University of Illinois at Springfield

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

Submitted to the Illinois Board of Higher Education

January 2006

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

University of Illinois at Springfield

Office of the Provost and Vice Chancellor for Academic Affairs

Submitted to the Illinois Board of Higher Education
January, 2006

Acknowledgments

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

University of Illinois at Springfield
2005 Underrepresented Groups Report

Table of Contents

Institutional Report

Appendix

✼ ✯ ✯

University of Illinois at Springfield
2005 Underrepresented Groups Report

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

✳ ✳ ✳

Fall 2005: Increasing Recruitment and Preparation of Minorities, Women, and Persons with Disabilities

This report focuses on the recruitment and preparation of underrepresented students, faculty, and staff. It provides an update on the activities reported in the University of Illinois at Springfield 2002 Underrepresented Groups Report and discusses new programs and initiatives. It also describes the campus partnership with College Summit as an effective practice in the recruitment and preparation of students from underrepresented groups.

1. Increasing Participation of Underrepresented Groups – Recruitment and Preparation

A. Update of Activities Reported in the 2002 Institutional Report

This section provides an update on student recruitment, faculty/staff recruitment, and college readiness and transition activities that were reported in the *University of Illinois at Springfield 2002 Underrepresented Groups Report.* This section also addresses goals and performance indicators for these activities.

✶ *Highlights* ✶

During Academic Year 2004-2005, UIS recruiters visited more than 100 Illinois high schools that have self-reported minority student populations of greater than 25%.

---

(1) Student Recruitment

UIS RECRUITMENT STRATEGIES. The University of Illinois at Springfield (UIS) is committed to enhancing diversity among its students. An important component of this commitment is the development and implementation of recruitment strategies to identify and encourage students from underrepresented groups to apply and enroll at UIS.

Goals and Performance Indicators
The 2002 Underrepresented Groups Report identified the following goals and performance indicators for the 2005 Underrepresented Groups Report:

➢ Enhanced diversity of the campus, as evidenced by an increase in the number of African American and Hispanic students enrolled

> The number of African American students increased slightly between Fall 2001 (355) and Fall 2003 (363), but then decreased in Fall 2004 (338), as shown in Table A. The number of Hispanic students increased slightly from 63 students in Fall 2001 to 67 students in Fall 2004.

➢ Enhanced diversity of the campus, as evidenced by the increase in the number of African American students enrolled as a percentage of total students and the number of Hispanic students enrolled as a percentage of total students

> The number of African American students as a percentage of total students decreased from 8.3% in Fall 2001 to 7.7% in Fall 2004. Hispanic students accounted for the same percentage of students (1.5%) in both Fall 2001 and Fall 2004.

Description of Progress
During Academic Year 2004-2005, the UIS Office of Admissions provided information to graduate and undergraduate students from underrepresented groups through a variety of activities.

Undergraduate Recruitment

- UIS recruiters visited more than 100 Illinois high schools that have self-reported minority student populations of greater than 25%. The recruiters also participated in community college fairs that drew attendees from the entire community college district.

- UIS hosted eight preview days for prospective first-year and transfer students.

- The staff of the Office of Admissions, along with assistance from the UIS Student Ambassadors, followed up with prospective students through personalized notes, email messages, and telephone calls.

- A campus official met with the secondary guidance counselor director for the Chicago Public School District and provided information for the district's guidance counselors.

- UIS participated in the Illinois Statewide Admissions Articulation Conferences (eight sites) for high school guidance counselors.

- UIS also participated in the Salute to Academic Achievement event that was held in Chicago.

- UIS strives to create a campus environment that is supportive of the recruitment and retention of students from underrepresented groups. During AY 2004-2005, the UIS Speakers Fund provided funding for presentations of several programs of interest to underrepresented groups:

    - "Building Civil Society: Who is Principal? Who is Agent?" which focused on the changing workplace and the difference that gender makes (sponsored by the College of Public Affairs and Administration)

    - "The Fight for Justice" presented by Dr. Rubin "Hurricane" Carter, former middleweight contender whose boxing career was ended by a conviction for three murders he did not commit (sponsored by the Downstate Illinois Innocence Project and the Institute for Legal Studies);

    - "American Indian Identity in the 21st Century" (sponsored by the Department of Communications).

Graduate Recruitment

- UIS recruiters attended graduate school fairs and distributed information about graduate programs and scholarship opportunities.

- University officials mailed information about the two major financial assistance programs for graduate students, the Graduate Public Service Internship Program and the Graduate

Assistantship Program, to historically black colleges and universities and to Hispanic organizations.

- Students from underrepresented groups also were encouraged to apply for the Whitney M. Young Fellowship program (described later in this report).

Planned Changes
The performance indicators suggest that UIS needs to continue to develop new or enhance existing strategies to increase the diversity of UIS' student body. In recognition of this, the UIS Office of Multicultural Student Affairs (OMSA) has developed a plan for recruiting and retaining students from underrepresented populations. These efforts are discussed in the section on OMSA.

The UIS Capital Scholars Honors Program also is implementing strategies to increase student diversity, such as engaging in additional outreach activities. For example, in Fall 2005, representatives from the Capital Scholar Honors Program attended the *100 Black Men of Chicago – 2005 College Scholarship Fair,* which attracted over 5,000 students and parents.

MINORITY STUDENT RECRUITMENT ADVISORY COMMITTEE. The Minority Student Recruitment Advisory Committee was established in spring of 2002 to consider strategies for building stronger partnerships with guidance counselors/academic advisers in Illinois high schools and community colleges and with students from underrepresented groups. This committee is no longer in existence, but the Office of Multicultural Affairs is continuing to work on strategies for building stronger partnerships.

OFFICE OF MULTICULTURAL STUDENT AFFAIRS. The Office of Multicultural Student Affairs (formerly the Office of Minority Student Affairs) is dedicated to developing healthy perspectives of cultural differences through educational, cultural, and social programming activities. The office actively supports student organizations, offers guidance on issues related to diversity, and strives to promote and incorporate an appreciation for the multicultural nature of our society with the collective campus community.

Goals and Performance Indicators
The 2002 Underrepresented Groups Report identified the following goals and performance indicators for the 2005 Underrepresented Groups Report:

➢ Heightened awareness of UIS as an educational option among minority high school and community college students, as evidenced by the number of minority applications (listed in the 2002 report as a performance indicator for the Minority Student Recruitment Advisory Committee)

The number of applications from minorities increased from 456 (14.5% of the total applications) in Fall 2001 to 473 (18.2% of the applications) in Fall 2004 (see Table 4). Black applicants accounted for 12.2% of the applications in Fall

2004, while Asian, Hispanic, and American Indian applicants accounted for 3.3%, 2.3%, and 0.4%, respectively.

➤ Enhanced diversity of the campus, as evidenced by the increase in the number of minority students enrolled

The number of minority students enrolled at UIS has increased from 504 (11.8% of the total enrollment) in Fall 2001 to 536 (12.2% of the total enrollment) in Fall 2004 (see Table B). This represents a 6.3% increase in the number of minority students. (Minority students are defined to include African American, Hispanic, American Indian, and Asian students.)

Description of Progress

During the past year, the Office of Multicultural Student Affairs (OMSA) has become more involved in the recruitment of students from diverse backgrounds. Recent activities are summarized below.

- OMSA has developed a new marketing and student recruitment plan that focuses on the recruitment of students from underrepresented groups. One of the major components of the plan is to hire a new staff member to focus on the recruitment of students from underrepresented groups.

- OMSA has targeted schools and community colleges, as well as community organizations that serve students/residents from underrepresented groups. OMSA's goal is to develop long-term relationships with these targeted schools and to build partnerships with local organizations.

  o The Office of Multicultural Student Affairs distributed information to more than 45 community and nonprofit organizations that primarily serve people from underrepresented groups.

  o The office also sent information about the TANF/Low Income Scholarship Program and the Leadership in Public Service Program to community colleges.

- OMSA coordinates its efforts with the Office of Admissions. Information about OMSA is included in the campus recruitment brochures, and OMSA contact information is included in the official letter of acceptance that is sent to Capital Scholars Honors students. OMSA staff also participates in UIS preview days.

- OMSA provides funding for the Diversity Task Force, which sponsors activities that help create an environment that is supportive of the recruitment and retention of students from underrepresented groups. Participation in the Task Force is open to all interested members of the campus community. During AY 2004-2005, the Diversity Task Force provided funding for a variety of activities, including the following programs:

o "Chinese Culture Shock," sponsored by the Chinese Student Association for their non-Asian colleagues

o A film series sponsored by Active Minds, a disability awareness student organization

o "Merge," an arts presentation of music, paintings, photographs, and poetry by African American artists sponsored by the Visual Arts Gallery, College of Liberal Arts and Science, and the Illinois Arts Council.

✴ *Highlights* ✴

This year, the number of applications submitted to UIS from minorities increased from 456 (14.5% of the total applications) in Fall 2001 to 473 (18.6% of the applications) in Fall 2004.

Planned Changes
OMSA is implementing its marketing and student recruitment plan. These recruiting efforts, especially the hiring of a recruiter, are expected to result in more UIS students from underrepresented groups in the future.

THE UNIVERSITY OF ILLINOIS AT SPRINGFIELD'S LEADERSHIP IN PUBLIC SERVICE PROGRAM. The purpose of the University of Illinois at Springfield's Leadership in Public Service Program (UISLPS, formerly the Minority Leadership in Public Service program) is to provide leadership opportunities in higher education for students who wish to pursue a career in public service.

Goals and Performance Indicators
The 2002 Underrepresented Groups Report identified the following performance indicators for the 2005 Underrepresented Groups Report:

➢ Number of students enrolled in the UISLPS (previously the MLPS) program

   During Academic Year 2004-2005, the UISLPS program was redesigned and restructured. During this time, there was only one student actually enrolled in the program; however, about 20 students participated in the Multicultural Student Leadership Retreat that was sponsored by the program.

➢ Number of Hispanic students enrolled in the MLPS (now UISLPS) program
   See above.

Description of Progress
UISLPS has developed and implemented activities designed to strengthen the leadership opportunities of the undergraduate experience.

• One of the main activities during the AY 2004-2005 was a Multicultural Student Leadership Retreat that brought students together to address issues related to diversity.

The retreat's presentations made by the leadership team (which included students) and small and large group interactive experiences were designed to help students learn about leadership, multicultural issues, and social responsibility. The student attendees reflected a diverse group, including Asian, African American, Hispanic, white, and international students.

- UISLPS provides a stipend to participants to assist in paying for the costs of higher education.

Planned Changes

Following the restructuring of the program, the UISLPS is now in the process of rebuilding the number of program participants. The UISLPS will continue to identify and sponsor activities that will help develop student leadership skills.

WHITNEY M. YOUNG FELLOWSHIP PROGRAM. This program is a memorial to the late Whitney M. Young, Jr., former executive director of the National Urban League, educator, and social activist. The program helps the UIS campus achieve a rich and diverse educational environment and increases the opportunities in graduate education for highly self-motivated students who are underrepresented in graduate study at UIS. This includes but is not limited to ethnic/racial minorities, first-generation college students, and students from disadvantaged backgrounds. The program is designed to complement graduate studies with community service, research, and scholarship in areas of public policy and public affairs.

Goals and Performance Indicators

The 2002 Underrepresented Groups Report identified the following performance indicators for the 2005 Underrepresented Groups Report:

➢ Number of participants in the program

> During Academic Year 2004-2005, the UIS Whitney M. Young Fellowship Program had 12 Fellows.

➢ Graduation rate for Fellows at two years

> Of the ten Whitney M. Young Fellows that started in Fall 2003, 60% (six students) graduated within two years. Three of the other fellows are expected to graduate in Fall 2005 (2.5 years). According to the Director of the Program, the average completion rate for all Fellows across time within two years has been approximately 70%. The overall graduation rate (ranging from 2 to 4 years) is approximately 95%. Some of the Fellows have left the program to accept positions with the Graduate Public Service Internship Program or to work fulltime.

Description of Progress

- Each year the Fellows participate in some form of research or community service project. During Academic Year 2004-2005, the Fellows worked on a variety of projects, including mentoring and tutoring students at a middle school, working with a neighborhood association to address code enforcement, and drafting a proposal to explore the feasibility of adding the Children's Colored Home to the state or national historic registries. Several Fellows also worked with IMAGE, an organization that addresses issues of interest to the Hispanic community.

- Recently the WhitsIn student club was reactivated. The purpose of this club is to build fraternity among the Fellows and to increase their involvement in campus life.

Planned Changes

The Director of the Whitney M. Young Fellowship Program is in the process of developing a strategic recruitment plan.

OFFICE OF DISABILITY SERVICES. The Office of Disability Services (ODS) provides academic accommodations to students with documented disabilities. The primary goal of ODS is to assist students in succeeding in college-level courses by empowering them through a variety of support services. The office also collaborates with numerous external agencies and local school districts as a means of identifying potential students.

Goals and Performance Indicators

The 2002 Underrepresented Groups Report identified the following performance indicators for the 2005 Underrepresented Groups Report:

- Number of students who self-disclose and document disabilities

  The number of students who self-disclosed and documented disabilities in Academic Year 2001-2002 (161) was close to the same as the number in AY 2004-2005 (163).

- Number of partnerships with external agencies that can be used as recruiting opportunities

  The number of partnerships with external agencies that can be used as a source of recruitment increased from three in Fall 2001 to six in Fall 2004. The Office of Disability Services collaborates with the following organizations: the Department of Rehabilitation Services, the Springfield Center for Independent Living, Springfield Independent Living Counsel, Coalition for Citizens with Disabilities in Illinois, Sangamon Area Special Education, and Springfield School District 186.

Description of Progress

- In conjunction with the Office of Admissions, the Office of Disability Services (ODS) prepared a packet that is provided to local service agencies and schools to support the recruitment and inclusion of students with disabilities at UIS. The packet includes a welcome letter from the Office of Disability Services, information about services offered to students with disabilities, guidelines for documenting a disability, and contact information for ODS.

- The staff also works with the Office of Admissions to train new staff in areas related to disability service provision.

- When asked, the Director of the Office of Disability Services participates in junior and senior high school Individual Education Plans (IEP) and Transition Plans as a form of recruitment. If a student with a disability expresses interest in a program at UIS, the Director of ODS meets with the student, the parents, and teachers to discuss the types of accommodations available at the college level for that student's particular disability. The Office of Disability Services also helps develop a plan of action for the student to be trained on adaptive technology that will benefit them once at UIS. During AY 2004-2005, the Director of ODS participated in Individual Education Plans for eight students, four of whom enrolled at UIS.

- The high quality of the services provided by the UIS Office of Disability Services has been recognized by a private gift that funds scholarships for UIS students with disabilities, known as the Friends of UIS Scholarship for Students with Disabilities. For two years, this scholarship offers an opportunity for two students, per year, to receive $1,000 each. This funding allows students with documented disabilities to continue their education when it might not otherwise be possible.

Planned Changes
The funding for the Friends of UIS Scholarship for Students with Disabilities is expected to increase. After reviewing the first year data, the donor recognized the positive impact of the initial scholarship program and is planning to more than double the funding for these scholarships over the next three years. The Office of Disability Services will continue to encourage other potential donors to support scholarships and equipment for students with disabilities.

(2) Faculty and Staff Recruitment

FACULTY RECRUITMENT. Faculty recruiting during AY 2004-2005 included a concerted effort to increase diversity.

Goals and Performance Indicators
The 2002 Underrepresented Groups Report identified the following performance indicators for the 2005 Underrepresented Groups Report:

➢ Enhanced diversity of the faculty, as evidenced by the increase in the proportion of minority faculty as compared to total faculty

The percentage of the UIS faculty that was minority increased slightly from 12.5% in Fall 2001 to 13.5% in Fall 2004 (see Table G). The number of minority faculty was about the same in Fall 2001 (21) compared to Fall 2004 (22.) In Fall 2004, black faculty accounted for 6.7%, Hispanic faculty accounted for 1.2%, and Asian faculty accounted for 5.5% of the total faculty (see Table F).

➢ Enhanced diversity of the faculty, as evidenced by the increase in the proportion of women faculty as compared to total faculty

The percentage of UIS faculty that was women increased slightly from 38.7% in Fall 2001 to 39.3% in Fall 2004 (see Table G). The number of women faculty in Fall 2001 was 65, compared to 64 in Fall 2004.

Description of Progress
- In AY 2004-2005, 30% of the new 17 faculty hires were minorities (5 black faculty members).

✴ *Highlights* ✴

Women are strongly represented in the academic leadership of UIS. Three of the five Deans are women.

- Search committees reached out to candidates from underrepresented groups through activities such as contacting professional organizations and caucuses and advertising positions on listservs and in publications that are targeted to underrepresented groups. Some of the Deans provided extra funds for travel and informational material associated with reaching out to minority caucuses and for bringing in extra candidates from underrepresented groups for campus interviews. As a result of the AY 2004-2005 outreach efforts, 22% of the 37 new faculty hires for AY 2005-2006 are minority (including two black faculty members, five Asian faculty members, and one American Indian faculty member).

- UIS participated in the 2004 Diversifying Faculty in Illinois Higher Education (DFI – previously MGIP/ICEOP) meeting and job fair. This participation stimulated interests among DFI Fellows in positions at UIS. Ultimately, no DFI Fellows accepted a position at UIS for Fall 2005. The campus continues to be interested in making appointments for DFI Fellows.

Prior to the reorganization of the DFI program, UIS was represented on the MGIP/ICEOP Board. With the reorganization, UIS is no longer represented on the Board. This lack of representation presents an obstacle to the campus' involvement with the program.

- The recognition of outstanding faculty can help create an environment that enhances faculty recruitment and retention. Each year UIS presents a University Scholar Award to a faculty member who has demonstrated outstanding scholarship. In AY 2004-2005, the award was given to a Criminal Justice faculty member who specializes in law and public policy, including violence against women and children. She was further recognized for her mentoring of new faculty.

Planned Changes
The campus plans to continue its efforts to attract a diverse faculty.

STAFF RECRUITMENT. UIS is committed to recruiting and retaining a diverse staff.

Goals and Performance Indicators
The 2002 Underrepresented Groups Report identified the following performance indicators for the 2005 Underrepresented Groups Report:

➢ Enhanced diversity of the campus, as evidenced by the number and proportion of women administrators and staff

As a percentage of the total number of administrators and staff, women accounted for 59.1% in Fall 2001 compared to 58.7% in Fall 2004 (see Table G). The number of women administrators and staff in Fall 2001 was 247 compared to 239 in Fall 2004.

Women are strongly represented in the academic leadership of UIS, with three of the five Deans being women.

➢ Enhanced diversity of the campus, as evidenced by the number and proportion of minority administrators and staff.

The percentage of UIS administrators and staff who were minorities decreased from 8.1% in Fall 2001 to 6.1% in Fall 2004 (see Table G). In Fall 2004, blacks accounted for 3.7%, Hispanics accounted for 1.2%, and Asians accounted for 1.2% of the total staff and administrators. The number of administrators and staff who were minorities decreased from 34 in Fall 2001 to 25 in Fall 2004.

Under an administrative reorganization announced by the chancellor in November, 2005, the number of vice chancellors was reduced from three to two. One of UIS' two vice chancellors is African American.

Description of Progress
- In hiring Academic Professionals, efforts are undertaken to obtain a diverse applicant pool.

- The recognition of outstanding performance among staff can help create an environment that is supportive of staff recruitment and retention. The Chancellor's Academic Professional Excellence Award (CAPE) recognizes University of Illinois academic professionals for their efforts in three general categories (work projects, professional development and affiliations, and contributions to their unit). The first two CAPE recipients on the UIS campus have been women.

Planned Changes
In preparing this report, it was noted that there was a decrease in the number of black administrators and staff from 26 in 2001 to 15 in 2004. This is an issue that the campus will further examine. The Civil Service System limits the campus' ability to put in place mechanisms to address the issues of diversity among civil service staff.

(3) College Readiness and Transition Programs

MIDSTATE STUDENT SUPPORT FOR TEACHING PROGRAM. This program (formerly called the Project Minority Student Support for Teaching) is a partnership designed to prepare students from underrepresented groups for college and a teaching career. It also assists the Springfield and Decatur school systems in the recruitment of teachers from underrepresented groups. The program's partners include the University of Illinois at Springfield, Lincoln Land Community College, Richland Community College, Springfield School District 186, and Decatur School District 61. The program consists of a teacher recruitment and preparation initiative beginning at the junior year of high school and continuing through certification at the University of Illinois at Springfield.

Goals and Performance Indicators
The 2002 Underrepresented Groups Report identified the following performance indicators for the 2005 Underrepresented Groups Report:

➢ Cumulative number of students graduated

> As of the end of AY 2004-2005, there have been 19 graduates of the Midstate Student Support for Teaching Program. Five of the 19 have received advanced degrees in education.

➢ Number of students employed by the Springfield and Decatur school districts

> Twelve of the 19 graduates are employed by the two participating school districts, Springfield and Decatur.

➢ Number of students retained for five years after initial employment

>   Four of the seven teachers who would have been eligible for employment for
>   five years have been maintained in those initial positions.

➢ Number of students graduated in critical shortage areas

>   Five students have graduated in critical shortage areas. Three of the graduates
>   were mathematics majors and two were English majors.

Description of Progress
The Midstate Student Support for Teaching Program has sponsored a variety of academic
support services, including

- Tutorial services, a summer conference, and mentoring of high school students by UIS
  students

- Workshops on the UIS campus, at the high schools, and at community colleges on such
  topics as ACT exams, career path opportunities, and preparation for teacher certification
  examinations

- Financial assistance for UIS participants.

Planned Changes
The program will continue to work with students from underrepresented groups to help prepare
them for college and a teaching career.

PROJECT STUDENTS, TEACHERS AND PARENTS. This program was discontinued in 2002 due
to budget constraints.

GEAR UP. AY 2004-2005 was the sixth year of the GEAR UP
(Gaining Early Awareness and Readiness for Undergraduate
Programs) partnership between UIS, Lincoln Land Community
College, the Springfield Public School District 186, and the
Springfield Urban League. The mission of the program is to
significantly increase the number of low-income students who
are prepared to enter and succeed in postsecondary education.
This program has provided academic support services to three
cohorts of students who began the program as 7th graders and
who were 10th, 11th, and 12th graders during AY 2004-2005.

> ❋ *Highlights* ❋
>
> *Of all 12th grade
> participants in this year's
> GEAR UP program, more
> than 90% expect to attend
> college.*
>
> *This is an increase from
> 71% in the first year of the
> GEAR UP program.*

Goals and Performance Indicators
The 2002 Underrepresented Groups Report did not identify performance indicators for the GEAR UP program; however, the following goals and indicators can be used to assess some of the accomplishments of the GEAR UP program.

➢ Increase the likelihood that the students will attend college, as indicated by the increase in the percentage of GEAR UP students who indicate that they expect to attend college

> The program appears to have positively impacted student expectations. At the end of the sixth year of the GEAR UP Program (AY 2004-2005), the percentage of students who expected to attend college was 7 percentage points higher for cohorts 1 and 3 and over 11 percentage points higher for cohort 2 than the figures at the end of the prior year. In total, over 90% of the 12th graders expect to attend college; this is an increase from 71% in the first year of the GEAR UP program.

➢ Increase the preparedness of the students for college, as indicated by the change in the percentage of GEAR UP students who complete algebra by the end of 10th grade

> Over the past three years, the percentage of GEAR UP students who have completed or who are currently enrolled in algebra by the end of 10th grade increased from 84.4% to 94.4%.

Description of Progress
During AY 2004-2005, the program maintained support services and began new initiatives.

• GEAR UP provided academic support services (e.g., tutoring, workshops for parents and students, campus and classroom visits) for 892 students, 30% of whom were minorities and 58% of whom were receiving free or reduced price school lunch.

• GEAR UP had two significant announcements: (1) selection of the first high school student for the GEAR UP/Capital Scholar Tuition Waiver at UIS and (2) selection of the first five students for the GEAR UP tuition waivers to attend Lincoln Land Community College for two years followed by UIS for the remaining two years.

Planned Changes
AY 2004-2005 was the final year of the six-year grant that funded GEAR UP. The GEAR UP activities are being continued through AY 2005-2006 using surplus funds from prior years, but the program will be discontinued at the end of AY 2005-2006.

B. New Programs and Initiatives

(l) Student Recruitment

PARTNERSHIP WITH COLLEGE SUMMIT. This year the University of Illinois at Springfield entered into a three-year partnership with College Summit, a national nonprofit organization dedicated to helping more low-income qualified students attend college. This partnership is described in the section on Institutional Effective Practice on Recruitment and Preparation.

Goals and Performance Indicators

> ➢ Number of students who participate in a College Summit workshop hosted by UIS

TANF/LOW INCOME DEGREE SCHOLARSHIP PROGRAM. During Academic Year 2003-2004, the Office of Multicultural Student Affairs initiated the TANF (Temporary Assistance to Needy Families)/Low Income Degree Scholarship program. This program was designed to provide a "safety net" for low-income single parent students. To be eligible, the student must satisfy the income criterion or be receiving TANF, have at least one minor child, be accepted and enrolled in a postsecondary education program leading to a degree and employment, and maintain a specified GPA. The scholarship program is funded through a grant from the Illinois Department of Human Services.

Goals and Performance Indicators

> ➢ number of UIS students who receive a TANF/Low Income Degree Scholarship

(2) Faculty/Staff Recruitment

No new programs were initiated in this academic year.

(3) College Readiness and Transition Programs

Educational Forums on the Education Achievement Gap. The Center for State Policy and Leadership (CSPL) at the University of Illinois at Springfield has entered into a partnership with the Springfield Mayor's Office to sponsor a series of forums on the educational achievement gap between white and minority students. The purpose of the series is to engage the public and the education community in a dialogue and the development of an action plan to address the educational achievement gap.

UIS and the Springfield Mayor's Office plan to sponsor a total of three forums. Planning for the first forum, including working with an advisory group of education professionals and community leaders, took place during Academic Year 2004-2005.

The first forum, which was held in Fall 2005, addressed the educational achievement gap from a national perspective. Approximately 180 education professionals, community leaders, and members of the general public attended the forum, which was co-sponsored by State Farm Insurance Company and Learning Point Associates. Two more forums are in the planning stages, one that will discuss schools that have successfully addressed the educational achievement gap and another that will discuss strategies for addressing the educational achievement gap in the Springfield, Illinois area.

Goals and Performance Indicators

> ➢ the number of forums sponsored by UIS and the Springfield Mayor's Office

C. Admissions and Enrollment Statistics

The Underrepresented Groups Report guidelines request that public universities provide data on student admissions and enrollment statistics. These figures are shown in Table 4.

2. Institutional Effective Practice on Recruitment and Preparation

This section provides a description of the University of Illinois at Springfield's partnership with College Summit, which exemplifies an institutional "effective practice" that supports the recruitment and preparation of students from underrepresented groups.

Date Implemented: During Academic Year 2004-2005, the University of Illinois at Springfield entered into a partnership with College Summit as a means to increase recruitment of students from underrepresented groups.

Goal or Purpose: Through this partnership with College Summit, UIS will help support activities that will encourage students from low-income families to enroll and complete a college degree.

Program Description: College Summit is a national nonprofit organization whose mission "is to increase the college enrollment rate of low-income students by ensuring that every student who can make it *in* college makes it *to* college and by putting college access 'know-how' and support within the reach of every student" (www.collegesummit.org).

College Summit pursues its mission through partnerships with high schools and colleges and universities. In Academic Year 2004-2005, College Summit partnered with 15 high schools nationwide, including several large districts within a reasonable distance from the University of Illinois at Springfield – the Chicago Public School District, the Chicago Archdiocese, and the St. Louis Public School District. The College Summit has 30 college partners, including six private colleges or universities in Illinois. The University of Illinois at Springfield is the first four-year public university in Illinois to partner with College Summit.

One of the major events that College Summit sponsors is a series of workshops that are held throughout the nation. The workshop is an intensive, four-day event that brings together students, counselors, schools, colleges, and community partners. During the workshop, high school students are trained to serve as peer leaders, high school teachers are trained in college application management, and colleges are given the opportunity to host the workshop to introduce students to their campus and get access to a group of talented students. The student peer leaders are trained on how to submit applications for themselves and how to work with other interested students throughout the application process.

During Summer 2005, UIS hosted a four-day residential College Summit workshop in which 30 soon-to-be high school seniors completed the college application process, learned more about financial assistance options available for them, enhanced their skills at navigating the higher education system, and experienced life on a college campus. UIS plans to sponsor a second College Summit next summer and is working with the College Summit staff to encourage more students from downstate Illinois to attend.

Evidence of Success: The record shows that College Summit produces results. Of the close to 5,000 student Peer Leaders that College Summit has worked with, 79% have enrolled in college, compared to 46% for all low-income high school graduates. College Summit students stay in

college at a rate of 80%, a rate well above the national average for *all* students. College counselors in each partner high school report an increase in the number of college applications filed (www.collegesummit.org).

It is too early to identify the results of UIS' partnership with College Summit; however, at a minimum it has provided the opportunity for 30 low-income students to see the campus and learn more about the college application and financial aid process. The Office of Enrollment Management will track the enrollment patterns of these students who may choose to attend UIS.

3. Personnel and Funds Budgeted for Programs Serving Underrepresented Groups

The Underrepresented Groups Report guidelines request that public universities provide data on staffing and funds budgeted for programs serving minorities, women, and persons with disabilities. UIS data on those topics appear in Table 1.

4. Enrollment of Students with Disabilities

The Underrepresented Groups Report guidelines request that public institutions provide data on the enrollment of persons with disabilities and the services provided to them. UIS data on those topics appear in Table 2.

5. Freshmen Retention Rates by Racial/Ethnic Category and by Gender

The Underrepresented Groups Report guidelines request that public universities provide data on freshmen retention rates by racial/ethnic category. UIS data on retention rates are shown in Table 3.

Appendix

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

Table 1:   Dollars and Staff Years Budgeted to Programs Serving Underrepresented Students and Staff at Public Universities, Fiscal Years 2004 and 2005

Table 2:   Students with Disabilities, Academic Year 2004-2005

Table 3:   Freshmen Retention Rates, By Racial/Ethnic Category and Gender, Fall 2000 to Fall 2004

Table 4:   Applications, Admissions, and Enrollment, By Racial/Ethnic Category and Gender, Fall 2004

Table A: Summary of Enrollments by Ethnic Categories, Fall 1994 to Fall 2004

Table B: Student Enrollment – Total, African American, Other Minority, and Total Minority, Fall 1994 to Fall 2004

Table C: Undergraduate Total Head Count Enrollment by College, Degree Program, Racial/Ethnic Category, and Gender, Fall 2004

Table C-1:   Undergraduate Total Head Count Enrollment – Non-Resident Alien by College Degree, Program, Racial/Ethnic Category, and Gender, Fall 2004

Table C-2:   Summary of Enrollments and Retention by Ethnic Categories, Undergraduate Total Head Count Enrollment – Capital Scholars Program, Fall 2001 to Spring 2005

Table C-3:   Summary of Enrollments by Gender, Undergraduate Total Head Count Enrollment – Capital Scholars Program, Fall 2001 to Spring 2005

Table D: Master's and Doctoral Total Head Count Enrollment by College, Degree Program, Racial/Ethnic Category, and Gender, Fall 2004

Table D-1:   Master's and Doctoral Total Head Count Enrollment – Non-Resident Alien (by College, Degree Program Racial/Ethnic Category, and Gender), Fall 2004

Table E: Student Head Count Enrollment by Gender and Level, Fall 1994 to Fall 2004

Table F: Summary Report of Full-Time Employees by Gender and Ethnicity, Fall 2004

Table G: Summary Report of Full-Time Employees from Underrepresented Populations, Fall 1996 to Fall 2004

Attachment A
Definitions for Annual Report on Underrepresented Groups in Higher Education

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

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

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

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

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

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

Students with Disabilities – See Table 2.

TABLE 1
Dollars and Staff Years Budgeted to Programs Serving
Underrepresented Students and Staff at Public Universities
Fiscal Years 2004 and 2005

| Program | Staff Years Budgeted | | Dollars Budgeted | | | | Change in Dollars Budgeted | |
| | | | State | | Other | | | |
	FY04	FY05	FY04	FY05	FY04	FY05	State	Other
Office of Multicultural Student Affairs	1.83	1.83	58,100	59,100	0	10,000	1,000	10,000
TANF/Low Income Degree Scholarship Program	0.00	0.00	0	0	225,000	500,000	0	275,000
Leadership in Public Service Program	0.00	0.00	59,200	50,000	0	0	(9,200)	0
Midstate Student Support for Teaching***	2.33	0.00	80,300	81,200	0	0	900	0
GEAR UP Project***	2.00	0.00	0	0	449,300	0	0	(449,300)
Diversity Task Force	0.10	0.10	13,200	13,800	0	0	600	0
Whitney M. Young Fellowship Program	0.45	0.45	129,500	135,200	0	0	5,700	0
Women's Center	1.90	1.86	60,600	60,900	0	10,200	300	10,200
Disability Services	4.80	4.00	106,700	110,400	0	6,500	3,700	6,500

***These programs serve underrepresented high school students.

TABLE 2
University of Illinois at Springfield
Students with Disabilities
Academic Year 2004-2005

Students Who Registered				
Type of Disability	Undergraduate	Graduate	Other	Total
Learning	33	6		39
ADHD	12	2		14
Psychological	20	6		26
Developmental	1	0		1
Mobility	19	4		23
Blind/Low Vision	15	5		20
Deaf/Hard of Hearing	12	2		14
Systemic/Chronic Health Problems	13	7		20
Other	3	3		6

Registered Students Who Used Services				
Type of Disability	Undergraduate	Graduate	Other	Total
Learning	31	5		36
ADHD	12	2		14
Psychological	20	4		24
Developmental	1	0		1
Mobility	14	3		17
Blind/Low Vision	15	5		20
Deaf/Hard of Hearing	12	2		14
Systemic/Chronic Health Problems	13	7		20
Other	5	7		12

Faculty/Staff with Disabilities
Academic Year 2004-2005

Type of Disability	Faculty/Staff	Other	Total
ADHD	0		0
Psychological	3		3
Developmental	0		0
Mobility	3		3
Blind/Low Vision	1		1
Deaf/Hard of Hearing	0		0
Systemic/Chronic Health Problems	6	2	8
Other	2		2

TABLE 3
Freshmen Retention Rates by Racial/Ethnic Category and Gender
Fall 2000 through Fall 2004

	American Indian or Alaskan Native			Asian or Pacific Islander			Black/Non-Hispanic			Hispanic			White/Non-Hispanic			Non-Resident Alien			Unknown/Other			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
2000	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
2001	N/A	N/A	N/A	100	100	100	100	75	83	N/A	N/A	N/A	93	91	92	100	100	100	100	N/A	100	94	91	92
2002	N/A	N/A	N/A	0	100	50	100	43	56	100	100	100	79	83	81	100	100	100	100	N/A	100	80	77	78
2003	N/A	N/A	N/A	100	100	100	0	100	60	N/A	100	100	82	81	81	100	N/A	100	33	N/A	33	76	83	80
2004	N/A	100	100	100	100	100	0	83	83	N/A	50	50	90	83	86	0	N/A	0	N/A	100	100	86	84	84

NOTE: Due to the small number of students, the percentage figures should be interpreted with caution.

TABLE 4
Applications, Admissions, and Enrollment by Racial/Ethnic Category and Gender
Fall 2004

	American Indian or Alaskan Native		Asian or Pacific Islander		Black/Non-Hispanic		Hispanic		White/Non-Hispanic		Non-Resident Alien		Unknown		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
First-Time Freshmen																
Completed Applications	1	1	20	16	36	69	6	15	97	137	14	5	4	7	178	250
Acceptances for Regular Admission	0	1	4	8	3	8	0	7	59	89	2	1	1	3	69	117
Enrollments	0	1	3	1	1	6	0	1	30	42	1	1	0	3	35	55
New Undergraduate Transfers																
Completed Applications	2	4	16	16	40	102	12	13	371	530	22	10	42	57	505	732
Acceptances for Regular Admission	2	2	12	10	25	65	5	7	270	392	6	2	27	40	347	518
Enrollments	1	1	7	6	16	44	4	5	198	243	2	0	17	20	245	319
New Graduate Students																
Completed Applications	2	0	12	7	19	51	8	5	202	318	188	84	18	22	449	487
Acceptances for Regular Admission	2	0	4	6	14	40	7	4	174	271	143	61	13	15	357	397
Enrollments	2	0	1	3	9	24	3	4	120	176	31	13	8	7	174	227
First-Time Professional Students																
Completed Applications	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Acceptances for Regular Admission	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Enrollments	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total																
Completed Applications	5	5	48	39	95	222	26	33	670	985	224	99	64	86	1132	1469
Acceptances for Regular Admission	4	3	20	24	42	113	12	18	503	752	151	64	41	58	773	1032
Enrollments	3	2	11	10	26	74	7	10	348	461	34	14	25	30	454	601

NOTE: The number of applications is based on applications received by August 1, 2004, while the enrollment figures indicate how many of those applicants were enrolled by September 1, 2004.
The known race/ethnicity of a student at time of application was carried through to enrollment on this table. In some instances the data had been updated in BANNER between a student's application and his/her enrollment, primarily among those in the Other/Unknown categories.

TABLE A
Summary of Enrollments by Ethnic Categories
Fall 1994 to Fall 2004

Year	American Indian		Hispanic		African American		White		Asian		Unknown/ Other*		Non-Resident Alien		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1994	8	0.2	33	0.8	335	7.6	3,884	88.6	54	1.2	0	0.0	70	1.6	4,384	100
1995	15	0.3	43	0.9	338	7.2	4,149	88.2	77	1.6	0	0.0	80	1.7	4,702	100
1996	11	0.2	51	1.1	343	7.4	4,055	87.9	71	1.5	0	0.0	80	1.7	4,611	100
1997	18	0.4	58	1.3	339	7.6	3,882	87.0	76	1.7	0	0.0	90	2.0	4,463	100
1998	14	0.3	49	1.1	320	7.4	3,779	87.2	71	1.6	0	0.0	101	2.3	4,334	100
1999	15	0.4	51	1.3	311	7.6	3,521	86.3	68	1.7	0	0.0	113	2.8	4,079	100
2000	13	0.3	49	1.2	315	8.0	3,391	86.0	63	1.6	0	0.0	111	2.8	3,942	100
2001	9	0.2	63	1.5	355	8.3	3,607	84.1	77	1.8	0	0.0	177	4.1	4,288	100
2002	10	0.2	60	1.3	356	8.0	3,757	84.4	85	1.9	0	0.0	183	4.1	4,451	100
2003	15	0.3	62	1.4	363	7.9	3,840	84.0	121	2.6	0	0.0	173	3.8	4,574	100
2004	13	0.3	67	1.5	338	7.7	3,457	78.6	118	2.7	192	4.4	211	4.8	4,396	100

* NOTE: Prior to 2004, students with an unknown or other race/ethnic code were counted as White.

TABLE B
Student Enrollment - Total, African American, Other Minority and Total Minority
Fall 1994 to Fall 2004

Year	Total Enrollment	African American Enrollment		Other Minority Enrollment [1]		Total Minority Enrollment	
		N	% of Total	N	% of Total	N	% of Total
1994	4,384	335	7.64	95	2.17	430	9.81
1995	4,702	338	7.19	135	2.87	473	10.06
1996	4,611	343	7.44	133	2.88	476	10.32
1997	4,463	339	7.60	152	3.41	491	11.00
1998	4,334	320	7.38	134	3.09	454	10.48
1999	4,079	311	7.62	134	3.29	445	10.91
2000	3,942	315	7.99	125	3.17	440	11.16
2001	4,288	355	8.28	149	3.47	504	11.75
2002	4,451	359	8.07	155	3.48	514	11.55
2003	4,574	363	7.94	198	4.33	561	12.26
2004	4,396	338	7.69	198	4.50	536	12.19

[1] Does not include non-resident aliens; includes American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic.

TABLE C
Undergraduate Total Head Count Enrollment by College, Degree Program, Racial/Ethnic Category, and Gender
Fall 2004

College/Degree Program	Non-Resident Alien Men	Women	Black Non-Hispanic Men	Women	Amer. Indian/ Alaskan Native Men	Women	Asian Pacific Islander Men	Women	Hispanic Men	Women	White Non-Hispanic Men	Women	Other/ Unknown Men	Women	Total Men	Women	TOTAL
College of Business and Management																	
Accounting	0	2	5	7	1	0	1	7	0	0	38	89	5	3	50	108	**158**
Business Administration	2	0	3	7	0	0	3	1	1	1	75	99	3	5	87	113	**200**
Economics	2	0	0	1	0	0	0	1	0	0	10	4	0	0	12	6	**18**
Management	2	0	2	11	1	1	0	0	1	0	69	89	3	2	78	103	**181**
Subtotal	**6**	**2**	**10**	**26**	**2**	**1**	**4**	**9**	**2**	**1**	**192**	**281**	**11**	**10**	**227**	**330**	**557**
College of Education and Human Services																	
Social Work	0	0	6	13	0	0	0	0	1	1	9	69	1	0	17	83	**100**
Subtotal	**0**	**0**	**6**	**13**	**0**	**0**	**0**	**0**	**1**	**1**	**9**	**69**	**1**	**0**	**17**	**83**	**100**
College of Liberal Arts and Sciences																	
Biology	0	0	4	7	0	0	4	2	0	1	40	73	2	1	50	84	**134**
Chemistry	0	0	0	0	0	1	1	1	0	0	11	14	0	0	12	16	**28**
Clinical Laboratory Science	1	0	0	2	0	0	0	1	0	1	10	19	0	0	11	23	**34**
Communication	1	1	1	11	0	0	1	4	1	2	39	71	3	2	46	91	**137**
Computer Science	3	1	5	5	0	0	8	2	3	1	105	19	13	1	137	29	**166**
English	0	0	0	6	0	0	1	2	3	3	21	70	3	8	28	89	**117**
History	0	0	0	2	0	0	1	1	1	1	54	35	2	1	58	40	**98**
Liberal Studies	0	1	11	18	0	2	1	2	0	3	66	114	6	10	84	150	**234**
Mathematical Sciences	0	0	0	2	0	0	1	0	0	0	11	20	0	3	12	25	**37**
Philosophy	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	**2**
Psychology	0	0	4	20	1	0	0	1	3	4	30	166	6	10	44	201	**245**
Sociology/Anthropology	0	0	2	2	0	0	0	1	0	1	6	10	1	2	9	16	**25**
Visual Arts	0	0	0	2	0	0	0	1	1	1	9	14	3	1	13	19	**32**
Subtotal	**5**	**3**	**27**	**77**	**1**	**3**	**18**	**18**	**12**	**18**	**403**	**626**	**39**	**39**	**505**	**784**	**1,289**
College of Public Affairs and Administration																	
Criminal Justice	0	0	9	11	0	0	0	0	3	0	71	71	2	2	85	84	**169**
Legal Studies	0	0	0	6	0	0	0	2	0	3	21	34	1	1	22	46	**68**
Political Studies	0	0	2	4	0	0	3	0	1	2	47	28	5	3	58	37	**95**
Subtotal	**0**	**0**	**11**	**21**	**0**	**0**	**3**	**2**	**4**	**5**	**139**	**133**	**8**	**6**	**165**	**167**	**332**
Undeclared/Unclassified	0	0	7	13	1	0	4	0	1	0	66	127	3	7	82	147	**229**
Subtotal	**0**	**0**	**7**	**13**	**1**	**0**	**4**	**0**	**1**	**0**	**66**	**127**	**3**	**7**	**82**	**147**	**229**
Total Undergraduates	**11**	**5**	**61**	**150**	**4**	**4**	**29**	**29**	**20**	**25**	**809**	**1,236**	**62**	**62**	**996**	**1,511**	**2,507**

TABLE C-1

Undergraduate Total Head Count Enrollment - Non-Resident Alien by College, Degree Program, Racial/Ethnic Category, and Gender

Fall 2004

College/Degree Program	Non-Resident Alien		Asian Pacific Islander		Hispanic		Black Non-Hispanic		White Non-Hispanic		Other	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
College of Business and Management												
Accountancy	0	2		1						1		
Business Administration	2	0							1		1	
Economics	2	0	1		1							
Management	2	0	1						1			
Subtotal	6	2	2	1	1	0	0	0	2	1	1	0
College of Education and Human Services												
Subtotal	0	0	0	0	0	0	0	0	0	0	0	0
College of Liberal Arts & Sciences												
Clinical Laboratory Sciences	1	0	1									
Communications	1	1	1			1						
Computer Science	3	1	1	1	2							
Liberal Arts	0	1		1								
Subtotal	5	3	3	2	2	1	0	0	0	0	0	0
College of Public Affairs & Administration												
Legal Studies	0											
Political Science												
Subtotal	0	0	0	0	0	0	0	0	0	0	0	0
Undeclared/Unclassified Undergraduate	0	0	0	0	0	0	0	0	0	0	0	0
Total	11	5	5	3	3	1	0	0	2	1	1	0

TABLE C-2
Summary of Enrollments and Retention by Ethnic Categories
Undergraduate Total Head Count Enrollment - Capital Scholars Program
Fall 2001 to Spring 2005

First Year	Retention	American Indian		Hispanic		African American		White		Asian		Non-Resident Alien		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2001		0	0.0	0	0.0	6	5.2	101	87.1	8	6.9	1	0.9	116	100
	Spring 2002	0	0.0	0	0.0	5	4.5	97	87.4	8	7.2	1	0.9	111	100
	Fall 2002	0	0.0	0	0.0	5	4.7	93	86.9	8	7.5	1	0.9	107	100
	Spring 2003	0	0.0	0	0.0	5	4.9	89	86.4	8	7.8	1	1.0	103	100
	Fall 2003	0	0.0	0	0.0	5	6.2	69	85.2	6	7.4	1	1.2	81	100
	Spring 2004	0	0.0	0	0.0	5	6.6	66	86.8	5	6.6	0	0.0	76	100
	Fall 2004	0	0.0	0	0.0	3	4.0	66	88.0	6	8.0	0	0.0	75	100
	Spring 2005	0	0.0	0	0.0	3	4.2	64	88.9	5	6.9	0	0.0	72	100
Fall 2002		0	0.0	4	4.1	9	9.3	79	81.4	2	2.1	3	3.1	97	100
	Spring 2003	0	0.0	4	4.8	5	6.0	71	84.5	2	2.4	2	2.4	84	100
	Fall 2003	0	0.0	4	5.3	5	6.6	64	84.2	1	1.3	2	2.6	76	100
	Spring 2004	0	0.0	4	5.4	4	5.4	63	85.1	1	1.4	2	2.7	74	100
	Fall 2004	0	0.0	3	4.9	4	6.6	51	83.6	1	1.6	2	3.3	61	100
	Spring 2005	0	0.0	4	6.6	4	6.6	51	83.6	1	1.6	1	1.6	61	100
Fall 2003		0	0.0	3	2.6	5	4.3	105	90.5	2	1.7	1	0.9	116	100
	Spring 2004	0	0.0	3	2.8	5	4.6	98	89.9	2	1.8	1	0.9	109	100
	Fall 2004	0	0.0	3	3.2	3	3.2	84	90.3	2	2.2	1	1.1	93	100
	Spring 2005	0	0.0	3	3.3	3	3.3	82	90.1	2	2.2	1	1.1	91	100
Fall 2004		1	1.1	2	2.2	7	7.8	75	83.3	4	4.4	1	1.1	90	100
	Spring 2005	1	1.2	2	2.4	6	7.1	71	83.5	4	4.7	1	1.2	85	100

NOTES: Race/ethnic categories of "other" and "not indicated" are collapsed into "white." Five students were not enrolled in one or two semesters but subsequently returned to UIS.

Students who left the Capital Scholars program but remained at UIS are included.

Data as of each semester's census.

Students are excluded for all terms subsequent to earning their bachelor's degree if they remain at UIS to complete graduate coursework.

Retention was operationalized as all students who were enrolled or had graduated.

Table C-3
Summary of Enrollments by Gender: Undergraduate
Total Head Count Enrollment - Capital Scholars Program
Fall 2001 to Spring 2005

First Year	Retention	Male		Female		Total	
Fall 2001		51	44.0%	65	56.0%	116	100%
	Spring 2002	50	45.0%	61	55.0%	111	100%
	Fall 2002	48	44.9%	59	55.1%	107	100%
	Spring 2003	47	45.6%	56	54.4%	103	100%
	Fall 2003	36	44.4%	45	55.6%	81	100%
	Spring 2004	31	40.8%	45	59.2%	76	100%
	Fall 2004	31	41.3%	44	58.7%	75	100%
	Spring 2005	29	40.3%	43	59.7%	72	100%
Fall 2002		44	45.4%	53	54.6%	97	100%
	Spring 2003	39	46.4%	45	53.6%	84	100%
	Fall 2003	35	46.1%	41	53.9%	76	100%
	Spring 2004	34	45.9%	40	54.1%	74	100%
	Fall 2004	32	52.5%	29	47.5%	61	100%
	Spring 2005	32	52.5%	29	47.5%	61	100%
Fall 2003		41	35.3%	75	64.7%	116	100%
	Spring 2004	38	34.9%	71	65.1%	109	100%
	Fall 2004	31	33.3%	62	66.7%	93	100%
	Spring 2005	29	31.9%	62	68.1%	91	100%
Fall 2004		35	38.9%	55	61.1%	90	100%
	Spring 2005	35	41.2%	50	58.8%	85	100%

NOTE: Data as of each semester's census.
NOTE: Students who left the Capital Scholars program but remained at UIS are included.
Retention was operationalized as all students who were enrolled or had graduated.

TABLE D

Master's and Doctoral Total Head Count Enrollment by College,

Degree Program, Racial/Ethnic Category, and Gender

Fall 2004

GRADUATE College/Degree Program	Non-Resident Alien		Black Non-Hispanic		Amer. Indian/ Alaskan Native		Asian Pacific Islander		Hispanic		White Non-Hispanic		Other Unknown		Total		TOTAL
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	
College of Business and Management																	
Accountancy	5	4	2	0	1	0	2	3	0	1	31	30	1	1	42	39	**81**
Business Administration	5	2	2	4	0	0	5	2	1	1	66	43	5	0	84	52	**136**
Management Information Systems	20	7	8	6	0	0	5	6	2	2	63	19	2	0	100	40	**140**
Subtotal	30	13	12	10	1	0	12	11	3	4	160	92	8	1	226	131	**357**
College of Education and Human Services																	
Educational Leadership	1	1	5	13	1	1	1	3	1	1	89	237	4	6	102	262	**364**
Human Development Counseling	0	0	0	3	0	0	0	0	0	0	4	66	0	0	4	69	**73**
Human Services	0	0	3	15	0	0	0	3	2	0	15	60	0	2	20	80	**100**
Subtotal	1	1	8	31	1	1	1	6	3	1	108	363	4	8	126	411	**537**
College of Liberal Arts and Sciences																	
Biology	0	0	1	1	0	0	0	0	0	0	5	6	0	0	6	7	**13**
Communication	0	1	1	2	0	0	0	3	0	0	20	28	0	3	21	37	**58**
Computer Science	82	37	2	3	0	0	4	3	1	0	36	8	2	1	127	52	**179**
English	0	0	0	2	0	0	0	0	0	0	9	30	0	1	9	33	**42**
History	0	0	0	1	0	0	1	0	0	0	32	26	1	2	34	29	**63**
Individual Option	0	0	1	6	0	0	0	0	0	0	11	25	1	2	13	33	**46**
Subtotal	82	38	5	15	0	0	5	6	1	0	113	123	4	9	210	191	**401**
College of Public Affairs and Administration																	
Environmental Studies/Sciences	2	1	0	0	0	0	2	0	1	0	13	31	1	2	19	34	**53**
Legal Studies	0	1	1	1	0	0	0	0	0	0	3	9	0	1	4	12	**16**
Political Studies	0	0	2	3	0	0	0	0	0	1	19	27	0	1	21	32	**53**
Public Administration	4	3	3	14	0	0	2	1	1	1	27	35	1	3	38	57	**95**
Public Affairs Reporting	0	0	0	0	0	0	0	1	0	2	5	12	0	2	5	17	**22**
Master of Public Health	11	3	1	2	0	0	2	1	0	1	5	10	0	1	19	18	**37**
Subtotal	17	8	7	20	0	0	6	3	2	5	72	124	2	10	106	170	**276**
Undeclared/Unclassified	2	2	10	7	1	1	6	4	2	1	101	144	11	11	133	170	**303**
Total Master's	**132**	**62**	**42**	**83**	**3**	**2**	**30**	**30**	**11**	**11**	**554**	**846**	**29**	**39**	**801**	**1,073**	**1,874**
Doctor of Public Administration	0	1	1	1	0	0	0	0	0	0	3	9	0	0	4	11	**15**
Subtotal Doctoral	**0**	**1**	**1**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**3**	**9**	**0**	**0**	**4**	**11**	**15**
Total Graduate Enrollment	132	63	43	84	3	2	30	30	11	11	557	855	29	39	805	1,084	1,889

31

TABLE D-1
Master's Total Head Count Enrollment - Non-Resident Alien
Fall 2004

College/Degree Program	Non-Resident Alien		Asian Pacific Islander		Hispanic		Black Non-Hispanic		Amer. Indian/ Alaskan Native		White Non-Hispanic		Other	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
College of Business & Management														
Accountancy	5	4	1	3			2	1			2			
Business Administration	5	2	2	1							3			1
Management Information Systems	20	7	18	5			1	1					1	1
Subtotal	**30**	**13**	**21**	**9**	**0**	**0**	**3**	**2**	**0**	**0**	**5**	**0**	**1**	**2**
College of Education & Human Services														
Educational Leadership	1	1										1	1	
Subtotal	**1**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**	**1**	**0**
College of Liberal Arts & Sciences														
Communication	0	1		1										
Computer Science	82	37	77	35			1			1	3	1	1	
Subtotal	**82**	**38**	**77**	**36**	**0**	**0**	**1**	**0**	**0**	**1**	**3**	**1**	**1**	**0**
College of Public Affairs & Administration														
Environmental Studies	2	1	1	1			1							
Legal Studies	0	1						1						
Public Administration, MPA	4	3		2	1		2				1	1		
Masters of Public Health	11	3	11	3										
Subtotal	**17**	**8**	**12**	**6**	**1**	**0**	**3**	**1**	**0**	**0**	**1**	**1**	**0**	**0**
Undeclared/Unclassified Graduates	2	2	1	2			1							
Subtotal Master's	**132**	**62**	**111**	**53**	**1**	**0**	**8**	**3**	**0**	**1**	**9**	**3**	**3**	**2**
Public Administration, DPA	0	1		1										
Total	**132**	**63**	**111**	**54**	**1**	**0**	**8**	**3**	**0**	**1**	**9**	**3**	**3**	**2**

TABLE E
Student Head Count Enrollment by Gender and Level
Fall 1994 to Fall 2004

Year	Undergraduate Enrollment					Master's Enrollment					Doctoral Enrollment [1]					Total Enrollment				Total Enrollment
	Female		Male			Female		Male			Female		Male			Female		Male		
	N	% of Total	N	% of Total	Total	N	% of Total	N	% of Total	Total	N	% of Total	N	% of Total	Total	N	% of Total	N	% of Total	Total Enrollment
1994	1,552	62.0	950	38.0	2,502	1,107	58.8	775	41.2	1,882						2,659	60.7	1,725	39.4	4,384
1995	1,612	63.5	928	36.5	2,540	1,239	57.3	923	42.7	2,162						2,851	60.6	1,851	39.4	4,702
1996	1,602	64.6	876	35.4	2,478	1,229	57.6	904	42.4	2,133						2,831	61.4	1,780	38.6	4,611
1997	1,540	63.9	871	36.1	2,411	1,208	58.9	844	41.1	2,052						2,748	61.6	1,715	38.4	4,463
1998	1,513	63.8	860	36.2	2,373	1,157	59.7	781	40.3	1,938	9	39.1	14	60.9	23	2,679	61.8	1,655	38.2	4,334
1999	1,352	61.9	831	38.1	2,183	1,092	58.2	784	41.8	1,876	6	30.0	14	70.0	20	2,450	60.1	1,629	39.9	4,079
2000	1,353	63.9	765	36.1	2,118	1,032	57.2	771	42.8	1,803	8	38.1	13	61.9	21	2,393	60.7	1,549	39.3	3,942
2001	1,466	63.7	834	36.3	2,300	1,110	56.5	856	43.5	1,966	8	36.4	14	63.6	22	2,584	60.3	1,704	39.7	4,288
2002	1,512	61.8	933	38.2	2,445	1,144	57.7	839	42.3	1,983	13	56.5	10	43.5	23	2,669	60.0	1,782	40.0	4,451
2003	1,574	61.3	995	38.7	2,569	1,174	59.1	813	40.9	1,987	14	77.8	4	22.2	18	2,762	60.4	1,812	39.6	4,574
2004	1,511	60.3	996	39.7	2,507	1,073	57.3	801	42.7	1,874	11	73.3	4	26.7	15	2,595	59.0	1,801	41.0	4,396

[1] UIS introduced its first doctoral program, the Doctor of Public Administration, in fall 1998.

Table F
Summary Report of Full-Time Employees by Gender and Ethnicity
Fall 2004

Category	Male		Female		Total	
	N	% of Category	N	% of Category	N	% of Category
Faculty						
Unknown	1	0.6%	0	0.0%	1	0.6%
Asian/Pacific Isl.	8	4.9%	1	0.6%	9	5.5%
Black	7	4.3%	4	2.5%	11	6.7%
Hispanic	1	0.6%	1	0.6%	2	1.2%
White	80	49.1%	56	34.4%	136	83.4%
Native American	1	0.6%	0	0.0%	1	0.6%
International	1	0.6%	2	1.2%	3	1.8%
Subtotal	99	60.7%	64	39.3%	163	100.0%
Acad. Professional						
Unknown	1	0.7%	0	0.0%	1	0.7%
Asian/Pacific Isl.	2	1.3%	1	0.7%	3	2.0%
Black	3	4.8%	2	2.3%	5	3.3%
Hispanic	0	0.0%	1	0.7%	1	0.7%
White	55	36.4%	83	55.0%	138	91.4%
Native American	1	0.7%	0	0.0%	1	0.7%
International	1	0.7%	1	0.7%	2	1.3%
Subtotal	63	41.7%	88	58.3%	151	100.0%
Civil Service						
Unknown	0	0.0%	0	0.0%	0	0.0%
Asian/Pacific Isl.	1	0.4%	1	0.4%	2	0.8%
Black	6	2.3%	4	1.6%	10	3.9%
Hispanic	0	0.0%	4	1.6%	4	1.6%
White	98	38.3%	142	55.5%	240	93.8%
Native American	0	0.0%	0	0.0%	0	0.0%
International	0	0.0%	0	0.0%	0	0.0%
Subtotal	105	41.0%	151	59.0%	256	100.0%
All Employees						
Unknown	2	0.4%	0	0.0%	2	0.4%
Asian/Pacific Isl.	11	1.9%	3	0.5%	14	2.5%
Black	16	2.8%	10	1.8%	26	4.6%
Hispanic	1	0.2%	6	1.1%	7	1.2%
White	233	40.9%	281	49.3%	514	90.2%
Native American	2	0.4%	0	0.0%	2	0.4%
International	2	0.4%	3	0.5%	5	0.9%
Total	267	46.8%	303	53.2%	570	100.0%

TABLE G
Summary Report of Full-Time Employees from Underrepresented Populations
Fall 1996 to Fall 2004

Employee Category/Year	Black		Asian		Hispanic		Disabled		Female		Employment Category Total		Campus Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Faculty													
1996	11	6.88	8	5.00	4	2.50	3	1.9	51	31.88	160	31.19	513
1997	10	6.25	8	5.00	4	2.50	2	1.3	53	33.13	160	30.77	520
1998	10	6.10	6	3.66	3	1.83	3	1.8	60	36.59	164	31.12	527
1999	9	5.66	6	3.77	2	1.26	4	2.5	60	37.74	159	30.06	529
2000	9	5.52	5	3.07	2	1.23	5	3.1	62	38.04	163	30.13	541
2001	10	5.95	9	5.36	2	1.19	5	3.0	65	38.69	168	28.67	586
2002	7	4.22	10	6.02	2	1.20	5	3.0	67	40.36	166	28.38	585
2003	6	3.57	13	7.74	2	1.19	4	2.4	69	41.07	168	29.63	567
2004	11	6.75	9	5.52	2	1.23	5	3.1	64	39.26	163	28.50	572
Acad. Prof.													
1996	7	7.61	0	0.00	2	2.17	2	2.2	48	52.17	92	17.93	513
1997	6	5.94	0	0.00	2	1.98	1	1.0	55	54.46	101	19.42	520
1998	5	4.63	1	0.93	1	0.93	0	0.0	61	56.48	108	20.49	527
1999	6	5.41	2	1.80	2	1.80	0	0.0	63	56.76	111	20.98	529
2000	6	4.88	2	1.63	1	0.81	0	0.0	72	58.54	123	22.74	541
2001	7	4.67	4	2.67	1	0.67	3	2.0	83	55.33	150	25.60	586
2002	8	5.33	6	4.00	2	1.33	2	1.3	83	55.33	150	25.64	585
2003	5	3.57	4	2.86	1	0.71	2	1.4	79	56.43	140	24.69	567
2004	5	3.31	3	1.99	1	0.66	5	3.3	88	58.28	151	26.40	572
Civil Service													
1996	19	7.28	0	0.00	0	0.00	6	2.3	149	57.09	261	50.88	513
1997	21	8.11	0	0.00	0	0.00	5	1.9	150	57.92	259	49.81	520
1998	18	7.06	0	0.00	0	0.00	3	1.2	150	58.82	255	48.39	527
1999	18	6.95	0	0.00	0	0.00	3	1.2	156	60.23	259	48.96	529
2000	15	5.88	1	0.39	1	0.39	3	1.2	160	62.75	255	47.13	541
2001	19	7.09	0	0.00	3	1.12	9	3.4	164	61.19	268	45.73	586
2002	17	6.32	0	0.00	4	1.49	2	0.7	166	61.71	269	45.98	585
2003	10	3.86	0	0.00	4	1.54	2	0.8	158	61.00	259	45.68	567
2004	10	3.91	2	0.78	4	1.56	4	1.6	151	58.98	256	44.76	572
All Employees													
1996	37	7.21	8	1.56	6	1.17	11	2.1	248	48.34	N/A	N/A	513
1997	37	7.12	8	1.54	6	1.15	8	1.5	258	49.62	N/A	N/A	520
1998	33	6.26	7	1.33	4	0.76	6	1.1	271	51.42	N/A	N/A	527
1999	33	6.24	8	1.51	4	0.76	7	1.3	279	52.74	N/A	N/A	529
2000	30	5.55	8	1.48	4	0.74	8	1.5	294	54.34	N/A	N/A	541
2001	36	6.14	13	2.22	6	1.02	17	2.9	312	53.24	N/A	N/A	586
2002	32	5.47	16	2.74	8	1.37	9	1.5	316	54.02	N/A	N/A	585
2003	21	3.70	17	3.00	7	1.23	8	1.4	306	53.97	N/A	N/A	567
2004	26	4.55	14	2.45	7	1.22	14	2.4	303	52.97	N/A	N/A	572