

RUNNING HEAD: Students with Disabilities

Demographic, Graduation, and Time to Degree Information on Students with Disabilities
at University of Illinois at Urbana-Champaign: A Report on Both the Findings and the
Challenges in Approaching this Statewide Priority

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Abstract

This investigation described students who are registered with disabilities services (DRES) and compared their outcomes to those of non-disabled students on campus and nationally; we examined factors including disability type, matriculation status, graduation rate, and time to degree. We describe the challenges to researchers who address this statewide priority. We examined the performance of approximately 2,000 DRES-registered students who attended from 1982 through 2003. Among the many findings: there were dramatic increases in the numbers of undergraduates with disabilities; DRES undergraduates' completion rate compares favorably to the rate for all students, but students with disabilities tend to take longer completing.

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Introduction

Serving the needs of students with disabilities is a state priority and at many institutions it is also institutional policy. For example, the University of Illinois states in its official policy:

It is the policy of the University of Illinois not to engage in discrimination or harassment against any person because of race, color, religion, sex, national origin, ancestry, age, marital status, disability, sexual orientation, unfavorable discharge from the military, or status as a disabled veteran or a veteran of the Vietnam era, and to comply with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders, and regulations. This University's nondiscrimination policy applies to admissions, employment, access to and treatment in the University's programs and activities.

State Context

The Illinois Board of Higher Education (IBHE) has recently made serving students with disabilities a priority. The IBHE reports annually to the Governor and the General Assembly about the access and success of underrepresented groups in Illinois higher education. Typically, the report has a shifting focus moving in three-year cycles. For example, regular focus topics include demographic analysis and institutional attractiveness related to race relations. While how institutions serve the needs of students with disabilities may have been touched on in institutional reports in the past, the IBHE

has never mandated that students with disabilities be a report focus. For the previous academic year, however, IBHE Chairman James Kaplan directed that the state's public institutions report on the services they are providing for both recruitment of and accommodations for students with disabilities (A Report on the Participation, 2003). The IBHE gave institutions three questions to answer in the report:

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

(For further information about the report and the University of Illinois' response to these three questions, see A Report on the Participation and Success of Underrepresented Students and Staff, submitted to the IBHE by University of Illinois at Urbana-Champaign Office of Equal Opportunity and Access November, 2003, and available for download at: www.pb/uillinois.edu.)

In addition, the IBHE established a statewide committee to study the issue. This committee, with membership which includes the IBHE Executive Director and Chairman Kaplan, as well as representatives from institutions of higher education across the state, demonstrates the high priority the state currently puts the service of students with disabilities in higher education (Establishment and Appointment, 2004).

State Statistics

A key issue in understanding how students with disabilities can best be served is an appreciation for the wide range of individuals who make up this sector of the population. Even identifying who is a person with disability is tricky. The US Census Bureau includes in data on persons with disability anyone who fits one or more of the following characteristics:

- 5 years of age or older and respond “yes” to having a sensory, physical, mental, or self-care disability.
- 16 years of age or older and respond “yes” to having a disability affecting going outside the home.
- 16-64 years or older and respond “yes” to having an employment disability (Fact Finder, 2000).

(Note: It may be the person with disability him- or herself who answered the Bureau’s questionnaire, or it may have been the head of household in which the person with disability resides.)

According to the US Census Bureau, in 2000, 7.7 percent of the population of Illinois aged 5 through 20 is comprised of persons with disabilities. This statistic is important to consider here because when the issue of serving persons with disabilities arises, it is often to the US Census Bureau that people look for information. This contextual information is important to note because of the political forces at work and the institutional data which are available concerning students with disabilities.

Legal Considerations

In addition to state political concerns, colleges and universities are obligated by law to accommodate students with disabilities. According to Grossman (2001), the two most important laws to consider in determining how students with disabilities will be accommodated are Section 504 of the Rehabilitation Act of 1973, (this law applies to all institutions of higher education that receive federal financial assistance), and the Americans with Disabilities Act (ADA) of 1990, (this law applies to employers and government entities, including state universities). The ADA defines an "individual with a disability" as a person who has:

- a physical or mental impairment that substantially limits one or more major life activities,
- a record of such an impairment,
- or is regarded as having such an impairment.

It is important to note in this definition that students who have a record of disability, which may include those who were previously misdiagnosed, and those who simply may appear to have a disability, are covered by ADA protections. It is also important to consider that the complexity of disability—a person has a physical or mental impairment that limits life activities in a substantial way—means that student accommodations must be determined on an individual basis. Because physical and mental impairments are so diverse, and because terms such as “in a substantial way” are open to multiple interpretations, administrators must approach the issue of serving students with disabilities with respect for individual needs. Further, courts have established that an individual who voluntarily refuses the accommodation(s) offered by an institution does

not relinquish her or his rights under the ADA. Finally, the institution has an obligation to assist in diagnosing students to determine whether disability exists.

Clearly the legal issues associated with serving students with disabilities are more complex than can be addressed in this brief report. However, the above discussion provides the most basic guidelines which institutions must consider in setting policy related to students with disabilities.

University Profile and History

The University does not collect data on prospective or incoming students which would allow for the tracking of student progress by disability status or even allow the University to report actual numbers of students with disabilities who are enrolled. For this reason, it is difficult to state an accurate number of students with disabilities at the institution. However, it is possible to state that the University has a strong history of serving all students, including those with disabilities. According to Applied Life Studies Dean Tanya Gallagher, who recently provided introductory remarks on campus at a disabilities-related lecture, the University was the first to offer fully accessible bus service, the first to provide curb cuts across campus to accommodate students in wheelchairs, and the first to adopt architectural accessibility standards which have been widely adopted nationally (personal communication, April 30, 2004).

Robert Stodden, a University of Hawaii expert on services for students with disabilities who spoke recently on campus, agreed that the University is exemplary in accommodating students with disabilities, but he also provided an alternative view of the institution's vaulted history in this regard (personal communication, April 30, 2004). He cited literature which documented the struggles students, many of whom were veterans of

World War II, experienced in the late 1940s when they fought the University for access to the Urbana-Champaign campus. Veterans had been served at the Galesburg temporary campus during the 1947-48 academic year, but this facility was slated for closing. These students were only accommodated at the University's main campus after they came to Urbana and demanded such service. According to Stodden, the University fifty years ago was much like institutions across the country—the attitude was that students could attend the institution, but they would need to demonstrate the ability to take care of themselves. The attitude was, unless you can function independently, you cannot be here. However, at the University and across the country, the attitude has shifted. Now, it is widely accepted that students have the right to be disabled, students with disabilities have the right to be proud to be disabled, and students have the right to services. At many institutions, there is a right to equal access. Beyond access, though, students are on their own at most institutions. The attitude, in contrast, at this institution is that access extends beyond the right to be present on campus—students with disabilities have the right to be well accommodated so that they can achieve academic success.

With this history in mind—notably that the University, which was founded in 1867 but did not accommodate students with disabilities until they fought for the right to be here just over fifty years ago, but is now dedicated to the mission of seeing students with disabilities through to graduation—it is time to consider the student body of today. The University admits students on a disability-blind basis—it is neither a beneficial nor exclusionary characteristic. The University never collects data on whether an applicant or a matriculant has a disability. Students who wish to receive institutional accommodation for a documented disability or students who wish to be tested for a

disability may present themselves for such. It cannot be assumed, though, that all students with disabilities self-identify; if the University is accommodating to all students, regardless of disability status, students with disability will be able to function without special accommodation. Many students with disabilities at UIUC are likely to succeed at the institution without needing accommodation, and many students at the institution have never been tested for possible disabilities. Thus, it is impossible to describe University students based on disability status. What we know, however, is how many students have registered themselves for University services and what their academic success rates are.

Methods

Because the institution does not collect data on students' status relative to disability, we approached the investigation by looking at students who had self-identified as having one or more disabilities. Students included in this study are those who have registered at with the campus' Disability Resources and Educational Services (DRES)—students who have one or more documented disabilities and who sought DRES service—from Fall 1982 through Fall 2003. DRES sent us a list of students' names and University identification numbers. Formerly, Social Security numbers (SSNs) were used as identifiers, but as the University has adopted the Banner student information system, the University began assigning unique University Identification Numbers (UINs). After receiving the file from DRES, we matched SSNs to student records, but recently-admitted students were not matchable because of the SSN-UIN discrepancy.

DRES sent 2,830 identification numbers of students who had registered with them for accommodation. We matched an enrollment record for 1,732 undergraduates and 350 graduate/professional students, 2,082 students. We found no enrollment record for 748

students (26% of the students on the file), of whom 12 showed as earning degrees. This latter group may have first enrolled before 1982 but the degree was recorded on or after 1982. The unmatched records probably fall into two categories. First, the DRES file contains students who entered prior to fall 1982, before the period covered by database we used. Second, students showing a University Identification Number (UIN) could not be matched to the data file, which is based on Social Security Number. Most of the students bringing UIN's appear to have entered in 2002 and 2003. At the time of the analysis, fall and spring data were available for academic year 1982, and data for academic year 2003 were available for summer and fall only.

This analysis looks at students grouped by the year in which they entered. For 1982, enrollment data are not shown in all tables because in that year, the first year of the database, students who were continuing in 1982 as well as those who entered in 1982 are captured. The total number of students in the group that entered from 1983 to 2003 is 1,938. Generally data were matched to first enrollment record and first degree, regardless of when the student may have registered with DRES.

Results

In each of the following sections, we present a brief discussion of the information presented in the table which follow the text. We examined four factors: enrollment, degrees granted, time to degree for those who graduated, and the distribution of disabilities by type. One caveat should be reiterated, however: these data reflect only the students who register with DRES. Because of the support services and accommodations available on campus—handicapped-accessible infrastructure as an example—a particular group of students may not need to register to receive the necessary accommodations.

Enrollment

Following is discussion of the enrollment-related findings. The text refers to the data tables 1 through 5 which are located in the appendix.

Table 1. By level and term and year of entry.

Over the period, there were huge increases in the numbers of undergraduates with disabilities at the University of Illinois at Urbana-Champaign—from 30-40 new students per year in the early eighties to 140 per year in the late nineties. The campus experienced a smaller increase in graduate and professional students and the number varies from year to year—from around 10 new students per year to 25 or so. Most students enter in the fall—about 90%—but as many as 16% entered in one spring.

Table 2. By level, disability type, and entry year.

The data on disability type are not provided for currently enrolled students so the demographics are not complete for students entering in and after 1999 or so. It is obvious though that the largest group is students with a mobility or physical disability, about a third of the students in the file, and the next largest group is Learning Disabled (LD). Also, certainly, the campus has seen large increases in Attention Deficit/Hyperactivity Disorder (ADHD) and LD.

Table 3. By level, college, and year of entry.

As for the student body as a whole, students with disabilities are most likely to enroll in the colleges of Liberal Arts and Sciences, Engineering, and Business, in that order.

Table 4. By matriculation status, year of entry, and first term.

Transfer students make up a larger proportion of undergraduate students with disabilities than the student body as a whole. For example, in 2001 about 26% of students with disabilities enrolled as transfers, much higher than the 15% of all new undergraduates who entered as transfers. Almost all students enter in the fall semester but over the years displayed in this study 20% of the transfers entered in the spring term.

Table 5a-5b. Transfer students and new freshmen by type of disability.

Because transfer students comprise a larger segment of students with disabilities than new students do in general, Table 5 provides further detail about freshmen and transfer students. In both groups over the period 1982 to 1998, students with physical/mobility disabilities make up the largest percentage of students, 41% for transfers, and 32% for freshmen. Transfer students with learning disabilities was the fastest growing group, moving from around 10% in the early eighties to over 30% of the transfers in the late nineties. On the other hand the percent of freshmen students with learning disabilities, though varying greatly from one year to another, does not seem to have grown as much. For both transfers and freshmen, the percent of students with Attention Deficit/Hyperactivity Disorder has grown from 0% to around 20% of the students.

Degrees Granted

Following is discussion of the degree completion-related findings. The text refers to the data tables 6 through 8 which are located in the appendix.

Table 6. By level at entry and level of first degree earned.

Of the 1,732 students who were matched with an undergraduate record as their first semester of enrollment, 973 earned a baccalaureate degree as their earliest degree, 7 earned a masters degree, and 2 earned a professional degree. Of the students who began as graduate or professional students, 40 earned a baccalaureate degree as their earliest degree recorded, 160 earned a masters or advanced certificate, 18 a doctorate, and 31 a first-professional degree. Most, if not all, of the “noise” in the data is due to students earning a baccalaureate degree prior to a professional degree in Veterinary Medicine but being enrolled in the graduate college while earning the baccalaureate degree. In other cases if a graduate or professional student enrolled after 1982 (the outset of this database) but had earned a baccalaureate degree before 1982, the earlier degree was captured in this study while the enrollment in the graduate college is the first enrollment record.

Table 7. First degree by level and year earned.

In a particular year, 85 to 90% of the degrees earned by students registered with DRES were for baccalaureate degrees.

Table 8. First baccalaureate degree by year earned and year of entry.

This is a reference table. The data shown here form the basis for the tables on graduation and time to degree, which follow within the text.

Graduation and Time to Degree

Following is discussion of the findings related to degrees and time to degree. The text refers to summary tables which are included within the text.

Table 9. Beginning freshmen by entry year and enrollment or degree status.

Of all the DRES undergraduates in this report for whom at least a six-year rate is possible (cohorts beginning from 1982 to 1997), 79% earned a baccalaureate degree and 1% are still enrolled. This rate compares favorably to the rate for all students. Looking at the most recent cohorts separately and aggregated in the table below, the mean graduation rate seven years after entering UIUC as freshmen from 1989 through 1996 is 78.8%, with 0.5% still enrolled, and a retention rate of 79.3%. For comparable cohorts of DRES students the graduation rate is 78.1%, with 0.9% still enrolled, and a retention rate of 79.0%. DRES students persist at the same rates as the student body in general.

Table 9

Graduation and Enrollment For Recent UIUC Freshmen Cohorts					
<i>Cohort Year</i>		<i>Number in Cohort</i>	<i>Graduated</i>	<i>Still Enrolled</i>	<i>Retained</i>
1997	DRES	63	81%	2%	83%
	All	5,764	80%	0%	80%
1996	DRES	71	73%	3%	76%
	All	5,944	80%	1%	81%
1995	DRES	65	85%	0%	85%
	All	6,085	78%	1%	79%
1994	DRES	58	69%	2%	71%
	All	5,732	77%	1%	78%
Mean 1989-96	DRES	419	78.1%	0.9%	79.0%
	All	45,576	78.8%	0.5%	79.3%

The data above for the 1994 – 1997 cohorts show rates at the end of six to nine years for DRES cohorts and six to seven years for All Students. The mean rates for the 1989-1996 cohorts are all at the end of seven years.

Table 10. Time to degree for first baccalaureate degree of new freshmen.

Of those who earn degrees, students with disabilities tend to take longer to earn a degree than the student body at large. Eighty-three percent of the students with disabilities who had earned degrees did so by the end of five years after entering. This number is lower than the 95% of all graduates who had earned bachelors degrees at

UIUC within five years. However, it is at year four that the greatest difference is seen. By then only 41% of the DRES-registered bachelor's recipients had earned the degree compared to 68% of all bachelor's degree recipients at UIUC.

Table 10

Percent of Bachelors Degree Recipients by the Year the Degree is Earned Students Entering as New Freshmen				
<i>Cohorts</i>	<i>1982-97 DRES</i>		<i>1989-96 UIUC</i>	
<i>Year of Degree</i>	<i>Number</i>	<i>% Degrees</i>	<i>Number</i>	<i>% Degrees</i>
Yr 3	3	1%	583	2%
4	202	40%	23,876	66%
5	210	42%	9,734	27%
6	58	12%	1,354	4%
7	11	2%	387	1%
8 or more	15	3%	--	--
Total	499	100%	35,934	100%

Table 11. By first college and last probation/drop status.

Students of DRES are somewhat more likely to be on probation status but the differences are probably due to year-to-year variation. Of the students with disabilities who entered as freshmen in 1999 or 2000, 14% were last on probation status and 3% were last on drop status. Among all students who entered as freshmen in those years 6% were last on probation and 6% last on drop status. There are too few students to detail the data by each college, but for students who entered the largest college, Liberal Arts and Sciences, DRES students are more often on probation, 16%, than are all students as a group, 7%.

Table 11

UIUC NEW FRESHMEN WITH DISABILITIES BY FIRST COLLEGE AND LAST PROBATION/DROP STATUS FALL 1999 - FALL 2000					
<u>College</u>	<u>Clear</u>	<u>Probation</u>	<u>Drop</u>	<u>Undetermined</u>	<u>Total</u>
Ag., Consum. & Env.Sci.	28	0	2	0	30
Applied Life Studies	8	3	0	0	11
Aviation	3	0	0	0	3
Business	14	1	1	1	17
Education	4	0	0	0	4
Engineering	33	9	0	0	42
Fine & Applied Arts	12	3	1	0	16
Liberal Arts & Sci.	84	17	4	1	106
Subtotal	186	33	8	2	229
<u>College</u>	<u>Clear</u>	<u>Probation</u>	<u>Drop</u>	<u>Undetermined</u>	<u>Total</u>
Ag., Consum. & Env.Sci.	93%	0%	7%	0%	100%
Applied Life Studies	73%	27%	0%	0%	100%
Aviation	100%	0%	0%	0%	100%
Business	82%	6%	6%	6%	100%
Education	100%	0%	0%	0%	100%
Engineering	79%	21%	0%	0%	100%
Fine & Applied Arts	75%	19%	6%	0%	100%
Liberal Arts & Sci.	79%	16%	4%	1%	100%
Subtotal	81%	14%	3%	1%	100%

Table 12. New transfers by entry year and enrollment or degree status and time to degree.

The baccalaureate graduation rate for DRES students who begin as undergraduate transfers at UIUC is 78% with an additional 1% earning a graduate degree and 1% still enrolled at the undergraduate level. This rate is higher than the rate for all transfer students on the campus, approximately 70 to 73% of whom graduate after four years with about 1 to 2% still enrolled. Transfer students with disabilities earn their degrees primarily in the third year after entering but graduation activity takes place over several years. Of the baccalaureate awardees, 56% of DRES transfers earn the degree three years after entering compared to 90% of all transfers. Comparable data are not available for all

students beyond the fourth year, but it is reasonable to assume that no more than 1% in the general transfer student body graduates after four years because so few are still enrolled. On the other hand, transfers with disabilities tend to graduate later and are enrolled longer; nearly 20% of the graduates do so after year four.

Table 12

Percent of Bachelors Degree Recipients by the Year the Degree is Earned Students Entering as Transfers				
<i>Cohorts</i>	<i>1982-97 DRES</i>		<i>1989-91 UIUC</i>	
<i>Year of Degree</i>	<i>Number</i>	<i>% Degrees</i>	<i>Number</i>	<i>% Degrees</i>
Yr 1	0	0%	15	1%
2	33	15%	1248	44%
3	89	41%	1250	45%
4	57	26%	277	10%
5	23	11%	--	--
6	9	4%	--	--
7	2	1%	--	--
8 or more	5	2%	--	--
Total	218	100%	33,610	100%

Disability Type

Table 13. Beginning freshmen by entry year and enrollment or degree status and disability type.

Students are grouped by the various types of disabilities to contrast the graduation rates, but the disability type was not available for about one-quarter of the freshmen in this study, mostly the currently enrolled students. Because some of the groups are very few in number, the data should be used with caution. Looking at the largest groups only, the graduation rate is similar across the groups: 80% for student with physical disabilities and 79% for LD students.

Table 13

Graduation Rates by Type of Disability for Students Beginning as Freshmen at UIUC			
<i>Type</i>	<i>% Grad.</i>	<i>% Not Grad.</i>	<i>Total N</i>
Physical	80%	20%	253
Systemic	76%	24%	88
LD	79%	21%	173
ADHD	74%	26%	65
Brain Injury	90%	10%	23
Psychological	84%	16%	39
Deaf/HOH	74%	26%	39
Blind/Visual	77%	23%	57

Table 14. Time to degree for first baccalaureate degree by disability type.

Of those who earn degrees, students with systemic disabilities tend to earn a degree more quickly than students with other disabilities. By year four, 59% of graduates with systemic disabilities have earned a bachelors degree compared to 41% of all students with disabilities. However, by year five the larger groups have succeeded at about the same rate: 86% for the group with physical disabilities, 81% for systemic disabilities, 88% for LD, 86% for ADHD, and 75% for the group of blind/visual disabilities. Though the fewest students in the group and, thus, the most likely to show a variable trend, students with brain injuries need the most time to complete the degree: over a third of the graduates do not complete until the sixth year or more.

Table 14

Percent of Graduates by the Year the Bachelors Degree was Awarded and by the Type of Disability						
<i>Type</i>	<i>Total Degrees</i>	<i>Year 4</i>	<i>Yr 5</i>	<i>Yr 6</i>	<i>Yr 7</i>	<i>Yr 8 & up</i>
Physical	191	43%	43%	13%	2%	0%
Systemic	67	59%	22%	12%	0%	7%
LD	135	32%	56%	9%	3%	1%
ADHD	47	41%	45%	10%	0%	3%
Brain Injury	21	16%	47%	21%	11%	5%
Psychological	26	33%	43%	10%	0%	15%
Deaf/HOH	29	52%	38%	3%	0%	6%
Blind/Visual	44	41%	34%	20%	2%	2%

National Comparison

A follow-up question to the study on DRES-registered students at Urbana is whether there are comparable data for other institutions, specifically: at institutions other than UIUC, is the graduation rate the same for students with disabilities as for all students? At Urbana, students with disabilities eventually graduate at the same rate as all students, but they require more time to complete the degree. In comparison, we looked at graduation data for all public universities in a 1999 study by NCES (Horn, Berktold, & Bobbitt, 1999).

For students who enrolled in four-year public universities in 1989-90 and as of 1994 (a six-year graduation rate), the percent who earned bachelor's degrees was:

- 48% for students who do not have a disability and
- 33% for students who have a disability.

For Urbana the percentages in the 1989-97 cohorts as of six years after matriculation are:

- 78% for students who do not have a disability with
 - approximately 1% graduating after year six and
- 75% for students who have a disability with
 - 3% graduating after year six.

The graduation rate for all students is much higher at Urbana than the average for all four-year publics, so the rate for disabled students should be higher as well. This assumes that an institution enrolls students with the same ability whether disabled or not. However, the fact that Urbana students with disabilities persist at the same rate as all students while that is not the case for the nation as a whole suggests the support services

at Urbana are better able to ameliorate the impact of the disability than are the services at other institutions.

Discussion

During fiscal year 2003, 677 students were registered with the University as students with disabilities. This number represents 1.7 percent of the student body. As noted earlier, the proportion of the college-aged population of the state with disabilities is considerably higher. However, the University figure includes only students who have registered themselves so that they can receive accommodation. It is not known what proportion of the student body actually is comprised of students with disabilities.

Although the numbers of students with disabilities at the University, as far as we can tell using institutional data, are lower than the proportion of such persons in the population, the numbers at UIUC are comparable to other institutions in the Big Ten as well as in the state. It is important to note that low numbers of registered students does not necessarily mean the institution is not serving the population. According to Gallagher, if an institution does a good job accommodating students with disabilities, its rate of students seeking accommodations from the institutional office of support for such students will be low (personal communication, September 16, 2003). In other words, it is unclear whether a low number of students registering for service is a negative or positive indicator. It would be negative if all students with disabilities register—it would indicate there are actually few such students at the institution, raising questions about access. However, it would be positive if large numbers of persons with disabilities are successfully accessing the institution but are not registering because they have no need for accommodations not already in place and available in the routine of student life.

Of these registered students, over 60 percent have cognitive disabilities. The number of students who register for services has steadily increased over the past two decades, and the nature of the disabilities students display has also changed. As noted earlier, “students with disabilities” is a very diverse categorization which warrants sub-categorization. In addition to the notable increase in numbers of students with disabilities on campus—in the early 1980s, about 30-40 new students registered for services, compared to up to 140 new students who registered in the late 1990s—is the changing profile of disability types.

Of note is the dramatic increase in students with learning disability (LD), attention-deficit hyperactivity disorder (ADHD), and psychological disorders. It is also interesting that the number of students with mobility impairment has seen recent declines. (Historically, this has been a large sub-category of the University’s students with disabilities. The first politically active group of students demanding accommodation noted earlier was students with mobility impairment.) It is not clear whether this decline is a real trend, or if it is merely a natural fluctuation in the data. It is clear, though, that the increases in students with cognitive disabilities is a strong trend. Disability type data are unavailable for current and recent years. This is largely an artifact of the University’s recent switch from identifying students by Social Security number to using University Identification numbers. However, dramatic increases in LD and ADHD students are evident.

The University has a high rate of graduation for all students, and virtually the same rate for students who have registered with the disability support unit. Typically, nearly 80 percent of UIUC freshmen cohorts graduate (University of Illinois Student Data

Book, 2004). In contrast, according to a report by the National Center for Educational Statistics, for students who enrolled in four-year public universities in 1989-90 and as of 1994 (a six-year graduation rate), the percent who earned bachelor's degrees was 48 percent for students without disability compared to 33 percent for students with disability (Horn, Berkold, & Bobbitt, 1999). Not only do the national figures contrast in magnitude with the UIUC figures, but the student with a disability at the average institution, in sharp contrast to the UIUC student with a disability, is far less likely to graduate than his or her peers.

Of the students who earned degrees in the period examined, 95 percent had completed by five years after matriculation. Of DRES students, however, only 83 percent had completed after five years. Four years after matriculation, 68 percent of all students who eventually complete a degree have graduated, but only 41 percent of DRES eventual graduates have earned the baccalaureate. As noted previously in this document, it is essential to remember the diversity of experiences students with disabilities face.

It is worthwhile to briefly discuss the reasons students with disabilities take longer to complete the degree. One visually impaired student said she struggles to complete the same work other students complete (personal communication, March 28, 2004). This graduate student, who would like to remain anonymous, stated that she typically takes two courses per semester, while her peers take three. One example of the ways she is limited, she said, is that scanning documents into her reader is time-consuming and may not work well (see Appendix J). Another student who manages mobility impairment and who lives at Beckwith said that the facility's residents are well served, but are also limited in the number of classes they can take (personal communication, March 25,

2004). For example, this student, who also desires anonymity, said that she is not typically able to take two courses which meet consecutively. Although the bus system that serves DRES, as well as the MTD which serves campus and the larger metropolitan community, provides accessible service, it still takes the wheelchair-bound student longer to get from class to class than it takes a student who can walk. This sort of complication does not impede the ultimate success of the student, but it does result in a longer period of study.

Conclusions

Additional research is needed. Currently, when IBHE Chairman James Kaplan asks the institutions questions like “What proportion of your students are persons with disabilities?” and “Why are the rates of persons with disabilities in the state higher than the rates of persons identified with disabilities on your campus?” institutions cannot currently reply effectively. We do not know, and some would argue we should not know, how many students on campus actually have disabilities. We do not know whether the rates of identified students with disabilities are low because the institution excludes persons with disabilities, students with disabilities are so well served by the accommodating campus that they do not have to self-identify to succeed, or some other effect. Both institutional research and basic research are required to understand these and related issues. It is important to note that these questions are not unique to any one institution or to the state of Illinois. According to Dean Tanya Gallagher, better institutional research is needed across the country, and basic research—for example, fundamental issues like the development of reliable metrics for measuring these

phenomena—are required on the level of the field of study (personal communication, September 16, 2003).

Although it is clear that we do not know enough about how students with disabilities are being served on campus, we do know that DRES-registered students take longer to attain the baccalaureate than do their non-DRES-registered peers. Because access is about more than entry to the institution—real access means the ability to succeed at the institution—this factor must be considered in setting equitable policy. The current political environment is pushing institutions to limit students' allotted time of study. For example, tuition may be increased after eight semesters of study and financial aid may be cut off. This may or may not be a fair way to treat the average student, but the data demonstrate clearly that this policy will directly affect students with disabilities, based on factors that are outside their ability to control. For real reasons, members of these populations take longer on average to attain the baccalaureate. Success rates are equivalent, but only with additional time. Compliance with ADA and institutional policy on nondiscrimination may well mean the accommodation of longer time to degree for students with documented disabilities.

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Appendix A—Tables 1-8

Table 1

**UIUC STUDENTS WITH DISABILITIES
ENROLLMENT BY LEVEL AND TERM OF ENTRY AND YEAR
SUMMER 1983 - FALL 2003***

<i>LEVEL</i> Entry Term	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002*	2003*	Total
<i>Undergraduate</i>																						
Summer	3	0	0	2	4	0	0	1	4	2	4	1	2	2	2	3	3	7	3	5	0	48
Fall	35	27	28	37	34	40	63	66	59	59	60	78	82	88	73	81	136	133	120	101	58	1,458
Spring	2	4	4	2	4	2	9	13	4	7	9	8	6	8	5	11	5	4	13	2	--	122
Subtotal	40	31	32	41	42	42	72	80	67	68	73	87	90	98	80	95	144	144	136	108	58	1,628
<i>Graduate and Professional</i>																						
Summer	0	0	1	3	0	0	0	0	1	2	1	0	2	1	1	3	2	1	1	5	1	25
Fall	6	8	5	7	5	5	8	10	5	13	17	13	22	18	13	22	24	15	21	10	7	254
Spring	2	2	1	2	3	0	0	4	2	0	1	4	1	1	1	0	3	0	2	2	--	31
Subtotal	8	10	7	12	8	5	8	14	8	15	19	17	25	20	15	25	29	16	24	17	8	310
<i>Campus Total</i>																						
Summer	3	0	1	5	4	0	0	1	5	4	5	1	4	3	3	6	5	8	4	10	1	73
Fall	41	35	33	44	39	45	71	76	64	72	77	91	104	106	86	103	160	148	141	111	65	1,712
Spring	4	6	5	4	7	2	9	17	6	7	10	12	7	9	6	11	8	4	15	4	--	153
Total	48	41	39	53	50	47	80	94	75	83	92	104	115	118	95	120	173	160	160	125	66	1,938

<i>LEVEL</i> Entry Term	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	Total
<i>Undergraduate</i>																						
Summer	8%	0%	0%	5%	10%	0%	0%	1%	6%	3%	5%	1%	2%	2%	3%	3%	2%	5%	2%	5%	0%	3%
Fall	88%	87%	88%	90%	81%	95%	88%	83%	88%	87%	82%	90%	91%	90%	91%	85%	94%	92%	88%	94%	100%	90%
Spring	5%	13%	13%	5%	10%	5%	13%	16%	6%	10%	12%	9%	7%	8%	6%	12%	3%	3%	10%	2%	--	7%
Subtotal	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<i>Graduate and Professional</i>																						
Summer	0%	0%	14%	25%	0%	0%	0%	0%	13%	13%	5%	0%	8%	5%	7%	12%	7%	6%	4%	29%	13%	8%
Fall	75%	80%	71%	58%	63%	100%	100%	71%	63%	87%	89%	76%	88%	90%	87%	88%	83%	94%	88%	59%	88%	82%
Spring	25%	20%	14%	17%	38%	0%	0%	29%	25%	0%	5%	24%	4%	5%	7%	0%	10%	0%	8%	12%	--	10%
Subtotal	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<i>Campus Total</i>																						
Summer	6%	0%	3%	9%	8%	0%	0%	1%	7%	5%	5%	1%	3%	3%	3%	5%	3%	5%	3%	8%	2%	4%
Fall	85%	85%	85%	83%	78%	96%	89%	81%	85%	87%	84%	88%	90%	90%	91%	86%	92%	93%	88%	89%	98%	88%
Spring	8%	15%	13%	8%	14%	4%	11%	18%	8%	8%	11%	12%	6%	8%	6%	9%	5%	3%	9%	3%	--	8%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Notes: In this report, the "year" places the summer term as the first term in the year. The year is named by the summer and fall calendar year; therefore, the spring term occurs in the calendar year following that noted in the heading.

*Data are not complete for 2003. This year includes only Summer and Fall enrollments.

*Due to the conversion from SSN to UIN, data are not available for all students who entered the University in 2002 and 2003. These data reflect only a fraction of the students who entered after 2001.

Table 2

**UIUC STUDENTS WITH DISABILITIES
ENROLLMENT BY LEVEL, DISABILITY TYPE, AND ENTRY YEAR
SUMMER 1983 - FALL 2003***

<i>LEVEL</i>	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001*	2002*	2003*	Total*	
<i>Undergraduate</i>																							
Mobility/Physical	15	11	16	19	22	17	25	33	26	26	32	31	27	22	15	19	15	10	7	1	0	356	
Systemic/Medical	7	4	4	3	4	4	14	8	11	4	9	9	7	12	6	6	8	2	0	1	0	112	
Learning Disability	1	5	4	6	6	8	17	23	14	20	15	24	28	23	19	20	24	10	10	0	0	233	
ADHD	0	0	0	0	0	0	1	1	1	3	1	5	7	13	17	12	16	8	1	0	0	61	
Acquired Brain Injury	1	1	0	4	4	0	2	2	3	5	1	2	4	5	1	1	4	2	1	0	0	36	
Psychological	1	0	1	1	0	0	1	0	4	0	1	4	8	10	8	8	9	5	2	0	0	47	
Deaf/HOH	5	1	2	2	2	7	3	7	1	4	5	4	4	2	4	1	1	1	0	0	0	54	
Blind/Visual	9	8	4	6	3	5	8	6	5	5	7	4	1	5	1	3	3	1	0	1	0	80	
Unknown	1	1	1	0	1	1	1	0	2	1	2	4	4	6	9	25	64	105	115	105	58	59	
Subtotal	40	31	32	41	42	42	72	80	67	68	73	87	90	98	80	95	144	144	136	108	58	1,038	
<i>Graduate and Professional</i>																							
Mobility/Physical	4	6	2	5	4	0	4	4	3	6	5	5	9	1	4	8	5	3	4	1	0	70	
Systemic/Medical	1	0	1	3	1	1	1	1	0	3	5	3	1	1	2	4	0	3	1	0	0	28	
Learning Disability	0	0	1	1	1	1	0	3	1	5	6	2	7	4	1	2	6	1	1	0	0	35	
ADHD	0	0	0	0	0	0	0	0	0	0	0	1	0	6	2	1	2	1	1	0	0	10	
Acquired Brain Injury	0	0	0	1	1	1	0	2	0	0	0	0	2	0	2	0	1	0	0	0	0	9	
Psychological	1	0	0	0	0	0	0	0	1	0	1	1	0	0	1	2	2	2	3	0	0	7	
Deaf/HOH	1	2	0	1	0	0	0	1	0	1	0	2	1	1	0	0	0	0	0	0	0	10	
Blind/Visual	1	2	3	1	1	1	3	2	3	0	2	1	2	2	0	1	0	1	0	0	0	25	
Unknown	0	0	0	0	0	1	0	1	0	0	0	2	3	5	3	7	13	5	14	16	8	22	
Subtotal	8	10	7	12	8	5	8	14	8	15	19	17	25	20	15	25	29	16	24	17	8	216	
<i>Campus Total</i>																							
Mobility/Physical	19	17	18	24	26	17	29	37	29	32	37	36	36	23	19	27	20	13	11	2	0	426	
Systemic/Medical	8	4	5	6	5	5	15	9	11	7	14	12	8	13	8	10	8	5	1	1	0	140	
Learning Disability	1	5	5	7	7	9	17	26	15	25	21	26	35	27	20	22	30	11	11	0	0	268	
ADHD	0	0	0	0	0	0	1	1	1	3	1	6	7	19	19	13	18	9	2	0	0	71	
Acquired Brain Injury	1	1	0	5	5	1	2	4	3	5	1	2	6	5	3	1	5	2	1	0	0	45	
Psychological	2	0	1	1	0	0	1	0	5	0	2	5	8	10	9	10	11	7	5	0	0	54	
Deaf/HOH	6	3	2	3	2	7	3	8	1	5	5	6	5	3	4	1	1	1	0	0	0	64	
Blind/Visual	10	10	7	7	4	6	11	8	8	5	9	5	3	7	1	4	3	2	0	1	0	105	
Unknown	1	1	1	0	1	2	1	1	2	1	2	6	7	11	12	32	77	110	129	121	66	81	
Total	48	41	39	53	50	47	80	94	75	83	92	104	115	118	95	120	173	160	160	125	66	1,254	

Notes: In this report, the "year" places the summer term as the first term in the year. The year is named by the summer and fall calendar year; therefore, the spring term occurs in the calendar year following that noted in the heading.

*Data are not complete for 2003. This year includes only Summer and Fall enrollments.

*Due to the conversion from Social Security Number to University Identification Number, data are not available for all students who entered the University in 2002 and 2003. These data reflect only a fraction of the students who entered after 2001.

ADHD=Attention Deficit/Hyperactivity Disorder

Disability type is not available for current students, thus, the "Total" is based on students entering through 1998.

Table 2, cont.

**UIUC STUDENTS WITH DISABILITIES
ENROLLMENT BY LEVEL, DISABILITY TYPE, AND ENTRY YEAR
SUMMER 1983 - FALL 2003***

<i>LEVEL</i>	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001*	2002*	2003*	Total
<i>Undergraduate</i>																						
Mobility/Physical	38%	35%	50%	46%	52%	40%	35%	41%	39%	38%	44%	36%	30%	22%	19%	20%	10%	7%	5%	1%	0%	34%
Systemic/Medical	18%	13%	13%	7%	10%	10%	19%	10%	16%	6%	12%	10%	8%	12%	8%	6%	6%	1%	0%	1%	0%	11%
Learning Disability	3%	16%	13%	15%	14%	19%	24%	29%	21%	29%	21%	28%	31%	23%	24%	21%	17%	7%	7%	0%	0%	22%
ADHD	0%	0%	0%	0%	0%	0%	1%	1%	1%	4%	1%	6%	8%	13%	21%	13%	11%	6%	1%	0%	0%	6%
Acquired Brain Injury	3%	3%	0%	10%	10%	0%	3%	3%	4%	7%	1%	2%	4%	5%	1%	1%	3%	1%	1%	0%	0%	3%
Psychological	3%	0%	3%	2%	0%	0%	1%	0%	6%	0%	1%	5%	9%	10%	10%	8%	6%	3%	1%	0%	0%	5%
Deaf/HOH	13%	3%	6%	5%	5%	17%	4%	9%	1%	6%	7%	5%	4%	2%	5%	1%	1%	1%	0%	0%	0%	5%
Blind/Visual	23%	26%	13%	15%	7%	12%	11%	8%	7%	7%	10%	5%	1%	5%	1%	3%	2%	1%	0%	1%	0%	8%
Unknown	3%	3%	3%	0%	2%	2%	1%	0%	3%	1%	3%	5%	4%	6%	11%	26%	44%	73%	85%	97%	100%	6%
Subtotal	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<i>Graduate and Professional</i>																						
Mobility/Physical	50%	60%	29%	42%	50%	0%	50%	29%	38%	40%	26%	29%	36%	5%	27%	32%	17%	19%	17%	6%	0%	32%
Systemic/Medical	13%	0%	14%	25%	13%	20%	13%	7%	0%	20%	26%	18%	4%	5%	13%	16%	0%	19%	4%	0%	0%	13%
Learning Disability	0%	0%	14%	8%	13%	20%	0%	21%	13%	33%	32%	12%	28%	20%	7%	8%	21%	6%	4%	0%	0%	16%
ADHD	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	6%	0%	30%	13%	4%	7%	6%	4%	0%	0%	5%
Acquired Brain Injury	0%	0%	0%	8%	13%	20%	0%	14%	0%	0%	0%	0%	8%	0%	13%	0%	3%	0%	0%	0%	0%	4%
Psychological	13%	0%	0%	0%	0%	0%	0%	0%	13%	0%	5%	6%	0%	0%	7%	8%	7%	13%	13%	0%	0%	3%
Deaf/HOH	13%	20%	0%	8%	0%	0%	7%	0%	7%	0%	12%	4%	5%	0%	0%	0%	0%	0%	0%	0%	0%	5%
Blind/Visual	13%	20%	43%	8%	13%	20%	38%	14%	38%	0%	11%	6%	8%	10%	0%	4%	0%	6%	0%	0%	0%	12%
Unknown	0%	0%	0%	0%	0%	20%	0%	7%	0%	0%	0%	12%	12%	25%	20%	28%	45%	31%	58%	94%	100%	10%
Subtotal	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<i>Campus Total</i>																						
Mobility/Physical	40%	41%	46%	45%	52%	36%	36%	39%	39%	39%	40%	35%	31%	19%	20%	23%	12%	8%	7%	2%	0%	34%
Systemic/Medical	17%	10%	13%	11%	10%	11%	19%	10%	15%	8%	15%	12%	7%	11%	8%	8%	5%	3%	1%	1%	0%	11%
Learning Disability	2%	12%	13%	13%	14%	19%	21%	28%	20%	30%	23%	25%	30%	23%	21%	18%	17%	7%	7%	0%	0%	21%
ADHD	0%	0%	0%	0%	0%	0%	1%	1%	1%	4%	1%	6%	6%	16%	20%	11%	10%	6%	1%	0%	0%	6%
Acquired Brain Injury	2%	2%	0%	9%	10%	2%	3%	4%	4%	6%	1%	2%	5%	4%	3%	1%	3%	1%	1%	0%	0%	4%
Psychological	4%	0%	3%	2%	0%	0%	1%	0%	7%	0%	2%	5%	7%	8%	9%	8%	6%	4%	3%	0%	0%	4%
Deaf/HOH	13%	7%	5%	6%	4%	15%	4%	9%	1%	6%	5%	6%	4%	3%	4%	1%	1%	1%	0%	0%	0%	5%
Blind/Visual	21%	24%	18%	13%	8%	13%	14%	9%	11%	6%	10%	5%	3%	6%	1%	3%	2%	1%	0%	1%	0%	8%
Unknown	2%	2%	3%	0%	2%	4%	1%	1%	3%	1%	2%	6%	6%	9%	13%	27%	45%	69%	81%	97%	100%	6%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Notes: In this report, the "year" places the summer term as the first term in the year. The year is named by the summer and fall calendar year; therefore, the spring term occurs in the calendar year following that noted in the heading.

*Data are not complete for 2003. This year includes only Summer and Fall enrollments.

*Due to the conversion from Social Security Number to University Identification Number, data are not available for all students who entered the University in 2002 and 2003. These data reflect only a fraction of the students who entered after 2001.

ADHD=Attention Deficit/Hyperactivity Disorder

Disability type is not available for current students, thus, the "Total" is based on students entering through 1998.

Table 3

UIUC STUDENTS WITH DISABILITIES
BY LEVEL AND COLLEGE AND ENTRY YEAR
SUMMER 1983 - FALL 2003*

LEVEL /College	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002 *	2003 *	Total
<i>Undergraduate</i>																						
Ag., Consum. & Env.Sci.	3	3	1	2	1	1	6	5	5	3	3	10	11	8	11	7	13	21	10	12	13	149
Applied Life Studies	1	1	0	2	0	2	4	5	5	5	3	4	7	4	5	5	10	5	5	8	4	85
Aviation	0	0	0	0	0	0	0	1	0	0	1	1	1	2	0	0	3	1	1	0	1	12
Business	1	1	6	5	6	5	7	4	9	9	5	7	6	8	2	9	10	11	9	5	1	126
Communications	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	2	1	1	6
Education	2	1	0	0	1	1	5	4	3	1	2	2	2	0	2	0	3	3	0	1	0	33
Engineering	10	3	7	5	6	6	7	12	7	11	16	17	13	20	10	12	25	26	23	10	8	254
Fine & Applied Arts	1	1	3	3	2	3	13	7	9	9	7	7	10	10	5	12	12	11	13	7	2	147
Liberal Arts & Sci.	19	18	14	20	25	24	29	39	28	30	34	39	40	46	44	49	67	66	73	64	28	796
Social Work	2	3	1	3	0	0	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	13
Summer Admission	1	0	0	1	1	0	0	0	1	0	1	0	0	0	1	1	0	0	0	0	0	7
Subtotal	40	31	32	41	42	42	72	80	67	68	73	87	90	98	80	95	144	144	136	108 *	58 *	1,628
<i>Graduate and Professional</i>																						
Graduate	7	9	5	12	7	5	6	14	7	12	14	13	20	17	14	21	25	8	19	13	6	254
Law	1	1	2	0	1	0	2	0	1	3	2	3	3	3	1	3	2	4	2	1	1	36
Veterinary Medicine	0	0	0	0	0	0	0	0	0	0	3	1	2	0	0	1	2	4	3	3	1	20
Subtotal	8	10	7	12	8	5	8	14	8	15	19	17	25	20	15	25	29	16	24	17 *	8 *	310
Campus Total	48	41	39	53	50	47	80	94	75	83	92	104	115	118	95	120	173	160	160	125 *	66 *	1,938

LEVEL /College	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	Total
<i>Undergraduate</i>																						
Ag., Consum. & Env.Sci.	8%	10%	3%	5%	2%	2%	8%	6%	7%	4%	4%	11%	12%	8%	14%	7%	9%	15%	7%	11%	22%	9%
Applied Life Studies	3%	3%	0%	5%	0%	5%	6%	6%	7%	7%	4%	5%	8%	4%	6%	5%	7%	3%	4%	7%	7%	5%
Aviation	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	1%	1%	1%	2%	0%	0%	2%	1%	1%	0%	2%	1%
Business	3%	3%	19%	12%	14%	12%	10%	5%	13%	13%	7%	8%	7%	8%	3%	9%	7%	8%	7%	5%	2%	8%
Communications	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	1%	1%	2%	0%
Education	5%	3%	0%	0%	2%	2%	7%	5%	4%	1%	3%	2%	2%	0%	3%	0%	2%	2%	0%	1%	0%	2%
Engineering	25%	10%	22%	12%	14%	14%	10%	15%	10%	16%	22%	20%	14%	20%	13%	13%	17%	18%	17%	9%	14%	16%
Fine & Applied Arts	3%	3%	9%	7%	5%	7%	18%	9%	13%	13%	10%	8%	11%	10%	6%	13%	8%	8%	10%	6%	3%	9%
Liberal Arts & Sci.	48%	58%	44%	49%	60%	57%	40%	49%	42%	44%	47%	45%	44%	47%	55%	52%	47%	46%	54%	59%	48%	49%
Social Work	5%	10%	3%	7%	0%	0%	1%	3%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%
Summer Admission	3%	0%	0%	2%	2%	0%	0%	0%	1%	0%	1%	0%	0%	0%	1%	1%	0%	0%	0%	0%	0%	0%
Subtotal	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100% *	100% *	100%
<i>Graduate and Professional</i>																						
Graduate	88%	90%	71%	100%	88%	100%	75%	100%	88%	80%	74%	76%	80%	85%	93%	84%	86%	50%	79%	76%	75%	82%
Law	13%	10%	29%	0%	13%	0%	25%	0%	13%	20%	11%	18%	12%	15%	7%	12%	7%	25%	8%	6%	13%	12%
Veterinary Medicine	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	16%	6%	8%	0%	0%	4%	7%	25%	13%	18%	13%	6%
Subtotal	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100% *	100% *	100%

Notes: In this report, the "year" places the summer term as the first term in the year. The year is named by the summer and fall calendar year; therefore, the spring term occurs in the calendar year following that noted in the heading.

Data are not complete for 2003. This year includes only Summer and Fall enrollments.

Some colleges have changed names during this period. Current college names are used.

As of 1997 Social Work no longer accepts undergraduates.

Due to the conversion from Social Security Number to University Identification Number, data are not available for all students who entered the University in 2002 and 2003. These data reflect only a fraction of the students who entered after 2001.

Table 4

**UIUC UNDERGRADUATE STUDENTS WITH DISABILITIES
BY MATRICULATION STATUS, YEAR OF ENTRY, AND FIRST TERM
SUMMER 1983* - FALL 2003***

<i>TERM</i> Status	1982*	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001*	2002*	2003*	Total*
<i>Summer</i>																							
Beginning Frosh	--	0	0	0	0	1	0	0	0	1	0	0	1	2	1	1	2	3	3	2	3	0	20
New Transfer	--	2	0	0	1	2	0	0	0	2	1	1	0	0	1	0	0	0	3	1	1	0	15
Readmit	--	0	0	0	0	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	3
Continuing	--	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	3
Non-degree	--	0	0	0	0	0	0	0	0	1	0	3	0	0	0	1	1	0	0	0	1	0	7
Subtotal	--	3	0	0	2	4	0	0	1	4	2	4	1	2	2	2	3	3	7	3	5	0	48
<i>Fall</i>																							
Beginning Frosh	16	25	19	17	20	25	27	47	46	42	40	42	55	63	67	62	66	110	112	94	78	51	1,108
New Transfer	9	8	6	10	16	7	11	15	18	12	17	15	21	17	17	11	13	25	20	25	21	7	312
Readmit	5	2	2	0	1	1	0	1	0	1	1	1	0	0	1	0	0	0	0	0	0	0	11
Continuing	65	0	0	0	0	0	2	0	1	0	0	1	2	0	0	0	0	0	0	0	0	0	6
Non-degree	0	0	0	1	0	1	0	0	1	4	1	1	0	2	3	0	2	1	1	1	2	0	21
Subtotal	95	35	27	28	37	34	40	63	66	59	59	60	78	82	88	73	81	136	133	120	101	58	1,458
<i>Spring</i>																							
Beginning Frosh	0	0	1	0	0	2	0	2	2	1	2	0	2	0	3	0	1	1	0	1	0	--	18
New Transfer	5	0	3	3	1	2	1	4	9	3	4	7	5	4	5	5	9	3	4	10	2	--	84
Readmit	3	1	0	0	0	0	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	--	5
Continuing	1	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0	0	1	0	0	0	--	4
Non-degree	0	1	0	1	0	0	0	2	0	0	1	1	1	1	0	0	1	0	0	2	0	--	11
Subtotal	9	2	4	4	2	4	2	9	13	4	7	9	8	6	8	5	11	5	4	13	2	--	122
<i>Total</i>																							
Beginning Frosh	16	25	20	17	20	28	27	49	48	44	42	42	58	65	71	63	69	114	115	97	81	51	1,146
New Transfer	14	10	9	13	18	11	12	19	27	17	22	23	26	21	23	16	22	28	27	36	24	7	411
Readmit	8	3	2	0	1	2	1	2	2	1	2	1	0	1	1	0	0	0	0	0	0	0	19
Continuing	66	1	0	0	2	0	2	0	2	0	0	2	2	0	0	0	0	1	1	0	0	0	13
Non-degree	0	1	0	2	0	1	0	2	1	5	2	5	1	3	3	1	4	1	1	3	3	0	39
Total	104	40	31	32	41	42	42	72	80	67	68	73	87	90	98	80	95	144	144	136	108	58	1,628

Notes: In "entry year" the summer term is counted as the first term in the year. The year is named by the summer and fall calendar year; therefore, the spring term occurs in the calendar year following that noted in the heading.

Data for 1982 are displayed but not included in the total counts. Summer 1982 data are not available and 1982 includes all students enrolled in Fall 1982 not just those entering in that year.

Data are not complete for 2003. This year includes only Summer and Fall enrollments.

Due to the conversion from SSN to UIN, data are incomplete for students entering after 2001. The data above reflect only a portion of the students actually entering in those years.

Table 4, cont.

**UIUC STUDENTS WITH DISABILITIES
UNDERGRADUATE ENROLLMENT BY MATRICULATION STATUS AND TERM AND YEAR OF ENTRY
SUMMER 1983* - FALL 2003***

<i>TERM</i> Status	1982*	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001*	2002*	2003*	Total*
<i>Summer</i>																							
Beginning Frosh	NA	0%	--	--	0%	25%	--	--	0%	25%	0%	0%	100%	100%	50%	50%	67%	100%	43%	67%	60%	--	42%
New Transfer	NA	67%	--	--	50%	50%	--	--	0%	50%	50%	25%	0%	0%	50%	0%	0%	0%	43%	33%	20%	--	31%
Readmit	NA	0%	--	--	0%	25%	--	--	100%	0%	50%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	--	6%
Continuing	NA	33%	--	--	50%	0%	--	--	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	14%	0%	0%	--	6%
Non-degree	NA	0%	--	--	0%	0%	--	--	0%	25%	0%	75%	0%	0%	0%	50%	33%	0%	0%	0%	20%	--	15%
Subtotal	NA	100%	--	--	100%	100%	--	--	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	--	100%
<i>Fall</i>																							
Beginning Frosh	17%	71%	70%	61%	54%	74%	68%	75%	70%	71%	68%	70%	71%	77%	76%	85%	81%	81%	84%	78%	77%	88%	76%
New Transfer	9%	23%	22%	36%	43%	21%	28%	24%	27%	20%	29%	25%	27%	21%	19%	15%	16%	18%	15%	21%	21%	12%	21%
Readmit	5%	6%	7%	0%	3%	3%	0%	2%	0%	2%	2%	2%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	1%
Continuing	68%	0%	0%	0%	0%	0%	5%	0%	2%	0%	0%	2%	3%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Non-degree	0%	0%	0%	4%	0%	3%	0%	0%	2%	7%	2%	2%	0%	2%	3%	0%	2%	1%	1%	1%	2%	0%	1%
Subtotal	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<i>Spring</i>																							
Beginning Frosh	0%	0%	25%	0%	0%	50%	0%	22%	15%	25%	29%	0%	25%	0%	38%	0%	9%	20%	0%	8%	0%	--	15%
New Transfer	56%	0%	75%	75%	50%	50%	50%	44%	69%	75%	57%	78%	63%	67%	63%	100%	82%	60%	100%	77%	100%	--	69%
Readmit	33%	50%	0%	0%	0%	0%	50%	11%	8%	0%	0%	0%	0%	17%	0%	0%	0%	0%	0%	0%	0%	--	4%
Continuing	11%	0%	0%	0%	50%	0%	0%	0%	8%	0%	0%	11%	0%	0%	0%	0%	0%	20%	0%	0%	0%	--	3%
Non-degree	0%	50%	0%	25%	0%	0%	0%	22%	0%	0%	14%	11%	13%	17%	0%	0%	9%	0%	0%	15%	0%	--	9%
Subtotal	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	--	100%
<i>Total</i>																							
Beginning Frosh	15%	63%	65%	53%	49%	67%	64%	68%	60%	66%	62%	58%	67%	72%	72%	79%	73%	79%	80%	71%	75%	88%	70%
New Transfer	13%	25%	29%	41%	44%	26%	29%	26%	34%	25%	32%	32%	30%	23%	23%	20%	23%	19%	19%	26%	22%	12%	25%
Readmit	8%	8%	6%	0%	2%	5%	2%	3%	3%	1%	3%	1%	0%	1%	1%	0%	0%	0%	0%	0%	0%	0%	1%
Continuing	63%	3%	0%	0%	5%	0%	5%	0%	3%	0%	0%	3%	2%	0%	0%	0%	0%	1%	1%	0%	0%	0%	1%
Non-degree	0%	3%	0%	6%	0%	2%	0%	3%	1%	7%	3%	7%	1%	3%	3%	1%	4%	1%	1%	2%	3%	0%	2%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Notes: In "entry year" the summer term is counted as the first term in the year. The year is named by the summer and fall calendar year; therefore, the spring term occurs in the calendar year following that noted in the heading.

Data for 1982 are displayed but not included in the total counts. Summer 1982 data are not available and 1982 includes all students enrolled in Fall 1982 not just those entering in that year.

Data are not complete for 2003. This year includes only Summer and Fall enrollments.

Due to the conversion from SSN to UIN, data are incomplete for students entering after 2001. The data above reflect only a portion of the students actually entering in those years.

Table 5a

**UIUC TRANSFER STUDENTS WITH DISABILITIES
ENROLLMENT BY LEVEL, DISABILITY TYPE, AND ENTRY YEAR
FALL 1982* - FALL 2003***

Disability Type	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001*	2002*	2003*	Total*
<i>Transfer Students</i>																							
Mobility/Physical	10	4	3	6	10	7	7	7	14	6	8	9	11	6	8	2	7	3	2	3	0	0	125
Systemic/Medical	1	1	1	2	0	0	0	3	2	5	1	3	2	2	3	0	1	2	1	0	0	0	27
Learning Disability	2	1	1	3	1	1	2	5	7	4	9	7	6	8	4	5	8	9	7	7	0	0	74
ADHD	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	5	1	6	4	0	0	0	9
Acquired Brain Injury	0	0	0	0	3	1	0	1	1	0	2	0	0	1	2	1	0	2	2	1	0	0	12
Psychological	0	1	0	0	0	0	0	0	0	2	0	0	2	1	3	1	2	4	3	1	0	0	12
Deaf/HOH	0	1	1	0	1	0	1	0	1	0	1	1	1	2	0	0	1	1	1	0	0	0	11
Blind/Visual	1	2	3	1	3	2	1	3	2	0	1	2	0	0	2	0	1	0	1	0	0	0	24
Unknown	0	0	0	1	0	0	1	0	0	0	0	1	3	0	0	2	1	1	6	24	24	7	9
Subtotal	14	10	9	13	18	11	12	19	27	17	22	23	26	21	23	16	22	28	27	36	24	7	303

Disability Type	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001*	2002*	2003*	Total*
<i>Transfer Students</i>																							
Mobility/Physical	71%	40%	33%	46%	56%	64%	58%	37%	52%	35%	36%	39%	42%	29%	35%	13%	32%	11%	7%	8%	0%	0%	41%
Systemic/Medical	7%	10%	11%	15%	0%	0%	0%	16%	7%	29%	5%	13%	8%	10%	13%	0%	5%	7%	4%	0%	0%	0%	9%
Learning Disability	14%	10%	11%	23%	6%	9%	17%	26%	26%	24%	41%	30%	23%	38%	17%	31%	36%	32%	26%	19%	0%	0%	24%
ADHD	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	4%	5%	4%	31%	5%	21%	15%	0%	0%	0%	3%
Acquired Brain Injury	0%	0%	0%	0%	17%	9%	0%	5%	4%	0%	9%	0%	0%	5%	9%	6%	0%	7%	7%	3%	0%	0%	4%
Psychological	0%	10%	0%	0%	0%	0%	0%	0%	0%	12%	0%	0%	8%	5%	13%	6%	9%	14%	11%	3%	0%	0%	4%
Deaf/HOH	0%	10%	11%	0%	6%	0%	8%	0%	4%	0%	5%	4%	4%	10%	0%	0%	5%	4%	4%	0%	0%	0%	4%
Blind/Visual	7%	20%	33%	8%	17%	18%	8%	16%	7%	0%	5%	9%	0%	0%	9%	0%	5%	0%	4%	0%	0%	0%	8%
Unknown	0%	0%	0%	8%	0%	0%	8%	0%	0%	0%	0%	4%	12%	0%	0%	13%	5%	4%	22%	67%	100%	100%	3%
Subtotal	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

*Notes: In this report, the "year" places the summer term as the first term in the year. The year is named by the summer and fall calendar year; therefore, the spring term occurs in the calendar year following that noted in the heading. Data are not complete for 1982 and 2003. 1982 includes fall and spring while 2003 includes only Summer and Fall enrollments. ADHD=Attention Deficit/Hyperactivity Disorder. HOH=Hard of Hearing. Disability type is not available for current students, thus, the "Total" is based on students entering through 1998.

Table 5b

**UIUC NEW FRESHMEN STUDENTS WITH DISABILITIES
ENROLLMENT BY LEVEL, DISABILITY TYPE, AND ENTRY YEAR
SUMMER 1982 - FALL 2003***

Disability Type	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001*	2002*	2003*	Total*
<i>New Freshmen Students</i>																							
Mobility/Physical	8	9	7	9	6	13	10	15	18	18	17	21	20	20	13	13	11	12	8	4	1	0	228
Systemic/Medical	2	5	3	1	3	4	4	11	5	6	3	4	6	5	9	5	5	6	0	0	1	0	81
Learning Disability	3	0	4	1	5	5	4	12	15	8	10	6	17	20	19	14	12	14	3	1	0	0	155
ADHD	0	0	0	0	0	0	0	0	1	1	2	1	4	6	12	12	11	10	4	1	0	0	50
Acquired Brain Injury	0	0	1	0	1	3	0	1	1	3	3	1	2	3	2	0	1	1	0	0	0	0	22
Psychological	1	0	0	1	1	0	1	0	1	0	1	0	1	5	7	7	6	5	2	1	0	0	31
Deaf/HOH	1	4	0	2	1	2	5	3	5	1	2	4	3	1	1	4	0	0	0	0	0	0	39
Blind/Visual	1	6	4	3	3	1	4	5	3	5	4	5	4	1	3	1	1	3	0	0	0	0	54
Unknown	0	1	1	0	0	0	0	1	0	1	1	0	1	4	5	7	22	63	98	90	79	51	44
Subtotal	16	25	20	17	20	28	27	49	48	44	42	42	58	65	71	63	69	114	115	97	81	51	704

Disability Type	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001*	2002*	2003*	Total*
<i>New Freshmen Students</i>																							
Mobility/Physical	50%	36%	35%	53%	30%	46%	37%	31%	38%	41%	40%	50%	34%	31%	18%	21%	16%	11%	7%	4%	1%	0%	32%
Systemic/Medical	13%	20%	15%	6%	15%	14%	15%	22%	10%	14%	7%	10%	10%	8%	13%	8%	7%	5%	0%	0%	1%	0%	12%
Learning Disability	19%	0%	20%	6%	25%	18%	15%	24%	31%	18%	24%	14%	29%	31%	27%	22%	17%	12%	3%	1%	0%	0%	22%
ADHD	0%	0%	0%	0%	0%	0%	0%	0%	2%	2%	5%	2%	7%	9%	17%	19%	16%	9%	3%	1%	0%	0%	7%
Acquired Brain Injury	0%	0%	5%	0%	5%	11%	0%	2%	2%	7%	7%	2%	3%	5%	3%	0%	1%	1%	0%	0%	0%	0%	3%
Psychological	6%	0%	0%	6%	5%	0%	0%	2%	0%	2%	0%	0%	2%	8%	10%	11%	9%	4%	2%	1%	0%	0%	4%
Deaf/HOH	6%	16%	0%	12%	5%	7%	19%	6%	10%	2%	5%	10%	5%	2%	1%	6%	0%	0%	0%	0%	0%	0%	6%
Blind/Visual	6%	24%	20%	18%	15%	4%	15%	10%	6%	11%	10%	12%	7%	2%	4%	2%	1%	3%	0%	0%	0%	0%	8%
Unknown	0%	4%	5%	0%	0%	0%	0%	2%	0%	2%	2%	0%	2%	6%	7%	11%	32%	55%	85%	93%	98%	100%	6%
Subtotal	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

*Notes: In this report, the "year" places the summer term as the first term in the year. The year is named by the summer and fall calendar year; therefore, the spring term occurs in the calendar year following that noted in the heading.
Data are not complete for 1982 and 2003. 1982 includes fall and spring while 2003 includes only Summer and Fall enrollments.
ADHD=Attention Deficit/Hyperactivity Disorder. HOH=Hard of Hearing.
Disability type is not available for current students, thus, the "Total" is based on students entering through 1998.

Table 6

**UIUC STUDENTS WITH DISABILITIES
BY LEVEL AT ENTRY AND
LEVEL OF FIRST DEGREE EARNED
FALL 1982* - FALL 2003***

Degree Level	Entry Level			Total
	Under-graduate	Graduate/ Professional	No Match	
Baccalaureate	973	40	4	1,017
Masters	7	159	7	173
Advanced Certificate	0	1	0	1
Doctorate	0	18	1	19
Professional	2	31	0	33
No Degree	750	101	736	1,587
Total	1,732	350	748	2,830

Degree Level	Entry Level			Total
	Under-graduate	Graduate/ Professional	No Match	
Baccalaureate	34.4%	1.4%	0.1%	35.9%
Masters	0.2%	5.6%	0.2%	6.1%
Advanced Certificate	0.0%	0.0%	0.0%	0.0%
Doctorate	0.0%	0.6%	0.0%	0.7%
Professional	0.1%	1.1%	0.0%	1.2%
No Degree	26.5%	3.6%	26.0%	56.1%
Total	61.2%	12.4%	26.4%	100%

Notes:

Data for 1982 are included in the total counts; however, summer 1982 data are not available, and 1982 includes all students enrolled in Fall 1982, not just those entering in that year.

Data are not complete for 2003. This year includes only Summer and Fall enrollments.

Due to the conversion from SSN to UIN, data are incomplete for students entering after 2001. The data above reflect only a portion of the students actually entering in those years.

Table 7

**UIUC STUDENTS WITH DISABILITIES
FIRST DEGREE BY LEVEL AND YEAR EARNED
FALL 1982* - FALL 2003***

First Degree Level	Year Degree Earned																						Total	
	pre-1982	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002		2003
Baccalaureate	41	9	22	25	19	21	27	19	27	37	41	45	51	59	50	53	51	64	88	79	72	104	13	1,017
Masters	14	0	2	5	5	6	6	0	5	3	7	5	8	14	6	9	11	14	11	11	13	16	2	173
Advanced Certificate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Doctoral	0	0	1	2	0	0	1	3	0	1	1	0	0	1	0	2	1	2	1	1	0	2	0	19
First Professional	0	1	2	0	0	1	1	1	0	0	1	0	2	2	0	3	6	4	2	2	2	3	0	33
Subtotal	55	10	27	32	24	28	35	23	32	41	50	50	61	76	56	67	69	84	102	94	87	125	15	1,243

First Degree Level	Year Degree Earned																						Total	
	pre-1982	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002		2003
Baccalaureate	75%	90%	81%	78%	79%	75%	77%	83%	84%	90%	82%	90%	84%	78%	89%	79%	74%	76%	86%	84%	83%	83%	87%	82%
Masters	25%	0%	7%	16%	21%	21%	17%	0%	16%	7%	14%	10%	13%	18%	11%	13%	16%	17%	11%	12%	15%	13%	14%	
Advanced Certificate	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	
Doctoral	0%	0%	4%	6%	0%	0%	3%	13%	0%	2%	2%	0%	0%	1%	0%	3%	1%	2%	1%	1%	0%	2%	2%	
First Professional	0%	10%	7%	0%	0%	4%	3%	4%	0%	0%	2%	0%	3%	3%	0%	4%	9%	5%	2%	2%	2%	2%	0%	
Subtotal	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	

***Notes:**

Data are not complete for 2003. This year includes only Summer and Fall degrees.

Due to the conversion from SSN to UIN, data are incomplete for students entering after 2001. The data above reflect only a portion of the students actually entering in those years.

Table 8

**UIUC NEW FRESHMEN WITH DISABILITIES
FIRST BACCALAUREATE DEGREE BY YEAR EARNED AND YEAR OF ENTRY
SUMMER 1982* - FALL 2003* (DEGREES AS OF SUMMER 2003)**

First Enrollment Year	First Degree Year																			Total
	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	
1982*	4	4	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	11
1983	0	10	4	4	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	20
1984	0	0	5	7	4	2	0	0	0	0	0	0	0	0	1	0	0	0	0	19
1985	0	0	1	2	7	2	1	0	0	0	0	0	0	0	0	0	0	0	0	13
1986	0	0	0	0	6	7	1	0	0	0	0	0	0	0	0	0	0	0	0	14
1987	0	0	0	0	0	10	8	4	3	0	0	0	0	0	1	0	0	0	0	26
1988	0	0	0	0	0	0	12	8	1	0	1	0	0	0	0	0	0	0	0	22
1989	0	0	0	0	0	0	0	15	15	5	0	0	0	0	0	1	0	1	0	37
1990	0	0	0	0	0	0	0	0	12	17	3	2	0	1	1	0	0	0	0	36
1991	0	0	0	0	0	0	0	0	0	15	17	4	0	1	0	0	0	0	0	37
1992	0	0	0	0	0	0	0	0	0	0	12	18	5	0	0	0	0	0	1	36
1993	0	0	0	0	0	0	0	0	0	0	2	13	11	4	0	1	0	0	0	31
1994	0	0	0	0	0	0	0	0	0	0	0	0	11	22	7	0	0	0	0	40
1995	0	0	0	0	0	0	0	0	0	0	0	0	0	21	25	5	1	2	1	55
1996	0	0	0	0	0	0	0	0	0	0	0	0	0	0	25	23	3	1	0	52
1997	0	0	0	0	0	0	0	0	0	0	0	0	0	0	29	17	4	1	0	51
1998	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	21	23	1	0	45
1999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	43	3	48
2000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	3
2001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2002*	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2003*	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	4	14	12	13	17	22	23	27	31	37	35	37	28	49	60	59	44	77	7	596

First Enrollment Year	First Degree Year																			Total
	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	
1982*	36%	36%	18%	0%	0%	0%	9%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%
1983	0%	50%	20%	20%	0%	5%	0%	0%	0%	0%	0%	0%	5%	0%	0%	0%	0%	0%	0%	100%
1984	0%	0%	26%	37%	21%	11%	0%	0%	0%	0%	0%	0%	0%	5%	0%	0%	0%	0%	0%	100%
1985	0%	0%	8%	15%	54%	15%	8%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%
1986	0%	0%	0%	0%	43%	50%	7%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%
1987	0%	0%	0%	0%	0%	38%	31%	15%	12%	0%	0%	0%	0%	0%	4%	0%	0%	0%	0%	100%
1988	0%	0%	0%	0%	0%	0%	55%	36%	5%	0%	5%	0%	0%	0%	0%	0%	0%	0%	0%	100%
1989	0%	0%	0%	0%	0%	0%	0%	41%	41%	14%	0%	0%	0%	0%	0%	1%	3%	0%	0%	100%
1990	0%	0%	0%	0%	0%	0%	0%	0%	33%	47%	8%	6%	0%	3%	3%	0%	0%	0%	0%	100%
1991	0%	0%	0%	0%	0%	0%	0%	0%	0%	41%	46%	11%	0%	3%	0%	0%	0%	0%	0%	100%
1992	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	33%	50%	14%	0%	0%	0%	0%	0%	3%	100%
1993	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	6%	42%	35%	13%	0%	3%	0%	0%	0%	100%
1994	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	28%	55%	18%	0%	0%	0%	0%	100%
1995	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	38%	45%	9%	2%	4%	2%	100%
1996	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	48%	44%	6%	2%	0%	100%
1997	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	57%	33%	8%	2%	100%
1998	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	47%	51%	2%	100%
1999	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	4%	90%	6%	0%	100%
2000	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	0%	0%	100%
2001	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
2002*	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
2003*	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Notes: In "entry year" the summer term is counted as the first term in the year. The year is named by the summer and fall calendar year; therefore, the spring term occurs in the calendar year following that noted in the heading.
 For "degree year" the summer after the spring is counted in the year so that graduates in the summer are counted with the previous spring and fall.
 *Data are not complete for 2003. This year includes only Summer and Fall enrollments and Summer degrees.
 *Due to the conversion from SSN to UIN, data are incomplete for students entering after 2001. The data above reflect only a portion of the students actually entering in those years.