
**University of Illinois
at Springfield**

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

Submitted to the Illinois Board of Higher Education

November 2003

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

University of Illinois at Springfield

Office of the Provost and Vice Chancellor for Academic
Affairs

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Acknowledgments

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prepared by:

Harry J. Berman
Associate Vice Chancellor for Academic Planning

University of Illinois at Springfield 2003 Underrepresented Groups Report

Table of Contents

Institutional Report	1
Increasing Participation and Achievement of Persons with Disabilities	1
Range and Adequacy of Services	1
Outreach and Transition Services	5
Campus Climate.....	6
Institutional Best Practice: The E-Mail Connection Program	7

Appendices

Table 1:	Dollars and Staff Years Budgeted to Programs Serving Underrepresented Students and Staff at Public Universities, Fiscal Years 2002 and 2003
Attachment A:	Enrollment of Students with Disabilities
Attachment B:	Definitions for Annual Report on Underrepresented Groups in Higher Education
Table A:	Summary of Enrollments by Ethnic Categories, Fall 1993 to Fall 2002
Table B:	Student Enrollment—Total, African American, Other Minority, and Total Minority, Fall 1993 to Fall 2002
Table C:	Undergraduate Total Head Count Enrollment by College, Degree Program, Racial/Ethnic Category, and Gender, Fall 2002
Table C-1:	Undergraduate Total Head Count Enrollment—Non-Resident Alien (by College, Degree Program, Racial/Ethnic Category, and Gender), Fall 2002
Table C-2:	Summary of Enrollments by Ethnic Categories, Undergraduate Head Count Enrollment—Capital Scholars Program, Fall 2002 to Spring 2003
Table D:	Master’s and Doctoral Total Head Count Enrollment by College, Degree Program, Racial/Ethnic Category, and Gender, Fall 2002
Table D-1:	Master’s and Doctoral Total Head Count Enrollment—Non-Resident Alien (by College, Degree Program, Racial/Ethnic Category, and Gender), Fall 2002
Table E:	Student Head Count Enrollment by Gender and Level, Fall 1993 to Fall 2002
Table F:	Summary Report of Full-Time Employees (by Gender and Ethnicity), Fall 2002
Table G:	Summary Report of Full-Time Employees from Underrepresented Populations, Fall 1993 to Fall 2002

University of Illinois at Springfield

2003 Underrepresented Groups Report

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

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Fall 2003: Increasing Participation and Achievement of Persons with Disabilities

This section addresses three questions: Range and adequacy of services to UIS students with disabilities; outreach and transition services for prospective students, and campus climate and support for student needs.

1. Range and Adequacy of Services for Students with Disabilities

Since its founding in January 1995, the UIS Office of Disability Services (ODS) has been committed to maximizing the academic success of UIS students. Centrally located in the Student Life Building, it provides a comprehensive variety of services and adaptive technologies for students with disabilities. During this reporting period, 162 persons registered with the office and requested services. Because that number represents 3.8% of the total campus enrollment, the UIS Office of Disability Services leads all Illinois public campuses in percentage of students served. The unique needs of each student are met on a case-by-case basis, with functional independence being the underlying goal.

General Services. The Adaptive Technology Computer Lab, adjacent to the ODS staff office, promotes access to a learning environment for individuals with physical, psychological, mobility, learning, visual, and auditory disabilities. The lab is a convenient place for students to take proctored examinations, meet with ODS staff, pick up e-text, study, check e-mail, conduct research, and relax between classes. Personal technology assessments are conducted by ODS

staff, and individualized training is offered on ergonomic devices, magnification software, scanners, text conversion devices, screen reading and voice recognition software, and a variety of writing and study aids. Training is provided to any UIS student, faculty, or staff member upon request.

The UIS Office of Admissions assures that the Adaptive Technology Computer Lab is visited on all Open Campus and Transfer preview tours, and ODS staff or representatives participate in Admissions information fairs. All prospective students receive the ODS handbook. At the annual New Faculty orientation, the ODS director reviews available services and provides referral information. The Office of Academic Affairs further suggests that the ODS telephone number and other contact information be placed on the syllabus of every UIS course.

ρ Highlights ρ

This reporting year, the UIS Office of Disability Services provided assistance to 3.8% of enrolled students, the highest percentage for any Illinois public campus.

Distance learners as well as campus-based students are eligible to use the Adaptive Technology Computer Lab and other services of ODS.

Among ODS services are study workshops, mobility training, priority registration (when appropriate), peer notetakers, ASL interpreters, academic study kits, test proctoring, advocacy with UIS faculty and staff, and a semester newsletter with program updates. The ODS website contains FAQs for prospective and current students, introduction to staff and services, and explanations of confidentiality issues. Online and Peoria campus students have equal access to ODS staff and services. (A summary of services, accommodations, and software available to students registered with the Office of Disability Services appears elsewhere in this report.)

Meeting the ever-changing technological needs of UIS students is of utmost importance. For that reason, ODS has made text conversion to .wav and audio Mp3 formats a major priority. Before .wav and Mp3 technology, books for students with visual impairments and other learning disabilities were recorded onto cassette tape, a medium that proved fragile, cumbersome, and inefficient.

Adaptive technologies are also found in the Health and Sciences Building main computer lab and at the circulation desk of Brookens Library. Library patrons with hearing disabilities can communicate and print via a TTY system (also known as TDD, telecommunication device for the deaf), which consists of a telephone and text-display keyboard. To assure greater access to information, Brookens Library is also installing a CCTV (closed circuit TV) system that will enable visually-impaired people to scan and magnify text, cards, maps, photographs, and other library media.

Resources Provided by the UIS Office of Disability Services

Services for all students with disabilities

ODS newsletter with program updates
Advocacy with faculty and administration
Adaptive technology assessments
Software training and support
Educational resource support
Facilitating Requests for Accommodation
Test proctoring or extended test time
Disability resource support
Campuswide education
Referral support
Priority registration

Learning Disabilities

Voice recognition software for writing and Internet navigation (DragonDictate)
Screen reading software for writing style and accuracy (Kurzweil 3000; TextHELP!; TextHELP! GOLD)
E-text public domain material
Audio text
Peer notetakers
E-mail Connection
Academic Study Kits

Psychiatric Disabilities

Screen-reading software for writing style and accuracy (TextHELP!; Read & Write)
Peer notetakers
Academikit Study Organizers
Priority registration

Medical Disabilities

Advocacy
Mobility training
Priority registration

Mobility Disabilities

Programmable keyboard (IntelliKeys)
Ergonomic keyboard (Cruise Cat)
Voice activated software (DragonDictate)
Ergonomic mouse (Touchpad; TrackBall)
Adjustable classroom tables
Physical access assurance through Physical Plant and Operations
Peer notetakers
Mobility training
Priority registration

Auditory Disabilities

TTY text telephone with keyboard
CART reporters
ASL interpreters
Peer notetakers
Priority registration

Visual Disabilities

Text scanning and screen reading software (Kurzweil 1000)
Screen reading software for text and the Internet (TextHELP! GOLD; JAWS for Windows)
Text conversion to audiotaped formats (Text to Tape)
Screen magnification software (Zoom Text)
Closed Circuit TV
Braille
E-text public domain material
Large screen monitors up to 27"

The UIS Adaptive Technology Computer Lab has become a model for other campuses, especially for its success in text conversion training. Recently, ODS staff have provided tours and presentations at the request of faculty, counselors, directors, or coordinators from Illinois State University, Lincoln Land Community College, Chicago State University, and the University of Alabama. Teachers and parents from the local School District 186 have also sought training.

Individualized Services for Students. Specific accommodation plans are determined through a cooperative process that promotes consistent communication between ODS staff and the student. Entering students submit self-identification documentation and an application for services, which are the first steps in the intake assessment. Requests for Accommodation (RFA) for courses, facilities, activities, or services are mutually determined. RFA facilitation is available to online and Peoria students as well as those on the Springfield campus. When accommodations involve classroom issues, ODS staff prepare and distribute notifications for faculty.

RFAs must be renewed at the end of the semester, and they can be reviewed whenever the individual's needs change, ensuring that the requested accommodations continue to be reasonable and appropriate to the student's current level of functioning. Accommodations and requests are documented in the student's file for review or follow-up. With the implementation of each RFA, the student is asked to respond to an informal, verbal satisfaction survey. If the student identifies outstanding issues that need to be addressed, a meeting is scheduled to review and implement modifications. The process is repeated each semester.



This year, ODS introduced two innovative programs that have proven to be extremely powerful tools for time management, productivity, and scheduling for students with disabilities. The E-Mail Connection is a tracking and reminder system for important deadlines and project dates. Developed by ODS staff, it synchronizes electronic reminders to particular dates and activities identified by the individual student. E-Mail Connection has proven to be so successful that it is highlighted as this year's Institutional Best Practice.

p Highlights p

More than half of students registered with ODS have opted to use the E-Mail Connection or the Academikit system. Among students trained in these services, the dropout rate has been zero.

The Academikit Study Organizer system was purchased this year and has been distributed to more than ninety students registered with ODS. A three-ring binder portfolio pre-printed with academic calendars, study tips, writable bookmarks, and various organizational tools, the Academikit encourages mastery of several executive functioning skills. The binder is divided into sections into which the student is guided to take notes, create target questions, and prepare for tests.

2. Outreach and Transition Services for Students with Disabilities

The Individualized Education Program (IEP) provides for a smooth transition from high school to collegiate life. In planning what type of transition services a student needs, the IEP team seeks postsecondary education and community participation. ODS further collaborates with local agencies associated with transitioning, including the Office of Rehabilitation Services Transition Planning Team, the Springfield Center for Independent Living, Transition Team, Community College Transition Planning, and local school district transitioning teams. As a member of the local transition planning team, the ODS director works with special needs students as early as the sophomore level in high school.

Transition planning is required, by law, to start once a student reaches fourteen years of age. This transition planning becomes formalized as part of the IEP. As part of a coordinated set of activities based on each student's needs, the IEP includes instruction, community experiences, the development of employment and other post-school adult living objectives, and (if appropriate) the acquisition of daily living skills and functional vocational assessment.

The Office of Disability Services has developed a remarkably strong cooperation with community high schools, despite the fact that UIS was historically a senior institution serving junior-senior transfer students and graduate students. Long before recruitment of high school students was a campus mission, ODS staff welcomed special education teachers and their classes for tours or software training in the Adaptive Technology Lab.

Since the creation of the Capital Scholars Program, ODS has been an important part of the recruitment effort. With their colleagues in the Office of Student Life, ODS staff participate in all information fairs held during New Student orientations, Capital Scholars preview days, and Transfer preview days. At these important recruiting events, staff can meet informally with prospective students and their families while providing information, answering questions, and

highlighting services available to students with disabilities. The ODS website is extremely user friendly and thus encourages ongoing communication.

ODS strives to collaborate with local governments, school districts, public and private two-year colleges, and community agencies as a means of pooling resources available for students who request accommodations. These very same agencies provide supplemental services and resulting referrals to the UIS community. The ODS director serves on the Transition Planning Team of the Springfield Center for Independent Living.

3. Campus Climate and Support for Students with Disabilities

As an integral part of UIS student life, ODS facilitates open communication among faculty, staff, and students. In addition to their primary work with students with disabilities, staff conduct awareness activities on a year-round basis.

ODS staff facilitate communication regarding academic accommodation and overall campus issues. Through frequent meetings and an “open door” policy, students are encouraged to express concerns without fear of retaliation. Our students tell us what works for them and what does not, what they need, what problems they are encountering, and what the office can do to help resolve issues that do occur. The small size of the campus makes personal contact with students a hallmark of the environment at UIS for all students, but particularly for students with disabilities.

Education about disabilities-related issues for the larger campus community is furthered through the annual Disability Awareness Week, which funds scholarly presentations on disability research, demonstrations of the latest adaptive technologies, and dramatic or comic entertainment with a disabilities theme. For students with disabilities, the week is also an opportunity to meet with invited representatives of community coalitions and organizations.

★ Highlights ★

The UIS Office of Disability Services complements its many specialized services for students with awareness programs for the entire campus community, including workshops for faculty, American Sign Language seminars, and the weeklong presentations of Disability Awareness Week.

Throughout the year, ODS sponsors Brownbag Seminars on current issues, workshops for faculty on advising and confidentiality, Whodunit ADA Mystery Lunches, and ASL workshops. The UIS student newspaper, the *Journal*, is committed to reporting on these activities, and *Journal* staff routinely cover issues and technologies associated with ODS.

UIS maintains two Illini traditions begun on the Urbana-Champaign campus—Delta Sigma Omicron rehabilitation service fraternity and an annual exhibition wheelchair basketball game, both of which offer important opportunities for socializing and networking with individuals from other campuses.

Each spring, the UIS Observatory sponsors “Star Parties” for people with disabilities. The Sunday night programs (and the more long-running “Star Parties” with a traditional telescope) are the brainchild of Charles Schweighauser, UIS professor of astronomy and physics. They are made possible by a modified eight-inch Schmidt Cassegrain telescope, which has a traditional optical design but with a fixed eyepiece, that brings the image to the viewer. The eyepiece can be moved backward and forward by as much as seven inches without refocusing. It accommodates both an adult in a full-size wheelchair and a child in the smallest wheelchair. A laptop computer runs the telescope, eliminating the need for a large keyboard and monitor that can emit too much distracting light on the dark observation deck.

UIS students and staff with hearing disabilities are among the beneficiaries of the Radio Information Service for the Visually Impaired, a volunteer reading program sponsored by the campus radio station, WUIS/WIPA, and the Illinois State Library. WUIS/WIPA provides sub-carrier channel service for sight-disabled individuals in the greater central Illinois area. The service broadcasts magazine and newspaper articles. Listeners hear the programs on a special radio called a sideband receiver.

Institutional Best Practice The E-Mail Connection

Several key initiatives make UIS an inviting place for students with disabilities. Of those, the E-Mail Connection is among the most valuable.

One of the largest contributors to high dropout rates among college students with disabilities is frustration over organization and time management. Recent research suggests that students with executive functioning deficits tend to have greatest difficulty with scheduling and planning. While the Adaptive Technology Lab addresses students’ need for access to state-of-the-art learning and productivity software, it cannot address the more basic issues of motivation and time management experienced by individuals with learning disabilities. The Office of Disability Services has designed a process to address this problem.

In the two semesters that it has been in practice, the E-Mail Connection has proven to be extremely useful for individuals with learning disabilities. The concept for E-mail Connection was adapted from a seminar sponsored by the Association on Higher Education and Disability.

E-mail Connection has several important elements: It requires students to take initiative and to review the semester's requirements in a systematic fashion; it builds on the existing cooperative relationship with ODS staff, but still depends on the independent functioning of the student; and it results in an overall improved approach to study, project completion, and time management. Finally, it is based on the electronic technology that students use on a daily basis in their own dormitory rooms or apartments.

E-mail Connection is an innovative and inexpensive means of keeping students on task and organized. Through this program, ODS staff work with students to develop timelines along which they receive e-mail reminders of upcoming assignments, quizzes, tests, or project deadlines. At the start of the semester, students are invited to E-mail Connection workshops, where they review each course syllabus with ODS staff. Together, they identify the major deadlines and tests dates for which e-mail reminders should be sent.

For example, if a student identified a crucial test, he or she would develop the timeline, beginning two weeks out. Each e-mail is very brief, usually one line, which reminds the student that something is due in a class. Students have found E-mail Connection to be simple but effective. They report that the reminders keep them organized and give them an opportunity to review upcoming events and keep focused on important deadlines.

With the introduction of the Academikit Study Organizer binder system in 2002, the results have been especially striking. The traditional and convenient calendar and notetaking sections of the Academikit are reinforced by the reminders generated by E-Mail Connection. The combination of the printed study system and the electronic e-mail reminders suits many students. To date, not one of the students participating in the E-mail Connection program has dropped out of school.

E-mail Connection uses a familiar technology to motivate students with learning disabilities. By helping students establish timelines for important tasks, E-mail Connection has proven to be an important way for UIS to accommodate students. The program is also an indication of the resourcefulness of the ODS staff and their determination to offer alternatives to a major challenge facing students with learning disabilities.

Appendices

Table 1: Dollars and Staff Years Budgeted to Programs Serving Underrepresented Students and Staff at Public Universities, Fiscal Years 2002 and 2003

Attachment A: Enrollment of Students with Disabilities

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

Table A: Summary of Enrollments by Ethnic Categories, Fall 1993 to Fall 2002

Table B: Student Enrollment—Total, African American, Other Minority, and Total Minority, Fall 1993 to Fall 2002

Table C: Undergraduate Total Head Count Enrollment by College, Degree Program, Racial/Ethnic Category, and Gender, Fall 2002

Table C-1: Undergraduate Total Head Count Enrollment—Non-Resident Alien (by College, Degree Program, Racial/Ethnic Category, and Gender), Fall 2002

Table C-2: Summary of Enrollments by Ethnic Categories, Undergraduate Head Count Enrollment—Capital Scholars Program, Fall 2002 to Spring 2003

Table D: Master's and Doctoral Total Head Count Enrollment by College, Degree Program, Racial/Ethnic Category, and Gender, Fall 2002

Table D-1: Master's and Doctoral Total Head Count Enrollment—Non-Resident Alien (by College, Degree Program, Racial/Ethnic Category, and Gender), Fall 2002

Table E: Student Head Count Enrollment by Gender and Level, Fall 1993 to Fall 2002

Table F: Summary Report of Full-Time Employees (by Gender and Ethnicity), Fall 2002

Table G: Summary Report of Full-Time Employees from Underrepresented Populations, Fall 1993 to Fall 2002

Table 1

**DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC UNIVERSITIES*
FISCAL YEARS 2002 AND 2003**

University of Illinois at Springfield	<u>Staff Years Budgeted</u>		<u>Dollars Budgeted</u>				<u>Change in Dollars Budgeted</u>	
	FY02	FY03	<u>State</u>		FY02	FY03	State	Other
			FY02	FY03				
Office of Minority Student Affairs	1.65	2.10	47,751	61,259			13,508	
Minority Leadership in Public Service	0.25	0.00	89,535	79,200			(10,335)	
Minority Student Support for Teaching*	0.84	3.17	80,741	102,004			21,263	
Student/Parent/Teacher Program*	1.33	0.00	41,052	0			(41,052)	
GEAR UP**	3.00	4.00			617,059	522,993		(94,066)
Diversity Task Force	0.10	0.10	13,823	13,823			0	
Whitney M. Young Fellowship Program	0.45	0.45	126,214	126,214			0	
Women's Center	1.90	1.90	60,385	60,385			0	
Disability Services	3.80	3.80	96,273	96,273			0	

*These programs serve underrepresented high school groups.

**UIS staff only.

Attachment A

Enrollment of Students with Disabilities

Undergraduate AY 2002-03

Number of students with documented disabilities who self reported115
Number of students with documented disabilities who requested
services at the institution115

Graduate AY 2002-03

Number of students with documented disabilities who self reported 47
Number of students with documented disabilities who requested
services at the institution..... 47

Number of Students by Type of Disability AY 2002-03

	<i>Undergraduate</i>	<i>Graduate</i>
Mobility	21	3
Visual	13	4
Auditory	8	3
Mental Impairment	26	12
Learning Disability	23	11
Medical Disability	12	10
Other	12	4

Attachment B

Definitions for Annual Report on Underrepresented Groups in Higher Education

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

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

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

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

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

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

Students with Disabilities – See Attachment A.

TABLE A
Summary of Enrollments by Ethnic Categories
Fall 1993 to Fall 2002

Year	American Indian		Hispanic		African American		White		Asian Pacific Islander		Non-Resident Alien		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1993	8	0.2	34	0.8	304	6.8	3,983	89.5	49	1.1	73	1.6	4,451	100
1994	8	0.2	33	0.8	335	7.6	3,884	88.6	54	1.2	70	1.6	4,384	100
1995	15	0.3	43	0.9	338	7.2	4,149	88.2	77	1.6	80	1.7	4,702	100
1996	11	0.2	51	1.1	343	7.4	4,055	87.9	71	1.5	80	1.7	4,611	100
1997	18	0.4	58	1.3	339	7.6	3,882	87.0	76	1.7	90	2.0	4,463	100
1998	14	0.3	49	1.1	320	7.4	3,779	87.2	71	1.6	101	2.3	4,334	100
1999	15	0.4	51	1.3	311	7.6	3,521	86.3	68	1.7	113	2.8	4,079	100
2000	13	0.3	49	1.2	315	8.0	3,391	86.0	63	1.6	111	2.8	3,942	100
2001	9	0.2	63	1.5	355	8.3	3,607	84.1	77	1.8	177	4.1	4,288	100
2002	10	0.2	60	1.3	356	8.0	3,757	84.4	85	1.9	183	4.1	4,451	100

TABLE B
Student Enrollment - Total, African American, Other Minority,
and Total Minority
Fall 1993 to Fall 2002

Year	Total Enrollment	African American Enrollment		Other Minority Enrollment ¹		Total Minority Enrollment	
		N	% of Total	N	% of Total	N	% of Total
1993	4,451	304	6.83	91	2.04	395	8.87
1994	4,384	335	7.64	95	2.17	430	9.81
1995	4,702	338	7.19	135	2.87	473	10.06
1996	4,611	343	7.44	133	2.88	476	10.32
1997	4,463	339	7.60	152	3.41	491	11.00
1998	4,334	320	7.38	134	3.09	454	10.48
1999	4,079	311	7.62	134	3.29	445	10.91
2000	3,942	315	7.99	125	3.17	440	11.16
2001	4,288	355	8.28	149	3.47	504	11.75
2002	4,451	356	8.00	155	3.48	511	11.48

¹ Does not include non-resident aliens.

TABLE C

**Undergraduate Total Head Count Enrollment by College,
Degree Program, Racial/Ethnic Category, and Gender
Fall 2002**

College/Degree Program	Non-Resident Alien		Black Non-Hispanic		Amer. Indian/Alaskan Native		Asian Pacific Islander		Hispanic		White Non-Hispanic		Total		TOTAL
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	
College of Business and Management															
Accountancy	0	1	1	9	2	0	1	1	1	1	46	80	51	92	143
Business Administration	5	1	4	14	0	0	4	3	0	2	83	91	96	111	207
Economics	1	1	0	0	0	0	0	0	0	1	5	2	6	4	10
Management	1	1	9	17	0	0	0	2	1	2	127	138	138	160	298
Subtotal	7	4	14	40	2	0	5	6	2	6	261	311	291	367	658
College of Education and Human Services															
Bachelor of Social Work	1	0	2	9	0	1	1	0	0	1	10	63	14	74	88
Subtotal	1	0	2	9	0	1	1	0	0	1	10	63	14	74	88
College of Liberal Arts and Sciences															
Biology	1	0	4	8	0	0	2	1	3	1	39	67	49	77	126
Chemistry	1	0	0	0	0	0	0	2	0	0	6	11	7	13	20
Clinical Laboratory Science	0	1	3	2	0	0	0	0	0	1	3	12	6	16	22
Communication	1	0	7	5	0	0	1	2	1	2	47	62	57	71	128
Computer Science	8	0	3	6	0	0	5	3	2	0	87	20	105	29	134
English	0	0	1	2	0	0	0	0	0	2	10	70	11	74	85
History	0	0	0	0	0	0	0	1	0	0	41	44	41	45	86
Liberal Studies	0	0	2	16	1	1	1	1	2	1	54	107	60	126	186
Mathematical Sciences	0	0	2	0	0	0	0	0	1	0	9	9	12	9	21
Psychology	0	0	4	15	1	0	0	3	0	2	41	204	46	224	270
Sociology/Anthropology	0	0	1	4	0	0	0	0	0	0	6	16	7	20	27
Visual Arts	0	1	0	1	0	0	0	0	1	0	12	15	13	17	30
Subtotal	11	2	27	59	2	1	9	13	10	9	355	637	414	721	1,135
College of Public Affairs and Administration															
Criminal Justice	1	0	6	10	0	0	0	0	3	0	45	91	55	101	156
Health Services Administration*	0	0	0	0	0	0	0	0	0	0	0	2	0	2	2
Legal Studies	1	0	2	7	0	0	0	0	0	3	17	39	20	49	69
Political Studies	1	0	2	2	0	0	1	0	0	0	34	34	38	36	74
Subtotal	3	0	10	19	0	0	1	0	3	3	96	166	113	188	301
Undeclared/Unclassified Undergraduates	0	0	5	12	1	0	2	4	3	0	90	146	101	162	263
Subtotal	0	0	5	12	1	0	2	4	3	0	90	146	101	162	263
TOTAL	22	6	58	139	5	2	18	23	18	19	812	1,323	933	1,512	2,445

* This program is being phased out.

TABLE C-1
Undergraduate Total Head Count Enrollment - Non-Resident Alien
(By College, Degree Program, Racial/Ethnic Category, and Gender)¹
Fall 2002

College/Degree Program	Non-Resident Alien		Asian Pacific Islander		Hispanic		Black Non-Hispanic		White Non-Hispanic	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
College of Business and Management										
Accountancy		1								1
Business Administration	5	1					1	0	4	1
Economics	1	1							1	1
Management	1	1							1	1
Subtotal	7	4	0	0	0	0	1	0	6	4
College of Education and Human Services										
Social Work	1								1	
Subtotal	1	0	0	0	0	0	0	0	1	0
College of Liberal Arts & Sciences										
Biology	1	0							1	
Chemistry	1	0							1	
Clinical Laboratory Science	0	1								1
Communication	1	0							1	
Computer Science	8	0							8	
Visual Arts	0	1						1		
Subtotal	11	2	0	0	0	0	0	1	11	1
College of Public Affairs & Administration										
Criminal Justice	1								1	
Legal Studies	1								1	
Political Science	1								1	
Subtotal	3	0	0	0	0	0	0	0	3	0
Total	22	6	0	0	0	0	1	1	21	5

¹Only programs with non-resident aliens are included.

TABLE C-2**Summary of Enrollments by Ethnic Categories****Undergraduate Total Head Count Enrollment - Capital Scholars Program****Fall 2002 to Spring 2003**

Year	American Indian		Hispanic		African American		White		Asian		Non-Resident Alien		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2002														
First Year	0	0.0	0	0.0	6	5.2	101	87.1	8	6.9	1	0.9	116	100
Second Year														
Total	0	0.0	0	0.0	6	5.2	101	87.1	8	6.9	1	0.9	116	100
Spring 2003														
First Year	1	1.0	1	1.0	9	9.3	78	80.4	5	5.2	3	3.1	97	100
Second Year	1	0.9	1	0.9	12	11.2	92	86.0		0.0	1	0.9	107	100
Total	2	1.0	2	1.0	21	10.3	170	83.3	5	2.5	4	2.0	204	100

TABLE D
Master's and Doctoral Total Head Count Enrollment by College,
Degree Program, Racial/Ethnic Category, and Gender
Fall 2002

GRADUATE College/Degree Program	Non-Resident Alien		Black Non-Hispanic		Amer. Indian/ Alaskan Native		Asian Pacific Islander		Hispanic		White Non-Hispanic		Total		TOTAL
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	
College of Business and Management															
Accountancy	0	5	1	3	0	0	1	3	0	1	19	23	21	35	56
Business Administration	1	3	2	3	0	0	2	2	1	0	116	71	122	79	201
Management Information Systems	24	12	14	9	0	0	6	5	4	2	75	49	123	77	200
Subtotal	25	20	17	15	0	0	9	10	5	3	210	143	266	191	457
College of Education and Human Services															
Educational Leadership	0	0	2	4	0	0	0	1	1	1	78	170	81	176	257
Human Development Counseling	0	1	0	4	0	0	0	0	0	0	9	65	9	70	79
Human Services	1	1	11	17	1	1	0	2	1	0	18	80	32	101	133
Subtotal	1	2	13	25	1	1	0	3	2	1	105	315	122	347	469
College of Liberal Arts and Sciences															
Biology	0	0	0	1	0	0	0	0	1	0	12	15	13	16	29
Communication	0	3	0	3	0	0	0	3	0	0	19	56	19	65	84
Computer Science	61	24	2	0	0	0	1	4	2	0	42	10	108	38	146
English	0	0	0	0	1	0	0	0	0	0	9	23	10	23	33
History	0	0	1	2	0	0	1	0	0	0	23	29	25	31	56
Individual Option	0	0	1	8	0	0	0	0	1	0	12	42	14	50	64
Subtotal	61	27	4	14	1	0	2	7	4	0	117	175	189	223	412
College of Public Affairs and Administration															
Environmental Studies	1	0	1	0	0	0	0	2	1	0	20	21	23	23	46
Legal Studies	0	0	1	0	0	0	0	0	0	0	1	12	2	12	14
Political Studies	0	0	3	6	0	0	0	0	0	1	30	31	33	38	71
Master of Public Administration	0	3	10	15	0	0	2	0	0	2	34	43	46	63	109
Public Affairs Reporting	0	0	1	1	0	0	0	0	0	1	9	8	10	10	20
Master of Public Health	6	5	3	3	0	0	1	0	0	0	6	23	16	31	47
Subtotal	7	8	19	25	0	0	3	2	1	4	100	138	130	177	307
Undeclared/Unclassified Graduates	1	1	4	18	0	0	5	3	0	3	122	181	132	206	338
Doctor of Public Administration	1	1	2	3	0	0	0	0	0	0	7	9	10	13	23
Total Master's and Doctoral	96	59	59	100	2	1	19	25	12	11	661	961	849	1,157	2,006

TABLE D-1

Master's Total Head Count Enrollment - Non-Resident Alien

(By College, Degree Program, Racial/Ethnic Category, and Gender)¹

Fall 2002

College/Degree Program	Non-Resident Alien		Black Non-Hispanic		American Indian Alaskan Native		Asian Pacific Islander		Hispanic		White Non-Hispanic	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
College of Business and Management												
Accountancy	0	5		1								4
Business Administration	1	3										4
Management Information Systems	24	12	1	2					2		22	9
Subtotal	25	20	1	3	0	0	0	0	2	0	22	17
College of Education and Human Services												
Human Development Counseling		1		1								
Human Services	1	1									1	1
Subtotal	1	2	0	1	0	0	0	0	0	0	1	1
College of Liberal Arts and Sciences												
Communication		3										3
Computer Science	61	24	9				3	4			49	20
Subtotal	61	27	9	0	0	0	3	4	0	0	49	23
College of Public Affairs and Administration												
Environmental Studies	1										1	
Public Administration, MPA		3										3
Master's of Public Health	6	5		1							6	4
Subtotal	7	8	0	1	0	0	0	0	0	0	7	7
Undeclared/Unclassified Graduates	1	1									1	1
Subtotal Master's Public Administration, DPA	95	58	10	5	0	0	3	4	2	0	80	49
Total	96	59	10	5	0	0	3	4	2	0	81	50

¹Only programs with degrees granted to non-resident aliens are displayed.

TABLE E
Student Headcount Enrollment by Gender and Level
Fall 1993 to Fall 2002

Year	Undergraduate Enrollment					Master's Enrollment					Doctoral Enrollment ¹					Total Enrollment				Total Enrollment
	Female		Male		Total	Female		Male		Total	Female		Male		Total	Female		Male		
	N	% of Total	N	% of Total		N	% of Total	N	% of Total		N	% of Total	N	% of Total		N	% of Total	N	% of Total	
1993	1,561	59.9	1,047	40.2	2,608	1,062	57.6	781	42.4	1,843						2,623	58.9	1,828	41.1	4,451
1994	1,552	62.0	950	38.0	2,502	1,107	58.8	775	41.2	1,882						2,659	60.7	1,725	39.4	4,384
1995	1,612	63.5	928	36.5	2,540	1,239	57.3	923	42.7	2,162						2,851	60.6	1,851	39.4	4,702
1996	1,602	64.6	876	35.4	2,478	1,229	57.6	904	42.4	2,133						2,831	61.4	1,780	38.6	4,611
1997	1,540	63.9	871	36.1	2,411	1,208	58.9	844	41.1	2,052						2,748	61.6	1,715	38.4	4,463
1998	1,513	63.8	860	36.2	2,373	1,157	59.7	781	40.3	1,938	9	39.1	14	60.9	23	2,679	61.8	1,655	38.2	4,334
1999	1,352	61.9	831	38.1	2,183	1,092	58.2	784	41.8	1,876	6	14.0	14	70.0	20	2,450	60.1	1,629	39.9	4,079
2000	1,353	63.9	765	36.1	2,118	1,032	57.2	771	42.8	1,803	8	38.1	13	61.9	21	2,393	60.7	1,549	39.3	3,942
2001	1,466	63.7	834	36.3	2,300	1,110	56.5	856	43.5	1,966	8	38.1	14	63.6	22	2,584	60.3	1,704	39.7	4,288
2002	1,512	61.8	933	38.2	2,445	839	42.3	1,144	57.7	1,983	10	38.1	13	56.5	23	2,361	53.0	2,090	47.0	4,451

¹UIS introduced its first doctoral program, the doctor of public administration, in Fall 1998.

TABLE F
Summary Report of Full-Time Employees (by Gender and Ethnicity)
Fall 2002

Category	Male		Female		Total	
	N	% of Category	N	% of Category	N	% of Category
Faculty						
Other		0.0		0.0	0	0.0
Black	4	57.1	3	42.9	7	4.2
Asian/Pacific Islander	3	100.0	0	0.0	3	1.8
Hispanic	1	50.0	1	50.0	2	1.2
White	85	58.2	61	41.8	146	88.0
Native American	0	0.0	0	0.0	0	0.0
International	6	0.0	2	0.0	8	4.8
Subtotal	99	59.6	67	40.4	166	100.0
Acadademic Professional						
Other		0.0		0.0	0	0.0
Black	6	60.0	4	40.0	10	5.5
Asian/Pacific Islander	1	0.0	3	0.0	4	0.0
Hispanic	1	50.0	1	50.0	2	1.1
White	65	39.4	100	60.6	165	90.2
Native American		0.0		0.0	0	0.0
International	1	0.0	1	0.0	2	1.1
Subtotal	74	40.4	109	59.6	183	100.0
Civil Service						
Other		0.0	1	0.0	1	0.4
Black	10	66.7	5	33.3	15	6.4
Asian/Pacific Islander		0.0		0.0	0	0.0
Hispanic		0.0	4	0.0	4	1.7
White	84	39.3	130	60.7	214	91.1
Native American	1	100.0		0.0	1	0.4
International		0.0		0.0	0	0.0
Subtotal	95	40.4	140	59.6	235	100.0
All Employees						
Other	0	0.0	1	100.0	1	0.2
Black	20	62.5	12	37.5	32	5.5
Asian/PL	4	57.1	3	42.9	7	1.2
Hispanic	2	25.0	6	75.0	8	1.4
White	234	44.6	291	55.4	525	89.9
Native American	1	100.0	0	0.0	1	0.2
International	7	0.0	3	0.0	10	1.7
Total	268	45.9	316	54.1	584	100.0

TABLE G

**Summary Report of Full-Time Employees from Underrepresented Populations
Fall 1993 to Fall 2002**

Employee Category/Year	Black		Asian		Hispanic		Disabled *		Female		Employment Category Total		Campus Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Faculty													
1993	8	4.8	6	3.6	3	1.8			55	33.3	165	30.2	546
1994	8	5.0	6	3.8	3	1.9			52	32.5	160	28.8	555
1995	9	5.7	6	3.8	3	1.9			51	32.5	157	30.0	524
1996	11	6.8	7	4.3	4	2.5	3	1.9	53	32.7	162	31.2	519
1997	10	6.2	7	4.3	4	2.5	2	1.2	55	34.2	161	28.0	574
1998	10	6.1	7	4.2	3	1.8	3	1.8	59	35.8	165	31.3	527
1999	9	5.6	8	5.0	2	1.2	4	2.5	60	37.3	161	30.2	533
2000	8	4.8	4	2.4	2	1.2	5	3.0	63	38.0	166	30.2	549
2001	10	5.9	3	1.8	2	1.2	5	2.9	66	38.8	170	29.6	574
2002	7	4.2	3	1.8	2	1.2	5	2.9	67	40.4	166	28.4	584
Acad. Professional													
1993	10	11.5	0	0.0	1	1.1			49	56.3	87	15.9	546
1994	7	7.4	0	0.0	1	1.1			50	53.2	94	16.9	555
1995	8	8.2	0	0.0	2	2.0			55	56.1	98	18.7	524
1996	7	7.4	0	0.0	2	2.1	2	2.1	49	52.1	94	18.1	519
1997	6	5.7	0	0.0	2	1.9	1	0.9	57	53.8	106	18.5	574
1998	5	4.7	1	0.9	1	0.9	0	0.0	62	58.5	106	20.1	527
1999	6	5.3	2	1.8	2	1.8	0	0.0	64	56.6	113	21.2	534
2000	8	5.0	2	1.2	1	0.6	0	0.0	98	60.9	161	29.3	549
2001	10	5.5	3	1.6	1	0.5	3	0.0	110	60.1	183	31.9	574
2002	10	5.5	4	2.2	2	1.1	2	0.0	109	59.6	183	31.3	584
Civil Service													
1993	18	6.1	0	0.0	3	1.0			178	60.5	294	53.8	546
1994	20	6.6	0	0.0	1	0.3			180	59.8	301	54.2	555
1995	20	7.4	0	0.0	0	0.0			157	58.4	269	51.3	524
1996	19	7.2	0	0.0	0	0.0	6	2.3	150	57.0	263	50.7	519
1997	21	6.8	0	0.0	1	0.3	5	1.6	179	58.3	307	53.5	574
1998	18	7.0	0	0.0	0	0.0	3	1.2	150	58.6	256	48.6	527
1999	18	6.9	0	0.0	0	0.0	3	0.0	157	60.4	260	48.7	534
2000	13	5.9	2	0.9	1	0.5	3	0.0	138	62.2	222	40.4	549
2001	14	6.3	0	0.0	3	1.4	9	0.0	130	58.8	221	38.5	574
2002	15	6.4	0	0.0	4	1.7	2	0.0	140	59.6	235	40.2	584
All Employees													
1993	36	6.6	6	1.1	7	1.3			282	51.6	N/A	N/A	546
1994	35	6.3	6	1.1	5	0.9			282	50.8	N/A	N/A	555
1995	36	6.9	6	1.1	5	1.0			263	50.2	N/A	N/A	524
1996	37	7.1	7	1.3	6	1.2	11	2.1	252	48.6	N/A	N/A	519
1997	37	6.4	7	1.2	7	1.2	8	1.4	291	50.7	N/A	N/A	574
1998	33	6.3	8	1.5	4	0.8	6	1.1	271	51.4	N/A	N/A	527
1999	33	6.2	10	1.9	4	0.7	7	1.3	281	52.6	N/A	N/A	534
2000	29	5.3	8	1.5	4	0.7	8	1.5	299	54.5	N/A	N/A	549
2001	29	5.1	8	1.4	4	0.7	8	1.4	299	52.1	N/A	N/A	574
2002	32	5.5	7	1.2	8	1.4	9	1.5	316	54.1	N/A	N/A	584

*Data not available from 1992-1995.