohort). For the 2003 cohort, the retention rate for female students was comparable to the rate for male students.

UIS enrolled its original group of first-year Capital Scholars in Fall 2001. The retention figures for the 2001 to 2006 Capital Scholars students by race/ethnicity and gender are shown in Table C-2 and Table C-3, respectively. For the 2001-2003 cohorts, the retention figures for African American students as of Spring 2007 range from 33% to 60%. (The percentage figures should be interpreted with caution due to the small numbers.) For both the 2004 and 2005 cohorts, the retention figure for African American students as of Spring 2007 is 71% (after three years and two years, respectively, of enrollment) and, for the 2006 cohort, the retention figure for African American students is 90% (after one year of enrollment).

For five of the Capital Scholars cohorts (2001, 2003-2006), the retention rate as of Spring 2007 for female students is higher than the rate for male students. For the 2002 cohort, the retention rate was higher for male students than for female students.

Grade Point Average for UIS Graduates. Table 5 shows the average grade point averages (GPA) for UIS bachelor's level graduates by gender and race for the academic years 2005 through 2007. The average GPA for female graduates is comparable or slightly higher than the average GPA for male graduates in each of the years. The average GPA for African American students was 3.0 or higher in each of the three years. The average GPA for African American students is lower than the GPA for other students, with the difference in the mean GPAs between those groups ranging from .25 in 2005 to .34 in 2006.

Teacher Education and Leadership. Data on UIS students' pass rate on the teacher content area and assessment of professional teaching examinations for the time period July 1, 2004 through June 30, 2007 show that 87% of all UIS students who took the test passed on the first attempt. When repeated attempts are considered, 94% of all candidates ultimately passed the test during this time period. Passage rates, taking into account repeated attempts, on the basis of gender and race are as follows:

- ▶ 94% for all female students compared to 100% of all males;
- ▶ 100% of African American males compared to 100% of white males;
- ▶ 86% of African American females compared to 96% of white females.

National Survey of Student Engagement (NSSE). The NSSE addresses students' perceptions of their educational experience based on a theoretical framework that centers on engagement and learning. Results of the 2005–2007 NSSE were analyzed to see if there were differences in

responses by senior students on the basis of race or gender. Over the three-year period, approximately 487 UIS seniors participated in the survey including 328 female students and 47

*Items Analyzed from the 2005–2007
National Survey of Student Engagement (NSSE)*

Institutional Emphasis Items

1. *Spending significant amounts of time studying and on academic work*
2. *Providing the support you need to help you succeed academically*
3. *Encouraging contact among students from different economic, social, and racial or ethnic backgrounds*
4. *Using computers in academic work*
5. *Acquiring a broad general education*
6. *Acquiring job or work-related knowledge and skills*
7. *Writing clearly and effectively*
8. *Speaking clearly and effectively*
9. *Thinking critically and analytically*
10. *Analyzing quantitative problems*
11. *Using computing and information technology*
12. *Working effectively with others*
13. *Learning effectively on your own*
14. *Understanding yourself*
15. *Understanding people of other racial and ethnic backgrounds*
16. *Solving complex real-world problems*
17. *Developing a personal code of values and ethics*

Other Items

18. *Overall academic advising at your institution*
19. *Evaluation of entire educational experience at this institution*
20. *If you could start over, would you go to the same institution you are now attending?*

minority students (American Indian/Native American, Asian, African American, and Hispanic or Latino). (The exact number of respondents varied by question.)

The analysis focused on 20 questions that are related to academic achievement. For each question, students were asked to rate UIS on a scale of 1 to 4, with four being the highest rating.

A comparison of the mean responses by gender found that female students' perceptions of the UIS experience were generally comparable to that of male students. For 19 of the 20 questions,

there were no differences in responses by gender that were statistically significant at a 5% significance level. The only item in which the difference in responses by gender was statistically significant was Question #1 - Institutional Emphasis: "Spending significant amounts of time studying and on academic work." The mean reply for this item by female students was 3.07 compared to 2.92 for male students.

Similarly, the mean responses for minority students were similar to those for non-minority students for all of the questions except one. The only difference that was statistically significant at a 5% significance level was Question #3 - Institutional Emphasis: "Encouraging contact among students from different economic, social, and racial or ethnic backgrounds." The mean response for minority students for this item was 2.13 compared to 2.47 for non-minority students.

Student Satisfaction Inventory. Results of the 2003, 2005, and 2007 Student Satisfaction Inventory (SSI) were analyzed to determine whether there were differences in answers by students based on race/ethnicity or gender. The SSI is administered on campus in the spring of odd-numbered

*Items Analyzed from the 2003, 2005, and 2007
Student Satisfaction Inventory*

1. *Faculty care about me as an individual.*
2. *My academic advisor is approachable.*
3. *The content of the courses within my major is valuable.*
4. *Library staff are helpful and approachable.*
5. *My academic advisor is concerned about my success as an individual.*
6. *The instruction in my major field is excellent.*
7. *My academic advisor helps me set goals to work toward.*
8. *Faculty are fair and unbiased in their treatment of individual students.*
9. *Tutoring services are readily available.*
10. *I am able to experience intellectual growth here.*
11. *There is a commitment to academic excellence on this campus.*
12. *Academic support services adequately meet the needs of students.*
13. *Faculty provide timely feedback about student progress in a course.*
14. *There are adequate services to help me decide upon a career.*
15. *Faculty take into consideration student differences as they teach a course.*
16. *The quality of instruction I receive in most of my classes is excellent.*
17. *Adjunct faculty are competent as classroom instructors.*
18. *Faculty are usually available after class and during office hours.*
19. *Nearly all of the faculty are knowledgeable in their field.*
20. *There is a good variety of courses provided on this campus.*

years. A stratified sample of both undergraduate and graduate students is selected, with responses typically received from approximately 30% of the student population.

The analysis focused on 20 questions involving issues related to achievement. For each question, students were asked to rate their level of satisfaction on a 7-point scale, with 7 being the highest rating.

Both race/ethnicity and gender were transformed into dichotomous variables, where minority included Black, non-Hispanic, American Indian/Alaskan Native, and Hispanic students, and all other students were grouped as non-minority. The responses of students whose race/ethnicity or gender was unknown were excluded.

Multivariate analysis of variance was utilized to examine differences in responses based on race/ethnicity and gender. In comparing the responses by minority students to those by non-minority students, only one of the 20 SSI items (Question #8) had a difference in means that was statistically significant at a 5% significance level for two or more years. For Question #8 (“Faculty are fair and unbiased in their treatment of individual students”) the mean responses by minority students for the years 2003, 2005, and 2007 were 5.07, 4.93, and 5.07, respectively, compared to 5.38, 5.35, and 5.36 for non-minority students.

There was considerably more variation when comparing the responses by gender. The mean responses by female students were statistically different from the mean responses by male students at a 5% significance level for ten of the 20 questions. For each of these 10 items (Questions #3, 5, 10, 11, 14, 16, 17, 18, 19, and 20), when there was a statistically significant difference, the mean response by female students was higher (more positive) than the mean response by male students.



2. Institutional Effective Practice on Academic Achievement: Project Midstate Student Support for Teaching

The UIS Project Midstate Student Support for Teaching (Project MSS) is designed to prepare and support students who are interested in pursuing teaching careers. Initiated with a grant from the Illinois Board of Higher Education in 1990, Project MSS (formerly called Project Minority Student Support for Teaching) has established a teacher recruitment and preparation initiative beginning in the junior year of high school and continuing through teacher certification at the University of Illinois at Springfield.

Project MSS is a partnership between three local higher educational institutions (UIS, Lincoln Land Community College, and Richland Community College) and two local school districts (Springfield School District 186 and Decatur School District 61). Members of each of these institutions participate on the Steering Committee that reviews and develops program policy and

the Advisory Committee that provides ongoing input into the Project activities and operating procedures. District 186 recognizes the MSS Project as one of its primary recruitment initiatives and as a means for increasing the diversity of the district’s teachers.

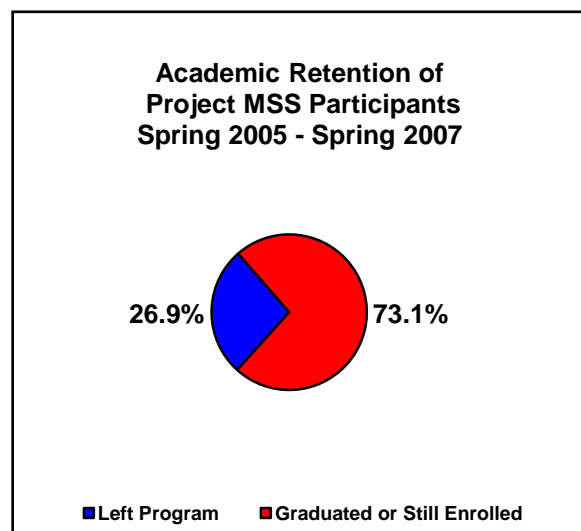
Students may start Project MSS at three entry points: (1) during their junior or senior year in high school, (2) during the first two years of community college, or (3) when they enroll at UIS. Candidates for Project MSS are typically recruited from the participating school districts and are expected to return to teach in these districts for a minimum of two years after certification.

Project MSS consists of a series of planned activities and incentives to help prepare and encourage students to teach. This includes academic assistance, mentoring, individual advising and counseling, workshops (covering topics such as college preparation and preparing for certification exams), professional development opportunities, cultural enrichment, and service learning. Participants are involved in both professional and volunteer efforts supporting the education of children. Each participant provides a minimum of ten hours of service learning each semester, or approximately 100 hours during the total period of enrollment.

Project MSS participants receive a stipend each semester. Through financial aid and university support, UIS students who participate in Project MSS also receive a tuition waiver.

In the past year, Project MSS participants have provided more than 1,000 hours of service to the Springfield and Decatur communities. The students have supported such agencies as the Springfield Boys & Girls Club, YMCA, YWCA, Sangamon Breadline, the Computer Banc, St. John’s Children’s Hospital, and local schools in the Springfield and Decatur communities. In 2004, students at each of the three levels participated in the Project MSS tribute to the fiftieth anniversary of the *Brown v. Board of Education* decision with a dramatic interpretation written by the Project MSS director and directed by an English professor at UIS. That performance was followed by a panel discussion of the impact of school desegregation on the local education systems.

Beginning in spring 2005, all UIS students participating in Project MSS were required to enroll in one of two Teacher Education Program classes—TEP 202: “Introduction to Teaching as Service” or TEP 203: “Designing Instruction for Two Urban Populations: Issues and Methods.” By doing so, it was anticipated that Project MSS participants would develop a cohesive bond, thereby providing support to one another and also allow for enhanced interaction between the students and the UIS program administrator. Students design and implement service-learning initiatives in each of these courses for either the Springfield or Decatur schools.



During the period spring 2005 through spring 2007, 26 UIS students enrolled in Project MSS. Slightly less than 75% (n=19) of these students have been retained by the program, with 10 receiving (or awaiting) certification and 9 actively enrolled in the program (see figure above). This retention rate is comparable to the rate for all UIS transfer students. In Fall 2007, 8 UIS students were newly admitted into the program.

As of fall 2007, Project MSS had 68 students, including 17 students at UIS, ten at the community college level, and 41 at the high school level. Most of these students were African American. Each year, students at all three levels participate in the Summer Conference. Incoming students are inducted into Project MSS at the conference, and representatives from each of the participating institutions provide workshops and seminars addressing the annual theme.

During the 2007 academic year, Project MSS graduated five teachers, all of whom were employed by the participating school districts. Over the history of the program, Project MSS has graduated 26 students, including 19 elementary majors and seven secondary majors. Three of the seven secondary majors are in secondary mathematics education. According to the Project MSS director, each graduate passed the Illinois Certification Test and had a successful student teaching experience. The average cumulative grade point average for the group is 3.2, which is higher than the average GPA for all UIS African American students. Five of the students who completed Project MSS have continued their education and now have graduate degrees. Though a small program relative to the number of teachers in the Springfield and Decatur districts, Project MSS has made a significant contribution to the diversity of teachers in those two districts.



3. Personnel and Funds Budgeted for Programs Serving Underrepresented Groups

The Underrepresented Groups Report guidelines request that public universities provide data on staffing and funds budgeted for programs serving minorities, women, and persons with disabilities. UIS data on those topics appear in Table 6.



4. Enrollment of Students with Disabilities

The Underrepresented Groups Report guidelines request that public institutions provide data on the enrollment of persons with disabilities and the services provided to them. UIS data on those topics appear in Table 7.



5. Freshmen Retention Rates by Racial/Ethnic Category

The Underrepresented Groups Report guidelines request that public institutions provide data on one-year freshmen retention rates by racial/ethnic category. UIS data on this topic appear in Table 8.



6. Status Report on Web Accessibility

The following is the third report on the status of Web Accessibility at the University of Illinois at Springfield. This section was prepared by Sherry Hutson, Director of the Office of Web Services. Ms. Hutson is also responsible for conducting the evaluation of the UIS Web pages.

A. Accessibility Standard

In accordance with the options offered by the IBHE, UIS has chosen the *W3C Web Content Accessibility Guidelines* as its Accessibility Standard. These guidelines are part of the W3C Web Accessibility Initiative (WAI), which develops strategies, guidelines, and resources to help make the Web accessible to people with disabilities. UIS' initial efforts have utilized these WAI guidelines and resources:

- **Introduction to Web Accessibility:** Briefly introduces Web Accessibility and links to additional resources.
- **Essential Components of Web Accessibility:** Shows how Web Accessibility depends on several components of Web development and interaction working together and shows the relationship between the WAI guidelines: Web Content Accessibility Guidelines (WCAG), Authoring Tool Accessibility Guidelines (ATAG), and User Agent Accessibility Guidelines (UAAG).

- Quick Tips to Make Accessible Web Sites: Lists the 10 quick tips, includes an order form for the business-card-sized reference card, and lists translations.

In addition, UIS is utilizing the Functional Accessibility Evaluator developed by the University of Illinois at Urbana-Champaign.

B. Evaluation of Institutional Web Pages

For the evaluation of the institutional web pages, UIS is using option “a” as suggested by the Board: “Beginning with the institution’s homepage, evaluate that page and each institutional page linked from the homepage, going only one link deep from the homepage.”

One of the first steps in creating an accessible website is to construct pages with markup that validates. Web languages are defined by organizations such as the W3C, and the underlying code of any individual web page must conform to such specifications in order to be considered valid. Browsers that use accessibility technology rely heavily on valid code. For example, a screen reader might render useless a page that does not validate.

UIS is testing pages that are one link deep from the UIS homepage. Since the Fall 2006 report, UIS has redesigned its campus homepage and some of the links have changed for this report. In addition, the number of pages that link from the UIS homepage rose from 46 to 58.

UIS staff has reviewed its web pages with both the W3C Markup Validation Service and the W3C Cascading Style Sheets (CSS) Validation Service. Both services check Web documents in formats like HTML, CSS and XHTML for conformance to W3C recommendations and other standards.

Below is a summary of the errors found in the 58 pages that are one link deep from the campus homepage using the W3C validation tool. Results from the Fall ’06 and Spring ’06 reports are shown in parentheses.

- 43%, or 25 pages, pass validation with no errors. This is an improvement from Fall 2006 (37%) and Spring 2006 (0%);
- 21%, or 12 pages, show 1 to 10 errors; two of these pages are outside the uis.edu domain and thus outside UIS’ control. This is an improvement from Fall 2006 (26%) and Spring 2006 (51%);
- 29%, or 17 pages, show 11 to 75 errors; eleven of these pages are outside the uis.edu domain and thus outside UIS’ control. This is an improvement from Fall 2006 (30%) and Spring 2006 (42%);

- 7%, or 4 pages show over 75 errors; three of these pages are outside the uis.edu domain and thus outside UIS' control. Given the increase in number of pages that were reviewed, this is an improvement from Fall 2006 (7%) and Spring 2006 (7%);
- The staff also tested the university's primary CSS documents; they passed validation with no errors.

In addition, the staff tested the UIS homepage alone with UIUC's Functional Accessibility Evaluator tool (FAE). The Summary Report is shown below (this test was not run last year).

Main Categories	Status	% Pass	% Warn	% Fail
Navigation & Orientation	Partially Implemented	71	0	28
Text Equivalents	Partially Implemented	100	0	0
Scripting	Partially Implemented	N/A	N/A	N/A
Styling	Partially Implemented	100	0	0
HTML Standards	Partially Implemented	100	0	0

Further, the UIS staff tested 37 pages with UIUC's Functional Accessibility Evaluator tool (FAE). The pages that were tested are all primary links from www.uis.edu/ and are all linked from the campus homepage. The Summary Report is shown below with last year's percentages in parentheses. It should be noted, however, that some of the pages tested this year differ from those tested in the prior year due to changes in the links from the campus homepage.

Main Categories	Status	% Pass	% Warn	% Fail
Navigation & Orientation	Partially Implemented	45 (43)	7 (2)	46 (54)
Text Equivalents	Partially Implemented	91 (80)	0 (7)	8 (12)
Scripting	Partially Implemented	0 (66)	0 (0)	100 (33)
Styling	Partially Implemented	65 (54)	11 (4)	22 (41)
HTML Standards	Partially Implemented	57 (56)	2 (0)	39 (43)

For four of the five categories, the passage rate for the current year is comparable or higher than the passage rate for the prior year. The decrease in the passage rate for scripting is due partially to the addition of linked pages that have accessibility issues with Front Page coding. Staff will be working on addressing the scripting issue, as well as other issues identified through the use of the FAE tool.

Detailed copies of the UIS reports for both the W3C and the FAE testing are available upon request.

C. Plans for Continuous Improvement

Efforts to redesign all primary UIS web pages continue. Since the last report, the staff have completely redesigned 31 primary websites using the campus template. The template was designed

with accessibility in mind. Further, the staff has added those sites to the Content Management System that controls user editing in such a way as to prevent major accessibility-related errors.

The staff is currently developing new websites for the Enrollment Management departments: Admissions, Registration, Financial Aid, and Housing. Once these sites are redeveloped using the template, the accessibility of those sites as well as the scores for accessibility testing will greatly improve. The staff will continue to work with additional pages that link from the homepage.

UIS campus offices that deal with technology for academic and community-related functions are closely involved in Web Accessibility efforts. Among these offices are the Chancellor's Division, Office of Web Services, Campus Web Team, Web Production Team, Provost's Office, Office of Disability Services, Office of Enrollment Management, Office of Technology-Enhanced Learning, and Information Technology Services.

D. Accessibility of Vendor Programs

UIS utilizes Blackboard as its online course management system. Blackboard analyzes accessibility using Section 508 of the Rehabilitation Act and the Web Accessibility Initiative (WAI) issued by the World Wide Web Consortium (W3C). Blackboard indicates that it has third-party firms conduct regular audits of accessibility using both manual testing and automated tools. A staff member at the University of Illinois at Urbana-Champaign is directing a Blackboard Accessibility Interest Group that is working with Blackboard to address accessibility issues.

UIS, as a member of the University of Illinois system, utilizes an enterprise resource planning system called Banner. The Disability Research and Education Services at the University of Illinois at Urbana-Champaign is working with the Banner vendor to address accessibility issues.

E. Summary

UIS continues to implement the use of a Content Management System and templates designed with accessibility in mind. The campus continues to tighten up the standards, policies and practices related to all Web page development at UIS. With recent investment of additional resources, UIS will continue to improve the accessibility of its website.

For additional information, please see: <http://www.uis.edu/Webservices/>.

Appendix

Attachment A: Definitions for Annual Report on Underrepresented Groups in Higher Education

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Attachment A
Definitions for Annual Report on Underrepresented Groups in Higher Education

Staff-Year - A staff year is defined as a 12-month contract providing for at least one month of vacation.

White (not of Hispanic origin) - A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Black (not of Hispanic origin) - A person having origins in any of the Black racial groups of Africa.

Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin regardless of race.

Asian or Pacific Islander - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. The area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

American Indian or Alaskan Native - A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

Students with Disabilities – See Table 7.

TABLE 1**Degree Completion Data for 1996-2000 New Transfer Student Cohorts by Race/Ethnicity***Percent Graduated: By Race*

Fall Entering Term	# in Cohort		Year 2		Year 3		Year 4		Year 5		Year 6	
	African American	Other	African American	Other	African American	Other	African American	Other	African American	Other	African American	Other
1996	54	564	11.1%	21.1%	27.8%	42.7%	38.9%	52.8%	40.7%	57.4%	42.6%	59.0%
1997	50	539	10.0%	22.8%	38.0%	47.7%	50.0%	55.1%	56.0%	58.3%	56.0%	62.0%
1998	39	558	12.8%	20.3%	38.5%	44.6%	59.0%	54.1%	59.0%	56.8%	61.5%	58.8%
1999	32	469	9.4%	23.9%	34.4%	51.4%	40.6%	60.8%	50.0%	63.3%	53.1%	65.2%
2000	36	428	30.6%	20.8%	44.4%	51.9%	44.4%	62.1%	50.0%	64.0%	55.6%	65.9%

TABLE 2**Degree Completion Data for 1996-2000 New Transfer Student Cohorts by Gender***Percent Graduated: By Gender*

		# in Cohort			Year 2			Year 3		
Fall Entering Term	Male	Female	Total	Male	Female	Total	Male	Female	Total	
1996	217	401	618	20.7%	20.0%	20.2%	41.5%	41.4%	41.4%	
1997	223	366	589	17.9%	24.0%	21.7%	45.7%	47.5%	46.9%	
1998	216	381	597	22.7%	18.1%	19.8%	47.2%	42.5%	44.2%	
1999	193	308	501	23.8%	22.4%	23.0%	45.6%	53.2%	50.3%	
2000	151	313	464	17.2%	23.6%	21.6%	43.7%	55.0%	51.3%	

Percent Graduated: By Gender

		# in Cohort			Year 4			Year 5			Year 6		
Fall Entering Term	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
1996	217	401	618	50.7%	52.1%	51.6%	54.8%	56.6%	56.0%	56.2%	58.4%	57.6%	
1997	223	366	589	54.3%	54.9%	54.7%	55.2%	59.8%	58.1%	57.0%	64.2%	61.5%	
1998	216	381	597	56.5%	53.3%	54.4%	59.3%	55.6%	57.0%	62.0%	57.2%	59.0%	
1999	193	308	501	51.3%	64.6%	59.5%	54.4%	67.5%	62.5%	56.5%	69.5%	64.5%	
2000	151	313	464	55.6%	63.3%	60.8%	58.9%	64.9%	62.9%	60.9%	67.1%	65.1%	

TABLE 3**Retention/Persistence Rates for 2003-2005 New Transfer Student Cohorts by Race/Ethnicity***Percent Enrolled But Not Graduated*

Fall Entering Term	# in Cohort		Year 2		Year 3		Year 4	
	African American	Other	African American	Other	African American	Other	African American	Other
2003	54	535	53.7%	57.2%	27.8%	23.8%	5.6%	9.9%
2004	61	507	59.0%	53.5%	24.6%	22.1%	--	--
2005	68	572	67.6%	54.5%	--	--	--	--

Percent Graduated

Fall Entering Term	# in Cohort		Year 2		Year 3		Year 4	
	African American	Other	African American	Other	African American	Other	African American	Other
2003	54	535	11.1%	20.0%	27.8%	45.4%	44.4%	55.0%
2004	61	507	13.1%	20.7%	31.1%	41.6%	--	--
2005	68	572	14.7%	19.8%	--	--	--	--

Percent Retained

Fall Entering Term	# in Cohort		Year 2		Year 3		Year 4	
	African American	Other	African American	Other	African American	Other	African American	Other
2003	54	535	64.8%	77.2%	55.6%	69.2%	50.0%	64.9%
2004	61	507	72.1%	74.2%	55.7%	63.7%	--	--
2005	68	572	82.3%	74.3%	--	--	--	--

TABLE 4
Retention/Persistence Rates for 2003-2005 New Transfer Student Cohorts by Gender

Percent Enrolled But Not Graduated

Fall Entering Term	# in Cohort			Year 2			Year 3			Year 4		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
2003	227	362	589	59.5%	55.2%	56.9%	22.9%	24.9%	24.1%	9.7%	9.4%	9.5%
2004	245	323	568	50.6%	56.7%	54.0%	18.8%	25.1%	22.4%	--	--	--
2005	261	379	640	54.0%	57.3%	55.9%	--	--	--	--	--	--

Percent Graduated

Fall Entering Term	# in Cohort			Year 2			Year 3			Year 4		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
2003	227	362	589	17.6%	20.2%	19.2%	44.5%	43.4%	43.8%	53.8%	54.1%	54.0%
2004	245	323	568	21.6%	18.6%	19.9%	42.4%	39.0%	40.5%	--	--	--
2005	261	379	640	18.8%	19.5%	19.2%	--	--	--	--	--	--

Percent Retained

Fall Entering Term	# in Cohort			Year 2			Year 3			Year 4		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
2003	227	362	589	77.1%	75.4%	76.1%	67.4%	63.5%	67.9%	63.4%	63.5%	63.4%
2004	245	323	568	72.2%	75.2%	73.9%	61.2%	64.1%	62.9%	--	--	--
2005	261	379	640	72.8%	76.8%	75.2%	--	--	--	--	--	--

TABLE 5
Mean Grade Point Averages for Bachelor's Level
Graduates for 2005-2007 by Gender and Race/Ethnicity

Academic Year	Male	Female	African American	Not African American
2005	3.33	3.36	3.12	3.37
2006	3.30	3.36	3.02	3.36
2007	3.28	3.41	3.09	3.38

TABLE 6

**Dollars and Staff Years Budgeted to Programs Serving
Underrepresented Students and Staff at Public Universities
Fiscal Years 2006 and 2007**

Program	Staff Years Budgeted		Dollars Budgeted				Change in Dollars Budgeted	
	FY06	FY07	State		Other		State	Other
			FY06	FY07	FY06	FY07		
Office of Multicultural Student Affairs	1.88	1.88	63,100	65,600	10,000	10,000	2,500	0
TANF/Low Income Degree Scholarship Program	0.00	0.00	0	0	500,000	229,800	0	(270,200)
Leadership in Public Service Program	0.00	0.00	50,000	50,000	0	0	0	0
Midstate Student Support for Teaching***	1.21	1.38	81,000	83,500	0	0	2,500	0
Diversity Task Force	0.10	0.10	13,700	14,300	0	0	600	0
Whitney M. Young Fellowship Program	0.45	0.45	140,400	140,800	0	0	400	0
Women's Center	1.38	1.38	58,800	61,300	10,200	8,500	2,500	(1,700)
Disability Services	3.38	3.38	121,000	121,900	6,600	6,000	900	(600)

TABLE 7
University of Illinois at Springfield
Students with Disabilities
Academic Year 2006-2007

Students Who Registered				
<u>Type of Disability</u>	Undergraduate	Graduate	Other	Total
Learning	23	12		35
ADHD	10	1		11
Psychological	15	7		22
Developmental	1	0		1
Mobility	18	2		20
Blind/Low Vision	5	5		10
Deaf/Hard of Hearing	4	4		8
Systemic/Chronic Health Problems	7	5		12
Other	2	1		3

Registered Students Who Used Services				
<u>Type of Disability</u>	Undergraduate	Graduate	Other	Total
Learning	23	12		35
ADHD	10	1		11
Psychological	15	7		22
Developmental	1	0		1
Mobility	18	2		20
Blind/Low Vision	5	5		10
Deaf/Hard of Hearing	4	4		8
Systemic/Chronic Health Problems	7	5		12
Other	2	1		3

University of Illinois at Springfield
Faculty/Staff with Disabilities
Academic Year 2006-2007

<u>Type of Disability</u>	Faculty/Staff	Other
Learning	0	1
ADHD	0	1
Psychological	0	2
Developmental	0	0
Mobility	6	2
Blind/Low Vision	1	1
Deaf/Hard of Hearing	0	0
Systemic/Chronic Health Problems	4	4
Other	0	0

TABLE 8
University of Illinois at Springfield
Freshmen Retention Rates
Fall 2006 New Beginning Freshmen Cohorts
by Racial/Ethnic Category and Gender

	American Indian or Alaskan Native			Asian or Pacific Islander			Black/Non-Hispanic			Hispanic			White/Non-Hispanic			Non-Resident Alien			Unknown/Other			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
2006	n/a	n/a	n/a	72.7	75	73.9	47.1	72.7	61.5	66.7	66.7	66.7	74.6	74.7	74.7	100.0	100.0	100.0	40.0	60.0	50.0	68.5	73.9	71.5

TABLE A
Summary of Enrollments by Ethnic Categories
Fall 1994 to Fall 2006

Year	American Indian		Hispanic		African American		White		Asian		Unknown/ Other*		Non-Resident Alien		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1997	18	0.4	58	1.3	339	7.6	3,882	87.0	76	1.7	0	0.0	90	2.0	4,463	100
1998	14	0.3	49	1.1	320	7.4	3,779	87.2	71	1.6	0	0.0	101	2.3	4,334	100
1999	15	0.4	51	1.3	311	7.6	3,521	86.3	68	1.7	0	0.0	113	2.8	4,079	100
2000	13	0.3	49	1.2	315	8.0	3,391	86.0	63	1.6	0	0.0	111	2.8	3,942	100
2001	9	0.2	63	1.5	355	8.3	3,607	84.1	77	1.8	0	0.0	177	4.1	4,288	100
2002	10	0.2	60	1.3	356	8.0	3,757	84.4	85	1.9	0	0.0	183	4.1	4,451	100
2003	15	0.3	62	1.4	363	7.9	3,840	84.0	121	2.6	0	0.0	173	3.8	4,574	100
2004	13	0.3	67	1.5	338	7.7	3,457	78.6	118	2.7	192	4.4	211	4.8	4,396	100
2005	16	0.4	76	1.7	365	8.1	3,460	76.6	119	2.6	227	5.0	254	5.6	4,517	100
2006	23	0.5	96	2.0	412	8.7	3,545	74.5	129	2.7	241	5.4	315	6.6	4,761	100

* NOTE: Prior to 2004, students with an unknown or other race/ethnic code were counted as White.

TABLE B**Student Enrollment – Total, African American, Other Minority,
and Total Minority, Fall 1997 to Fall 2006**

Year	Total Enrollment	African American Enrollment		Other Minority Enrollment ¹		Total Minority Enrollment	
		N	% of Total	N	% of Total	N	% of Total
1997	4,463	339	7.60	152	3.41	491	11.00
1998	4,334	320	7.38	134	3.09	454	10.48
1999	4,079	311	7.62	134	3.29	445	10.91
2000	3,942	315	7.99	125	3.17	440	11.16
2001	4,288	355	8.28	149	3.47	504	11.75
2002	4,451	359	8.07	155	3.48	514	11.55
2003	4,574	363	7.94	198	4.33	561	12.26
2004	4,396	338	7.69	198	4.50	536	12.19
2005	4,517	365	8.08	211	4.67	576	12.75
2006	4,761	412	8.70	248	5.21	660	13.90

¹ Does not include non-resident aliens; includes American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic.

TABLE C
Undergraduate Total Head Count Enrollment by College, Degree Program, Racial/Ethnic Category, and Gender
Fall 2006

College/Degree Program	Non-Resident Alien		Black Non-Hispanic		Amer. Indian/Alaskan Native		Asian Pacific Islander		Hispanic		White Non-Hispanic		Other/Unknown		Total		TOTAL
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	
College of Business and Management																	
Accounting	0	2	4	9	0	1	2	5	0	1	56	91	4	3	66	112	178
Business Administration	6	0	13	13	1	1	5	2	6	4	119	117	9	8	159	145	304
Economics	1	0	1	1	0	1	1	0	0	0	9	1	0	0	12	3	15
Management	0	0	6	10	0	0	2	0	2	1	53	64	4	0	67	75	142
Subtotal	7	2	24	33	1	3	10	7	8	6	237	273	17	11	304	335	639
College of Education and Human Services																	
Social Work	0	0	2	17	0	0	0	2	0	0	5	68	0	5	7	92	99
Subtotal	0	0	2	17	0	0	0	2	0	0	5	68	0	5	7	92	99
College of Liberal Arts and Sciences																	
Biology	1	1	1	12	3	1	2	2	0	0	34	72	1	6	42	94	136
Chemistry	1	0	1	0	0	1	1	0	0	0	14	22	0	0	17	23	40
Clinical Laboratory Science	1	0	1	3	0	0	0	2	0	2	6	22	0	1	8	30	38
Communication	0	0	5	10	1	0	2	3	3	3	34	62	4	3	49	81	130
Computer Science	4	0	8	5	0	1	11	3	8	2	125	15	14	0	170	26	196
English	0	1	0	9	0	1	1	1	2	1	17	76	2	7	22	96	118
History	0	0	2	5	1	0	0	2	2	1	62	40	6	6	73	54	127
Liberal Studies	1	0	5	15	1	0	1	3	1	3	53	119	9	10	71	150	221
Mathematical Sciences	1	0	5	3	1	0	1	3	2	1	38	42	3	4	51	53	104
Philosophy	0	0	2	3	0	0	1	0	1	1	18	6	4	3	26	13	39
Psychology	0	0	4	30	0	1	2	5	3	5	33	156	4	10	46	207	253
Sociology/Anthropology	0	0	0	2	0	0	0	1	0	0	3	20	0	0	3	23	26
Visual Arts	0	1	4	5	0	0	0	0	0	0	14	20	1	0	19	26	45
Subtotal	9	3	38	102	7	5	22	25	22	19	451	672	48	50	597	876	1,473
College of Public Affairs and Administration																	
Criminal Justice	0	1	12	20	0	0	0	1	1	4	56	70	6	2	75	98	173
Legal Studies	0	0	0	3	0	0	0	4	0	0	17	35	0	0	17	42	59
Political Studies	0	0	5	2	1	0	0	0	1	3	38	26	3	1	48	32	80
Subtotal	0	1	17	25	1	0	0	5	2	7	111	131	9	3	140	172	312
Undeclared/Unclassified	2	0	10	13	0	0	4	5	1	2	65	115	8	10	90	145	235
Subtotal	2	0	10	13	0	0	4	5	1	2	65	115	8	10	90	145	235
Total Undergraduates	18	6	91	190	9	8	36	44	33	34	869	1,259	82	79	1,138	1,620	2,758

TABLE C-1

Undergraduate Total Head Count Enrollment – Non-Resident Alien by College, Degree Program, Racial/Ethnic Category, and Gender, Fall 2006

College/Degree Program	Non-Resident Alien		Asian Pacific Islander		Hispanic		Black Non-Hispanic		White Non-Hispanic		Other	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
College of Business and Management												
Accountancy		2		1						1		
Business Administration	6		1		3		1		1			
Economics	1				1							
Subtotal	7	2	1	1	4	0	1	0	1	1	0	0
College of Education and Human Services												
Subtotal	0	0	0	0	0	0	0	0	0	0	0	0
College of Liberal Arts & Sciences												
Biology	1	1	1	1								
Chemistry	1		1									
Clinical Lab Science	1		1									
Computer Science	4		3						1			
English		1		1								
Liberal Studies	1										1	
Mathematical Science	1		1									
Visual Arts		1		1								
Subtotal	9	3	7	3	0	0	0	0	1	0	1	0
College of Public Affairs & Administration												
Criminal Justice		1						1				
Subtotal	0	1	0	0	0	0	0	1	0	0	0	0
Undeclared/Unclassified Undergraduate	2	0	1	0	0	0	0	0	0	0	1	0
Total	16	6	9	4	4	0	1	1	2	1	2	0

TABLE C-2

Summary of Enrollments and Retention by Ethnic Categories, Undergraduate Total Head Count Enrollment - Capital Scholars Program, Fall 2001 to Spring 2007

First Year	Retention	American Indian		Hispanic		African American		White		Asian		Non-Resident Alien		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2001		0	0.0	0	0.0	6	5.2	101	87.1	8	6.9	1	0.9	116	100
	Spring 2002	0	0.0	0	0.0	5	4.5	97	87.4	8	7.2	1	0.9	111	100
	Fall 2002	0	0.0	0	0.0	5	4.7	93	86.9	8	7.5	1	0.9	107	100
	Spring 2003	0	0.0	0	0.0	5	4.9	89	86.4	8	7.8	1	1.0	103	100
	Fall 2003	0	0.0	0	0.0	5	6.2	69	85.2	6	7.4	1	1.2	81	100
	Spring 2004	0	0.0	0	0.0	5	6.6	66	86.8	5	6.6	0	0.0	76	100
	Fall 2004	0	0.0	0	0.0	3	4.0	66	88.0	6	8.0	0	0.0	75	100
	Spring 2005	0	0.0	0	0.0	3	4.2	64	88.9	5	6.9	0	0.0	72	100
	Fall 2005	0	0.0	0	0.0	2	2.9	63	91.3	4	5.8	0	0.0	69	100
	Spring 2006	0	0.0	0	0.0	3	4.3	62	89.9	4	5.8	0	0.0	69	100
	Fall 2006	0	0.0	0	0.0	3	4.3	62	89.9	4	5.8	0	0.0	69	100
	Spring 2007	0	0.0	0	0.0	3	4.3	62	89.9	4	5.8	0	0.0	69	100
Fall 2002		0	0.0	4	4.1	9	9.3	79	81.4	2	2.1	3	3.1	97	100
	Spring 2003	0	0.0	4	4.8	5	6.0	71	84.5	2	2.4	2	2.4	84	100
	Fall 2003	0	0.0	4	5.3	5	6.6	64	84.2	1	1.3	2	2.6	76	100
	Spring 2004	0	0.0	4	5.4	4	5.4	63	85.1	1	1.4	2	2.7	74	100
	Fall 2004	0	0.0	3	4.9	4	6.6	51	83.6	1	1.6	2	3.3	61	100
	Spring 2005	0	0.0	4	6.6	4	6.6	51	83.6	1	1.6	1	1.6	61	100
	Fall 2005	0	0.0	4	6.8	4	6.8	49	83.1	1	1.7	1	1.7	59	100
	Spring 2006	0	0.0	4	6.8	4	6.8	49	83.1	1	1.7	1	1.7	59	100
	Fall 2006	0	0.0	4	5.3	3	5.3	49	86.0	1	1.8	1	1.8	58	100
	Spring 2007	0	0.0	3	5.3	3	5.3	49	86.0	1	1.8	1	1.8	57	100
Fall 2003		0	0.0	3	2.6	5	4.3	105	90.5	2	1.7	1	0.9	116	100
	Spring 2004	0	0.0	3	2.8	5	4.6	98	89.9	2	1.8	1	0.9	109	100
	Fall 2004	0	0.0	3	3.2	3	3.2	84	90.3	2	2.2	1	1.1	93	100
	Spring 2005	0	0.0	3	3.3	3	3.3	82	90.1	2	2.2	1	1.1	91	100
	Fall 2005	0	0.0	3	3.5	3	3.5	76	89.4	2	2.4	1	1.2	85	100
	Spring 2006	0	0.0	3	3.5	3	3.5	76	89.4	2	2.4	1	1.2	85	100
	Fall 2006	0	0.0	2	2.4	3	3.6	76	90.5	2	2.4	1	1.2	84	100
	Spring 2007	0	0.0	2	2.4	3	3.7	74	90.2	2	2.4	1	1.2	82	100
Fall 2004		1	1.1	2	2.2	7	7.8	75	83.3	4	4.4	1	1.1	90	100
	Spring 2005	1	1.2	2	2.4	6	7.1	71	83.5	4	4.7	1	1.2	85	100
	Fall 2005	1	1.3	1	1.3	5	6.6	65	85.5	4	5.3	0	0.0	76	100
	Spring 2006	1	1.3	1	1.3	6	7.9	64	84.2	4	5.3	0	0.0	76	100
	Fall 2006	1	1.4	1	1.4	5	7.1	60	85.7	3	4.3	0	0.0	70	100
	Spring 2007	1	1.4	1	1.4	5	7.2	60	87.0	2	2.9	0	0.0	69	100
Fall 2005		2	1.4	3	2.2	7	5.1	114	82.6	11	8.0	1	0.7	138	100
	Spring 2006	2	1.6	3	2.3	7	5.5	106	82.8	9	7.0	1	0.8	128	100
	Fall 2006	2	1.9	3	2.8	6	5.6	89	82.4	7	6.5	1	0.9	108	100
	Spring 2007	2	1.9	2	1.9	5	4.8	87	83.7	7	6.7	1	1.0	104	100
Fall 2006		0	0.0	6	2.5	39	16.0	173	71.2	23	9.5	2	0.8	243	100
	Spring 2007	0	0.0	5	2.3	35	15.9	157	71.4	21	9.5	2	0.9	220	100

Notes: Race/ethnic categories of "Other" and "Not indicated" are collapsed into "White." Students who left the Capital Scholars program but remained at UIS are included. Data as of each semester's census.

Retention was operationalized as all students who were enrolled or had graduated.

**Table C-3
Summary of Enrollments by Gender Categories
Undergraduate Total Head Count Enrollment
Capital Scholars Program, Fall 2001 to Spring 2007**

First Year	Retention	Male		Female		Total		Percent Retained
Fall 2001		51	44.0%	65	56.0%	116	100%	--
	Spring 2002	50	45.0%	61	55.0%	111	100%	95.7%
	Fall 2002	48	44.9%	59	55.1%	107	100%	92.2%
	Spring 2003	47	45.6%	56	54.4%	103	100%	88.8%
	Fall 2003	36	44.4%	45	55.6%	81	100%	69.8%
	Spring 2004	31	40.8%	45	59.2%	76	100%	65.5%
	Fall 2004	31	41.3%	44	58.7%	75	100%	64.7%
	Spring 2005	29	40.3%	43	59.7%	72	100%	62.1%
	Fall 2005	27	39.1%	42	60.9%	69	100%	59.5%
	Spring 2006	27	39.1%	42	60.9%	69	100%	59.5%
	Fall 2006	26	37.7%	43	62.3%	69	100%	59.5%
	Spring 2007	26	37.7%	43	62.3%	69	100%	59.5%
Fall 2002		44	45.4%	53	54.6%	97	100%	--
	Spring 2003	39	46.4%	45	53.6%	84	100%	86.6%
	Fall 2003	35	46.1%	41	53.9%	76	100%	78.4%
	Spring 2004	34	45.9%	40	54.1%	74	100%	76.3%
	Fall 2004	32	52.5%	29	47.5%	61	100%	62.9%
	Spring 2005	32	52.5%	29	47.5%	61	100%	62.9%
	Fall 2005	30	50.8%	29	49.2%	59	100%	60.8%
	Spring 2006	30	50.8%	29	49.2%	59	100%	60.8%
	Fall 2006	31	53.4%	27	46.6%	58	100%	59.8%
	Spring 2007	30	52.6%	27	47.4%	57	100%	58.8%
Fall 2003		41	35.3%	75	64.7%	116	100%	--
	Spring 2004	38	34.9%	71	65.1%	109	100%	94.0%
	Fall 2004	31	33.3%	62	66.7%	93	100%	80.2%
	Spring 2005	29	31.9%	62	68.1%	91	100%	78.4%
	Fall 2005	25	29.4%	60	70.6%	85	100%	73.3%
	Spring 2006	26	30.6%	59	69.4%	85	100%	73.3%
	Fall 2006	25	29.8%	59	70.2%	84	100%	72.4%
	Spring 2007	24	29.3%	58	70.7%	82	100%	70.7%
Fall 2004		35	38.9%	55	61.1%	90	100%	--
	Spring 2005	35	41.2%	50	58.8%	85	100%	94.4%
	Fall 2005	30	39.5%	46	60.5%	76	100%	84.4%
	Spring 2006	30	39.5%	46	60.5%	76	100%	84.4%
	Fall 2006	25	35.7%	45	64.3%	70	100%	77.8%
	Spring 2007	25	36.2%	44	63.8%	69	100%	76.7%
Fall 2005		61	44.2%	77	55.8%	138	100%	--
	Spring 2006	56	43.8%	72	56.3%	128	100%	92.8%
	Fall 2006	48	44.4%	60	55.6%	108	100%	78.3%
	Spring 2007	45	43.3%	59	56.7%	104	100%	75.4%
Fall 2006		109	44.9%	134	55.1%	243	100%	--
	Spring 2007	94	42.7%	126	57.3%	220	100%	90.5%

Note: Data as of each semester's census.

Note: Students who left the Capital Scholars program but remained at UIS are included.

Retention was operationalized as all students who were enrolled or had graduated.

TABLE D
Master's and Doctoral Total Head Count Enrollment by College, Degree Program,
Racial/Ethnic Category, and Gender, Fall 2006

GRADUATE College/Degree Program	Non-Resident Alien		Black Non-Hispanic		Amer. Indian/ Alaskan Native		Asian Pacific Islander		Hispanic		White Non-Hispanic		Other Unknown		Total	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
College of Business and Management																
Accountancy	3	5	2	4	1	0	4	4	0	0	18	37	0	1	28	51
Business Administration	3	2	0	2	0	0	3	1	2	0	57	44	2	0	67	49
Management Information Systems	10	2	7	4	1	0	5	5	4	0	70	27	4	3	101	41
Subtotal	16	9	9	10	2	0	12	10	6	0	145	108	6	4	196	141
College of Education and Human Services																
Educational Leadership	1	0	5	13	0	1	2	1	0	1	101	255	6	17	115	288
Human Development Counseling	0	0	0	2	0	0	0	1	0	0	6	49	1	1	7	53
Human Services	1	1	2	15	0	0	0	2	1	1	13	57	0	2	17	78
Subtotal	2	1	7	30	0	1	2	4	1	2	120	361	7	20	139	419
College of Liberal Arts and Sciences																
Biology	0	0	0	0	0	0	0	0	0	0	7	9	0	0	7	9
Communication	0	0	0	2	0	0	0	0	0	0	9	31	0	1	9	34
Computer Science	158	67	0	0	0	0	2	4	0	0	46	8	1	0	207	79
English	0	0	2	1	0	0	0	0	1	0	8	25	0	0	11	26
History	0	0	1	4	0	0	0	0	0	0	28	23	0	0	29	27
Individual Option	0	0	1	3	0	1	0	0	0	0	6	23	0	2	7	29
Subtotal	158	67	4	10	0	1	2	4	1	0	104	119	1	3	270	204
College of Public Affairs and Administration																
Environmental Studies/Sciences	0	2	1	2	0	0	0	0	1	0	15	44	1	2	18	50
Legal Studies	0	2	0	2	0	0	0	0	0	1	6	15	0	1	6	21
Political Studies	2	3	5	3	0	0	2	2	1	2	40	27	1	2	51	39
Public Administration	3	0	9	10	0	0	0	1	4	2	33	45	2	1	51	59
Public Affairs Reporting	0	0	0	4	0	0	0	1	1	1	5	6	1	1	7	13
Master of Public Health	18	3	1	2	0	0	2	0	0	0	4	9	0	2	25	16
Subtotal	23	10	16	23	0	0	4	4	7	6	103	146	5	9	158	198
Undeclared/Unclassified																
Graduates	3	1	2	17	1	1	4	3	2	4	91	104	14	11	117	141
Total Master's	202	88	38	90	3	3	24	25	17	12	563	838	33	47	880	1,103
Doctor of Public Administration																
Subtotal Doctoral	1	0	1	2	0	0	0	0	0	0	7	9	0	0	9	11
Total Graduate Enrollment	203	88	39	92	3	3	24	25	17	12	570	847	33	47	889	1,114

TABLE E
Student Headcount Enrollment by Gender and Level
Fall 1997 to Fall 2006

Year	Undergraduate Enrollment					Master's Enrollment					Doctoral Enrollment ¹					Total Enrollment				Total Enrollment
	Female		Male		Total	Female		Male		Total	Female		Male		Total	Female		Male		
	N	% of Total	N	% of Total		N	% of Total	N	% of Total		N	% of Total	N	% of Total		N	% of Total	N	% of Total	
1997	1,540	63.9	871	36.1	2,411	1,208	58.9	844	41.1	2,052						2,748	61.6	1,715	38.4	4,463
1998	1,513	63.8	860	36.2	2,373	1,157	59.7	781	40.3	1,938	9	39.1	14	60.9	23	2,679	61.8	1,655	38.2	4,334
1999	1,352	61.9	831	38.1	2,183	1,092	58.2	784	41.8	1,876	6	30.0	14	70.0	20	2,450	60.1	1,629	39.9	4,079
2000	1,353	63.9	765	36.1	2,118	1,032	57.2	771	42.8	1,803	8	38.1	13	61.9	21	2,393	60.7	1,549	39.3	3,942
2001	1,466	63.7	834	36.3	2,300	1,110	56.5	856	43.5	1,966	8	36.4	14	63.6	22	2,584	60.3	1,704	39.7	4,288
2002	1,512	61.8	933	38.2	2,445	1,144	57.7	839	42.3	1,983	13	56.5	10	43.5	23	2,669	60.0	1,782	40.0	4,451
2003	1,574	61.3	995	38.7	2,569	1,174	59.1	813	40.9	1,987	14	77.8	4	22.2	18	2,762	60.4	1,812	39.6	4,574
2004	1,511	60.3	996	39.7	2,507	1,073	57.3	801	42.7	1,874	11	73.3	4	26.7	15	2,595	59.0	1,801	41.0	4,396
2005	1,582	60.1	1,052	39.9	2,634	1,080	57.9	785	42.1	1,865	11	73.3	7	38.9	18	2,673	59.2	1,844	40.8	4,517
2006	1,620	58.7%	1,138	41.3	2,758	1,103	55.6%	880	44.4	1,983	11	55.0%	9	45.0	20	2,734	57.4	2,027	42.6	4,761

Table F
Summary Report of Full-Time Employees by Gender and Ethnicity
Fall 2006

Category	Male		Female		Total	
	N	% of Category	N	% of Category	N	% of Category
Faculty						
Unknown	1	0.5%	0	0.0%	1	0.5%
Asian/Pacific Isl.	11	5.5%	1	0.5%	12	6.0%
Black	6	3.0%	7	3.5%	13	6.5%
Hispanic	1	0.5%	2	1.0%	3	1.5%
White	82	41.2%	71	35.7%	153	76.9%
Native American	1	0.5%	1	0.5%	2	1.0%
International	11	5.5%	4	2.0%	15	7.5%
Subtotal	113	56.8%	86	43.2%	199	100.0%
Acad. Professional						
Unknown	1	0.6%	0	0.0%	1	0.6%
Asian/Pacific Isl.	3	1.8%	0	0.0%	3	1.8%
Black	5	6.8%	5	5.2%	10	5.9%
Hispanic	1	0.6%	2	1.2%	3	1.8%
White	60	35.3%	88	51.8%	148	87.1%
Native American	1	0.6%	1	0.6%	2	1.2%
International	2	1.2%	1	0.6%	3	1.8%
Subtotal	73	42.9%	97	57.1%	170	100.0%
Civil Service						
Unknown	0	0.0%	0	0.0%	0	0.0%
Asian/Pacific Isl.	1	0.4%	1	0.4%	2	0.7%
Black	4	1.4%	5	1.8%	9	3.2%
Hispanic	2	0.7%	3	1.1%	5	1.8%
White	109	39.2%	153	55.0%	262	94.2%
Native American	0	0.0%	0	0.0%	0	0.0%
International	0	0.0%	0	0.0%	0	0.0%
Subtotal	116	41.7%	162	58.3%	278	100.0%
All Employees						
Unknown	2	0.3%	0	0.0%	2	0.3%
Asian/Pacific Isl.	15	2.3%	2	0.3%	17	2.6%
Black	15	2.3%	17	2.6%	32	4.9%
Hispanic	4	0.6%	7	1.1%	11	1.7%
White	251	38.8%	312	48.2%	563	87.0%
Native American	2	0.3%	2	0.3%	4	0.6%
International	13	2.0%	5	0.8%	18	2.8%
Total	302	46.7%	345	53.3%	647	100.0%

Sources: Faculty data -- Sims Report; Acad. Professional and Civil Service -- October 2006 10th day file.

TABLE G
Summary Report of Full-Time Employees from Underrepresented Populations
Fall 1997 to Fall 2006

Employee Category/Year	Black		Asian		Hispanic		Disabled		Female		Employment Category Total		Campus Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Faculty													
1997	10	6.25	8	5.00	4	2.50	2	1.3	53	33.13	160	30.77	520
1998	10	6.10	6	3.66	3	1.83	3	1.8	60	36.59	164	31.12	527
1999	9	5.66	6	3.77	2	1.26	4	2.5	60	37.74	159	30.06	529
2000	9	5.52	5	3.07	2	1.23	5	3.1	62	38.04	163	30.13	541
2001	10	5.95	9	5.36	2	1.19	5	3.0	65	38.69	168	28.67	586
2002	7	4.22	10	6.02	2	1.20	5	3.0	67	40.36	166	28.38	585
2003	6	3.57	13	7.74	2	1.19	4	2.4	69	41.07	168	29.63	567
2004	11	6.75	9	5.52	2	1.23	5	3.1	64	39.26	163	28.50	572
2005	12	6.78	6	3.39	2	1.13	16	9.0	77	43.50	177	30.26	585
2006	13	6.53	12	6.03	3	1.51	12	6.0	86	43.22	199	30.76	647
Acad. Prof.													
1997	6	5.94	0	0.00	2	1.98	1	1.0	55	54.46	101	19.42	520
1998	5	4.63	1	0.93	1	0.93	0	0.0	61	56.48	108	20.49	527
1999	6	5.41	2	1.80	2	1.80	0	0.0	63	56.76	111	20.98	529
2000	6	4.88	2	1.63	1	0.81	0	0.0	72	58.54	123	22.74	541
2001	7	4.67	4	2.67	1	0.67	3	2.0	83	55.33	150	25.60	586
2002	8	5.33	6	4.00	2	1.33	2	1.3	83	55.33	150	25.64	585
2003	5	3.57	4	2.86	1	0.71	2	1.4	79	56.43	140	24.69	567
2004	5	3.31	3	1.99	1	0.66	5	3.3	88	58.28	151	26.40	572
2005	6	4.14	3	2.07	1	0.69	18	12.4	85	58.62	145	24.79	585
2006	10	5.88	3	1.76	3	1.76	2	1.2	97	57.06	170	26.28	647
Civil Service													
1997	21	8.11	0	0.00	0	0.00	5	1.9	150	57.92	259	49.81	520
1998	18	7.06	0	0.00	0	0.00	3	1.2	150	58.82	255	48.39	527
1999	18	6.95	0	0.00	0	0.00	3	1.2	156	60.23	259	48.96	529
2000	15	5.88	1	0.39	1	0.39	3	1.2	160	62.75	255	47.13	541
2001	19	7.09	0	0.00	3	1.12	9	3.4	164	61.19	268	45.73	586
2002	17	6.32	0	0.00	4	1.49	2	0.7	166	61.71	269	45.98	585
2003	10	3.86	0	0.00	4	1.54	2	0.8	158	61.00	259	45.68	567
2004	10	3.91	2	0.78	4	1.56	4	1.6	151	58.98	256	44.76	572
2005	10	3.95	2	0.79	6	2.37	15	5.9	153	60.47	253	43.25	585
2006	9	3.24	2	0.72	5	1.80	8	2.9	162	58.27	278	42.97	647
All Employees													
1997	37	7.12	8	1.54	6	1.15	8	1.5	258	49.62	N/A	N/A	520
1998	33	6.26	7	1.33	4	0.76	6	1.1	271	51.42	N/A	N/A	527
1999	33	6.24	8	1.51	4	0.76	7	1.3	279	52.74	N/A	N/A	529
2000	30	5.55	8	1.48	4	0.74	8	1.5	294	54.34	N/A	N/A	541
2001	36	6.14	13	2.22	6	1.02	17	2.9	312	53.24	N/A	N/A	586
2002	32	5.47	16	2.74	8	1.37	9	1.5	316	54.02	N/A	N/A	585
2003	21	3.70	17	3.00	7	1.23	8	1.4	306	53.97	N/A	N/A	567
2004	26	4.55	14	2.45	7	1.22	14	2.4	303	52.97	N/A	N/A	572
2005	28	4.79	11	1.88	9	1.54	49	8.4	315	53.85	N/A	N/A	585
2006	32	4.95	17	2.63	11	1.70	22	3.4	345	53.32	N/A	N/A	647