
**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**

2008

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

University of Illinois at Urbana-Champaign

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

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Acknowledgements	6
Executive Summary	8
I. Academic Achievement Programs and Activities	10
A. College of Agricultural Consumer and Environmental Sciences	10
B. College of Applied Health Sciences	13
C. College of Education: Special Educational Opportunities Program (SEOP) ..	15
D. College of Engineering	16
E. Graduate College	25
F. College of Liberal Arts & Sciences (LAS)	28
G. College of Medicine.....	38
H. Division of Disability Resources and Educational Services.....	39
I. Office of Minority Student Affairs	43
II. Institutional Effective Practice for Underrepresented Students’ Academic Achievement: College of Liberal Arts and Sciences’ Access & Achievement Program	45
III. IBHE Web Accessibility Report: Evaluation, Plans for Improvement, and Annual Report	47
A. Standard	47
B. Evaluations.....	47
C. Evaluation outcomes.....	48
D. Plans for Improvement.....	49
E. Plans for evaluating additional web pages.....	49
F. Campus policies and procedures to ensure web accessibility.....	50
G. Training and Support for Web Developers and Instructors	50
H. Evaluators and Authors.....	54
I. References.....	54
J. Appendix A: Evaluation Details	55
K. Appendix B: Advancing Disability Access in an Electronic Age	66

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Executive Summary

Background

Illinois Public Acts 85-283 and 90-730 require all public institutions of higher education to annually report to the Illinois Board of Higher Education on efforts designed to improve and to increase the participation of underrepresented groups. The Board, in turn, is required to submit an annual report to the Governor and to the General Assembly on the effectiveness of these initiatives.

Executive Summary

The University of Illinois has a strong commitment to students from underrepresented groups. As will be discussed in this report, the University has undertaken several new initiatives since the last report on academic achievement. “Inclusive Illinois” is a new campus-wide initiative that ushers in a new commitment to diversity and inclusivity, creating an atmosphere conducive to the maximization of each individual’s potential within the Illinois community. The University’s goal is to heighten awareness and engagement about issues of identity and the importance of examining and respecting differences based on race, ethnicity, gender, sexual orientation and gender identity, age, physical ability, and religion, as well as the multiple and intersecting ways we see ourselves and others. In addition, to enhance the working, living, and learning environment for faculty, staff, and students, the University encourages a standard of conduct and behavior that is consistent with the values of inclusivity. In an environment of inclusivity, there is no place for acts of hatred, intolerance, insensitivity, bigotry, threats of violence, harassment or discrimination. By creating an atmosphere free from those insidious distractions, many barriers to maximum academic achievement are removed for all individuals, including those from underrepresented groups.

Many colleges within the University of Illinois at Urbana-Champaign have implemented new initiatives geared towards enhancing academic achievement for students in underrepresented groups or are in the process of updating and revamping existing programs which have previously met with success. In particular, the College of Applied Health Sciences has implemented an Enrichment and Outreach Program with several components that center on core areas of individual contact, assistance, and resources. The College of Engineering continues its efforts to recruit and retain highly talented women and underrepresented ethnic minorities by continually assessing and redesigning many of its long-existing programs to meet the needs of today’s students, and is also working with the local community to increase the number of underrepresented students in the educational pipeline with the skills and abilities necessary to successfully pursue technical degrees. Finally, the College of Liberal Arts and Sciences continues to provide exemplary support to its own students and has increased its efforts to work cross-departmentally to ensure that underrepresented students throughout the University of Illinois at Urbana-Champaign have the opportunity to attain an undergraduate degree.

This report below documents the University's evaluation of academic achievement for underrepresented groups and its continuous improvement plan for providing and sustaining continued academic achievement for underrepresented groups. Specifically, the report highlights those programs with specific qualitative or quantitative data on academic achievement.

I. Academic Achievement Programs and Activities

A. College of Agricultural Consumer and Environmental Sciences

INTRODUCTORY STATEMENT

Since 1987, the College of Agricultural Consumer and Environmental Sciences (ACES) has sought to improve the representation and performance of underrepresented undergraduate students (i.e., African Americans, Latina/Latinos, Native Americans) in math and science curriculums related to disciplines in the food, human and environmental sciences through a set of Diversity Initiatives that focus on recruitment and successful academic performance. For the purpose of this report, the Young Scholars Program (an academic enrichment summer program for entering fall ACES freshman) and the Undergraduate Education component will be the primary topics discussed.

IDENTIFYING AND SERVING STUDENT CLIENTELE

1. Young Scholars Program

The Young Scholars Program invites students from underserved groups and economically disadvantaged backgrounds who are matriculating into the UIUC College of ACES during the fall semester to participate in a summer academic enrichment camp prior to its start. The camp is designed to strengthen skills in math, science and writing, and seeks to enhance the academic competitiveness of participants during the college freshman year. The transcripts and test scores of participants are evaluated, and specific course requirements are created in partnership with their community colleges. Each participant signs an academic agreement to fulfill the identified requirements at their community college. Participating students are assigned a graduate student counselor who monitors their academic performance and provides suggestions for intervention (i.e. tutors, skill development session, etc.) from the ACES Academic Programs office and ACES Academic Departments as necessary. The program also works with the ACES Career Services office and campus undergraduate research programs to place students who demonstrate strong academic performance in a research (or job) internship or study abroad experience at the end of their freshman year. Financial aid issues are also addressed with this group. Over the past two years scholarships from \$3,000-\$5,000 were given to YSP participants based on academic merit. Approximately 20-25 students are selected to participate in this program each summer.

EVALUATION: *A five-year study of the YSP students' fall 2004-2006 performance has revealed a higher level of achievement at the end of the freshman year, compared with non-YSP cohorts. YSP students took an average of 36 credit hours, with a GPA of 3.10, while non-YSP students took only 30 credits hours at a GPA of 2.35.*

2. Undergraduate Education

The Undergraduate Education component focuses on student retention. There has been a new emphasis on merit based scholarships, increased opportunities for study abroad, and internship experiences to enhance the undergraduate experience of top academic performers from underrepresented groups. The college's goals as relates to the recruitment and retention of underrepresented students and the quality of their academic experience remains the same:

- Increase the number and geographic representation of underrepresented students studying at the undergraduate level.
- Increase the academic quality of the underrepresented students in the admitted pool.
- Increase the academic performance and leadership development of underrepresented students current studying in ACES programs.
- Increase the graduation and job placement rates of underrepresented students and to maintain an active alumni relationship.

The program provides services to approximately 216 underrepresented students (African American, Latino/Latina, Native American), and another 80 students who identify themselves as economically or physically disadvantaged. All new underrepresented students and other students identified as at-risk are sent a letter informing them of the services provided by the college and the campus, and are invited to make an appointment with the Assistant Dean for Diversity Programs or a graduate student counselor to assess their academic needs. An academic plan is developed during a series of meetings with each student. Graduate counselors are trained to utilize services provided by both the Office of Minority Student Affairs (OMSA) and the Assistant Dean for Diversity Programs.

EVALUATION: As a result of these services, the gap between retention for underrepresented students and the ACES general student body is decreasing. It is noteworthy to report that over the past five (5) years, retention of underrepresented students (in College of ACES majors) has increased from 60% to nearly 85% after one year of matriculation. The average GPA of underrepresented students appears to be at its highest ever with more than 50% of freshman and 25% of all underrepresented students having achieved at least a 2.70 or higher. Of the fall 2006 underrepresented student body, 20% had grades above the 3.0 and 25% of sophomores and juniors qualified for the undergraduate research program. Also, the distribution of undergraduate degrees conferred to underrepresented students was at 8% of the total. Note that in 1990, underrepresented students comprised only 2% of ACES undergraduate degrees.

The College of ACES through the "ACES 100" course provides an on-line lecture and assignment on diversity awareness prepared by the Assistant Dean for Diversity Programs, and a hands-on activity in the small discussion sessions aimed at creating a better understanding and appreciation for cultural differences. This course is required of all ACES freshman.

3. Institutional Resources

The College of ACES has employed an Assistant Dean responsible for coordination of the Diversity Program initiatives since 1992. The Dean employs one graduate student assistant to assist with academic and career counseling of minority students. It should be noted that the Office of Minority Student Affairs provides two graduate student counselors to the college. Approximately 50% of their time is directed towards the recruitment and retention of underrepresented undergraduate students.

The ACES summer programs have been a wise investment. More than 800 talented underrepresented and other underrepresented students have participated in the summer experience since 1988. Approximately 44% have enrolled in the College of ACES. Over the past 5 years approximately 65% have enrolled at the University of Illinois. More than 68% have enrolled in a University of Illinois college program which focuses on math and science. A scholarship component is being developed to retain more of these very talented summer program participants.

I. Academic Achievement Programs and Activities

B. College of Applied Health Sciences

The College of Applied Health Sciences (AHS) Enrichment and Outreach Program (EOP) was implemented in June 2006, with a mission to provide consistent and continual academic support and services for AHS students of underrepresented populations, including first generation, students with disabilities, minorities, women, and student athletes. The EOP program has several components that center around core areas of individual contact, assistance, and resources. EOP allows for students to receive extra attention in areas of need. Whether students need information regarding resumes, cover letters, study preparation, APA citations, campus employment, or student involvement opportunities, the EOP program's goal is to become an information depot for students. EOP students meet in regularly scheduled appointments with the College of AHS Program Coordinator. These individual meetings provide students with information regarding Colleges, departments, and majors, as well as the additional opportunities available to them for academic growth and enrichment, such as research and volunteer opportunities. These meetings also provide information to students with respect to campus life and adjustment issues, academic deficiencies, and skills in the areas of motivation, initiative, navigation, direction, study skills, expectation, and time management. EOP will officially be named the Mannie L. Jackson Academic Enrichment Leadership Program January 2008, and will provide even more services and resources to students in areas of mentorship, leadership, and outreach.

EOP students are invited to participate in the following individualized services designed to meet various academic and adjustment needs:

- **Bi-weekly individual appointments:** These recurrent half-hour appointments with the Program Coordinator helps to provide information on an individual basis about the College, major, and opportunities available for academic growth and enrichment, such as research and volunteer opportunities. Students also create a semester success plan that provides detailed information on how the student will utilize department and campus resources for academic and self development.
- **“Check-ins”:** Students meet with their Program Coordinator (who serves as an accountability partner) after first exams, mid-term examinations, and for final exam preparations to estimate grades and grade point average as well as to receive continued referrals and recommendations to student services cross-campus.
- **Tutoring Program:** Students are given the opportunity to receive additional academic support three nights a week, at no-cost, through peer interaction and course-specific, skill-based development. The tutoring program is a joint initiative between the College of AHS and the Division of Intercollegiate Athletics Irwin Academic Center.

- **M.I.N.D.S.E.T©:** Students can attend a seven-part series which focuses on students self identifying indicators that prevent their academic success and composing individual contracts to promote academic success. Areas of skills discussed in the series: motivation, initiative, navigation, direction, study skills, expectation, and time management. Sessions can be one-on-one or within a group.
- **EOP Website:** Information website for EOP students as well as for all AHS students. The website allows students to see the EOP program “at a glance” as well as locate student organizations and other student services and resources. The website is located at: www.ahs.uiuc.edu/advising/eop.htm. This site proved to be not only a resource for current EOP students but for students college-wide. In fact, AHS faculty and administrators have found the site useful.
- **Outreach:** Students are invited to presentations in areas of career development, professional development, graduate schools, alumnae nights, and organized social events.

Evaluation/Outcomes: After one year, the EOP Program has seen strong academic results from students. In 2006, 39 students actively participated in the EOP program (2006 Average ACT-24.6; 2006 Average HSPR- 78.53) compared to the overall College of AHS student population (College of AHS student population ACT average 26-27; Average HSPR-87%). EOP retained 95% of its students in 2006 (2 students pursued a major in Liberal Arts and Sciences); no students within the EOP program were dropped; 97.4% of all students are in clear academic standing. Additionally, after the first year within EOP (2006): 7.7 % of students received perfect academic marks (4.0/4.0) and 23.1% received Deans List status. Additionally, all EOP students had a cumulative grade point average above 2.0 and 56.4% of students in 2006 AY had a cumulative grade point averages were B average (3.0) or higher. The same strong marks are expected from the EOP 2007 cohort, as well as continued academic success from the EOP 2006 cohort.

I. **Academic Achievement Programs and Activities**

C. College of Education: Special Educational Opportunities Program (SEOP)

Special Educational Opportunities Program (SEOP) students in Educational Psychology from Fall 2004 through Spring 2007 were selected and surveyed to determine their achievements. During this time period, seventeen doctoral level students participated in the program, all participating across multiple years. An interesting result of this analysis was the finding that each student had the opportunity to be a teaching assistant and research assistant during their tenure in the program. Of the approximately 46 separate appointments, 50% of them were research assistantships and 50% of them were teaching assistantships.

The solicitation of curriculum vita from the seventeen SEOP participants (sixteen responded) revealed the following information:

Eleven former participants are doctoral students in the APA-accredited Counseling Psychology doctoral program, and all of them have presented research at regional and national conferences, including American Psychological Association Annual Meetings, National Black Graduate Students Association Conference; Association of Black Psychologists Conference; Race, Roots, & Resistance Conference, National Latina/o Psychological Association, etc. Five of these students have received the American Psychological Association Minority Fellowship, and three others have won APA student research awards. Fifty percent (50%) of these students have published in peer-reviewed journals, remarkable given that only 5 of the 11 have completed qualifying exams.

I. Academic Achievement Programs and Activities

D. College of Engineering

1. Morrill Engineering Program

Formalized in 1973, the Morrill Engineering Program (MEP) was developed to attract and retain qualified students from underrepresented groups in engineering. These include African Americans, American Indians, Hispanics, and women of all ethnic groups. Through MEP, students find academic support services and activities, financial assistance, scholarships, work experience, and community.

The MEP approach is broad, encompassing pre-college, college, and graduate-level students. Outreach activities are designed for students as young as elementary school-age, seeking to spark their interest in science and introducing them to role models with field trips to the annual [Engineering Open House](#) and the Museum of Science and Industry in Chicago. In addition, the college's student societies visit local schools for a science and engineering "show and tell."

The MEP summer internship program, IMPRINT, is designed to help the College of Engineering recruit some of the top quality students who have an interest in the University of Illinois at Urbana-Champaign. It is basically a pre-college 8-week internship program for students who have been accepted, and made a commitment, to attend the University of Illinois. Also, the [Summer Research Opportunity Program](#), a cooperative effort among the Big Ten universities, brings prospective undergraduate and graduate students from other universities to campus, as well as students currently enrolled in the college, to work with a professor and learn about graduate study opportunities at the University of Illinois.

A variety of awards, merit scholarships, fellowships, and programs provide financial support for undergraduate and graduate study. The [Support for Underrepresented Groups in Engineering \(SURGE\) Fellowship](#) targets students interested in doctoral degrees in engineering and includes a recruitment component, [Multicultural Engineering Recruitment for Graduate Education \(MERGE\)](#), to encourage qualified underrepresented students to consider attending the University of Illinois.

Once students are on campus, a support system of counseling, tutoring, workshops, and activities is available to help them adjust to campus life, succeed academically, and obtain internships and jobs. Strong [student organizations](#) include the National Organization for the Professional Advancement of Black Chemists and Chemical Engineers, National Society of Black Engineers, Society of Hispanic Professional Engineers, and Society of Women Engineers, to name a few.

Role models and mentors—fellow students, graduate assistants, faculty, and alumni—encourage students and show by example the broad range of possibilities for engineering careers.

Current MEP Participant Achievements

The National Society of Black Engineers (NSBE) - Illinois student chapter attended the 32nd Annual National Convention at the David L. Lawrence Convention Center in Pittsburgh, PA from March 29 to April 2, 2006. Twenty-five Illinois students attended and the chapter was nominated for “Website of the Year” and “Chapter of the Year”. The 2005-2006 President Adrienne Wheeler was sworn into office as the new Region IV Vice Chair for the 2006-2007 school year.

Nine Hispanic students attended the HENAAC conference in San Diego, CA on October 11 to 13, 2007. They participated in the College Bowl and received the 4th place award. This event was a great opportunity for the undergraduates to interact and network with Illinois alumni from the College of Engineering.

The National Society of Hispanic Professional Engineers conference (SHPE) was held in Philadelphia, PA on October 31 – November 3, 2007. Fifteen students and six alumni attended the fall conference. Students participated in the Academic Olympiad and placed first and second in the technical bowl and student paper competition. The chapter also ranked in the top three in the large chapter category.

2. Women in Engineering Program

The Women in Engineering (WIE) program addresses recruitment and retention of women students. The WIE programs are designed to work together to recruit and retain students. Our individualized approach to recruitment and our relentless efforts in reaching out to the women in the College of Engineering provide a sense of community which positively influences our recruitment and retention outcomes. In the sections below, pipeline, recruitment and retention programs are listed and major programs (bolded) are then described in more detail.

3. Intel Scholars Undergraduate Research Program (ISUR) (Fall & Spring Semesters)

The Intel Scholars Undergraduate Research program provides research opportunities during the school year to women and minority undergraduate students (African American, Latino/a, Native American) in the Departments Electrical and Computer Engineering (ECE), Chemical and Biomolecular Engineering (ChBE), Materials Science and Engineering (MatSE), Mechanical Science and Engineering (MechSE), Computer Science (CS), and Physics. Sponsored by Intel, Undergraduate Research Scholars spend a semester or more working in a lab with a graduate mentor and a member of the faculty.

Over the years, ISUR has evolved into a larger research community. The goals of this community are as follows:

- Introduce students to university research and to graduate school
- Involve students in the College of Engineering and Intel community, particularly through the learning-by-apprenticeship model; and
- Expose students to semiconductor and information-technology research.

Intel Scholars are offered a unique opportunity to expand their academic experience beyond the walls of the traditional classroom. As part of the ISUR learning community, participating undergraduate students enroll in Intel Undergraduate Research Program (ENG 199UGR) in both fall and spring semesters. This class includes formal lectures and laboratory research time as the students explore the semiconductor and information technology theme, the focus of the students' year-long research projects.

To introduce students to research, small groups of students work closely with graduate mentors and faculty on complex research projects. Through hands-on instruction and collaboration, students become familiar with research methodologies and begin to master them. The development of communication skills culminates in a research poster presentation (the "Intel Research Expo") in the spring semester.

Formal aspects of the class include seminars, presentations, and campus lab visits. To foster closer relationships between graduate mentors and Intel Scholars, class requirements include attendance at monthly luncheons with their individual graduate mentors. To increase the sense of community, up to three undergraduate students are grouped with one graduate mentor, with a maximum number of six undergraduates assigned to one faculty sponsor. Students also work on teams (of up to three Scholars) on their research projects. Graduate mentors also meet individually at least once a semester with each student on his/her team.

One of the major advantages that the Intel learning community will offer to its Scholars is the chance to get to know faculty, Intel representatives, and mentors in a way that will integrate them into the university and increase the likelihood of their retention within engineering and their interest in graduate schools. Approximately 30 undergraduate students participate each year as Intel Undergraduate Research Scholars. Funding from Lockheed Martin adds approximately five (5) undergraduate students to the group overall.

Evidence of Success – To date, 100% of participating Intel students have been retained in their technical studies, and approximately half of ISUR alumni will pursue graduate school. Such a level of success has altered the structure of departmental research and has become part of the fabric of research group formation in participating departments. Faculty and graduate students rely on the Intel program as a means of incorporating talented undergraduate students into their research group. Graduate students have benefited greatly from the professional development opportunities afforded to them by

being allowed to teach, supervise and mentor undergraduate students. This experience will help them become more effective professors, professionals, and researchers.

4. ENG 199W: Mentoring Class for Women

Since 1998, the College of Engineering has offered a mentoring class (ENG 199W) for women. The purposes of the course are to increase the retention rate of women in engineering, provide women with important professional skills, such as networking and interviewing skills, and provide an opportunity for networking among undergraduate students, graduate students, and faculty women.

The course instructor assigns women engineering students in their second, third, or fourth year to mentor those women in their first year. Graduate student women serve as mentors for the second, third and fourth year women. Mentees and mentors are matched by engineering discipline. The class meets for two hours every other week where a member of academia or industry addresses the group on professional and leadership skills. On the alternate weeks, mentors and mentees meet and do assigned activities. In the fall of 2006, 100 students participated in the course.

A five-year longitudinal study of the mentoring program was conducted. After controlling for ethnicity, program of study, academic achievement both before and after admission, total terms enrolled, and time of attendance, the retention of 202 students who had taken the course from 1999 to 2003 were compared to 202 female students who had not taken the course. Additional comparisons were made between the retention rates of mentors and their mentees. Both mentees (first-year women) and mentors (second, third, and fourth year women) were *three* times more likely to remain in engineering than women who did not participate in the mentoring program. A study of the past nine years of the program is being conducted this summer.

5. Mentoring/Study Program for Freshmen College of Engineering Students Struggling at Midterm

Beginning the second eight weeks of the fall 2006 semester, a Mentoring/Study Program was initiated for freshmen who received at least one C- in a technical course at midterm. The major goals of the program were to provide mentoring for first-year students who were struggling and “survival skills” to first-year students

Two of the major target groups were minorities and females. Currently, 25% of minority students and 56% of females graduate in engineering compared to 66% of males. In total, 371 out of 1307 total first-year students were eligible for the program (28.4%) with the following breakdown of groups:

- 189 Caucasian males out of 706 first-year Caucasian males (26.8%)

- 75 minorities (African-American and Latino/a) out of 138 first-year minorities (54.3%)
- 85 females out of 251 first-year females (33.9%)

The breakdown for participants in the program is below. These figures include students who began in the program, but were not able to continue due to scheduling issues.

- 14 Caucasian males out of 189 Caucasian males eligible for the program (7.4%)
- 21 minorities out of 75 minorities eligible for the program (28.0%)
- 12 females out of 85 females eligible for the program (14.1%)

Juniors and seniors with a cumulative GPA greater than 3.0 serve as mentors for the program. First-year students in the program are matched with student mentors from their own departments. Participants in the program meet weekly for two hours. During the first 45 minutes of each session, speakers (students or faculty) lead discussions on topics such as time management, study skills, preparing for finals, etc. During the remaining time, mentees and mentors study in pairs. Tutors in the core subject areas are available.

Common threads from the evaluation done at the program's conclusion included strong endorsement of the mentoring relationship. First-year students cited discussion times and study sessions with their mentors as the most beneficial components of the program. Mentors also identified their times studying with their mentees as the most productive aspect of the weekly meetings. That nearly every mentee indicated that s/he intended to maintain contact with his/her mentor the following semester points to their assessment of the value of these relationships.

6. Initiation of ICE and SAGE Retention Programs

From 2005-06 to 2006-07, the College of Engineering realized a 30 percent overall increase in its number of underrepresented students as a result of its more aggressive recruitment efforts. Successful recruitment of students, however, does not guarantee successful retention. At the end of the fall 2006 semester, 33.3% of the African-American freshmen and 17.3% of the Hispanic freshmen were on academic probation. Overall, 9.3% of engineering freshmen were on probation.

As such, new programs were initiated to provide further support for underrepresented students upon their admission to the College of Engineering (COE). Illinois Connections in Engineering (ICE) runs the summer before admitted students begin their first semester while Student-Assisted Guidance in Engineering (SAGE) occurs during the students' first fall semester. These programs targeted students with one or more of the following characteristics:

- ACT Math less than or equal to 27,
- ACT Comp less than or equal to 27,
- Attended a low-performing high school as defined by the State of Illinois,
- From a low-sending county, or

- Member of an underrepresented group in engineering.

Among the 1405 admitted students to the College of Engineering for the Fall 2007 semester, 140 students (10.0%) fit the criteria described above and were recruited for the ICE and SAGE programs. While the Fall 2007 freshmen class had an average ACT-M score of 32.3, the students recruited for these support programs had an average ACT-M of 26.4. The following is a breakdown of different groups within the freshmen class who were among the students recruited for ICE and SAGE:

- 87 out of 1128 (7.7%) first-year males admitted to College of Engineering for 2007-2008
- 53 out of 277 (19.1%) first-year females admitted to College of Engineering for 2007-2008
- 25 out of 43 (78.1%) African-American students admitted to College of Engineering for 2007-2008
- 26 out of 56 (46.4%) Latino/a students admitted to College of Engineering for 2007-2008

Retention data at the end of Fall 2007 are more than encouraging. Of the 40 students in the ICE program, none were dropped and only two were placed on academic probation. Only four students of the 60 in the SAGE program were placed on probation and none were dropped.

a) Illinois Connections in Engineering (ICE)

Illinois Connections in Engineering is a summer program designed to provide incoming students valuable academic training for the rigors of the engineering curriculum at University of Illinois at Urbana-Champaign. ICE was held in two locations: ICE-Urbana is a residential program on the UIUC campus; ICE-Chicago is a non-residential program in Chicago. Students were strongly recommended to participate in ICE-Urbana.

ICE-Urbana

ICE-Urbana is a six-week residential program held on the UIUC campus. Recognizing that the level of college preparation varies from school to school, ICE is a rigorous program that is designed to assist students' adjustment to college such that they can begin the school year with a running start. Students take preparatory math and chemistry courses as well as workshops in physics, CAD modeling and computer programming. The courses and workshops are taught to give the students a sense of the level and pace of university coursework. Students also participate in study sessions at night with tutors available. Further, ICE-Urbana gives students the opportunity to become accustomed to the campus (housing, student life, resources, etc.). Parent workshops at the start and end of the program inform and involve parents in the students' transition and adjustment.

The objectives of ICE-Urbana are as follows:

- To bridge the gap from high school to college for underrepresented students in engineering;
- To provide the students a sense of the material and expectations of university coursework;
- To develop a “skill set” of academic strategies;
- To connect the students to the engineering community at Illinois; and
- To increase the graduation rate of underrepresented populations in engineering.

The chart below summarizes the characteristics of the students who participated in ICE in the summer of 2007.

<i>ICE-Urbana Students, Summer 2007</i>	
Total Students	N = 40
By Gender	Male, N = 27 (67.5%) Female, N = 13 (32.5%)
By Race/Ethnicity	Asian, N = 3 (7.5%) Black, N = 14 (35.0%) Latino/a, N = 7 (17.5%) White, N = 16 (40.0%)
By Location	From the City of Chicago, N = 11 (27.5%) Low-Sending Counties, N = 14 (35.0%)

ICE-Chicago

ICE Chicago was held to accommodate students who qualified for the ICE program but were not able to spend six weeks on the Urbana-Champaign Campus. Three students were enrolled in the program. These students fit the ICE profile in that they represented underrepresented groups in engineering. All three had high GPA's and high ACT scores.

ICE Chicago had two components. One was to enroll students in science or math classes at a community college and the other was to assist in the transition to college. Two current COE students, one '04 graduate and the site director made up the advising team. Weekly discussion topics focused on navigating the University website; learning about the College of Engineering, how to register for classes; campus resources and dormitory living.

One student was able to enroll in a math class and the remaining two enrolled in liberal arts classes as their local community colleges did not offer the math or chemistry they needed to take.

Outcomes

Preliminary results from the ICE programs have been encouraging. In focus groups at the conclusion of the program, the ICE participants expressed the value of the connections they had made with the faculty and administration of the college and more importantly with one another. From the start of the semester, the students have implemented the study

strategies that had learned and cultivated during the summer program, such as studying during the day, going to their instructors’ office hours, and studying in groups.

7. ENG 199M: Student Assisted Guidance in Engineering (SAGE)

ENG 199M is a three-hour course that includes mentoring, academic success skills training and leadership development as the primary components. Each student is assigned a mentor who is a sophomore, junior, or senior in the student’s home department. The mentees and mentors build a relationship through informal activities, such as meeting with a professor, attending a career fair, or exploring campus resources. The students meet weekly in lecture to learn about academic and professional success strategies and skills. The mentees also have weekly study sessions in various residence halls on campus. Tutors are present and students are encouraged to study with one another.

The objectives of SAGE for mentees are:

- To increase the retention of students, particularly underrepresented students in engineering;
- To sharpen the students’ study skills;
- To connect the students to the engineering community at UIUC;
- To increase students’ understanding of “what an engineer does”;
- To build on students’ knowledge of resources (e.g., tutoring, career services) on the UIUC campus; and
- To increase students’ GPA.

The objectives of SAGE for mentors are:

- To increase retention;
- To cultivate communication and leadership skills;
- To build on students’ sense of being part of the engineering community at UIUC; and
- To increase students’ understanding of “what an engineer does.”

ENG 199M is taught during both the fall and spring semesters, with each having its own target population and purpose.

ENG 199M (Fall)

In addition to the students targeted from within the freshmen class, sophomores and juniors on academic probation were also placed in the course. The emphasis of the fall course is on cultivating strong academic and leadership skills as an engineering student. Below is a summary of the students enrolled in Fall 2007.

ENG 199M Students, Fall 2007

Total students	N = 57
By Year	Freshmen, N = 53 (93.0%) Sophomores and above, N = 4 (7.0%)
By Gender	Male, N = 38 (66.7%)

	Female, N = 19 (33.3%)
By Race/Ethnicity	Asian, N = 9 (15.8%) Black, N = 17 (29.8%) Latino/a, N = 11 (19.3%) White, N = 21 (36.8%)
By Location	From the City of Chicago, N = 15 (26.3%)

ENG 199M (Spring)

The spring semester course enrolls students (again, primarily first-year students) who had been placed on academic probation following the fall semester. The emphasis of the course is on getting students back on their feet and helping them to recognize and remediate those factors that may have contributed to their academic difficulties.

The course was taught during the spring 2007 semester, enrolling 70 students, all of whom were on some form of academic probation. The following chart summarizes the students enrolled in the course.

ENG 199M Students, Spring 2007

Total students	N = 70
By Year	Freshmen, N = 65 (92.3%) Sophomores and above, N = 5 (7.7%)
By Gender	Male, N = 51 (72.9%) Female, N = 19 (27.1%)
By Race/Ethnicity	Asian, N = 12 (17.1%) Black, N = 17 (27.1%) Latino/a, N = 11 (17.1%) White, N = 21 (37.1%)

Outcomes

Student feedback identified the study sessions with mentors and tutors as the most beneficial components of the course. Students also appreciated the demonstration of support from the College of Engineering that the course communicated. Below are the outcomes at the conclusion of the spring 2007 semester.

Total students	N = 70
Clear status	N = 28 (40.0 %)
Probation status	N = 23 (32.9%)
Drop status	N = 19 (27.1%)

I. Academic Achievement Programs and Activities

E. Graduate College

1. Program Evaluations

During the 2006-07 Academic Year the Graduate College conducted a review of its Office of Educational Equity Programs (EEP), the locus of many of collegiate initiatives designed to increase participation by underrepresented groups in graduate education at the University of Illinois at Urbana-Champaign. The EEP Review Committee was charged with the following:

- Examine present strategies for recruiting and outreach employed by the Graduate College, including off-campus recruitment and the Campus Visits project.
- Consider the effectiveness of Graduate College initiatives, including the Summer Research Opportunities Program (SROP), the Summer Pre-Doctoral Institute, the Graduate College Fellowship Program, and other areas of support for prospective and continuing graduate students.
- Review the structure, functions, and operation of EEP Office in relation to its support of College diversity initiatives.

Committee members included James Anderson (Educational Policy Studies), Adrian Burgos (History), JoAnn Cameron (Biological Sciences), Alejandro Lugo (Anthropology), Helen Neville (Educational Psychology), and Feniosky Peña-Mora (Civil and Environmental Engineering) and were staffed by William Welburn (Graduate College). The results of their review (see the attached report) offered suggestions to improve existing programs while endorsing their role and function in serving the university community. Although the focus of the review was the EEP Office and its programs, attention was also given to Graduate College fellowship programs and the leadership role of the college in addressing institutional concerns.

The Graduate College serves as the institutional home for a National Science Foundation initiative designed to increase the success of underrepresented students seeking doctorates in social science disciplines as a member of the Great Lakes Alliance for the Social Sciences (GLASS) headquartered at Northwestern University and funded by the NSF Alliance for Graduate Education and the Professoriate (AGEP). At the UIUC, four graduate programs participated in the first two years of the grant – Anthropology, Political Science, Psychology, and Sociology. Funding from AGEP enabled each program to support student recruiting, student travel grants for conferences and research, summer research fellowships, and support for tutorial assistance when needed. NSF has renewed the grant for an additional three years, with Political Science replaced by the doctoral program in the Graduate School of Library and Information Science.

The Graduate College continues to experience success in student applicants for fellowship awards through Diversifying Higher Education Faculty in Illinois (DFI). Presently, 34 graduate students receive funding from the DFI program, including 14 new awardees.

2. Quantitative Data

The following tables summarize the success of the Graduate College in four key areas. Table 1 summarizes 2006 and 2007 enrollment in the Summer Research Opportunities Program (SROP), which provides underrepresented undergraduate students from the UIUC and other colleges and universities across Illinois and the United States with an opportunity to spend a summer working with UIUC faculty on research projects. Table 2 summarizes enrollment in the Summer Pre-Doctoral Institute (SPI), a competitive program that invites selected students to the UIUC during the summer prior to their first semester of graduate study. SPI encourages a strengthened relationship between students and their faculty mentors, an opportunity to build community within the campus, and to become acquainted with the Champaign-Urbana community-at-large.

Table 3 documents the number of Graduate College fellowship awards offered Master’s and doctoral students over the past three years by area of study. Table 4 compares funding managed by the Graduate College.

Table 1: Summer Research Opportunities Program (SROP)
SROP Participants, Summer 2006 and 2007, by Ethnicity

	2006	2007
Latina/o	27	31
African American	22	26
Asian American	1	1
Native American	1	2
White	1	1
Multi-ethnic	3	0
Other	1	0
	56	61

Table 2: Summer Pre-doctoral Institute (SPI)
SPI Participants, Summer 2006 and 2007, by Ethnicity

	2006	2007
Latina/o	10	3
African American	16	15
Asian American	0	0
Native American	1	0
White	0	1
Multi-ethnic	0	1
Other	0	0
	27	20

Table 3. Graduate College Fellowship Program
Accepted Offers and Yield (%) 2004-05 - 2007-08, by Area Group

Area	2004/05		2005/06		2006/07		2007/08		Total	
	#	%	#	%	#	%	#	%	#	%
PhD	34	50.0	25	49.0	37	52.9	32	46.4	128	50.2
Master's	13	68.4	9	64.3	17	68.0	14	53.8	53	61.6
Engineering & Physical Sciences										
PhD	8	50.0	7	43.8	3	18.8	4	50.0	18	37.5
Master's	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Humanities & Creative Arts										
PhD	13	81.3	5	38.5	7	50.0	5	35.7	25	58.1
Master's	5	71.4	4	80.0	5	71.4	5	62.5	14	70.0
Behavioral & Social Sciences										
PhD	12	44.4	12	66.7	19	67.9	20	52.6	43	58.9
Master's	7	77.8	5	62.5	12	66.7	9	56.3	24	68.6
Biological & Agricultural Sciences										
PhD	1	11.1	1	25.0	8	66.7	3	33.3	10	40.0
Master's	1	50.0	0	0.0	0	0.0	0		1	50.0

Table 4: Graduate College Current Fellowship Recipients, by Fellowship Name, Fall 2007

Fellowship Name	# Recipients	%
Diversifying Higher Education Faculty in Illinois (DFI)	34	30
Graduate College Fellowship for Undergraduate Students	75	67
Graduate College McNair Fellowship	3	3
	112	100

I. Academic Achievement Programs and Activities

F. College of Liberal Arts & Sciences (LAS)

Liberal Arts and Sciences (LAS) Student Academic Affairs (SAA) has led the campus in the recruitment and support of students from underrepresented groups since the 1970's-1980's, and has increased its efforts once again during the period 2001 – 2007. LAS serves the largest number and range of underrepresented students on campus. LAS provides robust recruitment, wide access, and assistance to students in their efforts to achieve academic success and degree completion at UIUC. Two special programs are housed within the College office – the Access & Achievement Program (AAP) and the Transition Program. In addition, the college works closely with programs that are departmentally managed, such as the Merit Programs in Mathematics and Chemistry, and the Academic Writing Program in English. Each is discussed below after the general context of LAS trends has been established.

LAS admission policies reflect its commitment to serving underrepresented students: LAS admits several hundred underrepresented freshmen each year whose original college of application was not submitted for enrollment in LAS. LAS has generous re-entry criteria for any students dismissed for poor academic performance, and has the lowest inter-campus transfer admissions barrier on campus to permit students who began in other colleges to complete their studies in LAS. All underrepresented students, not just those admitted to special programs, are beneficiaries of these policies and practices which help support multiple academic pathways to successful degree completion on our campus.

Below is the quantitative data on outcomes of LAS general policies and practices promoting access and academic success among underrepresented students, of which the LAS Academic Achievement Programs (Education Opportunities Program - EOP and PAP) and Transition students are a subset:

1. Access

In AY 2005-2006, LAS was home to the highest number of underrepresented students on campus (Fall 2005 data):

Snapshot of undergraduate student body, self-identified by ethnicity and race

	College of LAS Undergraduates	Urbana-Champaign Campus Undergraduates	LAS % of all students in minority cohort
Black	1,306	1,994	65.5%
Hispanic	1,021	1,941	52.6%
Native American	53	87	60.9%
Total	2,380	4,022	59.2%

2005: 59.2 % of our campus undergraduate cohort of African-American, Latino/a, and Native American students were affiliated with LAS (Fall 2005 data), exceeding the proportion expected for LAS' size of the undergraduate population by approximately 10 percentage points.

2. Degree Attainment

LAS admission policies and academic supports provided the opportunity for successful pathways to degree completion for the majority of underrepresented students at University of Illinois at Urbana-Champaign.

These trends were identified in a recent study of the cohort of undergraduate students matriculating to Illinois between 1995 and 1999 who succeeded in earning degrees within 6 years of matriculation.

- i. The majority of Latino/a (52%) students and Afro-American students (56.5%) who completed degrees at Urbana-Champaign earned LAS degrees.
- ii. Underrepresented students who matriculated in other colleges at our University often completed degrees in LAS rather than in their original college:
 - 3 in 10 degrees awarded to Latino students who began (respectively) in the Colleges of Education, Engineering, Applied Life Sciences, or Aviation eventually earned in LAS.
 - Over half of the African-American student degree-earners who matriculated in Education and 37% of the African-American degree earners who matriculated in Engineering earned degrees by transferring to LAS.
- iii. For significant numbers of underrepresented students, LAS provided the opportunity for successful inter-college transfer with completion of degrees at other UIUC Colleges. In this way, LAS allowed students to achieve their individual ambitions and helped to disperse underrepresented student degrees more widely across the campus than would be predicted by underrepresented distribution across colleges at the time of original matriculation. (Many of these students began in LAS' special academic support programs.)

For example, examination of the number the Latino/a students who matriculated between 1996 – 1999 and who completed degrees in six years or less of enrollment reveals that LAS was the starting place for:

- 88% who earned a degree in Communications
- 74% who earned a degree in Applied Life Sciences
- 68% who earned a degree in Education

- 49% who earned a degree in Agricultural, Consumer, and Environmental Sciences
- 31% who earned a degree in Fine Arts, and
- 23% who earned degrees in Business

**Numbers of Latino/a Graduates
By Entry College and Graduation College**

College of Entry (row)	College of Completion (column)										Row Totals
	ACES	CBA	ED	ENG	FAA	COM	LAS	ALS	VET	AVI	
ACES	22	2	0	0	0	1	4	1	0	0	30
CBA	1	100	0	0	0	2	7	0	0	0	110
ED	0	0	8	0	1	1	6	1	0	0	17
ENG	3	12	0	86	1	1	44	5	0	0	152
FAA	0	2	0	1	38	0	7	0	0	0	48
LAS	27	35	17	12	18	35	437	31	0	2	614
ALS	1	1	0	0	0	0	3	4	0	0	9
AVI	1	0	0	1	0	0	2	0	0	2	6
Total	55	152	25	100	58	40	510	42	0	4	986

**Numbers of African-American Graduates
By Entry College and Graduation College**

College of Entry (row)	College of Completion (column)										Row Totals
	ACES	CBA	ED	ENG	FAA	COM	LAS	ALS	VET	AVI	
ACES	30	0	1	0	0	1	6	1	1	0	40
CBA	1	77	1	0	1	1	10	3	0	0	94
ED	1	0	6	0	0	1	10	0	0	0	18
ENG	2	2	0	58	3	0	40	2	0	0	107
FAA	1	1	0	0	19	1	9	0	0	0	31
LAS	36	28	7	8	18	64	614	142	0	1	918
ALS	0	0	0	0	0	2	3	13	0	0	18
AVI	0	0	0	0	0	0	3	0	0	2	5
Total	71	108	15	66	41	70	695	161	1	3	1231

3. Merit Programs in Math and Chemistry

a) Merit Program in Chemistry

The Merit Program in Chemistry is designed to attract and retain underrepresented minority students in programs leading to a degree in the chemical sciences. In a broader context, the program targets all minority students in science who take chemistry classes as part of their curriculum with the intention of improving their academic performance.

Merit Program Description and Qualitative Evaluations

Since a major thrust of the program is to improve retention rates of minorities seeking degrees in chemistry, a comparison of overall retention rates between minority students enrolled in the program and those who are not provides a reasonable measure of the program's success. The data below provide this comparison over an eight year time span. The data indicate that the Merit Program is successfully increasing minority retention rates in programs leading to degrees in the chemical sciences.

Student Retention Rates (%) in Chemical Sciences for students graduating 1997-2005

	Merit	Non-Merit
Overall:	51%	38%
African American:	46%	23%
Hispanic American:	36%	23%

Quantitative (Descriptive) Data (Fall 2004 - Spring 2007)

The impact of the Merit Program on academic achievement was evaluated by comparing the grades received in selected chemistry classes by minority students enrolled in the Merit program and those of minorities students not enrolled in the Merit Program. The data show that participation in the Merit program increases student performance by increasing the number who receive a grade of "A" and by decreasing the number who receive a grade of "F".

Statistical Analysis of Grade Performance (Highest—Lowest)

	Merit Minority		Non-Merit Minority	
	A (%)	F (%)	A (%)	F (%)
Chemistry 101	10.1	5.9	5.9	7.3
Chemistry 102	8.9	5.9	4.9	13.9
Chemistry 104	10.1	2.5	8.4	6.3
Chemistry 232	10.0	0.0	7.6	3.1

b) Merit Program in Mathematics

The Merit Workshop Program in the Department of Mathematics was designed to address the issue of under representation in mathematics and science- based majors. 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 high-risk for failure in calculus.

Program Description and Qualitative Evaluations

The program is evaluated yearly using an on-line survey. The response rate is over 50%. Those students who responded were very positive and indicate that the program was well received and valued.

Quantitative (Descriptive) Data

One of the main objectives of the Merit Program in Mathematics is to improve academic performance in calculus, a foundation course for those pursuing degrees in mathematics and science. A comparison of the average grade received in calculus courses by under-represented minorities enrolled in the MERIT program with those not enrolled shows that enrollment in the MERIT program has a positive effect on student performance.

Calculus I

Semester	Merit Underrepresented Minorities			Non-Merit Underrepresented Minorities		
	# of students	GPA	Math ACT	# of students	GPA	Math ACT
FA04	19	2.28	26.35	15	1.91	25.93
SP05	12	2.44	22.00	40	2.14	25.17
FA05	12	2.61	26.42	18	1.16	25.88
SP06	7	1.91	27.83	36	1.25	25.09
FA06	15	2.33	26.00	20	2.53	26.80
SP07	11	1.74	23.73	63	1.69	24.02

Calculus II

Semester	Merit Underrepresented Minorities			Non-Merit Underrepresented Minorities		
	# of students	GPA	Math ACT	# of students	GPA	Math ACT
FA04	15	2.11	25.56	40	1.19	29.46
SP05	6	2.00	28.83	39	1.77	28.13
FA05	7	3.05	29.71	54	1.85	28.81
SP06	4	1.92	29.25	48	2.02	28.51
FA06	17	2.43	29.38	52	2.23	28.04
SP07	24	2.06	27.58	12	2.09	29.25

Calculus III

Semester	Merit Underrepresented Minorities			Non-Merit Underrepresented Minorities		
	# of students	GPA	Math ACT	# of students	GPA	Math ACT
FA04	10	1.93	28.57	9	1.63	27.75
SP05	6	1.44	27.25	10	1.37	28.57
FA05	4	2.00	29.00	5	1.73	30.67
SP06	2	3.33	27.50	17	2.47	29.00
FA06	2	2.50	34.00	5	2.40	32.00
SP07	6	2.78	27.83	14	2.07	26.69

4. Bridge/Transition Program Description and Qualitative Evaluation

Established in 1986, the Transition Program is a campus-sponsored academic support program housed in the College of LAS designed to provide assistance to a select group of underrepresented students. The majority of students, but not all, are identified by the Office of Admissions and Records (OAR) through the Educational Opportunities Program (EOP). “Bridge” is a 6–week pre-enrollment summer program that provides 50 students per annum with intensive academic and career counseling, extensive academic and personal support services, comprehensive developmental skills enhancement and enrichment activities, and enrollment in skill-building and academic orientation curricula specially designed for this cohort. The Transition Program is the AY component: a total student cohort of approximately 200 students per annum are served through this program -- 100 first-year and 100 continuing students. These students are recruited from the EOP pool of applicants identified by OAR.

Academic Year Program components include intensive academic and career counseling through weekly meetings with academic advisors (graduate students who work with the program part-time), extensive academic and personal support services, comprehensive developmental skills enhancement and enrichment activities, and opportunities to enroll in support-based sections of existing UIUC courses. The goal of the Transition Program is to provide students with a “home base” where they feel comfortable asking questions and expressing their concerns. With a holistic approach, the staff seeks to ensure that each student receives the needed support, advice, and encouragement to be academically successful at, and to graduate from, the University of Illinois. Students are served until they officially declare their major.

Bridge/Transition has served as a model for other colleges on the campus, as well as other Universities across the Big Ten. Continuous evaluation has led to many improvements in student recruitment activities and in program delivery. Students and staff in the program complete survey evaluations on an annual basis.

Quantitative (Descriptive) Data for Bridge/Transition: Demographic Characteristics

BRIDGE

Year	Male	Female	African-American	Latina/o	Asian or Pacific Islander	White, Non-Hispanic	Unknown
2000	50.0%	50.0%	62.0%	32.0%	2.0%	4.0%	0.0%
2001	46.0%	54.0%	66.0%	32.0%	0.0%	2.0%	0.0%
2002	41.9%	58.1%	83.7%	14.0%	0.0%	2.3%	0.0%
2003	35.4%	64.6%	77.1%	22.9%	0.0%	0.0%	0.0%
2004	48.9%	51.1%	60.0%	35.6%	2.2%	2.2%	0.0%
2005	53.8%	42.2%	75.0%	23.1%	1.9%	0.0%	0.0%
2006	48.9%	51.1%	62.2%	31.1%	6.7%	0.0%	0.0%

TRANSITION

Year	Male	Female	African-American	Latina/o	Asian or Pacific Islander	White, Non-Hispanic	Unknown
2000	35.7%	64.3%	80.4%	10.7%	3.6%	5.4%	0.0%
2001	26.9%	73.1%	75.0%	19.2%	0.0%	5.8%	0.0%
2002	42.9%	57.1%	82.1%	7.1%	3.6%	7.1%	0.0%
2003	29.6%	70.4%	74.1%	11.1%	9.3%	5.6%	0.0%
2004	28.8%	71.2%	67.3%	23.1%	1.9%	3.8%	3.8%
2005	59.6%	40.4%	72.3%	19.1%	0.0%	4.3%	4.3%
2006	24.3%	75.7%	64.9%	27.0%	2.7%	5.4%	0.0%

See evaluation data below.

5. Academic Writing Program

Program Description and Qualitative Evaluations

The Academic Writing Program (AWP) offers a year-long alternative to Freshman Rhetoric in which students receive more intensive writing instruction than in the standard rhetoric course, Rhet 105. Successfully completing the first-year AWP rhetoric sequence is one way to fulfill the Composition I requirement at the University of Illinois at Urbana-Champaign.

There are two separate sequences for AWP Rhetoric. The sequence of Rhet 101/102 with the weekly tutorial component, Rhet 100, or the sequence of Rhet 103/104 without the tutorial component help students develop the same skills and writing techniques that

students learn in the one semester course of Rhetoric 105. As in Rhet 105, by the end of the spring semester, the students must craft a source-based, argumentative research paper with proper documentation.

Placement in the program is determined by ACT English scores. ACT scores of 19 and below result in a Rhetoric 101/102 placement; ACT scores of 20 a Rhet 103/104 placement; and scores above 21 a Rhet 105 placement. Each semester, about 225 students are served in Rhet 100/101/102, and about 150 are served in 103/104.

Quantitative (Descriptive) Data: Enrollments

Course	Spring 2006	Fall 2005	Spring 2005	Fall 2004
RHET 100	229	241	226	236
RHET 101	12	222	16	226
RHET 102	216	16	208	17
RHET 103	9	155	13	115
RHET 104	142	12	105	12

6. Quantitative Data of Outcomes for AAP and Bridge/Transition

Data was used for all students matriculating between 1994 and 2000 who went on to earn degrees within 6 years. Students were differentiated into select groups identified by mutually exclusive admission/academic program affiliation cohorts: Bridge, Transition, EOP, PAP, and all other students from support programs.

As noted above, with respect to student academic profiles at matriculation, **all variables** (ACT comp, ACT English, ACT Math, SAT Verbal, SAT math, and HS percentile rank) had a **significant** difference across the student groups.

What is surprising is that there is NO statistical difference between Bridge and Transition students with respect to first semester GPA, overall GPA, and degree completion. This means that, if an academic profile at admission is used as a reference, participation in the Bridge summer component and Transition program helped to bring Bridge students “up to a par” with the other Transition students, who were admitted with more competitive admissions profiles.

Data reporting outcomes and actual impact of program (needs further analysis).

Differential outcomes for general population, EOP, PAP, and Bridge/Transition students are to be *expected* given very different admission academic profiles of the group. Multiple regression analyses need to be performed which factor in admissions profiles (ACT, HSPR, HSGPR, Financials) in assessing academic performance and graduation outcomes.

**College of LAS: Snapshot of academic status by student group: Post- Fall 2006
Grade Audit Results**

	EOP (not B/T) SP07-10th Day	PAP SP07-10th Day	B/T or T SP07-10th Day	Non-EOP/ PAP SP07-10th Day
Good Standing	700 (76%)	910 (85%)	118 (77%)	11335 (94%)
1A Probation (or 1G)	128(14%)	94(9%)	20(13%)	474(4%)
GPA Pro-other (1H or 1C)	27(3%)	22(2%)	7(5%)	147(1.2%)
1P Probation	21(2%)	24(2%)	6(4%)	257(2%)
1T Probation	40(4%)	19(1%)	3(2%)	12(0%)
Totals	916 (100%)	1070 (100%)	154 (100%)	12061 (100%)

Note: Class status is assigned by credit hours, rather than by number of semesters enrolled. Therefore, information for “freshmen” includes students with 0 – 29 earned credit hours, most of whom matriculated in Fall 2006 but some of whom may have matriculated earlier. Similarly, due to earned credit hours through Advanced Placement, International Baccalaureate, or dual enrollment, some students who had only completed one semester in LAS, matriculating in Fall 2006, might have accelerated (sophomore or above) status.

Basic Guide to Probation Codes

1A - A beginning freshman who does not earn at least a 2.00 (C) University GPA in the first semester is placed on a 2.00 probation for the next term in which that student is registered.

1G - A continuing student whose cumulative University GPA is 2.00 or better and who does not earn at least a 2.00 average in any semester or summer session is placed on a 2.00 probation for the next term.

1B and 1H A continuing student whose cumulative University GPA is 1.75–1.99, inclusive, is placed on a 2.25

1C - A continuing student whose cumulative University GPA is less than 1.75 is placed on 2.33 probation.

1P and 1T- College-determined probation levels: must earn a 2.5 or above in the next semester of enrollment.

I. Academic Achievement Programs and Activities

G. College of Medicine

1. Program Evaluation:

The University of Illinois at Urbana-Champaign College of Medicine has a well-regarded college-wide Urban Health Program (UHP). The program began in 1973 and has been in existence in Urbana for more than three decades. The goals of the UPH include:

- identify and nurture the development of qualified students from the targeted groups (African Americans, Hispanics, American Indian);
- increase the admission and enrollment of students from the targeted groups;
- provide an environment that supports the graduation of underrepresented students;
- ultimately, train a cadre of culturally competent and sensitive physicians, dedicated to health care delivery in medically underserved areas.

The UHP is administered in Chicago, but the UHP does provide funding for a UHP Study Skills Specialist and programming in Urbana. UHP has hired a visiting Study Skills Specialist in Urbana who reports to Chicago as well as an Associate Dean for Curriculum Management in Urbana.

Annually, approximately thirty-five (approximately 15% of students within the College of Medicine at the Illinois) are eligible for the Urban Health Program. These students primarily receive academic support in the form of tutoring and library resource materials. Student progress is carefully monitored and students are encouraged to take advantage of the study skills offerings made by the Curriculum Management Office.

2. Quantitative Data

Students in the Urban Health Program, during the M-1 year performed very well during AY 2006-07. Although 23 students required Makeup Examinations across the College, only 1 Urban Health Program student required such an exam and that examination was passed.

Upper class students performed well on the United States Medical Licensing Examination (USMLE) in 2006-2007. USMLE is the 3-step examination required of all U.S. and Canadian medical students for licensure. On USMLE Step 1 (covering the basic medical sciences) all 5 underrepresented minority students passed on the first attempt (national passing rate on first attempt is 93%). On USMLE Step 2 Clinical Knowledge, which covers cognitive success on clinical information, all 3 underrepresented minority students passed on their first attempt (national pass rate is 94% on the first attempt).

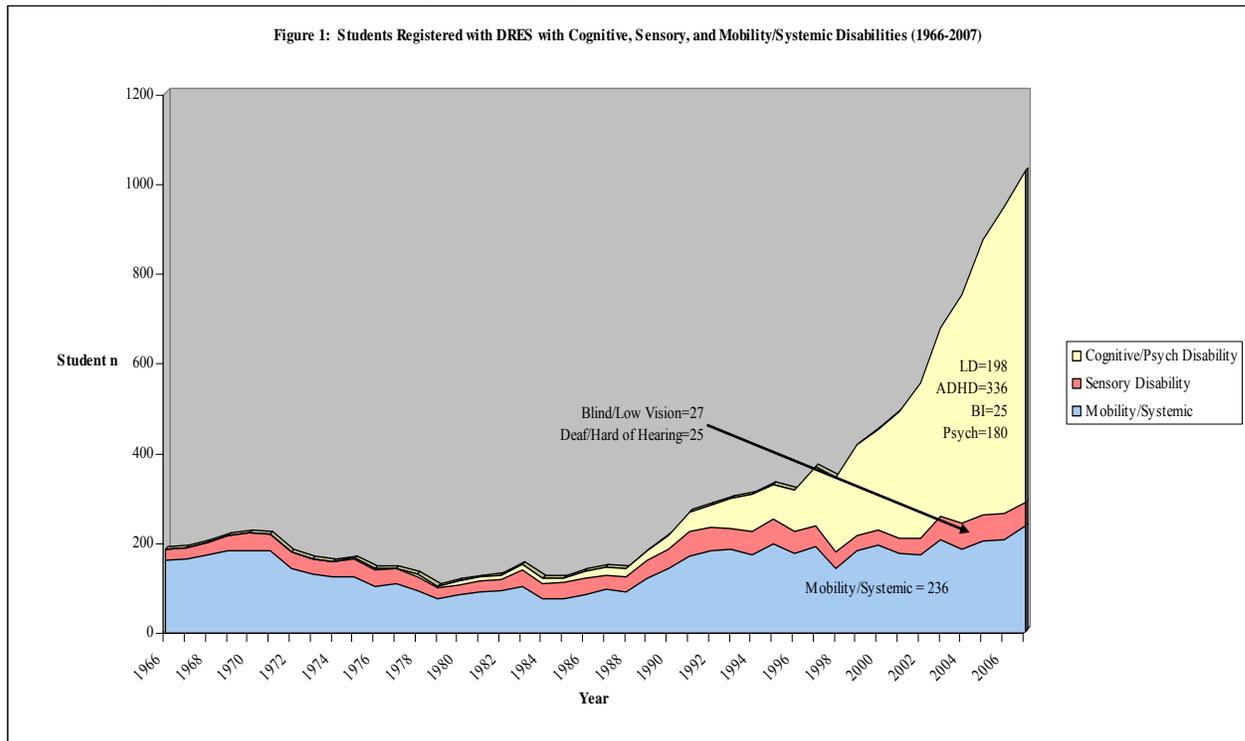
I. Academic Achievement Programs and Activities

H. Division of Disability Resources and Educational Services

1. Summary of AY06-07 Unit Goals & Objectives

In this, its 59th year of operation, the Division of Disability Resources (DRES) continued to experience a significant increase in the number of registered students with disabilities who qualified for and received support services. In FY07, the Division served a total of 1,027 students. This represented an increase of nearly 8.4 percent over FY06. Since FY02, the number of DRES registered students has increased by 85 percent while the FTE of state funded personnel has remained constant. Most of this increase in registered students is attributable to a 114 percent increase in students with cognitive, learning, and psychiatric disabilities from FY02 (n=346) to FY07 (n=739).

Students Registered with DRES (1966-2007)



In spite of this exacerbation in demand for DRES services, the Division has maintained its stature as a leader in the delivery of postsecondary disability support services and access. Indeed, our leadership in the support of students with severe physical and psychiatric disabilities continues to be a key element of the NSF grant (along with the University of Wisconsin and the University of Northern Iowa) to improve the enrollment, graduation, and employment of students with disabilities in science, technology, engineering and math fields.

Concomitantly, a recent doctoral dissertation by a student at the University of Missouri entitled *Factors that Predict Graduation Among College Students with Disabilities* (Pingry, 2007), reported that of the 738 inactive records of DRES students with disabilities who were enrolled at Illinois between 2001 and 2005, 91 percent had graduated. This is a rate that is nearly 10 percentage points higher than the graduation rate of the campus at large. In contrast, the (551) students with disabilities from the other two baccalaureate institutions that participated in the study exhibited graduation rates that were, on average, 4 percentage points higher than the rates of all students at their institutions. Such independent research findings serve to further validate the efficacious impact of the Division's "best practice" approach upon the outcomes experienced by students with disabilities.

Sought to heighten excellence in academic programs and services for students with disabilities

Enhanced retention programs for students with cognitive & psychological disabilities. As noted earlier, DRES served 739 students with cognitive and psychiatric disabilities, which represents an 8% increase from FY06. In spite of this growth, the Division increased contact hours for students with learning disabilities (LD) with the Division learning disability specialist as well as increasing contact hours for students with ADHD, brain injury, or psychiatric disabilities to meet with the psychologist or members of her staff. DRES provided direct instruction in learning strategies to Illinois students who have learning disabilities based on each individual student's strengths and weaknesses to assist them in accomplishing their course work. DRES personnel met with 93 students (560 hours) in the fall and 67 students (258 hours) in the spring semester to provide these types of strategies. These strategies included: reading comprehension, written language, test taking (including both classroom tests and standardized tests, such as the LSAT, GRE, and GMAT), adapting for students with co-morbid psychological disabilities or nonverbal learning disabilities, organizational (including goal setting), time management and problem solving/crisis management.

Many students with ADHD, acquired brain injury, Asperger's, and various other psychiatric disabilities have difficulty in executive functioning and require continual and repetitive academic monitoring. To meet the needs of these students, the postdoctoral intern, pre-doctoral intern, and several graduate assistants held weekly meetings for academic coaching. The coaching sessions facilitated prioritizing deadlines, scheduling study time, organizing academic stations, and monitored students' progress in completing their goals. During the academic year, 59 students were seen for 417 coaching sessions, which proved to be highly successful for students in keeping them out of academic crises and helping them to negotiate deadlines before crises arose. Due to increasing student numbers, we were unable to provide services to 10 students each semester.

For students with ADHD, brain injury, or psychiatric disabilities, the Division continued to offer long term therapeutic counseling. To help provide these students with the supports necessary to stay in school, the coordinator supervised doctoral students in counseling psychology who were placed at DRES to complete their advanced practicum. These three

graduate students, in addition to the postdoctoral fellow and pre-doctoral intern saw 21 DRES students for 195 hours of individual therapy sessions. However, due to the high demand for service, we were unable to provide services to 12 students each semester.

An increasing number of students with cognitive disabilities are arriving at Illinois without a prior diagnosis. This group is at considerable academic risk and needs neuropsychological evaluations. However, the limited number of service providers and high costs make it prohibitive for many students to obtain an evaluation. Students experiencing academic difficulties may request a screening assessment at any of three campus agencies (McKinley Mental Health, Counseling Center, or DRES) to assess these difficulties and refer students for neuropsychological testing or to the appropriate service agency on campus. During the past year, the coordinator and postdoctoral fellow performed 74 (one to two hour) academic screenings. In this, our seventh year of providing neuropsychological testing services, the Division managed a wait list of approximately 20 students and 137 Illinois students underwent neuropsychological testing. Outcome data continues to be positive with both quantitative and qualitative benefits in GPA and retention from the testing and resulting accommodations and treatment.

The Division also continued to serve as a key training site for doctoral students in counseling, pre-doctoral interns in school psychology, and post-doctoral fellows. The Division continues to provide these students a valuable training experience. The Division is the number one site requested by students in the clinical and counseling psychology practicum, and has been asked to increase the number of students trained. However, more physical space will need to be identified in order to accommodate the instruction of more interns.

The Division also diligently sought to create ways to identify underrepresented minority students at risk of academic failure due to underachievement resulting from undiagnosed and un-accommodated disabilities. More specifically, our cognitive and psychological disability services staff has worked to improve awareness within the Bridge Program and among the Division of Intercollegiate Athletics academic advisors of the warning signs of undiagnosed disabilities, and how to make a referral if an undiagnosed condition is suspected. In evidence of the success of these initiatives, it bears noting that of the 198 students with learning disabilities registered with DRES during the 2006-07 academic year, 23 percent were African American. The number of African American students with learning disabilities nearly doubled since 2006 as a result of the aforementioned initiatives.

Refined the Illinois Students Taking Effective Preparation (ISTEP) orientation program for incoming students with disabilities. DRES revised the ISTEP format to include substantially more online content in the 2006 ISTEP transition program for incoming freshmen with disabilities. Twenty-eight students participated in two orientation programs that were held on campus. Prior to attending these on-site orientation programs, students visited an online website where they received educational information related to the disability support services available and how they may be accessed. Students were also given a general overview of the differences between the entitlement context of secondary education and the nondiscrimination environment of higher education with regard to their changing personal

responsibilities and those of the educational institution in providing reasonable accommodations for their disability-related limitations. They were also given the opportunity to complete exercises that helped them rehearse self-advocacy and disability service scenarios that they would likely experience in the university environment prior to coming to campus. The highlight of the program included a lunch hour session in which current DRES students participated in a panel discussion to answer questions regarding academic and social aspects including strategies for the successful management of mitigating disability-related issues and concerns that might undermine their transitional success. As part of the evaluation of the ISTEP program, pre-test and post-test questionnaire data were collected from participants. The results indicated that the students experienced significant improvement in their perceived competency in successfully transitioning to the University. The coordinator is continuing to collect longitudinal data on GPA, retention, and employment of students who attend ISTEP which will be compared to the outcome data of nonparticipating students to evaluate the program's effectiveness and to support ongoing ISTEP program refinement.

Improved alternative media production. The Text Conversion Office again served a record number of students while converting 174,462 pages into alternative formats. This total exceeded the 2006 record by over 40,000 pages. It bears noting that this was accomplished without additional personnel. This year, the unit was also able to save almost \$7,000 by requesting books from publishers or using alternate resources, such as the Division's archives or e-book repositories of which DRES is a member. DRES currently has over 500 books listed on the AMX database, with more to be added from the most recent semester. The Text Conversion Office also reduced its book procurement cost through a collaborative initiative with the Illini Union Bookstore (IUB) in which DRES purchases the books to be converted to alternative formats from the IUB as usual, but after cutting and scanning the books, they are rebound and returned to the IUB for a full refund. The IUB subsequently resells the books as used. Although books that are too large to rebind cannot be returned, this initiative saved thousands of dollars in textbook purchases.

In an effort to address the emergent needs for captioned video resources on course websites, the Division purchased hardware and software to allow the Text Conversion Office to begin video captioning. The system was piloted by developing captioned Web videos for a student with a hearing impairment who was enrolled in Molecular and Cellular Biology 252. With the creation of the Global Campus and increasing use of Web-based audio and video content in Illinois classes, the Division anticipates that demand for this service will grow rapidly over the next five years.

I. Academic Achievement Programs and Activities

I. Office of Minority Student Affairs

Summary Information for Student Support Services Participants

Overview

Approximately 200 of students served by Office of Minority Student Affairs (OMSA) are Student Support Services (SSS) participants. SSS is a TRIO program within the U.S. Department of Education. TRIO programs are intended to facilitate access to higher education for low-income and first-generation students. By federal law, 2/3 of participants must be *both* low-income (their family income must be within 150% of the federally-defined poverty level) and in the first generation of their family to attend college. OMSA's SSS grant allows the department to provide more intensive OMSA services than those provided to other students. This usually means more meetings and follow-up with graduate counselors and full-time staff as well as more interaction with academic services providers such as tutors.

- Although the federal government specifies that 2/3 of participants be from low-income families, nearly all Illinois SSS participants are low-income. The vast majority are Pell-eligible, as contrasted with only 17.1% of all undergraduates.¹

- 98% of SSS students have an ACT composite of ≤ 21 . The mean campus score is >27 .

Cohort of 2000

- The SSS cohort of 2000 consisted of 48 students:

- 26 African-Americans; 22 Latino/a.

- 28 females, 20 males

- First-year college distribution (N=48) Bachelor's degree distribution (N-

38):

24 LAS-general

13 LAS-declared

6 ACES

2 Education

2 FAA

1 Business

20 LAS

8 ACES

3 ALS

2 Communications

2 Education

1 Engineering

1 Business

1 FAA

Retention Data

- As of 2006, six years after matriculation, 38/48 of these students, or 79.2%, had graduated.

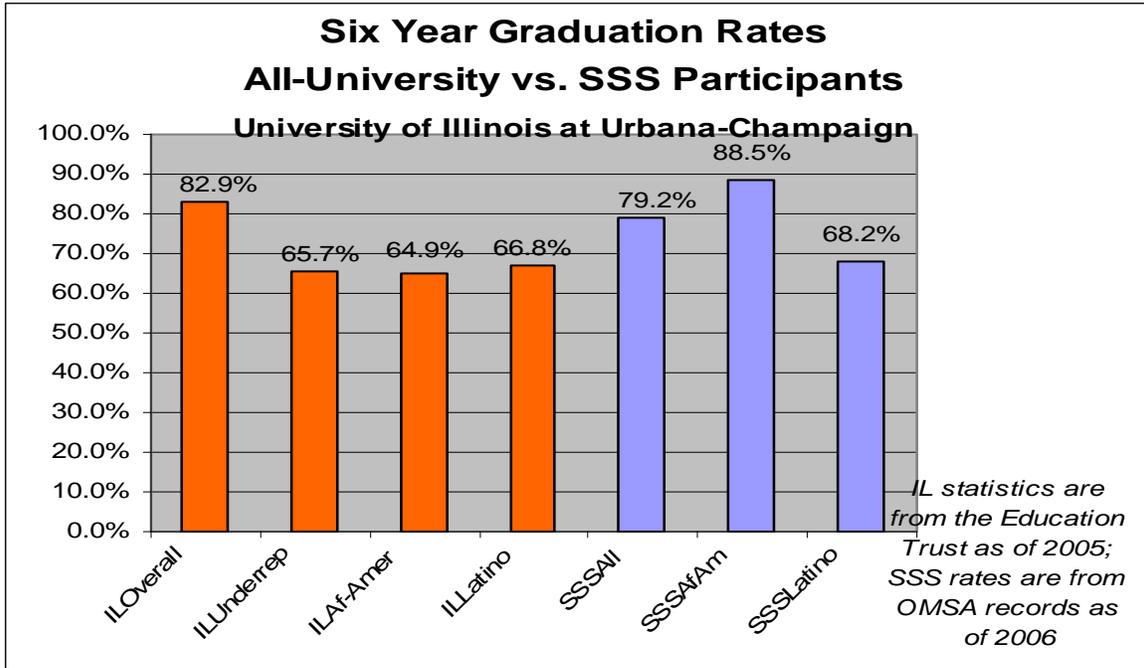
- 18/24 LAS General students graduated (75%)

- 23/26 African American students graduated (88.5%); 2 were dropped; 1 left in

¹ Except for SSS data, all numbers are from the Education Trust webpage for AY2005. See <http://www.collgeresults.org>

good standing

▪ 15/22 Latino/a students graduated (68%); 4 were dropped; 2 left in good standing; 1 left on probation



The chart above compares the most recent six-year graduation rate of SSS participants with the most recently available six year data from the Education Trust for all University of Illinois at Urbana students. Given the fact that most SSS students are low income and first college generation, and all are in at least one of those categories, and considering that their mean composite ACT score is more than 6 points below the campus mean, it seems apparent that these students are benefiting from services received through OMSA's SSS program.

II. Institutional Effective Practice for Underrepresented Students' Academic Achievement: College of Liberal Arts and Sciences' Access & Achievement Program

Program Description and Qualitative Evaluations

The Access & Achievement Program (AAP, formerly "Academic Assistance Program") is under the oversight of a director/assistant dean in the College of Liberal Arts and Sciences (LAS); the program is staffed and supported in cooperation with the Office of Minority Student Affairs (OMSA). AAP was initially implemented in 1968 to monitor the academic and social integration of the LAS Education Opportunities Program (EOP) for new freshmen. As presently constituted, the program works with President's Award Program (PAP) and EOP students affiliated with LAS who have already declared a major; before AY 07- 08, the LAS census also included PAP/EOP students who were undeclared in their major and provided services by the General Curriculum Center. To maintain small counseling ratios for meeting bi-weekly with students, direct services are provided only to first-year students admitted as EOP and/or PAP participants and to upperclassmen on certain levels of academic probation.

Program Assessment and Continued Improvements

The College of Liberal Arts and Sciences annually examines the Access & Achievement Program's features to determine what, if any, adjustments would be beneficial. In recent years, adjustments have been made in three areas: reporting of student academic progress by instructors (an on-line system has been developed to facilitate this process), training for program counselors (to complement more general OMSA training), and more systematic tracking of students. New strategies are being considered: tri-semester contacts with freshmen earning a 3.0 or better (Spring 2007) as well as student evaluations and focus groups (AY 07-08).

Quantitative (Descriptive) Data

Demographic census of students assigned to AAP (EOP/PAP) in LAS

	2004 - 2005	2005 - 2006	2006- 2007
Ethnicity			
Black	961	849	863
Hispanic	934	867	901
American Indian/Alaskan Native	43	41	40
Asian/Pacific Islander	0	37	56
White	18	29	47
Unknown	0	3	5
Disabled	0	0	0
Total	1964	1826	1912

Note: AAP student data overlaps with that of OMSA (for EOP students) and the President's Office (for PAP students). With regard to staffing and program cost reporting, however, we have isolated LAS contributions

The programmatic reach of AAP can be gauged by number of direct student interactions with staff (advising, regular consultations, probation intervention for sophomores, juniors, and seniors, referrals to counseling, tutoring, etc.), as seen in the following figures for AY 2006 – 2007:

- Number of students seen by graduate counselors on a bi-weekly basis - 604
- Number of times (overall) graduate counselors met with students - 3,624

III. IBHE Web Accessibility Report: Evaluation, Plans for Improvement, and Annual Report

A. Standard

The University of Illinois at Urbana-Champaign bases its web accessibility requirements on Section 508 Information Technology Accessibility Standards [1], the World Wide Web Consortium (W3C) Web Content Accessibility Guidelines (WCAG) Double-A requirements [2] and the Illinois Web Accessibility Standards [3]. The Division of Disability Resources and Educational Services (DRES) in the College of Applied Health Sciences and the Campus Information Technologies and Educational Services (CITES) have formed a partnership under the Provost Campus Technology Accessibility Initiative to create policies, programs, tools and processes in support of Information Technology accessibility for people with disabilities. For this report, the campus has used the iCITA Web Accessibility Best Practices [4] (*web best practices*) and a software tool created at the University, the Functional Accessibility Evaluator (FAE) [5] to estimate the use of the best practices. The web best practices are a statement of techniques for implementation of the W3C [Web Content Accessibility Guidelines](#) Priority 1 and 2 requirements, United States Federal Government Section 508 Information Technology Accessibility Standards, and the Illinois Web Accessibility Standards. FAE is the primary tool used to measure adherence to the iCITA best practice techniques.

B. Evaluations

1. Evaluation Method

During a two month period of time, from June to August 2007, over 380 campus web sites were evaluated. The websites that were reviewed are considered “forward-looking” sites that serve as the unit’s primary web presence and are usually the most up-to-date and well maintained web resources for a department or unit.

Each unit’s default home page was examined based on the following seven criteria:

1. Functional Accessibility Evaluator compliance
2. HTML Standard code compliance
3. Design effort
4. Use of HTML tables for layout
5. Use of Cascading Style Sheets for styling content
6. Use of a DOCTYPE for validation to HTML standards
7. Compliance with Illinois Identity Standards

The home page of each web site was examined based on the reasoning that accessibility and standards based coding techniques of the home page would be representative of the accessibility and the coding practices used throughout the web site. The homepage assumption was validated by a detailed examination of second level pages for several websites on campus that showed that the home page does reflect the accessibility and coding practices of secondary pages.

The web sites selected for examination were based on the administrative units identified on the Campus Units Directory web page (<http://www.uiuc.edu/overview/info/directories.html>). The list includes 373 unique web sites, but approximately 100 of the links were either duplicates or broken.

2. Evaluation Methods

The Functional Accessibility Evaluator (FAE) was used to estimate the implementation of iCITA Web Accessibility Best Practices [4] for conformance with the Illinois Web Accessibility Standards [3]. The

report was generated using the DHTML FAE Report feature available through the Firefox Accessibility Extension, to ensure that dynamically generated content was also evaluated. The “HTML Validator” is a Firefox Plug-in that was used to test conformance to HTML standards coding standards. HTML Validator (based on Tidy and OpenSP) provides a snap shot of the page’s code compliance and use of a Document Type Definition (DTD). In instances where a more detailed assessment is needed pages were evaluated with the W3C Validation Service.

Each site was also checked for compliance with the Illinois Identity Standards which require:

1. University of Illinois be referenced in the page title
2. Use of the i-Mark favicon
3. UIUC text be visible in the masthead or above the fold of the page
4. iMark be visible in the masthead or above the fold of the page.

C. Evaluation outcomes

1. Administrative Web Resources

Appendix A includes a summary of the campus wide administrative review of 373 web sites on campus. Through the evaluation process, three categories of non-compliance emerged:

Category 1: Category 1 sites were judged to be sufficiently dated or error-filled as to require complete redesign

Category 2: Category 2 sites are the majority and have multiple FAE failures and code warnings which require attention, however were not judged severe enough to significantly impact the usability/accessibility of the site and the coding just needs to be modified to improve accessibility.

Category 3: Category 3 sites had minor FAE failures and/or code violations which could be readily repaired with a few hours of attention.

Category 1 and some category 2 sites typically do not have a dedicated web staff. Many of these sites are either past or nearing the end of their life cycle. Category 3 sites usually have a dedicated web staff of one or more knowledgeable people who regularly update the site.

At the time of the review (June-August 2007):

- slightly less than 2% of the total number of sites were ranked as 100% code and FAE compliant,
- 5% were completely compliant when evaluated by FAE,
- 18.5% were considered Category 1 sites requiring redesign,
- 95% of the evaluated sites had some type of issue with FAE compliance. Of these issues, 54.3% were medium to minor and 45.7% were judged to be major FAE failures,
- Approximately 69% of the sites had 6 or more code compliancy warnings. 7% were completely code compliant with respect to their DTD.

Since September 2007, Tim Offenstien (Campus Accessibility Liaison) has met with over 30 units in one-on-one sessions on accessibility improvements. The sessions consist of an in-depth accessibility analysis of the unit’s web resources, a detailed written report for reference after the meeting and training on the campus web accessibility evaluation methods for developers to use to verify improvements in accessibility as they improve the resources. Follow up meetings are used to insure any questions or problems are identified and resolved.

The Campus Accessibility Liaison is also producing a monthly article written to address various accessibility issues, explaining how units can easily improve their web sites and offering helpful tips on best practices. Articles are posted on the UIUC Webmasters listserv which goes out to over 600 web developers on campus. A web master brown bag lunch session (with others to follow) with an accessibility emphasis has been offered to the campus. This initial brown bag explained the historical context of accessibility and issues facing Illinois Higher Educational institutions.

2. Collaborations with 3rd Party Web Services

One of the major IT accessibility issues on campus is the use of purchased and open source software packages on campus to deliver web based services to students, faculty and staff on campus. The accessibility of these resources can be achieved only through changes made by the company or through participation in the open source development community. Current collaborations include the evaluation of web applications for accessibility issues using the best practices as the basis for evaluation and the Firefox and FAE tools. The evaluation information is organized into an itemized issues list of accessibility issues. This information is then communicated to the company through teleconference meetings. The Firefox Accessibility Extension in combination with the Functional Accessibility Evaluator provides a means to test web applications for the use of the best practices. The use of the Firefox extension and FAE allow human testing resources to focus on usability issues, rather than on the basic accessibility issues like labels for form controls, the use of headers and text equivalents for images.

a) List of Current Third Party Software Collaborations

- Illinois Compass Course Management System (WebCT)
- Library EBSCO bibliographic database
- Library Elsevier bibliographic database
- exLibris electronic library cataloging system
- CITES Express E-mail Service (Mirapoint)

D. Plans for Improvement

1. Plans for correcting problems identified in evaluation

In May of 2007 Provost Linda Katehi sent out notification of her decision to implement the Campus Technology Accessibility Initiative. This initiative included resources to support four new full time academic professional positions to improve the accessibility of administrative websites and campus wide web resources developed or supported by Campus Information Technologies and Education Services.

E. Plans for evaluating additional web pages

1. Administrative Web Resources

The goal of the first year of the Campus Technology Accessibility Initiative (CTAI) is to improve the accessibility of administrative web sites and campus wide web resources supported by CITES. This includes working with category 3 web sites to bring them to 100% accessibility and standards compliance. Category 2 sites will improve as resources permit to increase their compliance to campus web accessibility requirements. Web developers who manage both Category 1 and 2 sites are being referred to training resources to learn more about accessible design techniques.

Many campus web site designs are contracted vendors outside the university and these vendors have little or no knowledge of accessibility or code compliance issues. A checklist of accessibility best practices will be included as part of future contracts based on iCITA Web Accessibility Best Practices and information on the web accessibility evaluation methods that are used to evaluate compliance to campus requirements. The checklist will be made available to campus units considering hiring an outside vendor to insure best practices are included in the design of the website.

The CITES Campus Accessibility Liaison is working with DRES Web Accessibility Training Coordinator to gather information on what types of training is needed to help both technical and non-technical staff improve the accessibility of the web resources they create and maintain. Training and evaluation tools are especially needed for clerical, students and other less technical staff who have little or no technical background in HTML and Adobe coding practices, but have responsibility to maintain a web site for their unit. This creates situations where web pages may initially be compliant, but fall out of compliance as people edit them with inaccessible markup. Training included as a part of the CTAI will help reduce this problem.

2. Collaborations with 3rd Party Web Services

Collaborations will continue from the past year. New collaborations will be developed as part of the campus web accessibility initiative and with the support of the new accessibility specialist position in CITES as a part of the initiative.

F. Campus policies and procedures to ensure web accessibility

A collaboration of CITES and DRES has drafted two documents: “University of Illinois at Urbana-Champaign, Advancing Disability Access in an Electronic Age: A Statement of Commitment” and “University of Illinois at Urbana-Champaign, Advancing Disability Access in an Electronic Age: An Implementation Plan” (see Appendix B). These documents were developed to promote accessibility of digital resources across a wide range of users including those with disabilities. The goal is to create a process that integrates accessibility in the development and implementation of web resources on campus. The Provost Office has committed resources to the Campus Technology Accessibility Initiative and organized the initiative to review administrative and campus wide web services supported by CITES for accessibility and provide training support for staff to learn about accessible design. The Provost is also supporting the development of the Functional Accessibility Evaluator (FAE) for use by developers to evaluate their web resources for accessibility.

G. Training and Support for Web Developers and Instructors

1. Leading the IBHE Web Accessibility Consortium

The University of Illinois at Urbana/Champaign is leading a consortium of 12 higher education and community colleges in Illinois to improve the accessibility of web resources across the state. The goal of the consortium is to build local expertise in web accessibility in all the institutions of higher education in Illinois. Currently the following institutions of higher education are participating in the consortium:

a) 4 Year Universities

- Eastern Illinois University
- Governors State University

- Northern Illinois University
- Northeastern Illinois University
- Southern Illinois University at Carbondale
- Southern Illinois University at Edwardsville
- University of Illinois at Urbana/Champaign
- University of Illinois at Chicago
- Western Illinois University

b) Community Colleges

- City Colleges of Chicago
- College of DuPage
- Harper College
- Heartland Community College
- Illinois Central Community College
- Joliet Junior College
- Kishwaukee Community College
- Spoon River Community College

In addition to this list of educational institutions participating in the consortium, Patrick Beard and Mike Scott represent state government web accessibility efforts on the new Illinois Information Technology Accessibility Act.

Bimonthly teleconferences and periodic face-to-face meetings coordinate activities of the IBHE Web Accessibility Consortium. Planned activities of the consortium for 2008 include:

- Development of an accessibility awareness website for administrators and developers
- Development of Evaluation Tools
- Integrating accessible design practices into main stream web development teaching materials and courses
- Provide training on specific accessibility issues
- Contribute to the dissemination of information on the Illinois Information Accessibility Act requirements

More information about the IBHE Web Accessibility Consortium can be found at:
<http://www.cita.uiuc.edu/collaborate/illinois/>.

2. Leading the Formation of a CIC IT Accessibility Interest Group

The University of Illinois is leading efforts within the Committee on Institutional Cooperation² (CIC) universities to work cooperatively among those schools. The efforts are focused on sharing best practices and evaluation techniques, developing common IT accessibility purchasing policies, and partnering with other CIC committees to improve accessibility of information technologies within higher education. The group became an official CIC working group in June 2007 with the support of member institution Chief Information Officers.

More information on the CIC IT Accessibility Interest Group can be found at <http://www.cic.net/groups/ITAccessibilityAndUsability/index.shtml>

3. Workshops, Tutorials and Webinars

One of the key elements to a successful implementation of the accessibility policy, and widespread uptake of the best practices is an effective information campaign, a training program and a support network for web practitioners.

The Illinois campus has two organizations that provide leadership in web accessibility. These are the Illinois Center for Instructional Technology Accessibility (iCITA), which creates software tools, provides training on web accessibility best practices, provides training on assistive technologies, and performs accessibility research. The DRES/CITES partnership provides access to the campus web practitioners (over 400 members) and includes a yearly conference, monthly brown bags, a listserv and collaborative efforts among campus web practitioners.

The schedules of training past and future events can be found on the iCITA website:
<http://www.cita.uiuc.edu>

4. Tools for Web Developers, Instructors and Staff

The software tools developed by iCITA are widely distributed via the Web. FAE and the Mozilla/Firefox Accessibility Extension are available free of charge.

a) Functional Accessibility Evaluator (<http://fae.cita.uiuc.edu>)

The Functional Accessibility Evaluation (FAE) Tool provides a means to estimate the functional accessibility of web resources by analyzing web pages and estimating their use of the iCITA Web Accessibility Best Practices. The tool does not determine if a resource or a collection of resources is accessible or not, but provides a summary and detailed reports on the use of accessible markup categorized by the web accessibility best practices principles. FAE uses rules for testing each of the functional accessibility features of navigation, text descriptions, styling, scripting and the use of standards. The best practices are basically proven techniques for implementing the Section 508 and W3C Web Content Accessibility Guidelines. The test results are linked to the iCITA best practices resources

² The CIC Member Universities are University of Chicago, University of Illinois, Indiana University, University of Iowa, University of Michigan, Michigan State University, University of Minnesota, Northwestern University, Ohio State University, Penn State University, Purdue University, University of Wisconsin-Madison

for web developers to find out more information about the evaluation results. FAE is being extended to test for DHTML accessibility features.

FAE works similar to other web based accessibility evaluation tools. Users go to the website and enter a URL they want to check and the depth of checking of the web site. Users then request the resources be checked for accessibility based on the techniques outlines in the iCITA best practices. This is where FAE differs from current evaluation tools. Other tools do code matching to determine known accessibility problems, like missing ALT text from an image, and report that as a known accessibility problem. For other accessibility issues, like proper use of headers, current tools tell the user that they need to perform a manual check. The number of manual checks is based on the types of tags found in the resource. There is only a small set of accessibility problems that can absolutely identified in this current approach and the reports usually require between 20 – 30 manual checks. These manual checks are quite tedious and therefore ignored by many web developers due to limitations in time or understanding of the requirements. Since FAE is looking for best practices, items like missing headers or resources not being properly titled can be reported as errors, not as part of some list of manual checks. Developers want to eliminate known errors so that the report shows that they are highly accessible. The power of FAE therefore is automating these manual checks reported by current evaluation tools and therefore encouraging web developers to use more accessible web design techniques. FAE is free service of the University of Illinois and anyone can request an evaluation using the web interface. FAE can only check HTML based resources, but other formats may be supported in the future.

b) Mozilla/Firefox Accessibility Extension <http://firefox.cita.uiuc.edu/>

Web browsers can play a critical role in testing web accessibility if they can highlight the accessibility features of a web resource to developers. The Mozilla/Firefox Accessibility Extension provides navigation, styling and conditional rendering features that are important in improving access to web content for people with disabilities and testing web resources for functional accessibility by developers. The value of the Mozilla/Firefox Accessibility Extension is the ability to make information that is hidden in a graphical rendering of content visible to developers and people with disabilities. For example, when developers use headers (h1-h6) or use labels for form controls, the graphical rendering typically does not disclose this information. The accessibility extension provides information on headers, labels and many other types of structural information by querying the Document Object Model (DOM) of the resource and extracting structural information and displaying it in dialog boxes or by providing keyboard navigation commands. People with disabilities and developers can then use this information to access and functionally test the structural markup of web resources. Other features include the ability to test for the inclusion and functional use of text equivalents for non-text content like images, audio and video. The extension provides the ability to disable author supplied CSS styling, in-line tag styling and tables used for layout. Users can apply user style sheets and includes two built-in options for high contrast style sheets. The extension also implements features to support the new Dynamic HTML accessibility features [8] being developed by the W3C Protocols and Formats group.

Downloads of the Firefox Toolbar form January 2006 to December 2006: 12,758

c) Illinois Accessible Web Publishing Wizard for Microsoft Office <http://www.accessiblewizards.uiuc.edu>

The Web Accessibility Wizard for Microsoft Office [9] provides a means to create accessible HTML versions of Office documents without the author having knowledge of web technologies or web accessibility guidelines. The Wizard automatically generates accessible markup by default and prompts the users for additional information only when information is needed to generate proper text equivalents. The Wizard supports the automatic creation of text equivalents for common Office objects like pie and

bar charts. Currently the tool supports both Power Point and Word documents. The HTML markup generated exceeds current Section 508 requirements and meets W3C Web Content Accessibility Requirements Double-A conformance. The Wizard was licensed to a local company for further development and distribution in December 2007. Accessible Web Publishing Wizard is available at CITES Webstore (<http://webstore.uiuc.edu/>), without charge to students, faculty and staff at the University of Illinois.

H. Evaluators and Authors

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- [9] Illinois Accessible Web Publishing Wizards
<http://www.accessiblewizards.uiuc.edu>

J. Appendix A: Evaluation Details

TABLE 1. Summary Table of Campus Web Accessibility Audit

Description	Number of Home Pages
Total departmental and unit home pages evaluated	373
100% Compliant with accessibility requirements	10 (2%)
Category 3 websites (Minor accessibility problems)	69 (18.5%)
Category 2 websites (Accessibility problems, but could probably be fixed without total redesign)	155 (41%)
Category 1 websites (Needs total redesign to improve accessibility)	139 (38.5%)

TABLE 2. University of Illinois at Urbana-Champaign web home pages evaluated for accessibility:

Academic Affairs, Office of the Vice-President for
 Academic Affairs, Provost and Vice-Chancellor for
 Academic Outreach, Division of
 Academic Human Resources, Office of
 Accountancy, Department of
 Accounting and Financial Services, University Office of
 Accounting Research, Office of
 ACES, College of
 Administration and Human Resources, University Office of
 Administrative Information Technology Services (AITS)
 Admissions and Records, Office of
 Advertising, Department of
 Aerospace Engineering, Department of
 Affirmative Action (Equal Opportunity and Access)
 Affirmative Action - Student (Dean of Students, Office of)
 African Studies, Center for
 African-American Cultural Center
 Afro-American Studies and Research Program
 Agricultural and Consumer Economics, Department of
 Agricultural Communications Documentation Center
 Agricultural Education
 Agricultural and Biological Engineering, Department of
 Agricultural Experiment Station (ACES, College of)
 Agronomy (see: Department of Crop Sciences)
 Air Conditioning & Refrigeration Center

Allerton Park and Conference Center (OCE)
Alumni Association
Ancient Technologies and Archaeological Materials
Animal Biology, Department of
Animal Resources, Division of
Animal Sciences, Department of
Anthropology, Department of
Applied Health Sciences, College of
Arboretum
Architecture, School of
Archives, University
Arms Control, Disarmament, and International Security
Army ROTC, Department of Military Science
Art and Design, School of
Art History Program
Asian American Cultural Center
Asian American Studies Program
Astronomy, Department of
Atmospheric Sciences, Department of
Audits, Office of University
Aviation, Institute of
Bands, University
Banking Research, Office of (CBA, College of)
Beckman Institute for Advanced Science and Technology
Benefits Center
Bioacoustics Research Lab
Biochemistry, Department of
Bioengineering, Department of
Biology (School of Molecular and Cellular Biology)
Biology (School of Integrative Biology)
Biology Masters Program
Biophysics and Computational Biology, Center for
Biotechnology Center
Board of Examiners
Board of Trustees, Secretary of the
Bookstore, Illini Union
Broadcasting, Division of (WILL-AM, -FM, -TV)
Building Research Council (Architecture, School of)
Bureau of Economic and Business Research
Bureau of Educational Research
Business, College of
Business Administration, Department of
Business and Financial Services, University Office of
Business and Financial Services, (Campus) Office of
Campus Honors Program
Campus I. D. Center (Illini Union)
Campus Information Technologies and Educational Services
Campus Legal Counsel, Office of
Campus Parking and Transportation, Division of
Campus Recreation, Division of

Campus Stores, Mail, and Receiving (CSMR)
Car Pool (Operation and Maintenance, Department of)
Career Center
Career Services
Cashiers (Student Accounts)
CCSP (Computer Consultant Support Program)
Cell and Developmental Biology, Department of
Center for Advanced Study (CAS)
Center for Cement Composite Materials
Center for Global Studies
Center for Instructional Research and Curriculum Evaluation
Center for International Business Education and Research
Center for International Education and Research in Accounting
Center for Library Initiatives - CIC
Center for Reproductive Biology
Center for Teaching Excellence
Center on Democracy in a Multiracial Society
Certified Housing (Housing Division)
Chancellor, Office of the
Chemical Engineering, Department of
Chemical Sciences, School of
Chemistry, Department of
Chief Information Officer, Office of
Child Care Resource Service
Child Development Lab Preschool
Children and Family Research Center
Children's Books, The Center for
Chimes, University
Choral Office
CIC (Committee on Institutional Cooperation)
Cinema Studies, Unit for
CITES Educational Technologies
CITES Departmental Services
Civil and Environmental Engineering, Department of
Claims Management Office (University Counsel)
Classics, Department of the
Climatology (State Weather Survey)
Commencement
Communications, College of
Communications Research, Institute of
Community Health, Department of
Comparative Literature, Program in
Complex Systems Research, Center for
Computational Science and Engineering
Computer Science, Department of
Conferences and Institutes (Continuing Education, Office of)
Consumer Sciences, Division of (See ACES above)
Continuing Education, Office of
Continuing Engineering Education
Cooperative Extension Service

Coordinated Science Lab
Copy Division, Quick
Copyright Clearance/Instructional Copying
Corporate Relations, Office of
Correspondence Courses (Continuing Education, Office of)
Council of Academic Professionals (CAP)
Council on Teacher Education
Counsel, Office of the University
Counseling Center
Creative Services (Public Affairs)
Criticism and Interpretive Theory, Unit for
Crop Sciences, Department of
Curriculum and Instruction, Department of (Education)
Dad's Association (Dean of Students, Office of)
Dance, Department of
Dean of the Graduate College
Dean of Students, Office of the
Development, Office of Campus
Disability Resources and Educational Services, Division of
Dixon Springs Agricultural Center (ACES, College of)
East Asian and Pacific Studies, Center for
East Asian Languages and Cultures, Department of
East St. Louis Action Research Project (ESLARP)
Ecology and Evolutionary Biology, Program in
Ecology, Ethology, and Evolution, Department of
Economic Development and Corporate Relations
Economics, Department of
Education, College of
Educational Career Services (Education, College of)
Educational Opportunities Program (Education, College of)
Educational Organization and Leadership, Department of
Educational Policy Studies, Department of (Education)
Educational Psychology, Department of (Education)
Educational Research, Bureau of (Education, College of)
Elderhostel
Electron Paramagnetic Resonance Research Center, Illinois
Electrical and Computer Engineering, Department of
Emergency Dean (Dean of Students, Office of)
Employee Assistance Program (Faculty/Staff Assistance)
Engineering, College of
English, Department of
English as an International Language, Division of
Entomology, Department of
Environmental Council
Environmental Engineering and Science
Environmental Health and Safety
Equal Opportunity and Access, Office of
Ethics Officer, University
European Union Center
Executive Development Center

Extension, University of Illinois
Facilities and Services
Facilities Planning and Programs, University Office for
Facility Management and Scheduling, Office of
Faculty Advisory Committee
Faculty/Staff Assistance Program
FAST3 (Faculty and Staff Training Technology Team)
Finance, Department of
Financial Aid, Office of
Fine and Applied Arts, College of
Fire Service Institute
Food Science and Human Nutrition, Department of
Foreign Language Building Business Office
Forestry (see: Natural Resources and Environmental Sci)
Foundation, University of Illinois
Fracture Control Program
Fraternity and Sorority Programs (Dean of Students)
French, Department of
Garage (Operation and Maintenance, Division of)
Gender and Women's Studies Program
Gay, Lesbian, Bisexual and Transgender Concerns
Genetic Engineering Facility (Biotechnology Center)
Genomic Biology, Institute for
Geographic Modeling Systems Lab
Geography, Department of
Geological Survey, State
Geology, Department of
Germanic Languages and Literatures, Department of
Global Studies, Center for
Government and Public Affairs, Institute of
Graduate College
Grants and Contracts Office (post-award)
Guided Individual Study (Continuing Education, Office of)
Hazardous Materials Training Program (ILIR)
Health & Wellness
Health Careers House (Career Center)
Health Center (McKinley Health Center)
Herbarium (Plant Biology, Department of)
History, Department of
Horticulture (Natural Resources and Environmental Sciences)
Housing Division
Human and Community Development, Department of
Human Development and Family Studies, Division of
Human Factors Division, Institute of Aviation
Human Relations and University Equal Opportunity
Administration and Human Resources, University Office of
Human Resource Education, Department of
Human Resources, University Office of
i-card programs
IDEALS - Illinois Digital Environment for Access to Learning and Scholarship

Illini Center
Illini Union
Illinois Business Consulting
Illinois Fire Service Institute
Illinois Leadership
Illinois Program for Research in the Humanities
Illinois Researcher Information Service (IRIS)
Illinois Statistics Office (Consulting Services)
Illinois Student Senate (ISG)
Illinois Summer Youth Music (Music, OCE)
Imaging Technology Group
Industrial and Enterprise Systems Engineering
Information Management, Office for
Information Researchers
Information Systems & Technology Management
Inform. Tech. and Communication Services (ACES)
Information Trust Institute (ITI)
Inside Illinois (News Bureau)
Institutional Animal Care and Use Committee (IACUC)
Institutional and Faculty International Collaboration (IFIC)
Institutional Cooperation, Committee on (CIC)
Institutional Review Board - Human Subjects in Research
Instructional Programs, Office of (Education, College of)
Instructional Resources, Office of
Insurance (Benefits Center)
Integrative Biology, School of
Intensive English Institute
International Business Education & Research, Center for
International Faculty and Staff Affairs, Office of
International Programs and Studies
International Programs in Engineering
International Strategic Management, Office of
International Student & Scholar Services, Office of
International Study Abroad Office
International Trade Center
International Water Resources Association
Intramural-Physical Education Building (IMPE)
INTSOY (International Soybean Program)
Investments, Office of Cash Management and
IRRA (Industrial Relations Research Association)
I space Gallery
Japan House
Jewish Culture and Society, Committee on
Journalism, Department of
Department of Kinesiology and Community Health
Krannert Art Museum and Kinkead Pavilion
Krannert Center for the Performing Arts
La Casa Cultural Latina
Laboratory for Fluorescence Dynamics
Labor and Industrial Relations, Institute of

Landscape Architecture, Department of
Language Learning Lab
Large Animal Hospital (Veterinary Clinical Medicine)
Latina/Latino Studies Program
Latin American and Caribbean Studies, Center for
Law, College of
Legal Service, Student
Lesbian, Gay, Bisexual and Transgender Concerns, Office of
Levis Faculty Center
Liberal Arts and Sciences, College of
Library, Undergraduate
Library, University
Library and Information Science, Graduate School of
Library Research Center
Life Sciences (Molecular and Cellular Biology, School of)
Linguistics, Department of
Loans, Student (Financial Aid or Cashiers)
Machine Tool Systems Research, Center for
Mail Services, Office of (Campus Stores)
Maize Genetics Cooperation/Stock Center
Management Information, Division of
Materials Computation Center
Materials Research Laboratory
Materials Science and Engineering, Department of
Mathematics, Department of
Mathematics, Science, and Technology Education (MSTE)
MBA Program
Mechanical Science and Engineering, Department of
Medicine at Urbana-Champaign, College of
Medieval Studies, Program in
Merriam Lab for Analytic Political Research
Micro Order Center (Campus Stores)
Microanalysis of Materials, Center for
Microbiology, Department of
Micro & Nanotechnology Laboratory
Microscopic Imaging, Center for
Military Science, Department of
MillerComm (Center for Advanced Study)
Minority Student Affairs, Office of
Molecular and Cellular Biology
Molecular and Integrative Physiology, Department of
Mother's Association (Dean of Students, Office of)
Motorcycle Rider Training Program
MT-AMRI: Machine-Tool Agile Mnfctr. Research Institute
Multidisciplinary University Research Initiative (MURI)
Museum of Natural History (Spurlock Museum)
Music, Continuing Education and Public Service in
Music, School of
Native American House
Natural Areas, Committee on

National Center for Supercomputing Applications (NCSA)
National Soybean Research Laboratory (ACES, College of
Natural History Survey, Illinois
Natural Resources and Environmental Sciences, Department of
Naval Science, Department of
NESSIE
Neuroscience Program
News Bureau
North Central Association
NovaNet
Nuclear, Plasma and Radiological Engineering, Department of
Nursing Institute Urbana Regional Program
Nutritional Sciences Interdisciplinary Graduate Program
Office Machine Repair
Office of School-University Research Relations (OSURR)
Operation and Maintenance Division
Orientation and First Year Programs (ODOS)
Overseas Projects and Foreign Visitors
Parent Programs
Parking and Transportation, Division of Campus
Pathobiology, Department of
Payroll Services (Accounting Division)
Peace Corps
Personnel Services (Staff Human Resources)
Philosophy, Department of
Physics, Department of
Physiological and Molecular Plant Biology Program
Planning and Budgeting, University Office for
Planning Design and Construction, Office for
Plant Biology, Department of
Plant Pathology, Department of (Crop Sciences, Department of)
Plasma Material Interactions, Center for
Police, Campus
Police Training Institute
Political Science, Department of
Press, University of Illinois
Printing Department (Facilities & Services, Division of)
Professional Advisory Committee (Council of AP)
Programs for Older Adults
Project Planning and Facility Management
Provost and Vice-chancellor for Academic Affairs, Office of
Psychology, Department of
Public Affairs, Office of
Public Affairs, University Office of
Public Engagement
Public Safety, Division of
Purchasing Division
Reading, Center for the Study of
Real Estate Planning and Services, University Office of
Real Estate Research, Office of

Recreation, Division of Campus
Recreation, Sport and Tourism, Department of
Recycling Office, Campus (Operation and Maintenance)
Regional Economics Applications Lab (Geography, Department of)
Regional Science Association International (Geography)
Religion, Program for the Study of
Reproductive Biology, Center for
Research, Office of the Vice-chancellor for
Research Administration, Office of
Research Board
Research Office, College Business
Research Safety, Division of
Residence Hall Association (Housing, Division of)
Reviews of Modern Physics
Risk Management, Campus Office of
Robert Allerton Park and Conference Center (OCE)
Rural Sociological Society
Russian, East European, and Eurasian Center
Safety and Compliance, Division of
Scholars' Travel Fund
Scholarships for International Study, Office of
Senate, Urbana-Champaign
Sinfonia da Camera
SLATE (Second Language Acquisition and Teacher Education)
Slavic Languages and Literatures, Department of
Slavic Review (LAS, College of)
Sloan Ctr for Asynchronous Learning Env. (CITES Ed Tech)
Small Homes Council - Building Research Council (Architecture)
Social Work, School of
Sociology, Department of
SORF (Illini Union)
Sousa Archives for Band Research
South Asian and Middle Eastern Studies
Space Reservations (Facilities Officer)
Spanish, Italian, and Portuguese, Department of
Special Education, Department of (Education, College of)
Spectrum (Assoc. of Students for Bisexual, Gay, Lesbian, & Trans.)
Speech and Hearing Science, Department of
Speech Communication, Department of
Sponsored Programs and Research Administration
Staff Advisory Council
Staff Human Resources
Stat. Laboratory for Educational and Psychological Measurement
Statistics, Department of
Student Accounts and Cashiers
Student Affairs, Office of the Vice Chancellor for
Student Conflict Resolution, Office for
Student Disability Services
Student Financial Aid, Office of
Student Senate (Illinois Student Government)

Student Insurance Office (Benefits Center)
Student Legal Service
Student Line
Student Loans
Student Organizations Office, Registered
Study Abroad Office
Summer Session
Tax School
Technology & Management Program
Technology Management, Office of
Telecommunications, Office of (CITES)
Television Station (WILL-TV)
Tenant Union
Testing Services (Dean of Students, Office of)
Theatre, Department of
Theoretical and Applied Mechanics, Department of
Ticket Office, Krannert
Trio/Student Support Services
Trustees, Board of
UI-Integrate
UI-OnLine
UI-7
Undergraduate Library
Unit One
University Accounting and Financial Reporting
University Counsel, Office of
University of Illinois Extension
University of Illinois Foundation
University Laboratory High School
University Outreach and Public Service
University Payables
University Primary School
University Relations, Office for
University Senates Conference
University-wide Student Programs
Upward Bound, Project
Urban and Regional Planning, Department of
Veterans Affairs
Veterinary Biosciences, Department of
Veterinary Clinical Medicine, Department of
Veterinary Diagnostic Laboratory
Veterinary Medicine College of
Veterinary Teaching Hospital
Visitors Center, Campus
Vocational Agriculture Service (Info. Tech. and Com. Services)
Vocational and Technical Education, Dept. of (HR Ed, Dept. of)
Volunteer Programs, Office of
Waste Management and Research Center
Water Resources Center
Water Survey, State

WBML Cable-FM Radio Station (Office)
WBML Cable-FM Radio Station (Station)
Webmasters
Webstore - CITES
Women and Gender in Global Perspectives, Office of
Women in Engineering, Office of:
Women's Programs, Office of (Dean of Students, Office of)
Writing Studies, Center for
Writers' Workshop

K. Appendix B: Advancing Disability Access in an Electronic Age

Statement of Commitment

1. Purpose

The University of Illinois at Urbana-Champaign is committed to serving a diverse population of students, faculty and staff. For nearly six decades, Illinois has been a nationally and internationally recognized leader in promoting the inclusion and participation of persons with disabilities, but timely, decisive action is needed if we are to sustain this legacy of pre-eminence in the rapidly growing domain of digital information resources.

The Advancing Disability Access in an Electronic Age Statement of Commitment was developed to promote the creation and/or procurement of digital resources that are accessible to persons with disabilities and compliant with University, state and federal policies prohibiting discrimination on the basis of disability. In addition, the enactment of the plan based on this commitment will improve the usability of the university's digital resources across a wide range of users, platforms and devices, and will reduce the future development and maintenance cost of such resources.

2. Scope

This commitment is applicable to all official web pages, electronic communications and web-based services deployed by a college, department, program or unit of the University, including educational resources.

Individual digital resources and services published by students, faculty, staff, or non-University organizations that are hosted by the University, but do not conduct University-related business, are encouraged to adopt the University's standards, but fall outside its jurisdiction.

3. Standards

The University will adhere to the digital resources accessibility standards of Section 508 of the Rehabilitation Act, and the World Wide Web Consortium (W3C) Web Content Accessibility Guidelines 1.0 (WCAG) Double-A requirements.

These standards will be implemented for web resources as outlined in the Illinois Web Accessibility Best Practices (*web best practices*). The *web best practices* are a statement of techniques for implementation of the aforementioned 508 and W3C standards.

These standards will be implemented for electronic resources as outlined in the Illinois Electronic Communications Best Practices (*e-comm best practices*)

4. Implementation

The Division of Disability Resources and Educational Services (DRES) and Campus Information Technologies and Educational Services (CITES) will be responsible for development, testing and implementation of the standards. They will conduct a pilot of the implementation plan with administrative and technical personnel from the colleges and administrative units in the fall of 2006 to validate the plan. Specifics of the plan may be reviewed at <http://www.cita.uiuc.edu/accessibilityplan.html>.

5. Review

The Illinois Board of Higher Education (IBHE) requires the University to submit an annual Web Accessibility Report evaluating its compliance to accessibility standards, and outlining plans for improvement. In support of this requirement, each unit will be responsible for preparing such a report.

CITES and DRES will be responsible for preparing the template for these reports, and synthesizing them to create the campus report.

6. Governance and Compliance

Each dean/director of a unit represented on the Council of Deans will be responsible for compliance within his or her college, school or institute. The chancellor and associate chancellors will be responsible for compliance within the administrative units that report to them. CITES and DRES will monitor compliance with the plan and report problems to the appropriate Dean and to the Provost's office for immediate remediation. Each year DRES and CITES will publish a set of guidelines and tool recommendations which will aid in compliance with the standards.

7. Exceptions

Where compliance is not technically possible or may require extraordinary measures due to the nature of the information and the intent of the digital resource, exceptions to this statement of commitment may be granted by the ADA Coordinator's Office. Request for such exceptions must be made in writing and generally must be based on issues other than cost alone.

