

Acknowledgments

The annual Underrepresented Groups Report can be produced only through the cooperation of many people. The Office of the Provost and Vice Chancellor for Academic Affairs would like to thank the following individuals for their contributions toward this year's report:

Marilyn Murphy, Assistant Director, University Office of Academic Policy Analysis

Dave Barrows, Director, Physical Planning and Operations

Karla Carwile, Coordinator of Disability Services

Horace Chapman, Institutional Studies Officer

Lois Defend, Secretary to the Director, Student Life

Nancy Ford, Executive Director, Institute for Public Affairs

Dennis Frueh, Director, Admissions

Pam Hammond-McDavid, Director, Career Services and Placement

Hugh Harris, Associate Professor, Labor Relations/Director, Whitney M. Young
Fellowship Program

Terri Jackson, Coordinator, Office of Minority Student Affairs

Lawrence Johnson, Associate Chancellor for Affirmative Action

Jim Korte, Director, Housing and Residential Life

James Lanier, Professor, Human Development Counseling/Director, Minority Leadership
in Public Service Program

Diane Long, Registrar

Loretta Meeks, Associate Professor, Teacher Education

Maria Mootry, Associate Professor, African American Studies and English

Lynn Otterson, Director, Women's Center

Mary Patton, Instructor, Mathematical Sciences/Center for Teaching and Learning

Brisbane Rouzan, Vice Chancellor for Student Affairs

Deborah Russell, Coordinator, Grants and Contracts

Anthony Sisneros, Associate Professor, Public Administration

Michael Theall, Director, Center for Teaching and Learning

Donna Tucker, Administrative Clerk

Rebecca Wilkin, Executive Assistant to the Provost/Vice Chancellor for Academic Affairs

Allan Woodson, Associate Vice Chancellor for Human Resources

University of Illinois at Springfield 1998 Underrepresented Groups Report

Table of Contents

Overview	1
Focus Topics	6
Effective Student Mentoring	6
Serving Students with Disabilities, Thinking Small	7
Programs Integral and Unique to the Campus Mission	7
Identifying and Serving Students with Disabilities – Follow-up Topic	10
Review of Formally Organized Units	11
Summary	15
Appendix	
Table A: Summary of Enrollments by Ethnic Categories, Fall 1988 to Fall 1997	
Table B: Student Enrollment – Total Head Count, African American, Other Minority, and Total Minority, Fall 1988 to Fall 1997	
Table C: Undergraduate Total Head Count Enrollment by College, Degree Program, Racial/Ethnic Category, and Gender, Fall 1997	
Table C-1 Undergraduate Total Head Count Enrollment – Non-Resident Alien, Fall 1997	
Table D: Graduate Total Head Count Enrollment by College, Degree Program, Racial/Ethnic Category, and Gender, Fall 1997	
Table D-1 Graduate Total Head Count Enrollment – Non-Resident Alien, Fall 1997	
Table E: Student Head Count Enrollment by Gender and Level, Fall 1988 to Fall 1997	
Table F: Summary Report of Full-Time Employees, Fall 1997	
Table G: Summary Report of Full-Time Employees from Underrepresented Populations, Fall 1992 to Fall 1997	

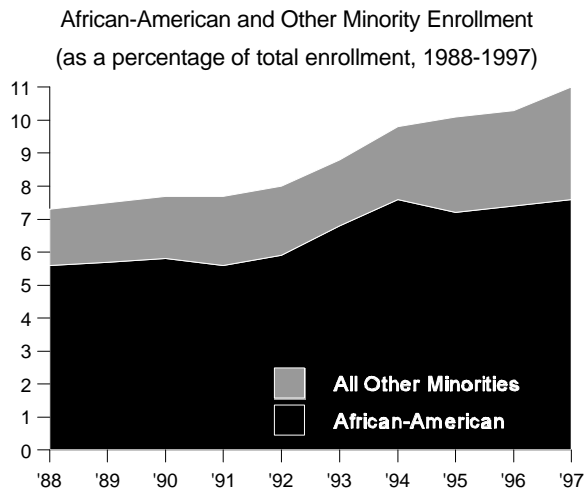
Dollars and Staff Years Budgeted to Programs Serving Underrepresented Students and Staff at Public Institutions, Fiscal Years 1997 and 1998

Enrollment of Students with Disabilities

Overview

The University of Illinois at Springfield's enrollment of minority students as a percentage of all students increased from 10.3% in Fall 1996 to a 10-year high of 11.0% in Fall 1997. The range of the total number of African American enrollments during the 10-year period was 219 in 1988 (5.6% of total enrollments) to 343 (7.4%) in 1996. Hispanic students numbered 58 (1.3%) in Fall 1997, a 10-year high and more than three times the 19 students enrolling in 1988.

Examination of the campus' trend in minority representation during the past 10 years shows small increases in total minority enrollments in every year except one, amounting to an increase from 7.2% of the student population in the fall of 1988 to 11.0% in the fall of 1997. This is an overall increase of nearly 4.0%.



Almost two-thirds of undergraduate students and nearly three-fifths of graduate students at UIS are female. Among undergraduate students in Fall 1997, 63.9% were female, down from 64.6% in 1996. Among graduate students, 58.9% were female, higher than the 57.6% in 1996. Female students represented 61.6% of total undergraduate and graduate enrollments, which was a 10-year high.

UIS used hiring opportunities in 1997-98 to address underrepresentation of women on its faculty. Of the 10 new faculty members hired for the 1998-99 academic year, six are women (five white, one Hispanic), while four are white males. In addition, a white female was appointed to an administrative position with faculty rank (director, Doctor of Public Administration program), and three white females who held temporary positions last year received full-time permanent appointments after searches were conducted. Considering non-returning faculty from 1997-98, the net result of this year's hiring was the addition of seven women permanently assigned to positions with faculty rank, while the number of men on the faculty stayed the same.

Tables A and B in the appendix of this report provide summaries of minority enrollments by head count and percentage from 1988 to 1997. Tables C and D provide undergraduate and graduate head count enrollment for Fall 1997 by college, degree program, racial/ethnic category, and gender. Table E provides head count enrollment by gender, and Table F provides a summary report of full-time employees. A summary of full-time employees from underrepresented groups for the past six years is provided in Table G.

Activities to Support Minority Populations at UIS

Office of Minority Student Affairs. The reform of the welfare system in Illinois has increased the need for support services for individuals who are making a transition into education under the state's new guidelines. The Office of Minority Student Affairs serves as a resource for these individuals by 1) assuring that the current information on the welfare reform guidelines is available to students, 2) providing information on possible volunteer/community services opportunities, 3) serving on the Community Provider Advisory Panel, 4) providing input on the importance of continued support for students completing their undergraduate degrees, 5) working with students receiving assistance to ensure that they understand the types of help available to complete their education, and 6) participating in a summer employment program through the Job Training Assistance program.

The Office of Minority Students Affairs is also pursuing its goal of establishing an advisory council for the office. The council is expected to be comprised of representatives from the campus, service organizations, and community organizations. The primary mission will be to involve the Springfield community in the affairs of the office; to expand community resources for students; to provide a means for faculty, staff, and student input; and to use these connections to pursue external funding opportunities.

Financial Support. Campus-level financial support to minorities at UIS is provided primarily through two programs: the Minority Leadership in Public Service Program (MLPS) for undergraduates and the Whitney M. Young Fellowship Program for graduate students. Both programs were evaluated for this report. Results of these evaluations are included in later sections.

In addition, UIS is a participating institution in the Illinois Consortium for Educational Opportunity Program (ICEOP). This program is designed to increase access for minority students to graduate degree programs in Illinois public and private universities. The ultimate purpose of the program is to increase the number of minority faculty and staff in Illinois colleges and universities. From 1989-1997, 11 UIS students received 14 awards, with seven of these awards coming in the past three years. Of the 11 students receiving the award, five (45.5%) received master's degrees, three (27.3%) are completing closure exercises, and one (9.1%) is a second-year fellow. Of those receiving master's degrees, one went on to receive a Ph.D. in psychology, and one has just entered a doctorate program. Two students (18.2%) did not complete their programs. The persistence rate for the program – the number of students who have graduated or who are still enrolled – is 81.8%. A significant improvement in the graduation rate is expected when students who received the ICEOP award in recent years complete their programs. As a final note, UIS is pleased to have two faculty members and one director who received their doctoral degrees through ICEOP at other institutions.

Organization for Latin American Students (OLAS). As part of their Cinco de Mayo celebration, OLAS sponsored a workshop called, In Search of Diversity: A Presentation in Diversifying and Developing Faculty – Why, How, and for What Ends? The speaker’s presentation encouraged the growth of productive dialogue as well as the development of an institutional self-evaluation on the meaning of diversity – its definition, history, vision, strategies, initiatives, and dedication. Co-sponsors were the offices of the provost and the chancellor, the deans’ offices, the Diversity Task Force, the UIS Speakers Fund, and the Inter-Club Council Board. OLAS also sponsored a round-table discussion at the Jacksonville Correctional Center during Hispanic Heritage Month.

Activities to Support Female Populations at UIS

Women’s Center. In response to a need for a “hub” for women-centered activities in central Illinois and at the encouragement of the National Organization for Women, the Women’s Center and Computing Services inaugurated the Central Illinois Women’s Action (CIWA) ListServ. The campus’ first ListServ, CIWA now has nearly 70 subscribers, including 17 community organizations. In addition to building community, CIWA helps publicize news and information for and about women to the area. Organizations using the ListServ to publicize events this year included Planned Parenthood, the Seventh Judicial Circuit’s Family Violence Prevention Coordinating Council, the Junior League, and the Springfield AIDS Resource Center. Feedback from subscribers is enthusiastic.

Women’s Rights Are Human Rights: An International Symposium was presented in September and represented the most ambitious and successful event of the Women’s Center to date. Women representing six regions of the world discussed human rights abuses against women and what women are doing to create change. The topic of women’s human rights was one of 12 planks in the Platform for Action created at the 4th United Nations Conference for Women in Beijing, China in 1995. This symposium addressed the issue of violence against women in the U.S. and globally. Both scholarly and personal voices were represented, and the event was taped for presentation on ACCESS 4 Springfield television.

Center for Teaching and Learning. The Anne Statham lecture on Women in Higher Education was proposed, organized, and sponsored by the Center for Teaching and Learning. Funded by the UIS Speakers Fund, the program was co-sponsored by the Diversity Task Force, the Women’s Center, and the Women’s Studies program.

Women’s Issues Caucus. A professor from UIS’ women’s studies program presented a workshop on sexual harassment, which provided participants with basic definitions and examples of sexual harassment, both in the workplace and in educational settings. She also discussed relevant laws and the effects of and strategies for confronting sexual harassment. The workshop was sponsored by the Women’s Issues Caucus in collaboration with the women’s studies program, the Women’s Center, the Counseling Center, and Campus Health Services.

A panel discussion, “Russian Women and the Media,” explored such topics as the women’s movement in Russia, the status of the press and other civil liberties, and the general circumstances of life in post-Soviet Russia. The panel featured two prominent journalists and two American academics who have wide experience in that country. Co-sponsors of the event were the UIS

Speakers Fund, Women's Center, international studies program, and women's studies program.

Activities to Support Persons with Disabilities at UIS

Accessible Telescope. Conceived by a UIS professor of astronomy/physics, a telescope designed to give people who use wheelchairs access to an astronomical experience was installed on campus. The sophisticated instrument, thought to be the only one of its kind in the nation, took two years to design and manufacture. The original idea for the telescope was an outgrowth of UIS' popular "star parties," which allow the public to use the campus' telescopes but which were inaccessible to people with mobility impairments. The Capital Development Board provided funds for the telescope, a modified eight-inch Schmidt Cassegrain, and for the state-of-the-art software needed to run it. The adaptation of the observation deck was provided by UIS' physical plant. Visitors are transported to the upper level using an existing elevator in the library. The telescope has received considerable complimentary media coverage and has been a huge success with those using it.

Disability Services. The office consulted with Disability Services at UIUC to develop more formal and professional services. This collaboration aided UIS' office in the creation of forms, documents, and procedures. UIS' office also obtained a case management software program, ABLE-AIDE, which is recognized as an industry standard. This software will align the office with the leading campuses around the United States and will allow for unified, consistent services to UIS clients.

Disability Services also provided a workshop, Teaching Students with Disabilities, to various departments and programs on campus. This workshop/presentation has facilitated a positive working relationship with the faculty and staff on campus and allows for clarification of policies, procedures, rights, and responsibilities. A new brochure on teaching students with disabilities, which was developed jointly with UIUC and UIS, was distributed at the workshops.

The office has initiated discussions with the Illinois Department of Rehabilitation Services (DORS) for the creation of a pilot assistive technology training laboratory. The five-station lab would serve UIS students and DORS clients with some of the most innovative technology available for persons with disabilities.

ADA Improvements. UIS continues its efforts to make the campus more accessible for persons with disabilities. Improvements this year included the replacement of a concrete walk, modifications of furniture around campus, the installation of automatic doors, and the creation of additional handicapped parking near Brookens Library.

Promotion of Diversity on Campus

Diversity Task Force. The primary activity of the Diversity Task Force is to provide funding to individuals and organizations engaged in activities/events that foster campus diversity. This year these included:

- Rev. Ben Cox lecture on civil rights in the '60s;

- International Fair;
- Women's Roundtable on Non-Degree Careers;
- Gwendolyn Brooks poetry lectures;
- *I Remember Harlem II* (play);
- Cinco de Mayo Celebration;
- Dr. Ken Hardy lecture on multicultural counseling; and
- Pondsized Jazz Festival.

In addition, the task force sponsored the following events:

- continuation of the Diversity in Education Workshop Series;
- Arthur Magida lecture on Black/Jewish relations; and
- various brown bag discussions (e.g., Criminal Justice System and the Black Male).

The Diversity Task Force also conducted a campus climate survey this year. Results of the survey, which have not yet been tabulated, will be included in next year's report.

Incorporation Project. Affiliated with the Center for Teaching and Learning, the Incorporation Project supports faculty activities to integrate the new scholarship on gender, race, and class into the curriculum. This year the project and the center co-sponsored a faculty development workshop called Curriculum Diversity: It's Not a Choice – It's a Lifeline! Presented by a national consultant on curriculum transformation and incorporation, the workshop gave participants an opportunity to assess how they might better prepare students for the 21st century.

Cultural Activities. Organized and led by a Black professor from the Center for Teaching and Learning, the Black Writers' Forum provides a setting in which students are motivated to write and perform their works. The Forum is gaining recognition throughout Central Illinois, having performed at Athens Middle School and Southern Illinois University Medical School during Black History Month, as well as at the Illinois Authors' Book Fair in October. The Forum published its first literary magazine in May 1998 and appeared on ACCESS 4 Springfield television. The group's activities include educational excursions.

An English professor brings minority artists and their works (art, film, music, dance, literature) to campus through his ACCESS 4 Springfield television program, *Wade and the Writer*.

Sangamon Auditorium presented programming that included the Cuban National Folkloric Dance Festival, the Peking Opera, and the Lincoln Center Jazz Orchestra with Winton Marsalis (a tribute to African American jazz performers).

Shirlene Holmes, an African American actress/poet/playwright, presented "Rescuing Women's Stories through Solo Performance," a depiction of famous, infamous, and fictional female characters based on the lives of contemporary and historical women. A writer's workshop, a lecture, and a choreodrama were also held in conjunction with her visit to campus. The event was presented by the Women's Center and co-sponsored by several campus and community organizations.

Focus Topics

Effective Student Mentoring

The University of Illinois at Springfield has traditionally relied on informal mentoring practices to help students achieve academically. The campus, however, has recently approved funding to establish its first formal mentoring program, the Minority Scholars Mentorship Program (MSMP).

Scheduled to begin in the fall of 1998, MSMP will be administered by the Division of Student Affairs in collaboration with faculty and staff from several campus offices. There will be 10 undergraduate mentors and 10 undergraduate students who receive mentoring.

Goals. The ultimate goal is for the mentorship relationship to foster maximum achievement of academic, personal, and professional potential through experiential learning experiences. As the mentoring relationship develops, students will become more aware of the requirements for academic success and career preparation, and they will gain knowledge of operations and resources at UIS. In addition, students will become part of a network of other faculty and students in their discipline and other significant UIS personnel.

Criteria for Participation. Those being mentored must be minority students and must have a minimum GPA of 2.8 (4.0 scale) and must be accepted into both UIS and an academic program. Mentors must be minority students who have successfully completed at least two semesters at UIS with a GPA of at least 3.0.

Financial Award. Both the mentors and the students receiving mentoring will receive a stipend of \$1,000 (\$500 per semester) upon demonstrated successful participation in the mentorship experience and completion of academic expectations.

Participant Responsibilities. All mentors and those receiving mentoring must:

- attend training sessions, workshops, and other sponsored events;
- submit a statement of specific goals and objectives for each semester;
- attend and participate in the program's evaluation activities (i.e., focus groups, interviews, and surveys) that will be held throughout the year;
- submit an abstract of the mentorship experience; and
- maintain regular contact with program staff, faculty, and each other.

Program Evaluation. The program will evaluate these areas: 1) academic success of participants, 2) career development, 3) graduate and professional school preparation, 4) self-awareness, and 5) involvement in the UIS community. Measurement devices will include retention and graduation data, survey and interview results, focus groups, and résumés. The program will also record for review the number of students involved in academic organizations and who attend academic conferences, as well as the number of UIS activities the participants attend together.

Serving Students with Disabilities – Thinking Small

- A peer note taker program was established. The program uses students already enrolled in the class as volunteer note takers. The use of volunteers allows funding to be directed to other areas of need. (*Note:* Disability Services will provide a paid note taker if a suitable volunteer is not available.)
- The office held a disabilities awareness week during which daily email messages were sent to all campus addresses. A particularly helpful message contained a discussion of stereotyping/labeling language. The week ended with a wheelchair basketball game.
- Disability Services has become a member of the Association on Higher Education and Disability. Membership in the association has provided access to resources not previously available at UIS (e.g., mentoring programs, ListServ alternatives, text reading services) that have increased the unit's responsiveness to the community.
- Students formed a registered student organization, Delta Sigma Omicron. The mission of the club is to serve as a social, support, and advocacy group, as well as to address the needs of students within the campus community.
- When a student's service animal was killed in an auto accident last year, the campus community supported its owner in her loss by planting a tree to honor the dog's service.
- Disability Services worked with Academic Computing to set up two workstations for the visually impaired.
- In each of its computer classrooms, UIS has work areas specifically designed to accommodate people using wheelchairs.
- A web page was developed for Disability Services to provide easy access to information.

Programs Integral and Unique to the Campus Mission: Minority Leadership in Public Service Program

The Minority Leadership in Public Service Program (MLPS) advances the campus' mission by providing access to higher education for minority students who wish to pursue a program of study leading to a career in public service. In support of UIS' special emphasis on public affairs, one of the criteria for acceptance into the program is a "demonstrated interest in public service through leadership experience with extracurricular activities and/or contributions to volunteer service in nonprofit and civic organizations." Last year a requirement for participation in public service was added as a component of the program.

Meeting Students' Financial Needs. Since cost is often the largest obstacle to higher education for

minority students, program participants receive a full financial aid package. To receive the monetary award, however, students are required to apply for need-based financial assistance through the Office of Financial Assistance. The award package combines federal and state grants with institutional funds equal to the cost of attendance for a single student living on campus (i.e., tuition, fees, housing, insurance). In addition, participants receive a \$3,000 stipend each academic year for miscellaneous educational expenses such as books, transportation, and living expenses.

Meeting Students' Needs through Program Structure. Research indicates that students involved with structured, progressive programming tend to be more successful in college. With this in mind, MLPS participants are required to reside on campus, maintain full-time enrollment each semester, maintain a cumulative GPA of 3.00/4.00 or better each semester, and adhere to campus policies and procedures outlined in the catalog and student handbook. They must also attend leadership seminars twice a month that include workshops in areas such as writing, résumé preparation, conflict resolution, communication skills, leadership style, and interview techniques.

The program director has a doctorate in counseling education and is a full professor in UIS' human development counseling program. Program participants are required to meet with him twice a semester for academic and vocational counseling. They may call to schedule appointments any time for personal counseling. If a student is not achieving academically, the program director contacts the student's adviser and instructor to try to develop an approach to remedy the situation.

Graduation Rates. The MLPS program is achieving its goal of helping students earn a baccalaureate degree. There have been 87 participants since the program's inception in 1985. Data collected from transcripts indicate that, as of the spring semester of 1998, 48 of the 87 students had graduated from UIS and 12 were still enrolled.

A comparison of graduation rates of MLPS students to those of all UIS students suggests that MLPS students graduate at a higher rate than their peers. A total of 53 students were admitted to the program for the years 1985 through 1992 – the last year for which five-year graduation data were available. The aggregated five-year graduation rate for those students was 66% (35 students). For the same period, the five-year graduation rate (cumulative percentage graduated) for all UIS students varied from 43% for the cohort entering in 1991 to 51% for the cohorts entering in 1988 and 1989.

Note: The majority (typically 55-60%) of UIS students attend part time. These students take several years longer to graduate than full-time students. However, the cumulative percentage of UIS students graduating changes very little after five years, making the five-year graduation rate an appropriate basis for comparison between MLPS and all UIS students.

Preparing Participants for Careers in Public Service. Graduates of the MLPS program are choosing programs of study related to public affairs, thereby fulfilling an important second goal of the program. Of the 48 graduates during the review period, students received degrees in child, family, and community services (8); political science (5); criminal justice (2); health services administration (2); and legal studies (2). Less clearly related to public service, but useful all the same in the public sector, were degrees awarded in management (7), communication (4), accounting (4), psychology (4),

economics (2), clinical laboratory science (2), and business administration (2). Although sociology/anthropology (2) and biology (2) were among the areas of study chosen, graduates chose no other traditional arts and sciences programs.

As they progress to graduate education, participants continue to demonstrate a keen interest in public affairs. Of the three program participants who earned a master's degrees at UIS, one chose to study public administration, another chose human development counseling, and the third chose management information systems. Of six students who are still actively pursuing a master's degree at UIS, three are studying public administration.

Campus Leadership. Minority students appear to be more involved in campus affairs at UIS than would be expected for the small proportion of the student body they represent. The Minority Leadership in Public Service is believed to be partially responsible for this involvement for two reasons. First, MLPS students are recruited and selected for their demonstrated leadership experience with extracurricular activities and volunteer service. Second, MLPS students are full-time, residential students. They thus have the inclination and the time to assume leadership roles in campus affairs, and they live on campus so that they are readily available to do so. An examination of some of their contributions to elected campus governance positions confirms the original speculation.

- Nine program participants have been elected during at-large elections to the following positions in the Student Governance Association: student body president (3), vice president (2), treasurer (2), and secretary (2). In addition, eight others were elected as student senators. (These are unduplicated counts; MLPS students tend to serve in more than one position during their time at UIS.)
- One participant was elected as the student representative to the Board of Regents, and one is currently serving as the student representative to the Board of Trustees.
- Many have served as officers for campus clubs and organizations, particularly the African American Student Organization and the Organization for Latin American Students.

Community Service. MLPS participants often volunteer in the Springfield community. Examples of their activities include a mentoring program for young males through the Springfield Urban League, the HIV/AIDS Educational Outreach, Martin Luther King Unity Day March, Big Brother/Big Sister, the Springfield Project, UIS' Women's Center, and Campus Health Services.

Summary. Clearly, the Minority Leadership in Public Service Program is meeting its goal of providing access to higher education for minority students who wish to pursue a program of study leading to a career in public service. Students are consistently graduating at a higher rate than all students at UIS, and they are selecting areas of study that relate strongly to public affairs. They are also pursuing graduate degrees in public-service related fields. Further, MLPS students are developing their leadership skills through service to the campus and the Springfield community.

Since the program has passed its 10-year mark, the need for a survey of students is essential. Although staff maintain informal contact with former students, a survey would provide valuable

information in several areas, such as education at other institutions, employment, income, and career successes. The responses would also provide an opportunity for former students to provide feedback to staff about the program and to make suggestions for improvement. The program director is currently developing a survey questionnaire to gather these data.

Identifying and Serving Students with Disabilities – Follow-up Topic

Last year's statewide discussion of services for students with disabilities raised important questions for the IBHE. How are campuses developing some sense of the size and diverse needs of students with disabilities when these students are not required to identify themselves? How can campuses respond effectively to the needs of this population without a clear sense of the types of needs these students have?

At UIS, students who do not self-identify are not eligible for disability services. A problem with this approach would arise only if a large number of students with disabilities chose *not* to self-identify at registration, but requested services later. UIS is responding proactively to the possibility of such a planning challenge in three ways. First, Disability Services, a relatively new unit on campus, has been collaborating with UIUC to standardize its forms, documents, and procedures. This improvement has enhanced the office's efficiency in its service to students who *have* identified themselves and will enable it to adapt more readily to the challenges of serving students who identify themselves and request services after registration.

Second, Disability Services has worked with Lincoln Land Community College to develop a process to allow students with disabilities to transfer from LLCC to UIS with the assurance that accommodations will be in place before the beginning of the entry semester. This provides much needed information about future service needs.

Finally, UIS is taking an approach that involves educating the campus about the availability of disability services with the hope that more students will choose to self-identify early in their stay at UIS. Admissions packets now contain information about Disability Services, and professors are being urged to put a standard paragraph in their syllabi indicating that students who anticipate a need for assistance should contact them within the first week of class.

Review of Formally Organized Units

Each year the Illinois Board of Higher Education requests that institutions provide reviews of formally organized support units serving underrepresented groups. Institutions were asked for reviews this year on units concerning the recruitment and retention of graduate students from underrepresented groups. The University of Illinois at Springfield has one such unit: the Whitney M. Young Fellowship Program.

This program is a memorial to the late Whitney M. Young, Jr, former executive director of the National Urban League, educator, and social activist. It is aimed at increasing opportunities in graduate education for highly self-motivated African American, Hispanic American, and Native American citizens. The program is designed to complement graduate work with research and scholarship in public policy and public service. Fellows have opportunities to assist UIS faculty in research projects, as well as to assist academic programs, public affairs centers, and other campus units in fulfilling their missions. Opportunities also exist for internships with governmental and community organizations that focus on public affairs.

Eligibility. African American, Hispanic American, and Native American students who have completed undergraduate degrees with a minimum GPA of 3.00 (4.00 scale) and who are accepted in a graduate program at UIS are eligible to apply. Fellows must maintain a minimum GPA of 3.00 in all graduate-level courses taken and must meet all requirements of the UIS graduate assistantship office. All academic work for the master's degree must be completed within two years from date of entry into the program.

Financial Support. Fellows receive a monthly stipend of \$706 during the academic year, from mid-August to mid-May for an annual stipend of \$6354. A tuition waiver is granted for 12 credit hours per semester and an additional six hours is waived for the summer term after completing at least one semester as a fellow.

Identification of Participants. The Whitney Young Program recruits nationally, targeting mailings to institutions with large minority populations. Competition among institutions to enroll high achieving minority students is keen, however, and UIS has not always been able to fill all allocated fellowship positions. As the program becomes more nationally known and the number of its graduates increases, the number of applicants is also likely to increase. Nonetheless, it would be appropriate at this stage in its development to formulate a plan to more actively publicize the program.

Program Evaluation for AY94 through AY97

The Whitney Young program was initiated in the fall of 1994. This is the program's first evaluation. Because of its recent implementation and because of the small number of graduates, the campus has conducted no formal alumni surveys as yet for the program. The data presented here were compiled from program records and student transcripts. Staff also made select telephone calls to students to clarify information, and faculty contributed their personal knowledge on the status of some students.

Demographics of Participants. During the four-year period from AY94-95 to AY97-98, a total of 32 students participated in the program. Fifteen students received the fellowship for two years, bringing the total program participation (duplicated) to 12 for AY94-95, 9 for AY95-96, 14 for AY96-97, and 12 for AY97-98. Of the 32 participants, 9 (28.1%) were males and 23 (71.9%) were females. All were full-time students. The ethnicity/race of the students is presented below.

African American males	7	(21.9%)
African American females	21	(65.6%)
Total African Americans	28	(87.5%)
Hispanic males	2	(6.3%)
Hispanic females	2	(6.3%)
Total Hispanics	4	(12.5%)
Total program	32	(100.0%)

Program participation for African American males (aggregated 21.9%) is lower than would be expected based on both UIS' African American graduate student population and its graduate population as a whole for the review period. African American males as a percentage of total African American graduate enrollment at UIS ranged from 44.5% in Fall 1995 to 34.9% in Fall 1997. The percentage of male graduate students on campus ranged from 42.7% in Fall 1996 to 41.1% in Fall 1997.

Over the history of the program, 12.5% of the participants have been Hispanic. The number of Hispanic students on campus has been too few to make a reliable estimate of the impact the Whitney Young program has had on Hispanic enrollments. It is not unreasonable to assume, however, that additional opportunities exist to recruit Hispanic students into the program. The program will increase its recruitment efforts toward institutions with significant Hispanic student populations.

Support of Program Goals and Campus Mission in Public Affairs. An analysis of the fields of study chosen by the 32 participants indicates a strong distribution in areas related to public affairs, which supports the campus' special interest in that area.

Child, Family, and Community Services	6	Educational Administration	1
Communication	4	English	1
Community Arts Management	3	Health Services Administration	1
Public Administration	3	History	1
Public Health	3	Human Development Counseling	1
Individual Option	2	Legal Studies	1
Biology	1	Management Information Systems	1
Business Administration	1	Political Studies	1
Economics	1		

An important goal of the Whitney Young program is to complement graduate work “with research and scholarship in public policy and public service.” To fulfill this goal, the program has provided the following types of placements:

- Illinois Arts Council (community arts management student);
- Development Department of the Illinois State Museum (community arts management student);
- Astronomy/physics program, research on astronomical data/information on the Internet and the development of a history of geometry (history student with an interest in the history of math);
- child, family, and community services program to develop workshops on Adlerian psychology theory and practice (child, family, and community services student); and
- public health internships in The Gambia and India (public health students).

Academic Success of Program Participants. Analysis of transcripts at the conclusion of the Spring 1998 semester provided the following data on the academic success of the program’s 32 participants.

• Master’s degrees awarded	8 (25.0%)
Closure exercise course on transcript, enrolled as of Spring 98	7 (21.9%)
Completing coursework, enrolled as of Spring 98	5 (15.6%)
Persistence rate (% graduated plus enrolled)	20 (62.5%)
Closure exercise course on transcript, not enrolled	7 (21.9%)
Withdrawn	5 (15.6%)
Total	32 (100.0%)

- The requirement that all academic work for the master’s degree be completed within two years of entry into the program is not being met. Rather than change this requirement, the program is considering increasing the minimum course load required from 8-12 hours to 12-16 hours and reducing the service role.
- Staff attempted to telephone the seven students (or, in some cases, their advisers) whose transcripts suggested that they might be working on closure exercises without being enrolled. Six are still working on their thesis/projects and intend to graduate. The status of the seventh is unknown.
- Fellows withdrew for the following reasons: one transferred to UIC to study for an M.S.W., one moved out of state, one withdrew for personal problems, and one was suspended for incomplete hours. The reason for a fifth student’s withdrawal is unknown.

- The average GPA for program participants was 3.43 (4.00 scale). The average GPA for program graduates was 3.37.
- At this point in the program's history (when some participants have just entered the program), male fellows have been more successful in graduating than female fellows, with 4 of 9 males versus 4 of 23 females having graduated.
- Data show that males have persisted at a somewhat higher rate than females across the history of the program. Females, however, have earned a higher average GPA.

Persistence rate – male	6 of 9	(66.7%)
Persistence rate – female	14 of 23	(60.9%)
Average GPA – male		3.19
Average GPA – female		3.52

- Success of two Hispanic fellows in the group is exceptional. A Hispanic male graduated in three semesters with a 4.00 GPA, the only perfect GPA in the history of the program. A Hispanic female is completing coursework and has a 3.95 GPA.
- Three (9.4%) Whitney Young participants have been awarded the Illinois Consortium for Educational Opportunity Program (ICEOP) fellowships.

Comparison of Academic Success of Participants. The campus does not compile cohort retention data for graduate students. As a rough benchmark, however, the total number of master's degrees awarded to students in FY95, FY96, and FY97 was divided by the total number of students enrolled in graduate programs in the fall of these fiscal years. (FY98 degree data were not available.) The result was an estimated graduation rate of 15.3% for the campus as a whole. The Whitney Young program's aggregated graduation rate of 25% compares favorably with this rough estimate.

Use of Resources. The program is supported by 0.95 FTE total faculty and staff (0.2 FTE for the director, 0.25 clerical staff, and 0.50 fellow). The FY98 budget for the program was \$121,987.

Summary. At this early stage in its development, the Whitney Young program is already meeting its goal of increasing opportunities in graduate education for African American and Hispanic citizens. Thirty-two students have participated to date. According to their selection of fields of study, students show a keen interest in public affairs, which supports UIS' mission. In addition, the program has taken special care to see that each student's placement complements his or her graduate work with research and scholarship in public policy and public service. The persistence rate (percentage graduated or still enrolled) is 62.5%. As the program becomes more nationally known and the number of its graduates increases, the number of applicants is also likely to increase. Nonetheless, it would be appropriate at this stage to formulate a plan to more actively publicize the program. Overall, the program appears to be effective in meeting its goals and supporting the campus' priorities.

Summary

The University of Illinois at Springfield's enrollment of minority students as a percentage of all students increased from 10.3% in Fall 1996 to a 10-year high of 11.0% in Fall 1997. The range of the total number of African American enrollments during the 10-year period was 219 in 1988 (5.6% of total enrollments) to 343 (7.4%) in 1996. Hispanic students numbered 58 (1.3%) in Fall 1997, a 10-year high and more than three times the 19 students enrolling in 1987. Almost two-thirds of undergraduate students and more than three-fifths of graduate students at UIS are female.

UIS used hiring opportunities this year to address underrepresentation of women on its faculty. Considering non-returning faculty from 1997-98, the net result of this hiring was the addition of seven women permanently assigned to positions with faculty rank (which includes the director of the new Doctor of Public Administration program) while the number of men on the faculty stayed the same.

The campus has recently approved funding of \$25,000 per year for three years to establish its first formal mentoring program, the Minority Scholars Mentorship Program (MSMP).

The relatively new Disability Services unit worked this year with UIUC to refine and enhance its service delivery. It also worked with Lincoln Land Community College to develop a process to allow students with disabilities to transfer from LLCC to UIS with the assurance that accommodations will be in place before the beginning of the entry semester.

The Minority Leadership in Public Service Program (MLPS) advances the campus' mission by providing access to higher education for minority students who wish to pursue a program of study that leads to a career in public service. A comparison of graduation rates shows that MLPS students graduate at a higher rate than all students at UIS.

The Whitney M. Young Fellowship Program is aimed at increasing opportunities in graduate education for highly self-motivated African American, Hispanic American, and Native American citizens. It has been operating successfully for four years, with a persistence rate for those years of 62.5%.

Appendix

- Table A: Summary of Enrollments by Ethnic Categories, Fall 1988 to Fall 1997
- Table B: Student Enrollment – Total Head Count, African American, Other Minority, and Total Minority, Fall 1988 to Fall 1997
- Table C: Undergraduate Total Head Count Enrollment by College, Degree Program, Racial/Ethnic Category, and Gender, Fall 1997
- Table C-1: Undergraduate Total Head Count Enrollment – Non-Resident Alien (by College, Degree Program, Racial/Ethnic Category, and Gender), Fall 1997
- Table D: Graduate Total Head Count Enrollment by College, Degree Program, Racial/Ethnic Category, and Gender, Fall 1997
- Table D-1: Graduate Total Head Count Enrollment – Non-Resident Alien (by College, Degree Program, Racial/Ethnic Category, and Gender), Fall 1997
- Table E: Student Head Count Enrollment by Gender and Level, Fall 1988 to Fall 1997
- Table F: Summary Report of Full-Time Employees (Including Non-Resident Alien Employees), Fall 1997
- Table G: Summary Report of Full-Time Employees from Underrepresented Populations, Fall 1992 to Fall 1997

Dollars and Staff Years Budgeted to Programs Serving Underrepresented Students and Staff at Public Institutions, Fiscal Years 1997 and 1998

Enrollment of Students with Disabilities

**DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1997 AND 1998***

<u>Change in Dollars Budgeted</u>	<u>Staff Years Budgeted</u>		<u>Dollars Budgeted**</u>	
	FY97	FY98	FY97	FY98
Program				
BOARD OF TRUSTEES				
UNIVERSITY OF ILLINOIS AT SPRINGFIELD				
Minority Services Center 9,811	1.55	1.80	39,383	49,194
Minority Leadership in Public Service 10,781	.25	.25	87,394	98,175
Minority Recruitment 571	1.00	1.00	23,185	23,756
Minority Student Support for Teaching*** 25,306	.79	.95	83,118	108,424
Student/Parent/Teacher Program*** 554	.83	.83	31,612	32,166
Incorporation Project (21,313)	.43	.00	26,523	5,210
Multicultural Diversity (Diversity Task Force) 231	.60	.60	12,602	12,833
Whitney M. Young Fellowship Program (10,972)	1.15	.95	132,959	121,987
Women's Center 4,539	1.55	1.65	43,870	48,409
Disability Services 643	2.50	2.18	32,049	32,692

N/A Not Available
* Includes all programs that have a primary purpose to serve underrepresented students and staff and that have a budget allocation from the institution for this purpose.
** Includes all funding sources.
*** Programs serving elementary and secondary school students.

Enrollment of Students with Disabilities

State legislation, which requires the Board of Higher Education to monitor the participation of specific groups of individuals in public colleges and universities, identifies "handicapped" students as one of the groups to be monitored. Rehabilitation professionals now more commonly use the term "disabled" in place of "handicapped."

State legislation does not provide a definition of students with disabilities. For this purpose, a frequently cited source is Section 706(8)(A) of Title 29 of the United States Code, which defines a disabled person as "any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such an impairment." This section specifically excludes individuals with problems of alcohol and/or drug abuse from this definition.

In collecting information for the institutional plan, it will be necessary to expand further upon this federal definition in order to allow for identification of the range of disabilities existing on campus. Include within the count of disabled students those individuals who are functionally quadriplegic (that is, use power wheelchairs), functionally paraplegic (use manual wheelchairs), blind/visually impaired, and deaf/hearing impaired. Also, include individuals with other mobility impairments (for instance, those requiring the use of braces or other prosthetic devices); individuals with chronic health problems, such as cardiac or respiratory diseases, and/or head injuries; individuals who have documented, diagnosed learning disabilities, and those other individuals whose disabilities require special institutional assistance.

Using the above definition, indicate in the lines below the undergraduate and graduate/professional enrollment of students with disabilities for the fiscal year preceding the date for submission of the report. Also, indicate how the enrollment count was derived, that is, whether it is an estimate of the institution's disabled student enrollment or a count of the number of students with disabilities receiving services from the institution.

FY1996 Undergraduate Enrollment of Students with Disabilities 43

FY1996 Graduate/Professional Enrollment of Students with Disabilities 17

The above enrollment count is: (please check one)

- a) estimate of the number of disabled students at the institution X
- b) count of the number of students receiving services at the institution _____