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 2004

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

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University of Illinois at Urbana-Champaign

2004 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 2004: Academic Achievement

The purpose of this section is to provide statistics, goals/objectives, and performance indicators related to academic achievement of students from traditionally underrepresented groups, and the improvement of campus diversity.

Campus-wide Information

The college campus, like society as a whole, is experiencing an expansion of racial and ethnic diversity as shown in the tables and charts below. According to the U.S. Census Bureau, ethnic minorities represented 31% of the population in 2000. By 2050, minorities are projected to account for 47% of the population. With the continuing diversification of the student population, UIUC is engaged in a variety of efforts to facilitate the educational achievement of ethnic minority students.

Table 1

Undergraduate Enrollment by Racial/Ethnic Category

Year	African American	Hispanic	American Indian/Alaskan Native	Total Undergraduate Enrollment
2002	1,992 (7%)	1,702 (6%)	58 (0.2%)	28,271
2003	2,145 (8%)	1,819 (6%)	73 (0.3%)	28,591

- Undergraduate enrollment of African-American students increased from 7% in 2002 to 8% in 2003.

- Undergraduate enrollment of Hispanic students remained at 6%.

- Undergraduate enrollment of American Indian/Alaskan Native students increased from 0.2% in 2002 to 0.3% in 2003.

Table 2

Graduate and Professional Enrollment by Racial/Ethnic Category

Year	African American	Hispanic	American Indian/Alaskan Native	Total Graduate and Professional Enrollment
2002	344 (3%)	244 (2%)	13 (0.1%)	10,024
2003	377 (4%)	289 (3%)	18 (0.2%)	10,281

- Graduate and professional enrollment of African-American students increased from 3% in 2002 to 4% in 2003.

- Graduate and professional enrollment of Hispanic students increased from 2% in 2002 to 3% in 2003.

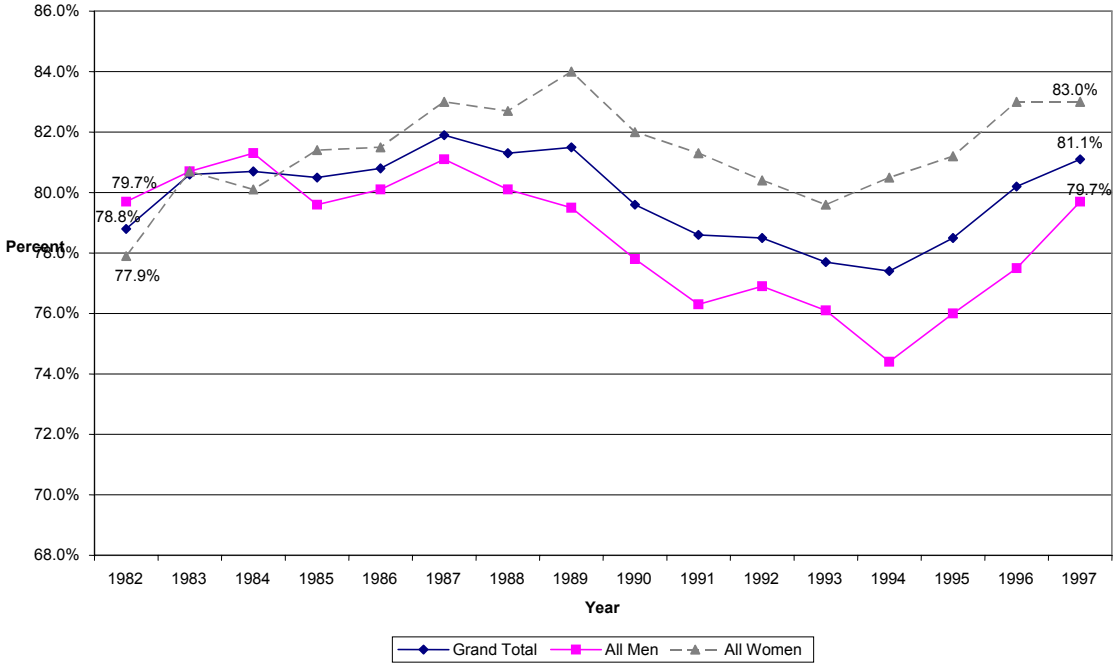
- Graduate and professional enrollment of American Indian/Alaskan Native students increased from 0.1% in 2002 to 0.2% in 2003.

Association of American Universities Data Exchange (AAUDE) Retention Survey

The University Office for Planning and Budgeting at the University of Illinois compiles the Association of American Universities Data Exchange (AAUDE) Retention Survey. The survey contains data from 1982 to 2003 and is updated annually. It includes the total number of first-time freshmen each year, their average test scores (ACT, SATV and SATM), retention rates from students' second to seventh year and graduation rates from students' fifth to seventh year. In order to analyze each freshman class consistently, data were selected from the 1982 to 1997 classes. Highlights of these data follow.

Figure 1

Percentage of Graduated or Continued at Beginning of 7th Year by Gender

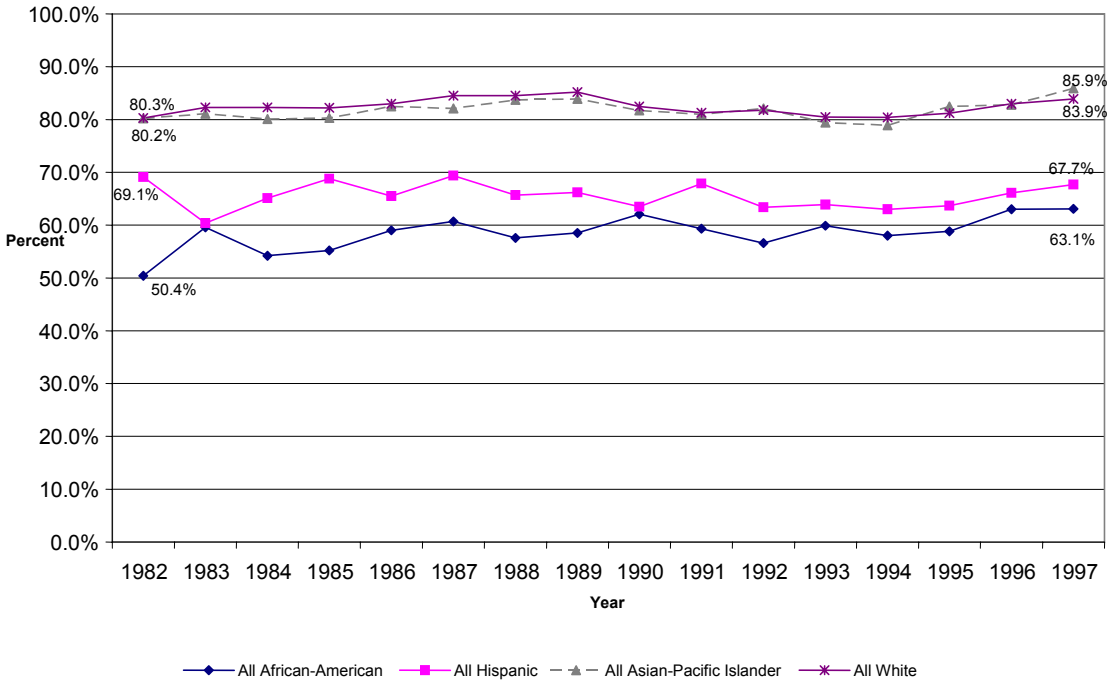


- In 1982, male students at the beginning of their seventh year graduated at a higher percentage than female students.

- The trend reversed in 1985; from 1985 to 1997, a thirteen-year period, female students experienced higher graduation rates.

Figure 2

Percentage of Graduated or Continued at Beginning of 7th Year by Race



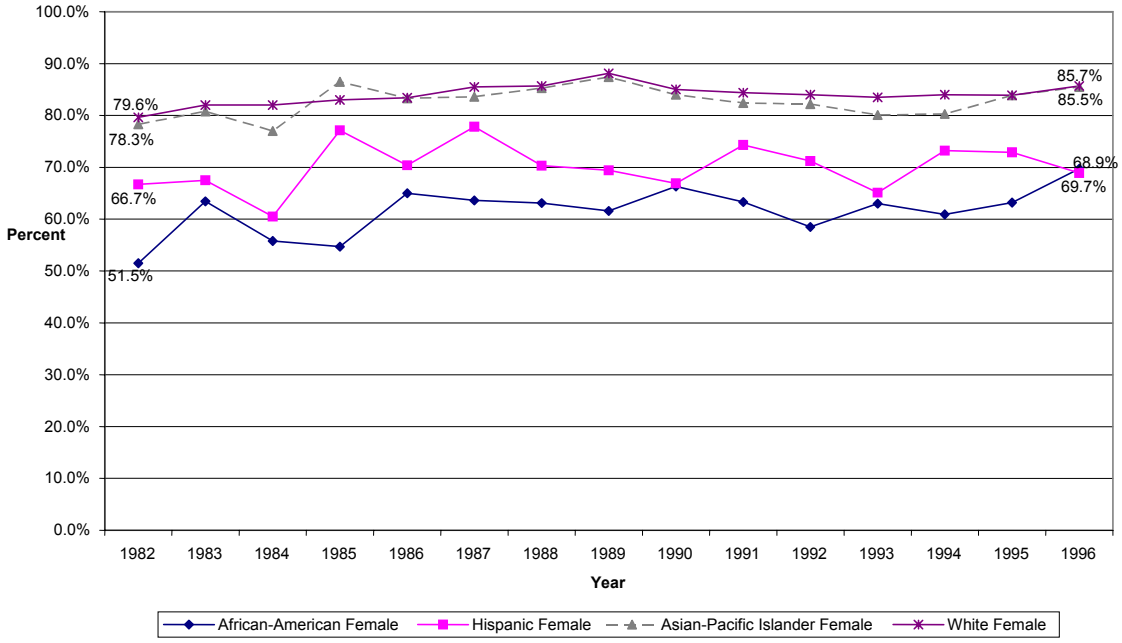
- Seventh-year African-American and Hispanic students have also maintained generally constant graduation/retention rates over the same fifteen-year period.

- The African-American student population has experienced the greatest increase in retention over the past 15 years.

- The percentages for American Indian/Alaskan Native have fluctuated widely due to the small population in the student pool (from as few as 4 students in 1982 to 15 students in 1996).

Figure 3

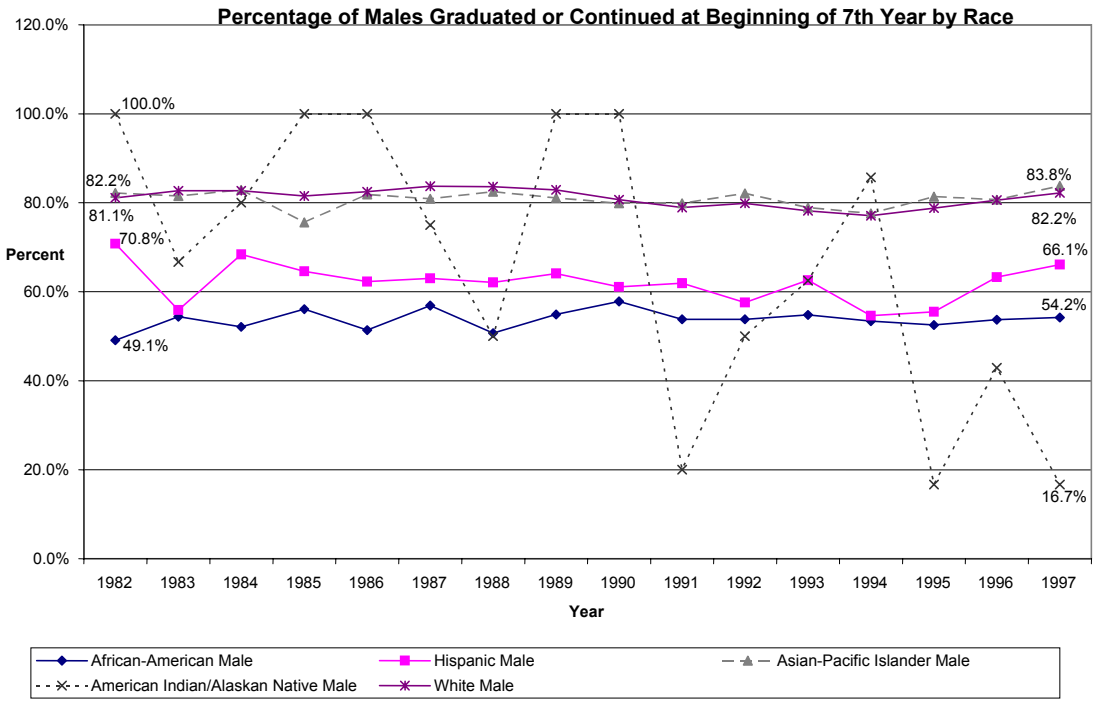
Percentage of Females Graduated or Continued at Beginning of 7th Year by Race



- Over the fifteen-year period, African-American, Hispanic, and White females experienced an increase in graduation/retention percentages.

- The percentages for American Indian/Alaskan Native have fluctuated widely due to a small number in the student pool.

Figure 4



- Over the fifteen-year period, Hispanic males experienced a decline in graduation/retention percentages, but have shown improvements for the more recent cohorts.

- The percentages for American Indian/Alaskan Native have fluctuated widely due to a small number in the student pool.

- African-American males experienced an increase in graduation/retention percentages, from 49.1% in 1982 to 54.2% in 1997.

Chemistry Merit Program

In 2003, the Chemistry Merit Program released "A Review of Academic Achievement" which provided quantitative evidences of success including retention analysis. In its evaluation of the Merit Program, the Department of Chemistry was very pleased with the progress to date. The in-depth, quantitative analysis showed that the retention of Merit students in Chemistry and Chemical Engineering, as majors, was higher than the retention of non-Merit Program students, 53% versus 37%[1]. Furthermore, 31% of the Chemistry and Chemical Engineering degrees awarded to Merit students were underrepresented minorities versus only 3% for the non-Merit students. The data in the table below reflected those students, who initially declared a major in Chemistry or Chemical Engineering, enrolled as freshman between the fall of 1993-98 (or had this major declared by the first semester in the Merit Program) and who graduated with degrees in Chemistry or Chemical Engineering from 1997-2003.

Table 3

Retention – Merit Students					**Retention - Non-Merit Students**		
	Initial Students	B.S. in Chem or Chem E	Retention Rate		Initial Students	B.S. in Chem or Chem E	Retention Rate
Overall	186	98	53%		863	322	37%
Asian/Pacific Islander	17	9	53%		185	73	39%
White	93	57	61%		621	232	37%
African American	48	22	46%		21	6	29%
Latino/a	25	8	32%		19	5	26%
Alaskan Native/American Indian	1	0	0%		1	0	0%
"Other"	2	2	100%		16	6	38%
Male	77	42	55%		539	215	40%
Female	109	56	51%		324	107	33%

[1] Chemistry and Chemical Engineering were combined because both majors have a common curriculum for the first two years and students often switch between these two majors.

The program was successful in recruiting Merit students into Chemistry and Chemical Engineering, particularly among the underrepresented groups as reflected in the following table. For students who enrolled between 1993 and 1998 as freshman, 36 Merit students who had not initially declared Chemistry or Chemical Engineering as their major graduated with degrees in Chemistry and Chemical Engineering.

Table 4

MERIT STUDENTS WHO SWITCHED TO CHEMICAL SCIENCES MAJORS

Ethnicity	Students	Percent of Total
Asian	5	14%
Caucasian	9	25%
African American*	16	44%
Latino/Latina*	5	14%
Native American/Alaskan*	0	0%
"Other"	1	3%
TOTAL	36	100%

Underrepresented Minorities*	21	58%

Males	13	36%
Females	23	64%

Division of Rehabilitative-Education Services (DRES)

The University Office of Planning and Budgeting at the University of Illinois compiled a report on demographic, graduation, and time to degree information on students with disabilities that are registered through DRES. The following tables present the data from this report:

Table 5

Graduation and Enrollment For Recent UIUC Freshmen Cohorts*

Cohort Year		Number in Cohort	Graduated	Still Enrolled	Retained
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.

- 79% of DRES undergraduates cohorts beginning from 1982 to 1997 earned a baccalaureate degree and 1% was still enrolled. This rate compared favorably to the rate of all students.

- For all students, the mean graduation rate seven years after entering UIUC as freshmen from 1989 through 1996 was 78.8%, with 0.5% still enrolled, and a retention rate of 79.3%. For comparable cohorts of DRES students, the graduation rate was 78.1%, with 0.9% still enrolled, and a retention rate of 79.0%. DRES students persisted at the same rates as the student body in general.

Table 6

Percent of Bachelors Degree Recipients by the Year the Degree is Earned
Students Entering as New Freshmen

Cohorts	1982-97 DRES		1989 -96 UIUC	
Year of Degree	Number	% Degrees	Number	% Degrees
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%

- Of those who earn degrees, students with disabilities tended to take longer to earn a degree that the student body at large.

- 83% of the students with disabilities who had earned degrees did so by the end of five years after entering.

- 95% of all graduates earned their bachelors degrees at UIUC within five years.

- Only 41% of the DRES-registered bachelor's recipients earned the degree compared to 68% of all bachelor's degree recipients at UIUC within four years.

Table 7

Percent of Bachelors Degree Recipients by the Year the Degree is Earned
Students Entering as Transfers

Cohorts	1982-97 DRES		1989 -91 UIUC	
Year of Degree	Number	% Degrees	Number	% Degrees
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%

- Transfer students with disabilities generally earned their degrees in the third year after entering, but graduation activity occurred over several years.

- Of the baccalaureate awardees, 56% of DRES transfers earned the degree by three years after entering, compared to 90% of all transfers. Comparable data were 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 graduated after four years because so few are still enrolled. On the other hand, transfers with disabilities tended to graduate later and were enrolled longer; nearly 20% graduated after year four.

Table 8

Graduation Rates by Type of Disability for Students Beginning as Freshmen at UIUC

The following two tables group students into 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.

Type	% Grad	% Not Grad	Total N
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

- For the largest groups, graduation rate is similar across all various types of disabilities.

Table 9

Percent of Graduates by the Year the Bachelors Degree was Awarded and by the Type of Disability

Type	Total Degrees	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8 & Up
Physical	191	43%	43%	13%	2%	0%
Systemic	67	59%	22%	12%	0%	7%
Learning Disability	135	32%	56%	9%	3%	1%
Attention Deficit Hyperactivity Disorder	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%

- Of those who earned degrees, students with systemic disabilities generally earned their degree more quickly than students with other disabilities. By year four, 59% of graduates with systemic disabilities earned a bachelor's degree compared to 41% of all students with disabilities.

- By year five, the larger groups succeeded at about the same rate:
    - 86% for the group with physical disabilities
    - 81% for systemic disabilities
    - 88% for LD
    - 86% for ADHD
    - 75% for blind/visual disabilities.

Program Information

The **Community College Science Internship Program** is a new program under a United States Department of Agriculture (USDA) Cooperative State Research, Education, and Extension Service (CSREES) Challenge grant for 2002-03 and 2003-04. This program develops a model for articulation between urban community colleges and the College of Agricultural Consumer and Environmental Sciences (ACES). It includes an eight-week summer program for students from under-served groups attending urban community colleges to participate in a science mentoring and career enriching experience on the UIUC campus. Approximately 23 students were selected to participate in this summer 2003 and 2004 experience from four of the city colleges of Chicago and one Chicago area community college. The long-term impact is increased communication between ACES and community colleges in the Chicago area, especially the city colleges of Chicago, in order to promote increased transfer of students between the two systems.

The **Liberal Arts and Sciences Academic Assistance Program (LAS-AAP)** is designed to enhance academic achievement and retention of minority and selected non-minority students enrolled in the College of Liberal Arts and Sciences. In cooperation with the University's Office of Minority Student Affairs, the College provides students with personal counseling and academic advising support. In addition, they are charged with monitoring the academic progress and retention of these students as they adjust to the academic rigors of college life. The College and AAP are committed to assisting new freshmen to make a smooth transition from high school to college as they adjust to campus life. Although students may not need intensive support after their first year, the LAS office remains a comfortable place where they receive assistance and share their problems and successes. The program provides the kind of welcome climate that is conducive to academic success and personal growth. Enrollment figures for 2000-01 and 2001-02 showed an average yearly enrollment in the program of 1,763 students. The average retention rate (i.e., eligible to continue at the University) for this population in the two-year period was 94.7% per year. Another success of the program is that nine of ten freshmen in AAP matriculating in Fall 2000 and Fall 2001 retained academic eligibility to enroll their sophomore year. Although the Fall 2001-02 freshman retention rate for the students in AAP is slightly lower than the all-college freshman retention rate (95%) for the period of 1997-2001, the AAP freshman retention rate has been consistently high (91%). In an effort to maintain a healthy retention rate for minority freshmen in AAP who are in LAS Life Sciences, graduate counselors with a background in the sciences are assigned as advisors to this group of students. This plan works very well. During 2001-02, the retention rate for these freshmen was 98% and over the five-year period 1997-2002, the retention rate for this group was 94.8%. The College of Liberal Arts and Sciences enrolls more minority undergraduate students than all other UIUC colleges. Six hundred seventy-one (671) baccalaureate degrees were granted to minority students at UIUC in 2001. Of the 671, 336 (50%) were earned by

Enrollment figures for AAP in 2000-01 and 2001-03 showed an average yearly enrollment in the program of 1,763 students. The average retention rate (i.e., eligible to continue at the University) for this population in this two-year period was 94.7% per year.

minority students in LAS. In 2002, 713 baccalaureate degrees were granted to UIUC minority students; 353 (49.5%) were in LAS.

The **Principal's Scholars Program (PSP)** is a UIUC statewide initiative that supports the philosophy that intelligence is demonstrated through effective and focused effort. The Program in collaboration with colleges of UIUC, corporations, foundations, and 77 participating elementary/secondary schools conduct the following:

- Sponsors Research Modules
- Mentoring Opportunities
- Conferences and Workshops
- Academic Competitions

PSP supports this premise by providing activities that promote inquiry, analytical thinking and creativity. PSP operates need-directed projects in eight Illinois communities. Program activities are tailored to meet the academic needs of students, teachers and parents, and are skill-based to enhance rather than supplement what is being taught in the formal classroom setting. PSP is multifaceted in that it operates a myriad of initiatives in each target area. Each initiative has its own set of objectives and evaluation criteria. The following is a synopsis of four major program initiatives for 2001-03, and assessment data gleaned from the project's evaluation plan:

1. The **Master Mind Assembly (MMA)** operates in eight Illinois communities and is designed to enhance critical thinking skills, improve preparation for standardized testing, and promote excellence in overall school performance. Subject matter is related to real world applications and serves as a vehicle to integrate knowledge for learning to be meaningful. The PSP staff analyzes the academic needs of participating students and designs courses that will build students' skills in the appropriate matter. Instructors are hired based on their ability to teach these specialty modules courses. Module instructors assembled suggested ideas and courses that centered on asking appropriate questions and designed performance-based activities to critically solve problems proposed by these questions-authentic assessment. Instructors designed their curriculum to support standardized testing elements. Courses are constructed in two phases: an instructional phase and an interactive research phase (hands-on). Subject matter is taught in a problem-centered, interdisciplinary format.

   The module format objective of the Master Mind Assembly is to increase reasoning ability in mathematics, science and/or communications by 25% in one year and improve standardized testing by 20% from the baseline year (year prior to program participation) for 100% of program participants through participation in modules using instructional designed pretests/post-tests (authentic assessment).

   The module evaluation process is comprehensive in that all entities involved in he program actively participate in this process; namely, students, parents, MMA coordinators who are school counselors or teachers, and module instructors.

Students evaluated each module, defined clarity of information, and assessed challenges posed to them, the use of critical thinking and problem-solving skills and the application of hands-on learning methodology. Each week program staff and instructors assessed and discussed student responses. Student comments were also reviewed to ascertain the correlation between their weekly learning experience and instructors' stated objectives. In most cases this correlation was apparent. This combined review process was used for continuous program adjustment and allowed for immediate feedback for program revisions.

High school students answered "strongly agree" or "agree" over 92% of the time relative to learning new concepts and acquiring new information. Seventeen percent indicated that their module performance could be improved. Reasons most often cited were: too much time in social interactions, lack of time management skills, putting athletic activities before academics and the interference of personal problems.

Math modules received a higher rating of "strongly agree" or "agree" than other modules. Chicago students enrolled in math modules at the elementary/middle and high school levels expressed interest in extending module time to include tutoring and after-class discussions.

MMA instructors used performance-based assessment exit outcomes as their assessment vehicles. This provided a comprehensive picture of student growth avoiding the more limited view of student performance that results from basing assessment on a single measure. Thirty-five module instructors used the modules to test curriculum methodology for inclusion in their elementary and high school classes.

To date, 98% of MMA instructors have completed their final evaluation report. Of this number, they reported 88% satisfaction rate of students successfully completing performance assessment exit outcomes; 9% of the students completed three-fourths of their performance assessment, and 1% did not participate in the final assessment. Reasons cited were that final module dates conflicted with in-school responsibilities and illness.

Assessments demonstrated that students showed a 32-37% improvement in critical thinking from the onset to the close of the MMA. Overall student assessment of the instructors' performance was favorable throughout all areas. Instructors conveyed a genuine interest in student progress and were readily available to assist them as indicated by student responses and comments, Students' perception of instructor responsiveness was considered to be a crucial part of developing critical thinking skills.

Assessments demonstrated that students showed a 32 - 37% improvement in critical thinking from the onset to the close of the Master Mind Assembly.

Module instructors were asked to evaluate their own performance. This self-appraisal was designed to mirror the program's stated objectives and overall goals. Instructors rated themselves on hands-

on instruction, conceptualization, and their ability to teach lessons in a critical thinking format while creating interesting yet challenging weekly courses. They were also assessed on how well they met their stated course objectives. Instructors met 96% of their stated objectives. When this information was correlated to part II of the high school student assessment and the third question on the elementary/middle school assessment, the findings were similar.

Summary of Evaluation:

- Students enrolled in mathematics improved an average of one letter grade.
- Critical thinking assessments realized a 32-37% improvement.
- Standardized tests scores improved by 23%. This data was based on a 40% return of MMA participants from program areas that provided testing results information. This was combined with data from three elementary schools in Chicago that reported test scores for the year prior to program participation and provided scores after program participation.

2. **Students Training for Exceptional Performance (STEP)** serves 50 academically and economically disadvantaged "at risk" Champaign and Rantoul students who meet the federal government's low-income designation. In order to promote economic self-efficacy, the project is designed to provide services in the areas of academic enrichment, employment readiness, and social service education. The STEP Program uses the case management approach to structure activities that highlight the potential of each participant and build a support mechanism to sustain students' interest and innate ability. This pipeline program intervenes at each grade level to provide need-directed educational assistance to individuals while simultaneously addressing the non-academic issues and social problems that hinder success.

   Students attend skill development modules in mathematics, science, and reading in the fall and spring of each program year. Modules are interactive, hands-on, and are designed to address the specific needs of the students. Personal development mentoring sessions are held on a monthly basis with University students, faculty and staff. Need-based tutorial sessions are held in the schools to assist students in raising grades in weak subject areas. PSP staff monitor grades of each participant and hold counseling sessions with students and parents. Employment readiness workshops are conducted prior to placing students in summer employment.

   Success of Program:

   - 100% of STEP students moved to the next grade level (this is a 26% improvement over non-participants in the same grade level, economic status, and gender).

- 100% of seniors graduated from high school.
- 33% improved cumulative grade point averages to C or above.
- 95% made significant improvement on the post-test.
- Employers reported an 84% satisfaction rate with STEP employees.

3. **Partners for Successful Students (PSS)** is a pipeline program designed to move 222 disadvantaged elementary students from elementary school to high school graduation. Initially, the program served the entire 6th and 7th grades in three Chicago public elementary schools. However, due to student progression, it has expanded to five high schools. The Principal's Scholars Program, Future Teachers of Chicago, and three corporate partners facilitate program activities. Parents of program participants attend seminars offered at concurrent times with student activities.

   100% of PSS participants progressed to the next grade level, and 34% are enrolled in advanced mathematics and English.

   Students participate in academic research modules, skill development modules, in-school supplemental courses, tutorial sessions, academic competitions, character-based education workshops, college conferences, and success club activities. During the summer, students attend a residential summer enrichment program on the UIUC campus. Parents enroll in personal development workshops and parenting seminars.

   Success of Program:

   - 85% of students perform at a C level or above in mathematics, English, and science in their grade.
   - 34% are enrolled in advanced mathematics and English.
   - 31% of eighth graders were enrolled in algebra, a gateway course for college enrollment, by 8th or 9th grade.
   - 100% progressed to the next grade level.

4. **Formulating Reliable, Intellectual, Enjoyable and Nurturing Discernment (FRIEND)** program works with 250 at-risk elementary students, 4th – 8th grades, in ten Chicago public elementary schools. The Chicago Office of the Principal's Scholars Program (PSP), UIUC, and ten Chicago elementary schools designed a visionary mentoring program that encourages and enables participants to plan and work toward enrolling in a post-secondary institution and/or secure lucrative employment after high school.

   30% of FRIEND participants' grades improved by one grade level in core subjects from onset to date.

Students participate in individual and group mentoring sessions at their school. FRIEND mentors assist students to develop realistic goals, create a "success" blueprint, improve their grades, plan for college and/or the workplace, and develop effective social skills.

FRIEND mentors are representatives from private industry, medical and legal practitioners, college faculty, teachers, retired professionals, and para-professionals.

Success of Program:

- 30% grade improvement by one grade level in core subjects from onset to date (2nd grading period).
- 87% attendance rate at individual mentoring session.
- 77% attendance rate in group mentoring session.
- 89% rate of completion of life planning assessments and college assessments.
- Teachers reported an overall improvement in class participation and attitudes toward learning of mentored participants.

In the **Department of Mathematics Merit Workshop Program** a study was conducted to provide an updated grade analysis of the students in the Mathematics Merit Workshop Program compared to their counterparts in non-Merit sections. The data are from Fall 1994 to Spring 2003. The Mathematics Merit Program is associated with the following courses: Math 120, Math 130, and Math 242. However, Math 242 was not offered until Spring 203.

Table 10

Average GPA Fall of 1994 to Spring of 2003			
	Math 120 GPA	Math 130 GPA	Math 242 GPA
Merit African American	2.587	2.612	2.694
Non-Merit African American	2.003	1.767	2.023
Merit Hispanic	2.717	3.084	2.710
Non-Merit Hispanic	2.267	2.304	2.442
Merit Females	2.781	3.098	2.968
Non-Merit Females	2.625	2.882	2.937
Merit All	2.770	2.946	2.913
Non-Merit All	2.588	2.732	2.897

While the Merit students as a whole do not always receive higher grades than the Non-Merit students, the Merit African American and Hispanic students do outperform their Non-Merit peers almost every semester. Specifically, in Math 120, the Merit section had a higher average GPA than the Non-Merit section for 13 out of 18 semesters. However, the African American Merit students had a higher average GPA than the Non-Merit African American students 17 out of 18 semesters. The Hispanic Math 120 Merit students had a higher GPA than the Non-Merit Hispanic Math 120 students 14 out of 17 semesters. This is especially significant considering the structure of the Math 120 Merit courses. The Math 120 Merit students take the same exams and quizzes as the Non-Merit students. Thus, all of the students in Math 120 in this study were being graded on exactly the same criteria.

While the Math 130 and Math 242 students in this study were not taking the exact same exams and quizzes as the Non-Merit students, all the Merit TA's still followed the course syllabus given by the department to all Math 130 or Math 242 instructors. It is clear from the preceding that the Math 130 and Math 242 Merit students also often outperformed their Non-Merit counterparts.

The Merit Workshop Program conducted a quantitative study of those in the Spring 2003 Merit section of Math 130. A total of 24 students completed the survey. Selected results are shown below:

- "I feel my participation in the Merit Program helped my understanding of calculus." On a scale from 1=disagree to 5=agree, students' average response was 4.708.

- "I feel my participation in the Merit Program helped my grade in calculus." On a scale from 1 to 5, students' average response was 4.771.

- "What aspect of the Merit Workshop style of teaching was most beneficial to you?" The students felt that group interactions, extra time devoted to problems, personal attention, and quality of the teaching assistant contributed to their learning in the Merit Workshop Program.

While this survey involved only a small sample of students, the results indicate that students generally have a positive reaction to their experiences in the Merit Workshop Program. Students feel that they learn more with the learning style the program offers. The positive reaction to the course supported the idea that it is possible for students to gain a solid understanding of the material by spending time reading the text on their own and by interacting with classmates, rather than attending a lecture.

The **Latina/Latino Studies Program (LLSP)** at UIUC is an emerging multidisciplinary academic field that has evidenced remarkable professional growth in the last decade. The Latino population in Illinois increased by 69.2% from 904,446 to 1,530,262 between 1990 and 2000. The population increase is a major catalyst for initiatives to enhance the role of Latina/Latino Studies in university education. Latina/o Studies has consistently produced knowledge of recognized excellence and heightened importance to the academic mission of the American university. The corpus of scholarly work that focuses on the Latino experience is immense. This intellectual effervescence creates for Latino and Latina Studies opportunities for multiple points of engagement with other academic units at UIUC and broadens the universe of subject matter that can appeal to a diversified student body.

LLSP offered 26 courses during the 2003-04 academic year, which includes one section of the introductory LLS 100 during the Summer. A total of 686 students were enrolled in these courses. This fall, LLSP is offering nine courses and anticipates offering eight to ten courses in Spring 2005. LLSP will significantly expand its offerings with new faculty members on board who have developed other LLSP courses for Fall 2005 or Spring 2006.

Three students were awarded minors in Latina/o Studies this semester. LLSP provided major funding this academic year for a Speaker Series. LLSP would like to offer a Bachelor's degree in Latina/o Studies and attain the requisite academic standing on campus in order to advance the goals of diversity and excellence.

The Academic Programs Office of the **College of Engineering** operates the **Minority Engineering Program (MEP)** as a component to enhance the success of its students. During the past academic year, the program focused on recruiting underrepresented

students by participating in the College Fairs of the National Scholarship Service in Chicago and St. Louis. They also joined with the Office of Admissions and Records for counselor orientations, meetings with student groups brought to campus, and sessions for admitted students in Chicago. In addition, they worked with student organizations to host high school juniors for a weekend program, called "High School Visitation." These sessions resulted in contact with over 300 students and many of their parents.

Based upon the sessions with admitted students and their parents throughout the last three years, they have found that more students came prepared for their first class schedule. This implies that the students listened to the information provided by alumni, the Office of Admissions and Records, and MEP. Thus, there will be additional sessions added in 2003-04. Such activities tend to have a long-range impact and may provide a larger yield for the campus than just engineering. MEP is working with Admissions and Records to maintain a database to help track the effect of these activities.

Once students have been admitted to Engineering, the College's Academic Programs Office contacts the students regarding participation in the **Illinois Minority Pre-college Internship Program (IMPRINT)**. Those completing an application have an opportunity for their information to be reviewed by employers who could offer summer positions. Those applicants not selected by employers and preferring the campus are invited to participate in a campus laboratory. In Summer 2003, 16 new students participated in IMPRINT, with 13 of those on campus.

After students arrive on campus, any who believe they have a disability and want to be evaluated are referred to the Division of Rehabilitation-Education Services (DRES). If deemed necessary, the College and DRES work together to accommodate the needs of the student.

In addition to IMPRINT for undergraduates, the **College of Engineering** utilizes the **Summer Research Opportunities Program (SROP)**, through the Graduate College, to help recruit potential graduate students. Students from other campuses are invited to spend the summer in a UIUC research laboratory. This effort yielded 16 students in either on-campus laboratories or at U.S. Army Construction Engineering Research Labs.

The College of Engineering recruits a select group of students who are average in UIUC's admitted pool, while competitors consider them to be top quality and eligible for scholarships. The average high school rank for the entering class in the College of Engineering at UIUC was 93% (top 7%) and the average ACT-C was 30. These numbers are approximately one standard deviation above the average for underrepresented students at UIUC and about four standard deviations above the state average. Finding and recruiting students with these credentials involves a blend of activities not available at other schools. SROP is critical to accomplish this difficult recruiting challenge; though not all SROP students attend UIUC. Nevertheless it is an important endeavor.

The **College of Engineering** promotes academic improvement by providing an **Engineering College Enrichment Center (ECEC)**. The Center is staffed primarily by the Engineering Honor Societies and graduate students.

The quality of underrepresented students in the College of Engineering has improved annually and now results in a very large awards banquet at the end of the year. The banquet draws a number of alumni, industry representatives, and University staff to an evening of interaction with the undergraduates. Attendance at the banquet over the last few years has been greater than 320. Naturally, the focal point is the awards, but it also becomes a time to promote academic excellence.

The number of students enrolled in the Master's Certification Program in the **College of Education** has increased significantly because of the availability of **Illinois Consortium for Educational Opportunity Program (ICEOP)**, **Minority Academic Partnership Program (MAPP)**, and **Special Educational Opportunities Program (SEOP)** funding. Most participants are enrolled in elementary education, but some are enrolled in early childhood or secondary education. The following provides evidence of the success:

- One African-American female completed the doctorate in secondary mathematics education. She received an American Educational Research Association (AERA)/Spencer Pre-Dissertation Fellowship and an AERA/Spencer Dissertation Fellowship. These awards are two of the most prestigious available to graduate students from the AERA and the National Academy of Education. She was offered tenure-track positions at several universities, including the University of Alabama, the University of Wisconsin at Madison, and Purdue University.

- Another doctoral student in language and literacy education received an AERA/Spencer Dissertation Fellowship for the 2003-04 academic year.

- Several doctoral students are collecting data for their dissertations. Colleagues at other universities have made inquiries about their progress and availability for tenure-track positions. For example, Ruth Quiroa specializes in language and literacy with an emphasis on bilingual students. She is a recipient of a bilingual fellowship and currently consults with colleagues at National Louis University on projects related to bilingual literacy. She will offer two graduate level courses in the Chicago area during the 2003-04 academic year, which will assist the College in meeting the need to train more teachers in bilingual education.

- Two Latina/o doctoral students serve as research assistants on a grant that provides professional development for teachers in three school districts. These students have conducted workshops on language and literacy, assessment, and family engagement related to Latina/o students in one of the districts. The Office of Academic Outreach is interested in working with them to offer workshops on bilingual literacy for school districts throughout the state.

Best Practice

Office of Minority Student Affairs (OMSA) - Academic Services

Purpose

Tutorial services were provided under the auspices of Educational Opportunities Program (EOP), beginning in 1968. Through the 1970's, the program depended mostly upon volunteer tutors and then was funded as an OMSA program beginning in 1987. OMSA's Academic Services component provides course-specific tutoring, supplemental instruction, and individualized study skills instruction designed to assist students in adjusting to the academic demands of the University. Assistance is provided in over 100 courses (the vast majority of which are at the freshman-sophomore level) each semester. As tutors are trained to assist students with study skills as well as course content, OMSA staff urge all freshmen to use such services as a means of acclimating to the academic demands of the University.

Tutoring is usually provided by undergraduates who excelled in the particular course at this university, and occasionally by graduate students. Supplemental Instruction (SI) targets courses required of large numbers of students and that function as "gate-keepers" for certain curricula. SI is a form of course assistance that is facilitated by an advanced undergraduate or graduate student who attends course lectures and works with students in small groups. Many tutor and SI groups meet once each week, although drop-in tutoring is provided daily in mathematics and several hours each week in chemistry and physics. Study skills instruction in time management, textbook study, lecture note-taking, and test taking is provided individually by a trained graduate instructor.

Program Elements/Strategies:

- As academic services are designed to assist students in adjusting quickly to the University's academic demands and maintaining a high level of academic performance, freshmen are urged to seek assistance proactively, early in the fall semester, to prevent the necessity of "catching up" later.

- Tutors are either undergraduates who excelled in the course they are tutoring or graduate students with appropriate expertise. Thus, tutors have first-hand knowledge of the way in which particular courses are taught at this University.

- Tutors receive training in the form of several meetings during the first semester in which they work and are required to attend refresher meetings in subsequent semesters.

Results/Evidence of Success

As described under the Graduate Counselor Component section above, all of OMSA's services contribute to student success and to a relatively high retention and graduation rate. However, OMSA also produces impact data on academic services each semester. Such data shows that when students consistently attend tutoring, they tend to perform better in the tutored course than do students with similar ACT scores and UIUC selection indices. (Such score and index similarities indicate that the attenders and nonattenders have similar levels of prior preparation.)

Table 11
Examples from Spring Semester 2003 include:

Math 116		
	4 or more tutor sessions	3 or fewer tutor sessions
Mean Course Grade	3.143(N=7)	1.708(N=8)
Mean ACT Math score	19.714	19.750
Span 103		
	4 or more tutor sessions	3 or fewer tutor sessions
Mean Course Grade	3.039(N=17)	1.334(N=7)
Mean ACT Math Score	2.675	2.571

The difference in the course grades for Math 116 were statistically significant at p =.000706, while the difference in the ACT math scores for the two groups was not significant, at p = 0.980473.

The difference in the course grades for Span 103 were statistically significant at p = 0.003247, while the difference in the UIUC selection index for the two groups was not significant, at p = 0.890796.

Division of Rehabilitation Services (DRES)

Best Practice: Operational restructuring and the development of new administrative tools to improve the effectiveness, efficiency, and capacity of text conversion services.

To be compliant with the American with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, institutions of higher education are required to provide students with disabilities with access to curricular content that is comparable in quality, accessibility, and timeliness to that afforded students without disabilities.

However, meeting these performance criteria in the emerging age of information is becoming increasingly more difficult as a result of several factors. First, the rapidity with

which knowledge is generated is promoting the use of "just in time" course text identification practices and it serves to appreciably shorten the longevity of course textbook use.

In terms of the former, the late identification of course reading materials frequently does not allow sufficient time for the conversion of the content to accessible formats prior to the beginning of class. As a result, students with disabilities must accept content incrementally according to its order in course syllabi rather than having immediate access to all content as is the case for students who do not have disabilities that impede the use of print. In terms of the diminishing "shelf life" of textbooks, in years past, textbooks that were converted to accessible formats may have been used for several years; however, present-day course text materials that are converted to accessible formats are rarely used for more than a year or two, thus exacerbating the volume of materials needing to be converted. Indeed, the combination of "just in time" text identification and the diminishing longevity of course textbooks is contributing to a rising use of unique class-specific "course packs" comprised of a compilation of print-based materials from a multitude of sources. Obviously, these unique compilations exacerbate the frequency with which course materials must be transcribed to an accessible format.

To improve the timeliness with which students with disabilities receive course materials in alternative accessible formats, the Division implemented a two-pronged strategy.

First, a web-based text conversion management tool was created to enhance the efficiency with which personnel responsible for text conversion services could identify materials to be converted and execute the conversion process. The web-based text conversion management tool was designed so that it could be accessed from any computer connected to the Internet. It automatically reads class and/or section information from campus websites and it tracks assignments with regard to their due dates, for whom assignments are due, and in what formats they are to be converted. The tool also tracks text conversion output by student, class, book or assignment.

Second, text conversion services personnel were reorganized such that a single full-time permanent employee was assigned responsibility for performing all electronic document scanning, thereby relegating student hourly personnel to the less technical assignment of document editing. In measuring the impact of these actions, in 2003-2004, the text conversion office produced 125,158 pages of converted text in 2,251 hours. In contrast, in 2002-03, the office produced 78,810 pages in 2,413 hours. As a result, the text conversion office required 7% fewer hours to produce nearly 59% more alternative format document output last year.

By virtue of this considerable improvement in efficiency, the backlog of course materials to be converted at the start of each term can now be eliminated in less than three weeks from the start of the term, compared to the eight weeks that it took to eliminate the backlog prior to the implementation of these changes.

Attachment A

UIUC 2003-2004 Program Inventory

Academic Assistance Program, Liberal Arts and Sciences
Academic Writing Program, English Department, Liberal Arts and Sciences
Afro-American Studies and Research Program, Liberal Arts and Sciences

Bridge/Transition Program, Liberal Arts and Sciences

Central Black Student Union, Housing
Chemistry Merit Program for Emerging Scholars, Liberal Arts and Sciences
Child Care Resource Service
Community College Science Internship Program, Agricultural, Consumer and Environmental Sciences
The C.O.R.E., Residential Life/Housing

Division of Rehabilitation-Education Services, Applied Life Studies

Engineering Consortium Fellowship Program, Engineering
Equal Opportunity Program, Law

Gender and Women's Studies Program, Liberal Arts and Sciences
Graduate College Minority Affairs
- 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)

La Casa Cultural Latina, Dean of Students
Latina/Latino Studies, Liberal Arts and Sciences

Men of Impact, Housing
Merit Workshop Program, Department of Mathematics, Liberal Arts and Sciences
Minority Access Program, Law
Minority Engineering Program, Engineering
Multicultural Fellowship, Veterinary Medicine
Multicultural Transfer Admission Program, Office of Admissions and Records

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

Office of Minority Student Affairs, Office of the Vice Chancellor for Student Affairs
- Academic Support Services
- Bruce D. Nesbitt African American Cultural Program
- Career Development & Placement Services
- McNair Program
- TRIO/Student Support Services

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

Special Educational Opportunity Program, Education
Special Populations Student Health Education Program, McKinley Health Center
Student Programs and Activities, Illini Union Board
Student Support Program, Agricultural, Consumer and Environmental Sciences
Student Support Services, Applied Life Studies
Support for Underrepresented Groups in Engineering, Engineering

Women and Gender in Global Perspectives Program
Women in Engineering, Engineering
Worldwide Youth in Science and Engineering, Engineering

Young Scholars Program, Agricultural, Consumer and 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 2004*

Program	Racial/Ethnic Composition of Those Served by Minority Programs							Others Served		Total
	Black	Hispanic	AIAN	API	Minorities	White	Unknown	Female	Disabled	Served
Academic Assistance Program, LAS	1140	953	33	13	2139	5	0	1218	0	2144
Academic Writing Program, English Department, LAS	138	64	0	28	230	60	142	170	0	432
Afro-American Studies and Research Program, LAS	0	0	0	0	0	0	833	0	0	833
Bridge/Transition Program, LAS	165	30	0	5	200	8	0	124	0	208
Central Black Student Union, Housing	0	5	0	0	5	0	0	5	0	5
Chemistry Merit Program for Emerging Scholars, LAS	82	39	1	60	182	244	13	275	0	439
Childcare Resource Services	0	0	0	0	0	0	132	0	0	132
Community College Science Internship Program, ACES	2	2	0	0	4	0	0	2	0	4
The C.O.R.E, Residential Life/Housing	12	0	0	0	12	0	0	12	0	12
Division of Rehabilitation-Education Services, Applied Life Studies	58	34	1	51	144	590	16	358	750	750
Engineering Consortium Fellowship Prog., Engineering	4	0	0	0	4	0	0	2	0	4
Equal Opportunity Program, Law	61	46	2	97	206	427	48	304	10	681
Gender and Women's Studies Program, LAS	125	85	33	55	298	550	0	748	0	848
Graduate College Minority Affairs	0	0	0	0	0	0	1534	0	0	1534
Graduate College Fellowships	26	25	3	1	55	0	0	30	0	55

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

Attachment B: Programs for Underrepresented Students and Staff at UIUC
Students and Staff Served During Fiscal Year 2004*

Program	Racial/Ethnic Composition of Those Served by Minority Programs							Others Served		Total
	Black	Hispanic	AIAN	API	Minorities	White	Unknown	Female	Disabled	Served
Illinois Consortium for Educational Opportunity Program	15	14	0	1	30	0	0	17	0	30
Illinois Minority Graduate Incentive Program	0	3	0	0	3	0	0	2	0	3
Minority Academic Partnership Plan	17	9	0	0	26	0	0	18	0	26
Packard Foundation Graduate Scholars Program	1	0	0	0	1	0	0	1	0	1
Summer Research Opportunities Program (SROP)	61	32	4	0	97	0	4	72	0	101
La Casa Cultural Latina	466	4671	6	356	5499	457	5793	3264	0	11749
Latino/Latina Studies Program, LAS	110	975	3	22	1110	530	24	916	3	1664
Men of Impact, Housing	8	0	0	0	8	0	0	3	0	8
Merit Workshop Program, Mathematics Department, LAS	39	32	4	23	98	104	6	129	0	208
Minority Access Program, Law	6	3	0	0	9	0	0	5	0	9
Minority Engineering Program, Engineering	137	223	2	220	582	370	5	260	3	957
Multicultural Fellowships, Vet Med	3	6	0	8	17	0	3	14	0	20
Multicultural Transfer Admission Program	500	500	20	150	1170	100	750	1490	20	2020
National Achievement Scholarship Program	8	1	0	0	0	0	0	6	0	9
Office of Minority Student Affairs (OMSA)	2407	2076	87	22	4592	26	6	2554	40	4624

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

Attachment B: Programs for Underrepresented Students and Staff at UIUC
Students and Staff Served During Fiscal Year 2004*

Program	Racial/Ethnic Composition of Those Served by Minority Programs							Others Served		Total
	Black	Hispanic	AIAN	API	Minorities	White	Unknown	Female	Disabled	Served
Academic Support Services	680	292	2	33	1007	32	2	723	2	1041
Bruce D. Nesbitt African American Cultural Program	29413	3122	10	431	32976	2697	20	20396	0	35693
Career Development & Placement Services	221	113	0	112	446	11	25	302	0	482
McNair Program	36	18	0	1	55	0	0	38	0	55
TRIO/Student Support Services	106	82	1	1	190	1	0	106	0	191
Peer Recruitment Program, OAR	2055	1955	60	0	4070	0	0	2235	0	4070
President's Award Program, Academic Affairs	548	843	38	0	1429	1	0	691	0	1430
Principal's Scholars Program, Academic Affairs	2325	257	0	32	2614	39	0	1939	1	2653
Research Apprentice Program, ACES	34	12	0	3	49	7	0	41	1	56
Special Educational Opportunity Program, Education	12	9	0	0	21	0	0	12	0	21
Special Populations Student Health Education Program	4351	982	1	1067	6401	875	1965	0	173	9241
Student Programs & Activities, Illini Union Board	2982	1347	0	1477	5806	0	0	0	0	5806
Student Support Program, ACES	80	47	2	32	161	31	0	137	2	192
Student Support Services, ALS	18	3	0	1	22	37	0	30	2	59
Support for Underrepresented Groups in Eng., Engineering	12	16	2	2	32	28	0	41	0	60

* 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 2004*

Program	Racial/Ethnic Composition of Those Served by Minority Programs							Others Served		Total
	Black	Hispanic	AIAN	API	Minorities	White	Unknown	Female	Disabled	Served
Women and Gender in Global Perspectives Program	43	26	4	56	129	148	31	209	1	308
Women in Engineering, Engineering	53	35	0	210	298	613	0	911	0	911
Worldwide Youth in Science and Engineering, Engineering	6	2	1	8	17	67	2	26	0	86
Young Scholars Program, ACES	5	1	0	1	7	2	0	7	0	9
Programs - Staff										
Office of Equal Opportunity and Access, Office of the Chancellor	0	0	0	0	0	0	1500	0	0	1500
Targets of Opportunity Program, Academic Affairs	6	3	0	0	9	0	0	2	0	9

* 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

Students with Disabilities
Academic Year 2003-2004

Students Who Registered

Type of Disability	Undergraduate	Graduate	Other 3	Total
Learning	148	25	21	194
ADHD	141	21	8	170
Psychological	90	18	11	119
Developmental	0	0	0	0
Mobility	111	20	4	135
Blind/Low Vision	24	8	0	32
Deaf/Hard of Hearing	18	5	1	24
Systemic/Chronic Health Problems	35	13	1	49
Other (traumatic brain injury)	20	5	2	27

Registered Students Who Used Services

Type of Disability	Undergraduate	Graduate	Other 3	Total
Learning	148	25	21	194
ADHD	141	21	8	170
Psychological	90	18	11	119
Developmental	0	0	0	0
Mobility	111	20	4	135
Blind/Low Vision	24	8	0	32
Deaf/Hard of Hearing	18	5	1	24
Systemic/Chronic Health Problems	35	13	1	49
Other (traumatic brain injury)	20	5	2	27

Students Who Self-Report (but did not register)

Type of Disability[2]	Undergraduate	Graduate	Other3	Total
Learning	No Data Available*			
ADHD				
Psychological				
Developmental				
Mobility				
Blind/Low Vision				
Deaf/Hard of Hearing				
Systemic/Chronic Health Problems				
Other				

***** An Internet-based survey was administered in Fall 2003, but self-reported disability prevalence data are not included in the table above because of the questionable validity of projections given that the response rate was quite low (11%), the respondents are a volunteer sample rather than a systematic random sample, and it is likely that students with disabilities are over-sampled in the data. Details are provided below.

Supplemental Questions

Please describe below the method your institution uses to collect self-reported student data.

In the Fall 2003 term, all 38,872 students enrolled at the UIUC received a web-based survey. The survey resulted in interesting findings related to possible biases between disability counts based on anonymous self-report and counts based on students who have self-identified and registered for disability services. The survey asked each student whether s/he had a disability. Students who answered "yes" continued on to question two which asked them to identify their specific condition(s). The range of conditions included the following categories: mobility, blind/low vision, deaf/hard of hearing, learning disability, attention deficit hyperactivity disorder, brain injury, psychological, systemic/health, speech and other. Students were then asked whether they had registered for disability services at DRES. If they answered "yes," they were asked to rate the quality of the overall support and assistance they had received. If they answered that they had not registered for disability services, they were asked to report why they had chosen not to register.

A total of 4,148 students responded to the survey, representing 11 percent of all enrolled students. Of that number, almost eight percent (n = 313) identified themselves as having one or more disabling conditions and nearly 25% of students reporting disabilities identified themselves as having two or more disabling impairments.

It is notable that the percentage of self-reporting students was much higher than the registered student enrollment figure. This finding is consistent with differences observed between national self-report disability prevalence studies and the registered student enrollment figures reported by IBHE institutions.

Comparison of the frequencies with which disability conditions were reported across the two counting methods indicates a substantial interaction between disability type and the method utilized. The distribution of self-reported disabilities by type was consistent with the percentages of DRES-registered students for those reporting primary diagnoses of learning disabilities, psychological disabilities, attention deficit hyperactivity disorder, brain injury, and mobility impairments. Conversely, students reporting primary diagnoses of systemic disabilities, blindness/low vision, or deafness/hard of hearing represented 10% more of the self-reporting student sample than would have been expected on the basis of their prevalence among DRES registered students.

Of the 313 students reporting a disability, almost 67% (n = 208) reported that they had not registered for services with DRES. Almost 49% of those who had not registered for disability services stated that they had not done so because they did not require such services at this time. Almost seven percent of those who had not registered for services reported that their disability needs were otherwise being met by the campus. However, over 41% of the students reporting disabilities and who had not registered for services reported that they had not done so because "they were unaware of the existence of such services." DRES will continue to investigate strategies for improving awareness among all students regarding disability services.

If available, please indicate the number of faculty, staff, or other individuals with disabilities served that are not included in the tables above.

Type of Disability	Faculty/Staff	Other
Learning	No data available. (See text below.)	
ADHD		
Psychological		
Developmental		
Mobility		
Blind/Low Vision		
Deaf/Hard of Hearing		
Systemic/Chronic Health Problems		
Other		

In the Spring 2004 term, a web-based disability survey was sent to all members of the UIUC faculty (n=1,908), academic professional staff (n=3,000) and non-academic staff (n=5,500) to ascertain the prevalence of employees with disabilities and, of those reporting disabilities, to determine their satisfaction with the disability accommodation process. Self-reported disability prevalence data for UIUC employees are not included in the table above because of the questionable validity of projections, given that the response rate was quite low (9.4%); the respondents are a volunteer sample rather than a systematic random sample; and it is likely that employees with disabilities are over-sampled in the data.

A total of 980 faculty and staff responded to the web survey. Of that number, 193 identified themselves as persons with disabilities, and 51 of the 193 reported that they had disabilities that substantially limited their ability to perform work-related tasks.

Self-reported Disabilities of UIUC Employees by Disability Type and Degree of Work Limitation

Disability	Percent of Total Population (n=193)	Percent by Disability Type with Substantial Work Limitations (n=51)
Mobility	48.2	23.5
Vision	8.3	37.5
Hearing	10.8	37.5
Learning	6.2	50.0
ADHD	10.4	53.8
Psychological	9.3	61.1
Brain Injury	0.5	0.0
Health Related	31.0	32.0
Speech	1.6	33.0

As seen in the table above, although mobility impairment was the most frequently cited disability type, mobility ranked eighth among the nine disability categories with regard to the frequency with which persons with such impairments deemed themselves to be substantially limited in their ability to perform work-related tasks. Persons with psychological disabilities, ADHD, and learning disabilities were the most likely to perceive their disabilities as substantially limiting their performance of work tasks.

Interestingly, some individuals who reported having disabilities that substantially interfered with their ability to perform work-related tasks did not request accommodations. Of the 51 persons who identified themselves as needing workplace accommodations, 29 (57%) requested accommodations and 22 (43%) had not. Upon further examination, four underlying explanations were offered for why the latter group chose not to request accommodations. First, four of the 22 individuals who had not requested accommodations had not done so due to their fear of reprisal. Examples of responses falling under this heading included distrust of supervisors, fear that their jobs would be lost if they made such a request, and fear of discrimination if they were to disclose their disabilities. Second, six individuals were not aware of the campus accommodation policies, citing such reasons as, “I do not know how to make a request,” or “I am not a citizen.” Third, one person stated that s/he felt the cost of his/her accommodation(s) would be perceived by supervisors as prohibitive, thereby compromising his/her job security. Lastly, two persons stated that they were awaiting doctor’s verification before proceeding with their accommodation requests. DRES will share these survey findings with the Office of Equal Opportunity and Access to ensure that educational workshops on employee rights and responsibilities incorporate content to ameliorate the effect of these barriers upon employee self-identification and accommodation implementation.

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								
	Black			Hispanic			All Total		
	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
Fall 1999	33.5	33.1	66.6	37.6	30.6	68.2	59.1	21.6	80.7

Graduation and Retention Rate of Beginning Freshmen After Six Years

Freshman Class	Percent Graduated or Still Enrolled								
	Black			Hispanic			All Total		
	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
Fall 1998	54.9	4.1	59	65.0	4.3	69.3	78.2	2.1	80.3

Beginning Transfer Enrollment

	Black		Hispanic		Total
	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
Fall 2003	30	3.2	35	3.8	933

Graduate Programs Enrollment

	Black		Hispanic	
	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
Fall 2003	315	3.4	242	2.6

Professional Student Enrollment

	Enrolled in Veterinary Medicine					Enrolled in Law			
	Black	Hispanic	API	AIAN		Black	Hispanic	API	AIAN
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
Fall 2003	3	7	8	0	Fall 2003	59	41	83	1

Female Students in Sciences, Engineering & Mathematics

Fall 2003		Total Bachelors	
	Female	Percent	Total
Engineering	860	18.2%	4722
Computer Science, Mathematics & Statistics	260	18.6%	1396
Math, Science and Business	4102	33.3%	12320
Biology, Chemistry & Physics	1402	53.9%	2603

Fall 2003		Total Masters	
	Female	Percent	Total
Engineering	113	18.2%	622
Computer Science, Mathematics & Statistics	60	26.8%	224
Math, Science and Business	589	32.0%	1839
Biology, Chemistry & Physics	44	53.7%	82

Fall 2003		Total Ph.D. s	
	Female	Percent	Total
Engineering	209	17.0%	1232
Computer Science, Mathematics & Statistics	104	20.4%	511
Math, Science and Business	758	25.4%	2988
Biology, Chemistry & Physics	400	34.8%	1149

Underrepresented Minority Faculty and Staff

Tenured/Tenure-Track Faculty

	Black		Hispanic		Total
Year	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
2003	69	3.3	65	3.1	2071

Administrative and Academic Professionals

	Black		Hispanic		Total
Year	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
2003	145	4.7	68	2.2	3067

Black Staff Employment

	Adm/Man		Prof		Cler/Sec		Tech/Para		Sk Crafts		Ser/Main	
	#	%	#	%	#	%	#	%	#	%	#	%
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
2003	5	4.3	29	5.8	201	10.7	51	9.0	46	7.8	236	17.4

Hispanic Staff Employment

	Adm/Man		Prof		Cler/Sec		Tech/Para		Sk Crafts		Ser/Main	
	#	%	#	%	#	%	#	%	#	%	#	%
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
2003	0	0	7	1.4	16	.8	6	1.1	4	.7	14	1.0

Underrepresented Female Faculty and Staff

Tenured/Tenure-Track Faculty

	Females	Percent FTE Female	Total
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
2003	582	28.1	2071

Academic Professional Women

	Females	Percent FTE Female	Total
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
2003	1510	49.2	3067

Female Staff Employment

	Adm/Man		Prof		Cler/Sec		Tech/Para		Sk Crafts		Ser/Main	
	#	%	#	%	#	%	#	%	#	%	#	%
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
2003	72	61.5	346	69.3	1728	92.4	328	59.6	36	6.1	414	39.3