
**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

November 2003

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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University of Illinois at Urbana-Champaign 2003 Underrepresented Groups Report

Public Act 85-283 and subsequent legislation direct public institutions of higher education in Illinois to develop plans and 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.

Fall 2003: Serving Students with Disabilities

This inquiry was prompted by a request from Mr. James Kaplan, Chairman of the Illinois Board of Higher Education. Mr. Kaplan is concerned that not all eligible students at public colleges and universities may be receiving needed services. To address this issue, institutions are being asked to provide information to a set of questions that follows:

1. Are our public universities and community colleges providing a range of services sufficient to meet the needs of students with disabilities?

The response to this question is divided into three sections. The first section describes the academic and nonacademic disability support services available at the University of Illinois at Urbana-Champaign (UIUC). The second identifies areas of postsecondary disability support service in which UIUC has played a leadership role, and, finally, objective measures of support service quality are addressed.

Access Services Overview

The Division of Rehabilitation-Education Services (DRES) provides an extensive range of academic and nonacademic support services for students with disabilities. In terms of *academic services*, the Division performs disability verification, serves as the campus repository for disability records of students requesting accommodations, coordinates priority registration, provides disability management counseling and executive skills coaching, coordinates accommodation planning and implementation, coordinates the resolution of environmental access difficulties, makes recommendations to colleges/departments as to when substitutions and extensions are warranted, coordinates testing under non-standard conditions, coordinates the conversion of inaccessible academic content to alternative

accessible formats, provides access to assistive communication and information technology resources and training, coordinates notetaking assistance services, coordinates interpreter and computer-assisted real-time captioning services, coordinates the introduction of augmentative listening systems, provides neuropsychological assessment for “at risk” students suspected of having undiagnosed disabilities, and provides disability education and training for the faculty and staff.

In terms of *nonacademic services*, the Division provides campus-wide bus transportation service and parking service consultation, campus orientation, housing and personal assistant (PA) support for students with severe physical disabilities, consultation on residence hall access needs, co-curricular and cultural program access, volunteer support services, employment transition support, wheelchair and equipment repair support, adapted varsity sports programming in men’s and women’s wheelchair basketball and track & field, and physical therapy and functional training services. The Division also consults with Student Affairs units (e.g., Study Abroad, McKinley Health Services, Campus Recreation, Housing, Financial Aid, etcetera) in the management of individual access difficulties and in proactively enhancing the accessibility of their services.

Access Services Leadership

Leadership in dedicated scholarship funding. In 2002-03, the University of Illinois at Urbana-Champaign allocated and distributed over \$185,128 in scholarships, tuition waivers, and/or awards expressly to support the educational costs of 82 students with disabilities.

Information and assistive technology leadership. In 1996, UIUC hired Dr. Jon Gunderson, a nationally recognized assistive information technology expert, to coordinate Information Technology (IT) services for UIUC students, and to promote the ubiquitous application of universal design throughout the UIUC IT systems and resources. As a result, DRES was able to design and implement (with ample campus funding) a multi-tiered, decentralized IT model in which accessible computer workstations are available in all departmental computer labs, as well as in both the undergraduate and graduate libraries. Compared to many campuses where students must go to a specific laboratory to access assistive technologies, Dr. Gunderson’s model makes it possible for UIUC students to access most assistive technologies in all labs. In addition, the model includes four strategically-placed campus computer laboratories with very sophisticated reading systems that include scanners, optical character recognition software, screen readers, speech output and real-time Braille displays. All totaled, this represents a 700 percent increase in the number of accessible computer labs on the UIUC campus over the past six years.

In 2002-03, the University of Illinois at Urbana-Champaign allocated and distributed over \$185,128 in scholarships, tuition waivers, and/or awards expressly to support the educational costs of 82 students with disabilities.

To accommodate student use of assistive technology on a 24/7 basis, DRES developed a library of “just in time” instructional resources to help students problem-solve and learn to more efficiently and effectively use these technologies. The resources are located online at <http://www.rehab.uiuc.edu/infotechaccess/training/index.html>.

Additionally, DRES is endeavoring to enhance website developers' knowledge regarding access by students with disabilities. DRES addresses the needs of students and offers solutions to those needs through two courses on this subject. REHAB 711 is offered online, and is designed to teach web content developers about the disability access issues in using the Internet, and how web-based resources can be designed to improve accessibility. Library and Information Science 305, titled *Designing Universally Accessible WWW Resources*, is taught on-campus. The latter course introduces students to the concepts and practices of designing accessible web-based resources. Students from all disciplines interested in accessible design are encouraged to participate in the course. The primary requirement for participation is merely experience in developing and publishing web materials. Information about both courses may be found online at <http://cita.rehab.uiuc.edu/courses/>.

Leadership in the provision of accessible course materials. Prior to 1999, UIUC students (like those on most campuses) whose disabilities impaired their ability to read print were accommodated by readers and/or books on tape. However, this was extraordinarily inefficient and it relegated students to an access by surrogacy paradigm that many of their prospective future employers would not deem reasonable. Indeed, an employer is much more likely to hire the otherwise qualified graduate who is blind and uses scanning, screen reading, and voice output technologies to access documents than one who requires an aide to access print material.

Therefore, to ensure that students with disabilities resulting in print processing impairments were not accommodated in a manner that would diminish their viability in the employment market following graduation, DRES developed the first totally electronic text conversion system at a higher education institution in Illinois. To achieve this end, the University of Illinois at Urbana-Champaign invested in the purchase of high-speed scanners and a host of specialized software systems. With these technologies, textbooks and other print materials are converted to electronic files that can be accessed through a secure web server from anywhere and reproduced in any desirable format (e.g., voice output, large print, Braille, etcetera). In this manner, UIUC graduates with disabilities are assured of having very sophisticated knowledge in the use of state-of-the-art assistive technologies that empower them in seeking and obtaining employment after graduation.

DRES developed the first totally electronic text conversion system at a higher education institution in Illinois to ensure that students whose disabilities impair their ability to read print are not accommodated in a manner that diminishes their viability on the job market following graduation.

Not only was this text service offered to students with print impairments due to vision or learning disabilities, but it was also extended to the University's rather large population of students with severe upper extremity locomotor impairments as well. Although the latter students can typically read print, they require considerable manual assistance to physically retrieve, set up, and manipulate books, manuscripts, articles, etcetera. By scanning their textbooks, such students can utilize computers equipped with voice input software to access

the material online, so that they can independently read, manipulate, study, and archive the same information that was otherwise difficult to access or inaccessible to them.

DRES has also provided training for personnel from Southern Illinois University, Illinois State University, the University of Illinois at Chicago, the University of Illinois at Springfield, Indiana State University and Indiana University in how to design, develop and operate this electronic text conversion support service.

Leadership in residential support services for students with severe physical disabilities. UIUC is *one of three* institutions in the nation to provide extensive transitional residential support for students with disabilities who necessitate assistance in the performance of activities of daily living (ADL). (The other two institutions are the University of California at Berkeley and St. Andrews Presbyterian College in Laurinburg, North Carolina.) Beckwith Hall was created in 1981 to accommodate UIUC students with severe disabilities. In contrast to other institutions whose count of students with such conditions includes no more than one or two students with such severe disabilities, Beckwith is designed to accommodate 20 residents needing ADL assistance.

UIUC is *one of three* institutions in the nation to provide extensive transitional residential support for students with disabilities who necessitate assistance in the performance of activities of daily living (ADL).

The significance of this programmatic offering cannot be overstated. Students with such disabilities are rarely, if ever, prepared at the time of high school graduation to deal with the rigorous academic life of college while concurrently acquiring the knowledge, skills and experience necessary to successfully live independently, including hiring, training, scheduling, and managing personal assistant (PA) personnel. Beckwith was created to serve as a bridge for these students. As such, the most immediate objective of Beckwith programs and services is to help students successfully transition to mainstream University or private housing prior to graduation. The students learn to live as independently, enjoyably, and productively as possible with their disabilities after earning their degrees. While aiding students in the management of their activities of daily living (e.g., transferring in and out of wheelchairs, dressing, grooming, bathing, etcetera), Beckwith concurrently seeks to provide students the opportunity to improve their knowledge and skills in disability management, and to facilitate their transition to mainstream community housing whenever possible. Ultimately, Beckwith is intended to aid students in achieving sufficient acumen and ability in the management of their personal disability needs and to go wherever their life and career aspirations take them, confident that they can manage their own needs.

The importance of Beckwith Hall's transitional service becomes self-evident when one considers the bleak employment projections for citizens with disabilities. According to a 1998 Harris/NOD survey, with unemployment in the United States at an all-time low, nearly 70 percent of our nation's population of persons with disabilities were classified as unemployed (1998 NOD/Harris Survey of Americans with Disabilities). Furthermore, persons with severe disabilities are at much greater risk of being undereducated and chronically unemployed/underemployed than their able-bodied or lesser disabled peers.

However, through Beckwith Hall's programs and services, the University of Illinois at Urbana-Champaign accommodates 20 students with severe disabilities whose peers are seldom present on other campuses, and the dividends of that effort are apparent. Of the 37 former Beckwith residents with severe physical disabilities who have graduated since 1994, 21 (57%) have obtained professional employment, 12 (32%) have enrolled in graduate or professional school, and only four (11%) are unemployed. This is in contrast to the frequently cited 70 percent unemployment rate among U.S. citizens with disabilities.

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Leadership in serving students with cognitive and psychological disabilities. To accommodate the needs of the rapidly growing subpopulation of students with cognitive and psychological disabilities, the UIUC has established a cognitive and psychological disability support team comprised of a clinical psychologist who is also a certified rehabilitation counselor and a learning disability specialist. The psychologist allows DRES to better coordinate services between other mental health agencies on and off campus, to better identify and serve students with comorbid conditions, and to better coordinate academic accommodations for students with psychiatric disabilities. To highlight the latter function, the Division's psychologist has instituted an intensive support service program for five current students with Asperger's Syndrome/Autism. Without those services, these students would find it very difficult to succeed at the UIUC; however, with them, each is making excellent progress toward graduation.

In addition to coordinating the academic accommodations for students with learning disabilities (LD), the learning disability specialist provides individualized training to help students better understand their disabilities and to learn compensatory strategies to more effectively manage the functional impact of their LD.

The DRES psychologist is also collaborating with University of Michigan faculty on a research project to identify best practices in retaining and graduating students with psychiatric disabilities. This effort focuses upon the systemic reduction of stigma and the provision of continuous monitoring and follow-up with at-risk students.

While most students with cognitive disabilities receive diagnoses and accommodations early in their academic careers, this is not the case for a number of UIUC students with cognitive and/or psychological disabilities. Students who are accepted to Illinois through a disability "blind" admissions process are typically high functioning individuals with above average intelligence. Throughout their elementary and secondary school education, their cognitive strengths were more than sufficient to compensate for their weaknesses within the less rigorous setting. However, once these students begin coursework at UIUC, problems start to arise. The courses are more intense and information is disseminated at a higher rate of speed. There is a high level of competitiveness among students to keep up with coursework and to excel academically, and the students with whom they are competing for grades are on the whole considerably

brighter than their secondary school peers. At this point, their compensatory skills and cognitive strengths are no longer sufficient to compensate for their disabling weaknesses, and a downward spiral of failure ensues. When this process is allowed to go unabated, difficulties such as academic probation or withdrawal from the University invariably result.

The problematic nature of this scenario is further exacerbated by two factors. The first is that there is a dearth of neuropsychological service providers in Champaign-Urbana and, thus, it is not uncommon for it to take as long as six months for these students to obtain a neuropsychological exam. Given that students seeking such services are typically in academic peril by the time they initiate an inquiry, the aforementioned time lag in getting testing performed exacerbates their risk of having to withdraw or being dropped from school. Secondly, the cost of such testing is often deemed by students to be prohibitive. Standard neuropsychological testing in this region of the country costs between \$1,500 and \$1,800, and it is typically not covered under student insurance.

In response to this concern, DRES developed a pilot program in collaboration with the Counseling Center and McKinley Mental Health Services to offer neuropsychological testing services for students without prior diagnoses, but who were deemed, on the basis of preliminary screening by the Counseling Center or McKinley, to likely have a substantially limiting cognitive impairment. When positive diagnoses are obtained, accommodation plans are developed and implemented. Students found to have severely impaired executive skill functioning attributable to their cognitive impairments are enrolled in a weekly academic coaching support service developed by the Division's psychologist.

Leadership in the delivery of accessible transportation services. In 1952, the University of Illinois at Urbana-Champaign developed the first accessible bus service for persons with disabilities and continues in collaboration with the Champaign-Urbana Mass Transit District to offer campus transportation service of unsurpassed quality for students with disabilities. Currently, the system uses three, forty-foot buses capable of serving 20 students in wheelchairs, and a mini-bus capable of serving up to six riders when their travel needs do not coincide with the fixed route bus schedules.

Leadership in health and wellness programming. Each year, the State of Illinois invests millions of dollars in programs to facilitate the re-entry of persons with disabilities to the workforce, while only negligibly working to encourage their adoption of physically active lifestyles that help to promote health and wellness and, thus, long-term employability. According to the U.S. Surgeon General, in spite of the fact that persons with disabilities can experience many of the same benefits of physical activity as their nondisabled peers, persons with disabilities are overwhelmingly inclined to adopt physically inactive lifestyles. As a result, the employment longevity of college alumni with disabilities is frequently compromised.

Since 1949, UIUC has recognized the importance of making opportunities for co-curricular program participation and, in particular, participation in physical activity an

integral facet of its programming and services for students with disabilities. By offering opportunities for students with disabilities to participate in varsity sports, adapted recreational programs, and physical therapy and functional training services, UIUC seeks to improve the health and wellness of its students. Additionally, such programming affords students with disabilities an unparalleled opportunity to acquire the knowledge, experience, and skills necessary to successfully pursue a myriad of physically active sport and recreation activities for a lifetime.

The adapted sports and recreation program for University of Illinois at Urbana-Champaign students with disabilities is widely heralded nationally and internationally as a leader in disability sports, and was recently recognized by the 92nd Illinois General Assembly which passed a resolution commending the UIUC leadership for its pioneering vision in adapted sports, health, and wellness programming for persons with disabilities.

Support Service Quality

Student satisfaction. In Spring 2000, the Division surveyed all registered students (n=449). The responding sample of 65 students was comprised of 20 students with mobility disabilities, five students who were blind/low vision, three students who were deaf/hard of hearing, 28 students who had cognitive or psychological disabilities and nine students with systemic disabilities. Although the response rate was quite low (14.5%), the distribution of respondents by disability category was representative of the distribution by category within the population. (Note: The survey has not been replicated due to turnover of DRES staff responsible for its management, and the concomitant need to reconfigure the instrument and survey methods to facilitate a higher response rate.)

In Spring 2000, when asked how satisfied they were with their overall decision to attend UIUC, over 91 percent responded that they were either “extremely satisfied” or “satisfied.” One-hundred percent of student respondents who were blind/low vision or deaf/hard of hearing were satisfied with their overall decision to attend UIUC. Eighty-nine percent of students with mobility impairments and 100 percent of students with systemic disabilities were satisfied, and 88 percent of students with cognitive and/or psychological disabilities reported that they were satisfied with their selection of UIUC.

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Employment outcomes. In terms of employment success, Hendricks, Schiro-Geist, and Broadbent (1997) found that when matched by major, year of graduation, and gender, and when health status was controlled, the salaries of alumni with disabilities graduating between 1952 and 1992 were not significantly different from those of their matched cohort.

With regard to the post-graduate outcomes experienced by Illinois students with severe physical disabilities, as noted above, close to 90 percent of former Beckwith Hall residents with severe physical disabilities who have graduated have attained employment or have continued their educations.

In a 2003 study of 140 UIUC alumni with spinal cord injuries or diseases and who graduated between 1978 and 2002, 91.5 percent of the 94 respondents reported that they had worked for pay in the past five years. Over 73 percent stated that they were currently working for pay. Over 15% reported personal incomes in excess of \$75,000, 28% had personal incomes between \$50,000 and \$74,999 and 30% had personal incomes between \$35,000 and \$49,999. Whereas national statistics project 70 percent of our nation's citizenry with disabilities to be unemployed, 73 percent of UIUC graduates with severe spinal cord injuries or diseases annually earn \$35,000 or more in personal income.

Multiple opportunities for access feedback are provided. In addition to the aforementioned access survey, students with disabilities are informed in every accommodation letter written by DRES that they may seek immediate help from DRES if they experience any difficulty getting an approved accommodation implemented. Further, students, faculty, staff, and guests with disabilities are given the opportunity to provide anonymous feedback regarding their UIUC experiences via the DRES website at: <http://www.rehab.uiuc.edu/guestbook/gbook.html>. The concerns of persons with disabilities are also given voice at the highest level through the Chancellors' Campuswide Committee on Access and Accommodation (CCAA). These communication practices and resources serve to enhance the awareness of persons with disabilities that the University wants to identify and address any difficulties that they are experiencing in accessing or using University facilities, resources, and/or services.

- 2. Are our public universities and community colleges providing outreach services so that students with disabilities in high school know that if they go to college, the services they need will be available?**

Publications

In outreach, the Division annually disseminates approximately 1,500 copies of the *Beckwith Hall Newsletter* and 2,000 copies of the *Delta Sigma Omicron Sigma/Media Guide*. DRES also maintains an extensive informational website describing its disability support services, policies, and procedures. Additionally, DRES staff members annually participate in college day recruiting events at selected high schools and they annually review the recruitment and admissions documents of the Office of Admissions & Records (OAR) to ensure that the materials are accessible and have readily identifiable disability resource information. DRES and OAR also collaborated in the development of an *Illinois Admissions FAQ for Students with Disabilities* for use by recruitment counselors attending high schools, fairs, etcetera. The *FAQ* is slated for deployment on the OAR and DRES websites this fall. DRES staff members also routinely meet with high school and community college counselors to discuss resources and services for students admitted to UIUC.

Transitional Outreach Programs

Since 1986, the Division has hosted summer wheelchair sports camps for youth with severe physical disabilities. Last year, the Division served 200 young people with disabilities through this program. As a result of this effort, the division has worked to improve the

health, wellness, and general quality of life of thousands of young people with disabilities. Additionally, counseling sessions are incorporated into the camp curriculum wherein academic counselors from UIUC meet with participants to help the students prepare for university or college enrollment, as well as to discuss admissions criteria and concerns.

Building upon its sports camp programs, the Division, in collaboration with the Illinois High School Association (IHSA), is also working to establish a scholastic sports program for Illinois high school youth with disabilities that can serve as a prototype for other states. Approximately 200 youth participated in the inaugural state championship in wheelchair basketball held in conjunction with the IHSA Basketball Championships held in Peoria in March, 2002. One of the points of emphasis in this program is reinforcing the importance of student athletes maintaining good academic records in high school. Subsequent enrollment at a postsecondary institution will offer them the opportunity to continue to develop their athletic talents while earning their degrees.

Similarly, for three of the previous four years, the Division hosted Summer Technology Camps for high school students with severe physical or visual disabilities who were at risk of not matriculating to postsecondary educational institutions due to their very limited exposure to essential assistive information technologies. Dr. Jon Gunderson developed the highly specialized curricula for both camp programs, negotiated sponsorship for the camp from the Illinois Office of Rehabilitation Services and the Illinois Bureau for Blind Services, and directed several senior engineering students in projects designed to develop technologies for use in the camp curricula. This residential summer program has instructed nearly 60 high school youth with severe disabilities, four of whom have gone on to successfully enroll at the University of Illinois at Urbana-Champaign.

In 2002, the Division was awarded a three-year grant from Proctor & Gamble to underwrite a summer transition program for incoming students with disabilities. Although the program will be limited in the beginning to incoming UIUC freshmen and transfer students with disabilities, it is hoped that it could be opened up to any high school student with a disability accepted to a postsecondary institution. The pilot transition program will be held in June 2004.

In 2002, the Division was awarded a three-year grant from Proctor & Gamble to underwrite a summer transition program for incoming students with disabilities.

- 3. Are our public universities and community colleges providing a climate or context so that student with disabilities know that, if they do seek services, they will be supported and their needs responded to in a prompt and timely manner?**

Town Meeting

The student access survey noted earlier clearly indicates that the Urbana-Champaign campus is providing a welcoming and accommodating climate/context for students with disabilities.

In addition, the Urbana-Champaign campus hosted a Town Meeting on Disability Issues in April 1998. This unprecedented UIUC event, organized by the CCAA, offered a forum for interested individuals to share and listen to concerns regarding campus accessibility. Participants offered new ideas on how to create a campus community that is an inviting and supportive place for all persons to live, work, teach, and learn. The purpose of the Town Meeting event was to raise campus community awareness of campus accessibility concerns of persons with disabilities, and to initiate a campus dialogue on these issues that would prompt members of the UIUC community to make accessibility a necessary component of planning for all UIUC programs, facilities, academic resources, and public events.

From 11:00 a.m. to 2:00 p.m., an "open-microphone" was available for individuals to share their ideas. Several computers (all complete with Universal Access software and hardware) were available. With this technology, individuals were able to register their viewpoints electronically and anonymously at the Town Meeting. Additionally, persons unable to attend the Town Meeting at the Illini Union were invited to share their thoughts with the CCAA via email.

The CCAA combined the notes taken at the Town Meeting (keeping the identity of all speakers confidential) and email messages received into a single document that summarizes the key concerns and suggestions offered by the campus community throughout this event. This document is available by request to the Committee (access@uiuc.edu) or can be viewed online.

Serving All Students

Institutions of higher education have a need to address the inadequacy of the method used to count students with disabilities. Currently a student must self-identify as needing accommodation to be included in the number of students served. Yet, some students do not need to request services because their needs are met without additional accommodation. That is, the institution has made available the accommodations some students require thus students do not need to self-identify to receive them. The better that institutions serve students, the fewer students who self-identify. In this situation it will appear that the institution serves fewer students.

To better track the number of students with disabilities on campus, the University of Illinois at Urbana-Champaign and Western Illinois University collaborated to author a web-based survey of *all* students enrolled. It is an anonymous survey so students do not need to disclose their identities unless they chose to do so. This survey asks students to report whether they have a disability and, if so, whether they contacted the office that would have authorized an accommodation. If a student has a disability but did not contact the office, and, thus, did not self-identify as a student with disabilities, he or she is asked to explain the reasons. By collecting these data, the staff will better know how many students with disabilities do not self-identify and the reasons they do not ask for services. The survey is set to be transmitted to students at the end of the Fall 2003 semester.

Institutional best practice highlighting a program, initiative or activity pertaining to students with disabilities

Neuropsychological Assessment Support for Students Suspected of Having Undiagnosed Disabilities. In 1979, DRES had but one registered student with a learning disability who was receiving accommodative academic modifications and adjustments and/or auxiliary aids and services. However, over the ensuing 24 years, that number has grown to over 170 students. In addition, the number of students with attention deficit-hyperactivity disorder, traumatic brain injury, and psychiatric disabilities requesting disability support services has also grown substantially over the past decade. As a result of these changes in the disability demography of UIUC students, over 60 percent of the 677 students registered with DRES and receiving disability support services have documented cognitive disabilities. Concomitantly, an increasing number of students with cognitive disabilities are arriving without a prior diagnosis. As previously noted, while most students with cognitive disabilities receive diagnoses and accommodations in elementary and/or secondary school, a substantial number of “gifted” students with learning disabilities who have not been previously diagnosed or accommodated are accepted to the University of Illinois at Urbana-Champaign through a disability “blind” and highly competitive admissions process. Such individuals are typically high functioning students with above average intelligence whose cognitive strengths were more than sufficient to compensate for their weaknesses within the less rigorous environments of elementary and secondary education. However, in the faster, more rigorous and more competitive environment of UIUC courses, their compensatory skills and cognitive strengths are no longer sufficient to compensate for their disabling weaknesses, and a downward spiral of failure ensues. Without interdiction, such students frequently go on probation and/or must withdraw from the University. Concurrently, the aforementioned context often leads to the development of exacerbating psychiatric symptoms, such as clinical depression and anxiety. In response to this concern, DRES, in collaboration with the Counseling Center and McKinley Health Center, developed a diagnostic intervention to facilitate the identification and accommodation of such students to better ensure their retention and graduation.

The first step in this pilot venture is for students suspected as having undiagnosed cognitive disabilities to be referred to DRES, McKinley Health Center, and the Counseling Center on a self-referral basis, by faculty, by staff, by parents, and by other healthcare and/or student service staff. A brief intake is performed followed by a more extensive screening to rule out other behavioral, psychological, and/or health causes of their difficulties. Students who are deemed to be at risk of having a specific learning disability or attention deficit disorder are then informed that they should obtain a comprehensive psychological/neuropsychological evaluation. Students are also informed that they can contact DRES to arrange for this service; however, they are also given contact information for clinicians in the Urbana-Champaign community and the Psychological Services Center administered by the UIUC Department of Psychology to obtain this service.

By the close of FY03, 300 students had undergone academic screening. Of that number, 151 students were referred for neuropsychological testing, and 148 of those students were identified as having substantially disabling impairments. Of the latter group, pre-post performance data are presently available for 90 students (71 undergraduates and 19 graduate students). To date, 76 percent of the students for whom pre-post data are available experienced a 37-38 percent improvement in their overall grade point average performance as a result of this intervention.

After referral for neuropsychological testing and subsequent identification of a substantially disabling impairment, three-quarters of the students raised their GPA's by more than a third as a result of intervention.

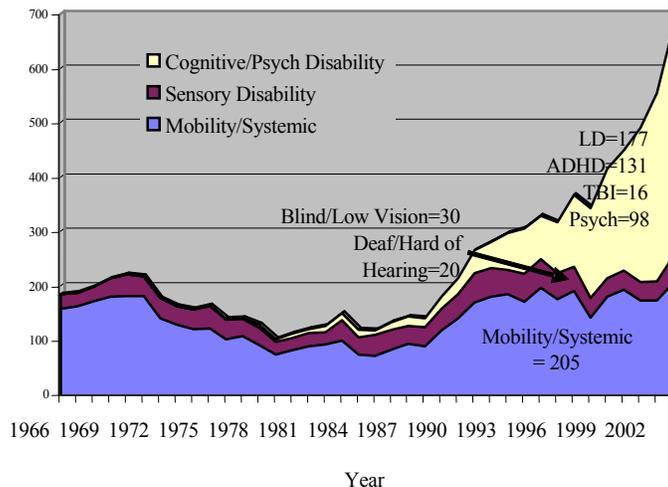
Table indicating Personnel and Funds Budgeted to each Program Serving Students with Disabilities

Source	Amounts
● State Funds	\$ 1,238,384
● Endowment Income	\$ 187,443
● Beckwith Fees	\$ 333,965
● ICR	\$ 5,000
● Tuition Waivers	\$ 66,000
● MTD Grant	\$ 63,705
● Provost Nonrecurring	
Interpreters	\$ 30,000
CART Services	\$ 20,000
Readers/Scribes	\$ 10,000
Tech Accommodations	<u>\$ 10,000</u>
 Total	 \$ 1,964,497

Data on the Enrollment of Students with Disabilities

The following figure depicts the number of students registered with the Division of Rehabilitation-Education Services from 1966 to present. Specific numbers for 2003 are shown.

UIUC Population of Registered Students with Cognitive, Sensory, and Mobility/Systemic Disabilities (1966-2003)
Detail provided for FY 2003



The following table depicts the number of DRES-registered students with disabilities by disability category for FY03:

Type	n
Mobility	151
Systemic (health/medical)	54
Blind/Low Vision	30
Deaf/Hard of Hearing	20
Learning Disability	177
ADHD	131
Brain Injury	16
Psychological	98
TOTAL	677

The following table depicts the annual count of students with disabilities registered with the disability services offices of Big 10 Institutions, SIU-Carbondale and Illinois State University. The data was collected by phone interview in May 2002.

Institution	Dis n/ Campus n	Campus N	Disability n
Iowa	2.7%	30,000	795
Ohio St	2.5%	48,000	1189
Wisconsin	2.1%	41,522	874
Mich. St.	2.0%	42,407	845
Penn St.*	2.0%	41,000	812
Illinois	1.7%	35,294	611
Michigan	1.7%	38,103	655
NWU	1.7%	11,500	197
Minn	1.4%	59,000	829
Indiana	1.3%	38,000	487
Purdue*	1.0%	35,003	353
SIU	2.3%	22,000	500
ISU	1.5%	21,035	314

* Purdue and Penn State did not report 2002 data. Numbers noted for these institutions were taken from an earlier survey.

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Attachments

- A. UIUC 2002-2003 Program Inventory

- B. Programs for Underrepresented Students and Staff at the University of Illinois at Urbana-Champaign

- C. Enrollment of Students with Disabilities

- D. Supplementary Data Tables
 - Underrepresented Minority Students
 - Graduation and Retention Rate for Beginning Freshmen after Five Years
 - Graduation and Retention Rate for Beginning Freshmen after Six Years
 - Beginning Transfer Enrollment
 - Graduate Programs Enrollment
 - Professional Student Enrollment
 - Female Students in Sciences, Engineering & Mathematics

 - Underrepresented Minority Faculty and Staff
 - Tenured/Tenure-Track Faculty
 - Administrative and Academic Professionals
 - Black Staff Employment
 - Hispanic Staff Employment

 - Underrepresented Female Faculty and Staff
 - Tenured/Tenure-Track Faculty
 - Academic Professional Women
 - Female Staff Employment

 - Applications, Acceptances, and Enrollments of First-Time Freshmen, Undergraduate Transfers, First Professionals, and Graduate Students for Fall 2002 by Racial/Ethnic Group and Sex

Attachment A

UIUC 2002-2003 Program Inventory

Underrepresented Students

Academic Assistance Program, Liberal Arts and Sciences

Academic Writing Program, English Department, Liberal Arts and Sciences

Afro-American Studies and Research Program

Bridge/Transition Program, Liberal Arts and Sciences

Child Care Resource Services

Division of Rehabilitation-Education Services, Applied Life Studies

Engineering Consortium Fellowship Program, Engineering

Equal Opportunity Program, Law

Illini Union Student Programs and Activities, Student Affairs

La Casa Cultural Latina, Student Affairs

Latina/Latino Studies Program, Liberal Arts and Sciences

Merit Program for Emerging Scholars in Chemistry, Liberal Arts and Sciences

Merit Workshop Program, Department of Mathematics, Liberal Arts and Sciences

Minority Access Program, Law

Minority Engineering Program, Engineering

Minority Student Affairs Office, Graduate College

Graduate College Fellowships

Illinois Consortium for Educational Opportunity Program (ICEOP)

Illinois Minority Graduate Incentive Program (IMGIP)

Minority Academic Partnership Plan (MAPP)

Packard Foundation Graduate Scholars Program

Summer Research Opportunities Program (SROP)

Minority Student Affairs, Office of the Vice Chancellor for Student Affairs

Academic Support Services

African-American Cultural Program

Career Development & Placement Services

McNair Scholars Program

TRIO/Student Support Services

Multicultural Fellowship, Veterinary Medicine

Multicultural Transfer Admission Program, Office of Admissions and Records

National Achievement Scholarship Program (NASP), Office of Student Financial Aid

Peer Recruitment Program, Office of Admissions and Records

President's Award Program (PAP), Office of the Provost and Vice Chancellor for Academic Affairs

Principal's Scholars Program (PSP), Office of the Provost and Vice Chancellor for Academic Affairs

Research Apprentice Program in Applied Sciences, Agricultural, Consumer and

Environmental Sciences and Veterinary Medicine

Special Educational Opportunity Program, Education

Special Populations Student Health Program, McKinley Health Center

Student Support Program, Agricultural, Consumer & Environmental Sciences

Student Support Services, Applied Life Studies

Support for Underrepresented Groups in Engineering, Engineering

Women and Gender in Global Perspectives Program, Liberal Arts and Sciences

Women in Engineering, Engineering

Women's Studies Program, Liberal Arts and Sciences

Worldwide Youth in Science and Engineering, Engineering

Young Scholars Program, Agricultural, Consumer & Environmental Sciences

Underrepresented Staff

Office of Equal Opportunity and Access, Office of the Chancellor

Targets of Opportunity Program (TOP), Office of the Provost and Vice Chancellor for Academic Affairs

Attachment B: Programs for Underrepresented Students and Staff at UIUC Students and Staff Served During Fiscal Year 2003*

Program	Racial/Ethnic Composition of Those Served by Minority Programs							Others Served		Total Served
	Black	Hispanic	AIAN	API	Minorities	White	Unknown	Female	Disabled	
Academic Assistance Program, LAS	1019	857	27	10	1913	0	0	1119	0	1913
Academic Support Services, OMSA	686	338	8	10	1042	29	0	723	0	1071
Academic Writing Program, English Department, LAS	114	46	0	41	201	93	165	211	1	460
Afro-American Studies and Research Program	0	0	0	0	0	0	650	0	0	650
Applied Life Studies Student Support Services	9	6	0	4	19	48	0	28	2	69
Bridge/Transition Program, LAS	165	44	0	1	210	8	0	130	1	219
Childcare Resource Services	0	0	0	0	0	0	132	0	0	132
Division of Rehabilitation-Education, Applied Life Studies	0	0	0	0	0	0	0	302	646	646
Engineering Consortium Fellowship Prog., Engineering	3	1	0	0	4	0	0	1	0	4
Equal Opportunity Program, Law	62	48	2	70	182	436	58	283	10	676
Graduate College Minority Student Affairs Office	0	0	0	0	0	0	1112	0	0	1112
Graduate College Fellowships	32	38	2	4	76	0	0	50	0	76
Illinois Consortium for Educational Opportunity	25	11	0	1	37	0	0	25	0	37
Illinois Minority Graduate Incentive Program	1	2	0	0	3	0	0	1	0	3
Minority Academic Partnership Plan	20	10	1	0	31	0	0	20	0	31

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

Attachment B: Programs for Underrepresented Students and Staff at UIUC Students and Staff Served During Fiscal Year 2003*

Program	Racial/Ethnic Composition of Those Served by Minority Programs							Others Served		Total Served
	Black	Hispanic	AIAN	API	Minorities	White	Unknown	Female	Disabled	
Illini Union Student Programs & Activities, Student Affairs	2982	1347	0	1477	5806	0	0	0	0	74607
La Casa Cultural Latina	689	3090	0	295	4074	525	7701	2322	1	4600
Latino/Latina Studies Program, LAS	100	700	4	4	808	400	0	604	0	1208
Merit Program for Emerging Scholars in Chemistry, LAS	70	30	0	17	117	110	11	126	0	238
Merit Workshop Program, Mathematics Department, LAS	24	32	0	4	60	55	2	37	0	117
Minority Access Program, Law	6	4	0	0	10	0	0	7	0	10
Minority Engineering Program, Engineering	154	230	6	220	610	370	0	268	5	985
Multicultural Fellowships, Vet Med	5	4	0	8	17	1	3	17	0	21
Multicultural Transfer Admission Program	500	500	20	150	1170	100	200	745	20	1490
National Achievement Scholarship Program	7	0	0	0	0	0	0	0	0	7
Office of Minority Student Affairs (OMSA)	2228	1897	73	16	4214	23	4	2335	21	4262
African-American Cultural Program (OMSA), Student Affairs	14149	300	5	50	14504	2973	0	10663	12	17488
Career Development (OMSA), Student Affairs	273	149	1	270	693	31	32	443	0	756
McNair Scholars Program	33	17	2	0	52	0	0	39	0	50
TRIO/Student Support Services	109	78	2	0	189	1	0	116	0	190

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

Attachment B: Programs for Underrepresented Students and Staff at UIUC Students and Staff Served During Fiscal Year 2003*

Program	Racial/Ethnic Composition of Those Served by Minority Programs							Others Served		Total Served
	Black	Hispanic	AIAN	API	Minorities	White	Unknown	Female	Disabled	
Packard Fellowship, Graduate College	1	0	0	0	1	0	0	1	0	1
Peer Recruitment Program, OAR	2100	1400	50	0	3550	0	0	2130	0	3550
President's Award Program, Academic Affairs	500	773	28	0	1301	0	0	643	0	1301
Principal's Scholars Program, Academic Affairs	2283	220	0	35	2538	35	0	1830	3	2575
Research Apprentice Program, ACES	26	12	4	0	42	5	0	34	0	48
Special Educational Opportunity Program, Education	14	9	0	0	23	0	0	16	0	23
Special Populations Student Health Program	5101	1334	1	1256	7692	1231	2238	0	195	11356
Student Support Program, ACES	83	51	3	3	140	31	0	126	4	171
Summer Research Opportunities Program	69	35	4	0	108	0	0	78	0	108
Support for Underrepresented Groups in Eng., Engineering	7	14	0	1	22	24	0	32	1	47
Women in Engineering, Engineering	53	35	0	210	298	613	0	911	0	911
Women and Gender in Global Perspectives Program	43	21	0	55	119	143	30	196	1	293
Women's Studies Program, LAS	135	125	2	100	362	800	0	1002	0	1157
Worldwide Youth in Science and Engineering, Engineering	15	5	1	13	34	54	2	30	0	89

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

Attachment B: Programs for Underrepresented Students and Staff at UIUC Students and Staff Served During Fiscal Year 2003*

Program	Racial/Ethnic Composition of Those Served by Minority Programs						Others Served		Total Served	
	Black	Hispanic	AIAN	API	Minorities	White	Unknown	Female		Disabled
Young Scholars in Agriculture Program, ACES	9	1	0	0	10	0	0	9	0	10
Office of Equal Opportunity and Access, Office of the Chancellor	0	0	0	0	0	0	1480	0	0	1480
Targets of Opportunity Program, Academic Affairs	2	5	0	0	7	0	0	5	0	7

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

Attachment C

Enrollment of Students with Disabilities

Undergraduate AY 2002-03

Number of students with documented disabilities who self-reported 525

Number of students with documented disabilities who requested services at the institution 525

Graduate AY 2002-03

Number of students with documented disabilities who self-reported 152

Number of students with documented disabilities who requested services at the institution 152

Number of Students by Type of Disability AY 2002-03

	<u>Undergraduate</u>	<u>Graduate</u>
Mobility	<u>75</u>	<u>22</u>
Visual	<u>20</u>	<u>10</u>
Auditory	<u>11</u>	<u>9</u>
Mental Impairment	<u>188</u>	<u>57</u>
Learning Disability	<u>136</u>	<u>41</u>
Medical Disability	<u>57</u>	<u>13</u>
Other	<u>38</u>	<u>0</u>

Attachment D

Supplementary Data Tables

Underrepresented Minority Students

Graduation and Retention Rate of Beginning Freshmen After Five Years

Freshman Class	Percent Graduated or Still Enrolled								
	<u>Black</u>			<u>Hispanic</u>			<u>All Total</u>		
	Graduated	Continued	Retention	Graduated	Continued	Retention	Graduated	Continued	Retention
Fall 1985	15.2	47.4	62.6	34.8	40.4	75.2	55.3	26.1	81.4
Fall 1986	23.5	43.2	66.7	33.3	39.0	72.3	56.1	25.5	81.6
Fall 1987	21.3	42.1	63.4	36.4	39.7	76.1	56.8	26.0	82.8
Fall 1988	27.8	34.6	62.4	41.0	28.4	69.4	58.8	23.3	82.1
Fall 1989	21.5	40.4	61.9	35.4	36.4	71.8	56.0	26.5	82.5
Fall 1990	23.6	44.0	67.6	27.0	40.6	67.6	52.8	28.3	81.1
Fall 1991	25.9	41.4	67.3	30.9	41.5	72.4	54.0	26.8	80.8
Fall 1992	21.1	37.5	58.6	30.3	38.3	68.6	52.8	25.4	78.2
Fall 1993	19.1	44.8	63.9	28.9	37.9	66.8	51.4	26.1	77.5
Fall 1994	21.0	39.4	60.4	28.4	38.8	67.2	51.5	25.8	77.3
Fall 1995	27.1	38.5	65.6	33.4	31.7	65.1	54.4	24.0	78.4
Fall 1996	27.6	37.0	64.6	30.7	37.6	68.3	56.3	23.4	79.7
Fall 1997	29.1	31.1	60.2	34.8	33.4	68.2	57.4	22.5	79.9
Fall 1998	30.1	30.3	60.4	36.8	32.5	69.3	58.2	21.8	80.0

Graduation and Retention Rate of Beginning Freshmen After Six Years

Freshman Class	Percent Graduated or Still Enrolled								
	<u>Black</u>			<u>Hispanic</u>			<u>All Total</u>		
	Graduated	Continued	Retention	Graduated	Continued	Retention	Graduated	Continued	Retention
Fall 1983	47.8	12.2	60.0	47.7	9.0	56.7	76.0	4.4	80.4
Fall 1984	43.9	11.9	55.8	61.2	3.9	65.1	76.4	4.0	80.4
Fall 1985	44.4	11.9	56.3	63.1	6.4	69.5	75.9	4.4	80.3
Fall 1986	48.1	11.3	59.4	58.8	6.8	65.6	76.0	4.3	80.3
Fall 1987	47.9	11.3	59.2	61.2	9.1	70.3	77.0	4.8	81.8
Fall 1988	49.1	9.1	58.2	60.9	5.5	66.4	76.8	4.6	81.4
Fall 1989	47.3	9.3	56.6	61.3	5.6	66.9	77.1	4.1	81.2
Fall 1990	54.2	7.9	62.1	57.9	6.9	64.8	75.2	4.7	79.9
Fall 1991	51.9	5.1	57.0	59.7	7.0	66.7	74.8	3.2	78.0
Fall 1992	48.3	6.4	54.7	55.9	6.9	62.8	74.2	3.6	77.8
Fall 1993	48.9	10.8	59.7	55.4	6.7	62.1	73.2	3.7	76.9
Fall 1994	49.8	7.1	56.9	56.5	5.9	62.4	73.6	3.0	76.6
Fall 1995	53.4	4.7	58.1	58.7	5.9	64.6	75.3	2.6	77.9
Fall 1996	54.9	6.3	61.2	60.6	4.7	65.3	76.9	2.4	79.3
Fall 1997	57.4	4.1	61.5	61.8	5.6	67.4	78.0	2.4	80.4

Beginning Transfer Enrollment

	<u>Black</u>		<u>Hispanic</u>		<u>Total</u>
	Number	%	Number	%	
Fall 1990	40	2.6	29	1.9	1552
Fall 1991	24	2.0	20	1.6	1213
Fall 1992	18	1.6	24	2.2	1109
Fall 1993	54	4.2	31	2.4	1285
Fall 1994	27	2.0	40	3.0	1336
Fall 1995	21	1.8	34	2.7	1146
Fall 1996	28	2.5	27	2.4	1103
Fall 1997	20	1.9	33	3.1	1061
Fall 1998	37	3.5	34	3.2	1066
Fall 1999	24	2.2	38	3.6	1069
Fall 2000	27	2.5	31	2.9	1061
Fall 2001	31	2.9	38	3.5	1086
Fall 2002	33	3.1	42	3.9	1077

Graduate Programs Enrollment

	<u>Black</u>		<u>Hispanic</u>	
	Number	%	Number	%
Fall 1990	182	2.2	109	1.3
Fall 1991	218	2.5	127	1.4
Fall 1992	269	3.0	126	1.4
Fall 1993	277	3.0	150	1.6
Fall 1994	299	3.4	178	2.0
Fall 1995	349	3.9	189	2.1
Fall 1996	342	4.0	199	2.3
Fall 1997	301	3.7	196	2.4
Fall 1998	269	3.4	208	2.6
Fall 1999	301	3.8	178	2.3
Fall 2000	311	3.4	208	2.5
Fall 2001	271	3.2	187	2.2
Fall 2002	284	3.2	199	2.2

Professional Student Enrollment

	Enrolled in Veterinary Medicine					Enrolled in Law			
	<u>Black</u>	<u>Hispanic</u>	<u>API</u>	<u>AIAN</u>		<u>Black</u>	<u>Hispanic</u>	<u>API</u>	<u>AIAN</u>
Fall 1990	0	3	2	1	Fall 1990	44	22	12	3
Fall 1991	3	5	4	1	Fall 1991	52	19	16	4
Fall 1992	4	8	7	2	Fall 1992	61	28	28	1
Fall 1993	6	11	8	2	Fall 1993	64	25	35	0
Fall 1994	7	9	10	3	Fall 1994	66	27	46	1
Fall 1995	7	11	8	2	Fall 1995	74	32	45	0
Fall 1996	6	8	7	0	Fall 1996	63	37	47	0
Fall 1997	3	9	6	0	Fall 1997	64	44	51	0
Fall 1998	1	6	5	0	Fall 1998	64	47	46	2
Fall 1999	3	6	7	0	Fall 1999	58	52	40	1
Fall 2000	4	6	7	0	Fall 2000	52	52	42	1
Fall 2001	4	5	10	0	Fall 2001	55	47	44	1
Fall 2002	5	4	7	0	Fall 2002	55	41	59	0

Female Students in Sciences, Engineering & Mathematics

Fall 2002	Total Bachelors in Sciences, Engineering, and Mathematics		
	<u>Female</u>	<u>Percent</u>	<u>Total</u>
Engineering	871	18.9	4586
Computer Science	91	10.4	874
Mathematics	129	36.0	358
Math & Comp Sci	37	16.0	230
Chemistry	143	47.0	304
Physics	27	18.4	146
Biology	837	60.6	1380

Fall 2002	Total Masters in Sciences, Engineering, and Mathematics		
	<u>Female</u>	<u>Percent</u>	<u>Total</u>
Engineering	122	18.2	669
Computer Science	42	23.2	181
Mathematics	19	43.1	44
Chemistry	1	50.0	2
Physics	0	0.0	5
Biology	13	59.0	22

Fall 2002	Total Ph.D. s in Sciences, Engineering, and Mathematics		
	<u>Female</u>	<u>Percent</u>	<u>Total</u>
Engineering	155	14.7	1051
Computer Science	54	15.4	350
Mathematics	34	20.6	165
Chemistry	91	34.6	263
Physics	28	12.3	226
Biology	34	52.3	65

Underrepresented Minority Faculty and Staff

Tenured/Tenure-Track Faculty

Year	<u>Black</u>		<u>Hispanic</u>		<u>Total</u>
	Number	%	Number	%	
1990	30	1.3	33	1.6	2125
1991	35	1.6	38	1.8	2106
1992	42	2.0	38	1.9	2055
1993	47	2.3	38	1.9	2024
1994	52	2.6	44	2.3	1986
1995	52	2.6	43	2.2	1968
1996	56	2.8	59	2.9	2004
1997	59	2.7	54	2.7	1974
1998	53	2.8	59	3.1	1897
1999	55	2.8	61	3.2	1932
2000	55	2.9	56	2.9	1917
2001	67	3.3	62	3.1	1989
2002	70	3.4	61	2.9	2076

Administrative and Academic Professionals

Year	<u>Black</u>		<u>Hispanic</u>		<u>Total</u>
	Number	%	Number	%	
1990	83	4.2	28	1.3	2048
1991	81	4.1	26	1.3	2040
1992	80	4.1	31	1.5	2021
1993	90	4.4	31	1.5	2037
1994	99	4.8	29	1.4	2082
1995	93	4.6	31	1.5	2048
1996	102	4.9	34	1.6	2072
1997	107	5.0	44	2.0	2225
1998	114	4.7	45	1.8	2437
1999	131	5.4	44	1.8	2410
2000	143	5.0	53	1.9	2832
2001	142	4.9	55	1.9	2898
2002	158	5.2	65	2.1	3025

Black Staff Employment

	<u>Adm/Man</u>		<u>Prof</u>		<u>Cler/Sec</u>		<u>Tech/Para</u>		<u>Sk Crafts</u>		<u>Ser/Main</u>	
	#	%	#	%	#	%	#	%	#	%	#	%
1990	10	7.5	35	6.1	226	9.7	70	11.6	52	7.7	298	22.0
1991	10	7.1	37	6.5	208	9.4	65	11.4	52	8.0	296	22.1
1992	10	7.0	37	6.6	203	9.5	60	10.8	49	7.7	270	20.7
1993	11	8.0	34	6.4	199	9.7	54	10.2	47	7.4	262	20.5
1994	11	8.5	34	5.9	203	10.1	51	9.5	49	8.0	253	19.8
1995	10	7.9	36	6.8	205	10.3	47	9.0	50	8.2	257	20.1
1996	10	7.9	35	6.8	203	10.3	53	9.0	50	8.2	242	20.1
1997	8	6.5	38	7.1	197	9.8	51	9.6	48	8.2	240	18.9
1998	8	6.7	35	6.5	199	10.1	51	9.7	46	7.6	232	18.8
1999	7	5.5	32	6.1	202	10.3	56	10.4	49	7.6	232	18.7
2000	5	4.0	30	5.7	208	10.7	59	10.8	52	8.3	232	18.8
2001	7	5.3	36	6.5	220	11.1	58	10.3	52	8.1	241	18.5
2002	5	3.4	32	6.2	212	11.6	48	8.5	46	7.4	241	17.7

Hispanic Staff Employment

	<u>Adm/Man</u>		<u>Prof</u>		<u>Cler/Sec</u>		<u>Tech/Para</u>		<u>Sk Crafts</u>		<u>Ser/Main</u>	
	#	%	#	%	#	%	#	%	#	%	#	%
1990	1	.7	2	.3	16	.7	3	.5	2	.3	5	.4
1991	1	.7	3	.5	14	.6	3	.5	2	.3	6	.4
1992	1	.7	3	.5	17	.8	3	.5	2	.3	5	.4
1993	2	1.4	2	.4	17	.8	3	.6	2	.3	5	.4
1994	2	1.4	2	.4	18	.9	3	.5	3	.5	5	.4
1995	2	1.6	2	.4	18	.9	2	.4	5	.8	5	.4
1996	2	1.6	3	.4	20	.9	3	.4	5	.8	8	.4
1997	2	1.6	3	.6	20	1.0	3	.6	5	.9	9	.7
1998	2	1.7	3	.6	18	.9	4	.8	4	.7	8	.6
1999	2	1.6	4	.8	17	.9	3	.6	6	.9	10	.8
2000	2	1.6	3	.6	17	.9	3	.6	5	.8	13	1.1
2001	0	0	6	1.1	18	.9	3	.5	7	1.1	12	.9
2002	1	.7	8	1.6	17	.9	3	.5	4	.6	11	.8

Underrepresented Female Faculty and Staff

Tenured/Tenure-Track Faculty

	<u>Females</u>	<u>Percent FTE Female</u>	<u>Total</u>
1990	377	17.7	2125
1991	399	19.1	2106
1992	396	19.3	2055
1993	406	20.0	2024
1994	419	21.1	1986
1995	415	21.1	1968
1996	423	21.1	2004
1997	434	22.1	1974
1998	419	22.2	1897
1999	447	23.1	1932
2000	455	24.3	1917
2001	495	24.8	1989
2002	558	26.8	2076

Academic Professional Women

	<u>Females</u>	<u>Percent FTE Female</u>	<u>Total</u>
1990	913	44.0	2048
1991	908	44.0	2040
1992	924	45.4	2021
1993	962	46.7	2037
1994	986	47.1	2082
1995	984	47.2	2048
1996	972	46.6	2072
1997	1016	45.5	2225
1998	1139	46.3	2437
1999	1179	48.3	2410
2000	1351	47.1	2832
2001	1465	48.3	2898
2002	1495	48.8	3025

Female Staff Employment

	<u>Adm/Man</u>		<u>Prof</u>		<u>Cler/Sec</u>		<u>Tech/Para</u>		<u>Sk Crafts</u>		<u>Ser/Main</u>	
	#	%	#	%	#	%	#	%	#	%	#	%
1990	54	40.3	338	58.5	2084	89.7	291	48.2	33	4.9	401	29.6
1991	58	41.4	335	59.3	1996	90.3	271	47.4	31	4.7	405	30.2
1992	59	41.3	342	60.7	1937	90.3	267	48.2	29	4.6	386	29.6
1993	57	41.6	321	60.3	1851	90.4	260	49.1	33	5.2	376	29.7
1994	56	43.1	316	60.2	1722	91.0	260	48.4	32	5.2	386	30.2
1995	52	40.9	326	61.3	1820	91.0	248	47.5	30	4.9	389	30.5
1996	53	43.8	324	61.4	1815	90.5	256	47.0	28	4.7	379	30.1
1997	57	46.3	327	60.9	1834	90.9	263	49.3	29	5.0	373	30.1
1998	59	49.6	339	62.8	1790	90.7	271	51.6	28	4.7	373	30.2
1999	62	48.8	339	64.3	1789	90.8	287	53.2	30	4.6	366	29.5
2000	65	51.2	337	64.6	1767	91.2	296	54.4	34	5.4	375	30.5
2001	71	53.4	363	67.0	1815	91.4	316	56.1	38	5.9	407	31.2
2002	81	55.1	363	70.6	1820	91.9	315	55.5	38	6.1	412	30.3

**Applications, Acceptances, and Enrollments of First-time Freshmen, Undergraduate Transfers,
First-Professionals, and Graduate Students for Fall 2002 by Racial/Ethnic Group and Sex**

	Non-resid. Alien		Black Non-Hisp.		Amer Ind/ Alaskan Native		Asian/ Pac. Island		Hispanic		White Non-Hisp.		Unknown		TOTAL	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
FIRST-TIME FRESHMEN																
Number of completed admission applications for Fall 2002 by Aug. 1, 2002	815	383	568	948	18	13	1,946	1,420	501	542	7,532	6,401	229	168	11,609	9,875
Number of above applications accepted for admission	304	197	396	615	16	8	1,061	931	424	446	4,146	4,130	141	109	6,488	6,436
Number of acceptances enrolling Fall 2002	92	62	208	305	11	4	443	375	224	217	2,207	2,121	57	40	3,242	3,124
UNDERGRADUATE TRANSFER STUDENTS																
Number of completed admission applications for Fall 2002 by Aug. 1, 2002	224	139	64	70	2	3	208	120	65	47	1,001	733	53	32	1,617	1,144
Number of above applications accepted for admission	62	53	24	18	2	2	78	47	30	28	538	440	22	19	756	607
Number of acceptances enrolling Fall 2002	44	35	20	14	2	2	63	32	23	20	458	341	12	15	622	459
FIRST-PROFESSIONAL STUDENTS																
Number of completed admission applications for Fall 2001 by Aug. 1, 2001	58	59	55	112	8	3	160	190	62	72	917	940	139	104	1,399	1,480
Number of above applications accepted for admission	1	6	9	15	0	0	11	30	9	16	133	182	18	28	181	277
Number of acceptances enrolling Fall 2002	1	1	9	13	0	0	9	22	6	11	121	127	9	16	155	190
GRADUATE STUDENTS																
Number of completed admission applications for Fall 2002 by Aug. 1, 2002	7,383	4,455	160	220	12	14	389	332	96	144	2,394	2,242	194	170	10,628	7,577
Number of above applications accepted for admission	678	486	49	57	3	6	138	102	28	46	818	730	69	58	1,783	1,485
Number of acceptances enrolling Fall 2002	546	394	43	51	1	5	91	72	24	42	637	585	42	33	1,384	1,182