

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

University of Illinois at Springfield

Office of the Provost and Vice Chancellor for Academic
Affairs

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University of Illinois at Springfield 2004 Underrepresented Groups Report

Table of Contents

Institutional Report

Academic Achievement of Minorities, Women, and Persons with Disabilities.....	1
Institutional Effective Practice: UIS Leadership in Public Service Program	8
Programs Serving Minorities, Women, and Persons with Disabilities	10
Enrollment of Students with Disabilities	10

Appendix

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

Table 1:	Degree Completion Data for 1993-1997 New Transfer Student Cohorts by Race/Ethnicity
Table 2:	Degree Completion Data for 1993-1997 New Transfer Student Cohorts by Gender
Table 3:	Retention/Persistence Rates for 2000-2002 New Transfer Student Cohorts by Race/Ethnicity
Table 4:	Retention/Persistence Rates for 2000-2002 New Transfer Student Cohorts by Gender
Table 5:	Mean Grade Point Averages for Graduates for Academic Years 2000 to 2003 by Gender and Race/Ethnicity
Table 6:	Dollars and Staff Years Budgeted to Programs Serving Underrepresented Students and Staff at Public Universities, Fiscal Years 2003 and 2004
Table 7:	Students with Disabilities, Academic Year 2003-2004
Table 8:	Number of Students with Disabilities Who Graduated, Academic Years 2001 to 2004
Table A:	Summary of Enrollments by Ethnic Categories, Fall 1993 to Fall 2003
Table B:	Student Enrollment – Total, African American, Other Minority, and Total Minority, Fall 1993 to Fall 2003
Table C:	Undergraduate Total Head Count Enrollment by College, Degree Program, Racial/Ethnic Category, and Gender, Fall 2003
Table C-1:	Undergraduate Total Head Count Enrollment – Non-Resident Alien by College Degree Program, Racial/Ethnic Category, and Gender, Fall 2003
Table C-2:	Summary of Enrollments and Retention by Ethnic Categories, Undergraduate Head Count Enrollment – Capital Scholars Program, Fall 2001 to Spring 2004

- Table C-3: Summary of Enrollments by Gender, Undergraduate Total Head Count Enrollment – Capital Scholars Program, Fall 2001 to Spring 2004
- Table D: Master’s and Doctoral Total Head Count Enrollment by College, Degree Program, Racial/Ethnic Category, and Gender, Fall 2003
- Table D-1: Master’s and Doctoral Total Head Count Enrollment – Non-Resident Alien (by College, Degree Program Racial/Ethnic Category, and Gender), Fall 2003
- Table E: Student Head Count Enrollment by Gender and Level, Fall 1993 to Fall 2003
- Table F: Summary Report of Full-Time Employees by Gender and Ethnicity, Fall 2003
- Table G: Summary Report of Full-Time Employees from Underrepresented Populations, Fall 1993 to Fall 2003



University of Illinois at Springfield 2004 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 2003: Increasing Participation and Achievement of Minorities, Women, and Persons with Disabilities

This section provides campus statistics and trends, academic and professional achievement detail, and program information relating to improving the readiness, involvement, and academic success of minorities, women, and persons with disabilities. It further describes the effectiveness of the UIS Leadership in Public Service Program.

1. Academic Achievement of Minorities, Women, and Persons with Disabilities

Campus-wide Data Related to the Academic Achievement of Underrepresented Groups

Degree Completion Data. For degree completion data for new transfer student cohorts by ethnicity and gender, see Table 1 and Table 2. Because of the historical status of the University of Illinois at Springfield (and its predecessor, Sangamon State University) as a senior-level institution, the campus will not graduate its first class of non-transfer students until Spring 2005. All data in Table 1 and Table 2, therefore, relate to transfer students.

Table 1 shows the degree completion rates for the 1993-1997 transfer student cohorts. The six-year graduation rates indicate an upward trend for both African American and all other students. The six-year graduation rate for African American students increased from 43% for the 1993 cohort to 56% for the 1997 cohort. (Because of the small number of Hispanic American students at UIS, those degree completions were included with all other students.)

For each of the cohorts, the degree completion rates are lower for African American students compared to all other students in every year except one (year 2 for the 1995 cohort). The figures for the 1997 cohort started out with fairly large differences in years one and two (13 and 10 percentage points, respectively), but the gap decreased to 6 percentage points by year six.

The degree completion rates by gender for the 1993 to 1997 transfer student cohorts indicate that the rates generally were higher for female students compared to male students (see Table 2). The exceptions are for the early years of the 1996 cohort and the later years for the 1994 cohort. For the 1997 cohort, the female student degree completion rate for year six was 7 percentage points higher than the rate for male students.

*** Highlights ***

The six-year graduation rate for African American transfer students at UIS increased from 43% for the 1993 cohort to 56% for the 1997 cohort.

Moreover, during the same period the gap between African American and other students decreased from 11.6 to 6 percentage points.

Academic Achievement Data. Retention/persistent rates for new transfer student cohorts and for Capital Scholars (broken down by race/ethnicity and gender) appear in Table 3, Table 4, Table C-2, and Table C-3.

For the 2001 new transfer student cohort, the retention rate for African American students was fairly close to the retention rate for all other students (see Table 3). For the 2000 and 2002 new transfer student cohorts, however, the retention rates for all other students were about 9 percentage points higher than the retention rates for African American students in the most recent year for which data were available.

As shown in Table 4, the retention rates for the 2000 and 2001 new transfer student cohorts indicate that the rate for female students was higher than the rate for male students in the most recent year for which data were available (7 percentage points for the 2000 cohort, and 5 percentage points for the 2001 cohort). For the 2002 cohort, however, the retention rate for female students was slightly less than the rate for male students (79% compared to 81%).

UIS enrolled its original group of first-year Capital Scholars in Fall of 2001. The retention figures for the 2001 to 2003 Capital Scholar students by race/ethnicity and gender are shown in Table C-2 and Table C-3, respectively. The retention figures for African American Capital Scholars are high except for the 2002 cohort. For the 2001 and 2003 cohorts, the percentage of female Capital Scholars has increased due to a higher retention rate for female students than for

male students. For the 2001 cohort, the percentage of female students has decreased slightly over time due to a slightly lower retention rate for female students compared to male students.

Additional Data Related to the Academic Achievement of Underrepresented Groups

Grade Point Average for UIS Graduates. Table 5 shows the grade point averages (GPA) for UIS graduates by gender and race for the academic years 1999-2000 through 2003-2004. In four of the five years that are shown, the average GPA for female graduates is higher than the average GPA for male graduates. In each of the five years, the GPA for all other students was higher than the GPA for African American students. The difference in the mean GPAs between those groups, however, has decreased from .55 in 2000 to .35 in 2004.

Teacher Education and Leadership. Data on UIS students' pass rate on the teacher content area and assessment of professional teaching examinations for the time period 12/7/02 through 6/26/04 show that 91.4% of all UIS students who took the test passed on the first attempt. Rates on the basis of gender and race are as follows:

- ▶ 91.8% for all female students compared to 89.9% of all males;
- ▶ 83.3% of African American males compared to 90.1% of white males;
- ▶ 65.6% of African American females compared to 93.3% of white females.

Taking into account repeat attempts, the UIS teacher education program has had a 100% pass rate for the last four years.

National Survey of Student Engagement (NSSE). Results of the 2004 National Survey of Student Engagement (NSSE) were analyzed to see if there were differences in answers by senior students on the basis of race or gender. The analysis focused on 20 questions that are related to academic achievement.

The majority of the NSSE questions (16 questions in all) addressed to what extent the student's experience at UIS contributed to her/his "knowledge, skills, and personal development" in such areas as acquiring a broad general education, thinking critically and analytically, and working effectively with others. The other four questions addressed a variety of issues, including (1) to what extent UIS provided support to help students succeed academically, (2) the student's evaluation of the quality of academic advising, (3) the

* **Highlights** *

Responses of minority students to the 2004 National Survey of Student Engagement indicate that their academic experience at UIS is comparable to that of non-minority students.

student's evaluation of his/her entire educational experience at UIS, and (4) whether the student would go to UIS again if he/she could start over.

For each question, the student was asked to rate UIS on a scale of 1 to 4, with four being the highest rating. A total of approximately 150 UIS seniors, including 15 minority students and 112 female students, responded.

A comparison of the responses by gender found that female students' perceptions of the UIS experience were comparable to that of male students. For 18 of the 20 questions, there were no differences in responses by gender that were statistically significant at a 10% significance level. The two questions that did have statistically significant differences addressed

- ▶ the "institutional contribution to acquiring a broad general education" (the mean for male students was .32 higher than the mean for female students);
- ▶ the "quality of academic advising" (the mean for male students was .31 higher than the mean for female students).

For these 20 NSSE questions, there were no differences in responses by race (minority versus all other) that were statistically significant at a 10% significance level. In other words, these NSSE findings support the idea that the academic experience of minority students (as viewed by the students) at UIS is comparable to that of non-minority students.

Program Information Related to the Academic Achievement of Underrepresented Groups

Whitney M. Young Fellowship Program. The Whitney M. Young Fellowship Program was established to provide financial assistance and academic support for students from underrepresented groups to pursue graduate education. The program serves African American, Native American, and Hispanic students.

Whitney M. Young fellows are required to take a minimum of 12 hours of coursework per semester and to work a minimum of 12 hours per week on a public service project. Student projects have included mentoring and tutoring junior high school students, disseminating information about HIV to the African American community, assisting in organizing and empowering neighborhood associations, and working with a nonprofit organization assisting the Hispanic community. Fellows receive a tuition and fee waiver, as well as a monthly stipend.

Potential participants are identified and recruited by UIS through such means as reviewing the list of McNair scholars to identify those that may have an interest in one of the graduate degrees offered at the University of Illinois at Springfield. Undergraduate programs in the region and historically black colleges and universities also are targeted. The other major means of recruiting fellows is through recommendations and contacts made by current fellows. Fellows must have a minimum undergraduate GPA of 3.0.

The program currently has ten fellows, seven females and three males; eight are African American, and two are Hispanic American. Three of the fellows are second-year fellows and, as a group, have a mean graduate grade point average of 3.69.

Most graduates of the Whitney M. Young Fellowship Program are employed in not-for-profit organizations or in government agencies. Three graduates, for example, are employed in community arts associations in Denver, Ashville, and Washington, D.C.; one is an instructor at an Illinois community college; another is on the staff of the Springfield Urban League.

Midstate Student Support for Teaching Program. The Midstate Student Support for Teaching Program (formerly called the Project Minority Student Support for Teaching) is a partnership designed to prepare African American students for college and a teaching career. It also assists the Springfield and Decatur school systems in the recruitment of minority teachers. 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. The Midstate Student Support for Teaching Program sponsors a variety of academic support services, including (1) tutorial services; (2) a summer conference; (3) mentoring of high school students by UIS students; and (4) workshops at the high schools, community colleges, and UIS covering such topics as ACT exams, career path opportunities, and preparation for teacher certification examinations. UIS participants receive financial assistance.

Midstate Student Support for Teaching Program participants are required to enroll for at least 12 hours of coursework per semester and to volunteer a minimum of 10 hours in the community each semester. The students have performed volunteer work with various community organizations, including the Lawrence Adult Education Center and the Springfield Boys and Girls Club. During academic year 2003-2004, Midstate Student Support for Teaching participants (including all high school, community college, and UIS students) donated more than 500 hours to the Springfield and Decatur communities. Students at each of the three levels commemorated the fiftieth anniversary of the *Brown v. Board of Education* decision with a dramatization and a panel discussion with community leaders.

Midstate Student Support for Teaching Program has graduated 17 teachers, 11 at the elementary level and six at the secondary level. The teachers include 11 females and 6 males. According to the program director, each of the graduates passed the Illinois State Certification Test and had

✧ ***Highlights*** ✧

The Midstate Student Support for Teaching Program provides a range of academic support services, including customized workshops, tutoring, a summer conference, and mentoring opportunities with high school students

successful student teaching experiences. Their average cumulative GPA was 3.2. Three of the participants have been admitted into graduate school.

GEAR UP Project. The GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) Project was established to increase the number of local low-income students who are prepared and able to pursue postsecondary education. The project is operated by a partnership consisting of the University of Illinois at Springfield, Springfield Public School District 186, Lincoln Land Community College, and the Springfield Urban League. GEAR UP is funded through a six-year grant from the U.S. Department of Education. Academic year 2003-2004 was the fifth year of the grant project.

Since 1999, the UIS GEAR UP program has provided academic support services to three cohorts of young people who began as seventh graders at Washington Middle School and are now attending Lanphier High School.

✧ **Highlights** ✧

Based on her experience with the UIS GEAR UP Project, a local assistant principal remarked: "Testing trend data shows that our students have improved in all academic areas tested by PSAE. In some subject areas the performance of African American students has doubled."

GEAR UP plans and delivers a range of academic support services, including tutoring and student-parent workshops. Among the issues covered are applying for financial aid and developing expectations for college life. GEAR UP students are encouraged to utilize an online service that helps identify appropriate majors and courses of study, as well as colleges and universities based on each student's interests, abilities, and values. The GEAR UP program also promotes readiness through campus visits.

During school year 2003-2004, the UIS GEAR UP program served 1,016 students, including 499 females and 517 males. About 28.7% of the students were African American, 1.5% were other minorities, and the remaining 69.8% were white. Approximately 58% of the students were receiving free or reduced-price school lunch.

During the fifth year of the GEAR UP program nearly 83% of the eleventh graders who participated in the program expected to attend college. This is an increase from 71% in the first year of the program. The attendance at parent-student workshops also has increased significantly from an average of 10-15 attendees per workshop in previous years to an average of 82 parents and 90 students per workshop in 2003-2004. The program administrator attributes much of the increase to the recent hiring of an effective Parent Coordinator/College Resource Specialist.

Also noteworthy is the impact that the GEAR UP program has had on Lanphier High School during the past two years. Funds were made available for teacher development and conference attendance through GEAR UP that would not normally have been available. As a result, a group of five Lanphier teachers and staff were able to attend the Effective Schools Conference. Information from that conference was the inspiration for a significant change in school functioning.

★ **Highlights** ★

Well-attended parent-student workshops and an emphasis on college resources are among the reasons for the 12% increase in aspiration for higher education since the first year of the GEAR UP Project grant.

In the fall of 2004, Lanphier began implementing the first phase of a total school-restructuring project that consists of moving to smaller learning communities focused on increased course expectations. Under a new structure called the Freshman House, ninth grade students have double periods of math instruction, reading strategies classes, and daily advisory sessions with teachers or staff (on such topics as goal setting, careers, responsible voting behavior, and the college application process). Freshman House teachers are teamed and have professional development time together every third day in addition to their individual planning time.

The Assistant Principal of Lanphier notes that “testing trend data shows that our students have improved in all academic areas tested by PSAE. In some subject areas the performance of African American students has doubled.”

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.

During 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.

Women’s Center. The Women’s Center helps UIS provide a supportive environment for diversity through educating the campus community about gender-related matters, addressing issues of particular concern to women, and promoting a campus climate that is safe, healthy, and respectful of all people. The Center enhances all students’ academic experiences by offering information, support, advocacy, referrals, and programming on a variety of gender-related issues.

The Women's Center also operates the Central Illinois Women's Action (CIWA) listserv. The listserv is an email forum for the posting of events and other short announcements of special relevance to women.

Office of Disability Services. In 2002, the ODS created Academic Study Organizers, a filing system/calendar/notetaking tool for more effective time management and study habits. As noted in last year's Underrepresented Groups Report, the Organizers are distributed without charge to students with disabilities. The popularity of the Organizers resulted in a significant donation from the regional manager of Office Depot, consisting of binders and paper products necessary to create the Organizers. "After tracking student use and progress for an entire academic year," according to the ODS director, "the drop-out rate of students with learning disabilities declined for those who used the Academic Study Organizers."



2. Institutional Effective Practice: UIS Leadership in Public Service Program

This section provides a description of the UIS Leadership in Public Service Program, which exemplifies an institutional "effective practice" that supports the academic achievement of minorities.

The University of Illinois at Springfield (formerly Sangamon State University) with the support of the Illinois Board of Regents, the Illinois Board of Higher Education, and the Illinois General Assembly, initiated the Minority Leadership in Public Service Program (now called the Leadership in Public Service Program) in 1985 to provide the opportunity and maximum access to higher education for minority students interested in pursuing a career in public service. The program was designed to begin at the junior year of college and culminate with the baccalaureate degree.

To be eligible, students must maintain a minimum GPA of 3.0 and submit two reference letters describing involvement in community service. Student applicants also must write a 3 to 5 page narrative addressing a community issue and what type of approach they would take to address that issue.

*** Highlights ***

During the past 19 years, approximately 160 students have participated in the UIS Leadership in Public Service Program, which was created to support the academic achievement of minority students.

Of that group, more than 40 have gone on to graduate school.

The program requires students to enroll fulltime and pursue a major that is compatible with a career in public service. Students receive financial assistance and are required to perform an internship related to their major during their senior year. Students also have one-on-one meetings with the Director at least once per semester and participate in small-group interactions, workshops, guest speaker sessions, and bi-monthly meetings. Examples of group projects include the development and design of a program for World AIDS Day at the State Capitol and the development and implementation of the first annual UIS Student Lobby Day. Group projects are designed to help enhance leadership skills, as well as to develop team-building skills. Meetings and workshops cover such topics as career options, preparation of resumes, and personal budgeting.

Each student is required to complete a community service project, preferably one that will have a lasting impact. Examples of recent projects are the creation of a resource book that identifies such services as food distribution and child immunization services, the development of a campus club called the Descendants of Africa, and the creation of a support organization for college students with children who live on campus.

In the past, the Leadership in Public Service Program primarily served African American students. In 2002, however, five of the 18 student participants were Hispanic Americans.

Contributing to the vibrancy of the Leadership in Public Service Program are the following elements and strategies:

- ▶ active recruitment of community college student leaders based on recommendations from college presidents, community college Phi Theta Kappa chapters, or student government,
- ▶ a committee with representation from Office of Admissions, financial aid, Office of Multicultural Student Affairs, and current Leadership participants to review applications and interview candidates;
- ▶ working with small groups (the maximum number of participants admitted is 10 per academic year);
- ▶ appointing faculty advisors for the students;
- ▶ developing close relationships with the participants;
- ▶ encouraging participant input into the process (e.g., evaluating meetings, helping identify topics for workshops);
- ▶ requiring participants to conduct a public service project.

Approximately 160 students have participated in the Leadership in Public Service Program during the past 19 years. Indicators of success include:

- ▶ three participants have been elected president of the student senate or student government;

- ▶ four participants have been elected a Student Representative to the Board of Regents or the University of Illinois Board of Trustees;
- ▶ an estimated 10 participants have served as student government representatives;
- ▶ more than 20 participants have served as officers in campus student organizations;
- ▶ more than 40 participants have been accepted to graduate school;
- ▶ at least three participants have gone on to Ph.D. programs;
- ▶ one participant has completed law school and passed the bar;
- ▶ at least six participants have received the ICEOP fellowship for graduate studies;
- ▶ a number of participants have received the Whitney Young Fellowship for graduate studies.



3. Programs Serving Minorities, Women, and Persons with Disabilities

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 6.



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 7 and Table 8.

Appendix

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Table 4:	Retention/Persistence Rates for 2000-2002 New Transfer Student Cohorts by Gender
Table 5:	Mean Grade Point Averages for Graduates for Academic Years 2000 to 2003 by Gender and Race/Ethnicity
Table 6:	Dollars and Staff Years Budgeted to Programs Serving Underrepresented Students and Staff at Public Universities, Fiscal Years 2003 and 2004
Table 7:	Students with Disabilities, Academic Year 2003-2004
Table 8:	Number of Students with Disabilities Who Graduated, Academic Years 2001 to 2004
Table A:	Summary of Enrollments by Ethnic Categories, Fall 1993 to Fall 2003
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Table D-1:	Master’s and Doctoral Total Head Count Enrollment – Non-Resident Alien (by College, Degree Program Racial/Ethnic Category, and Gender), Fall 2003
Table E:	Student Head Count Enrollment by Gender and Level, Fall 1993 to Fall 2003
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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 7.

TABLE 1**Degree Completion Data for 1993-1997 New Transfer Student Cohorts by Race/Ethnicity***Percent Graduated: By Race*

Fall Entering Term	# in Cohort		Year 2		Year 3		Year 4		Year 5		Year 6	
	African American	Other	African American	Other	African American	Other	African American	Other	African American	Other	African American	Other
1993	51	578	11.8%	19.0%	27.5%	40.0%	37.3%	50.3%	39.2%	52.4%	43.1%	54.7%
1994	58	538	10.3%	19.7%	27.6%	37.7%	39.7%	47.2%	44.8%	52.0%	46.6%	54.1%
1995	46	584	17.4%	14.6%	30.4%	33.9%	39.1%	43.7%	41.3%	49.8%	45.7%	52.7%
1996	54	564	11.1%	21.1%	27.8%	42.7%	38.9%	52.8%	40.7%	57.4%	42.6%	59.0%
1997	50	539	10.0%	22.8%	38.0%	47.7%	50.0%	55.1%	56.0%	58.3%	56.0%	62.0%

TABLE 2**Degree Completion Data for 1993-1997 New Transfer Student Cohorts by Gender***Percent Graduated: By Gender*

Fall Entering Term	# in Cohort			Year 2			Year 3		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1993	253	376	629	14.6	21.0	18.4	35.6	41.2	39.0
1994	234	362	596	17.9	19.3	18.8	36.3	37.0	36.7
1995	212	418	630	9.9	17.2	14.8	32.5	34.2	33.7
1996	217	401	618	20.7	20.0	20.2	41.5	41.4	41.4
1997	223	366	589	17.9	24.0	21.7	45.7	47.5	46.9

Percent Graduated: By Gender

Fall Entering Term	# in Cohort			Year 4			Year 5			Year 6		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
1993	253	376	629	44.7	52.4	49.3	46.2	54.8	51.4	47.8	57.7	53.7
1994	234	362	596	46.2	46.7	46.5	52.6	50.6	51.3	53.8	53.0	53.4
1995	212	418	630	41.0	44.5	43.3	44.8	51.4	49.2	47.6	54.5	52.2
1996	217	401	618	50.7	52.1	51.6	54.8	56.6	56.0	56.2	58.4	57.6
1997	223	366	589	54.3	54.9	54.7	55.2	59.8	58.1	57.0	64.2	61.5

TABLE 3**Retention/Persistence Rates for 2000-2002 New Transfer Student Cohorts by Race/Ethnicity***Percent Enrolled But Not Graduated*

Fall Entering Term	# in Cohort		Year 2		Year 3		Year 4	
	African American	Other	African American	Other	African American	Other	African American	Other
2000	37	428	45.9%	59.3%	21.6%	25.2%	18.9%	11.7%
2001	57	537	61.4%	58.1%	26.3%	27.4%	--	--
2002	49	562	63.3%	67.4%	--	--	--	--

Percent Graduated

Fall Entering Term	# in Cohort		Year 2		Year 3		Year 4	
	African American	Other	African American	Other	African American	Other	African American	Other
2000	37	428	29.7%	20.3%	43.2%	50.0%	43.2%	59.6%
2001	57	537	19.3%	21.8%	42.1%	42.6%	--	--
2002	49	562	8.2%	12.8%	--	--	--	--

Percent Retained

Fall Entering Term	# in Cohort		Year 2		Year 3		Year 4	
	African American	Other	African American	Other	African American	Other	African American	Other
2000	37	428	75.7%	79.7%	64.9%	75.2%	62.2%	71.3%
2001	57	537	80.7%	79.9%	68.4%	70.0%	--	--
2002	49	562	71.4%	80.2%	--	--	--	--

TABLE 4

Retention/Persistence Rates for 2000-2002 New Transfer Student Cohorts by Gender

Percent Enrolled But Not Graduated

Fall Entering Term	# in Cohort			Year 2			Year 3			Year 4		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
2000	152	313	465	59.2	57.8	58.3	32.2	21.4	24.9	15.1	10.9	12.3
2001	221	373	594	54.8	60.6	58.4	27.6	27.1	27.3	--	--	--
2002	237	374	611	70.9	64.7	67.1	--	--	--	--	--	--

Percent Graduated

Fall Entering Term	# in Cohort			Year 2			Year 3			Year 4		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
2000	152	313	465	16.4	23.3	21.1	41.4	53.4	49.5	50.7	62.0	58.3
2001	221	373	594	22.2	21.2	21.5	38.9	44.8	42.6	--	--	--
2002	237	374	611	10.1	13.9	12.4	--	--	--	--	--	--

Percent Retained

Fall Entering Term	# in Cohort			Year 2			Year 3			Year 4		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
2000	152	313	465	75.7	81.2	79.4	73.7	74.8	74.4	65.8	72.8	70.5
2001	221	373	594	76.9	81.8	80.0	66.5	71.8	69.9	--	--	--
2002	237	374	611	81.0	78.6	79.5	--	--	--	--	--	--

TABLE 5
Mean Grade Point Averages for Graduates for Academic
Years 2000 to 2003 by Gender and Race/Ethnicity

<u>Academic</u> <u>Year</u>	<u>Male</u>	<u>Female</u>	<u>African</u> <u>American</u>	<u>Other</u>
2000	2.87	2.97	2.42	2.97
2001	2.84	3.06	2.60	3.01
2002	2.82	2.91	2.47	2.91
2003	3.09	3.06	2.85	3.09
2004	3.09	3.15	2.81	3.16

TABLE 6**Dollars and Staff Years Budgeted to Programs Serving Underrepresented Students and Staff, Fiscal Years 2003 and 2004**

Program	Staff Years Budgeted		Dollars Budgeted				Change in Dollars Budgeted	
	FY03	FY04	State		FY03	Other	State	Other
			FY03	FY04				
Office of Multicultural Student Affairs	2.10	1.83	61,300	58,100	0		(3,200)	0
TANF/Low Income Degree Scholarship Program						225,000		225,000
Leadership in Public Service Program	0.00	0.00	79,200	59,200	0		(20,000)	0
Midstate Student Support for Teaching*	3.17	2.33	102,000	80,300	0		(21,700)	0
GEAR UP Project**	4.00	2.00	0		523,000	449,300	0	(73,700)
Diversity Task Force	0.10	0.10	13,800	13,200	0		(600)	0
Whitney M. Young Fellowship Program	0.45	0.45	126,200	129,500	0		3,300	0
Women's Center	1.90	1.90	60,400	60,600	0		200	0
Disability Services	3.80	4.80	96,300	106,700	0		10,400	0

* This program serves underrepresented high school students.

** This program serves underrepresented high school students. Only UIS staff is shown.

TABLE 7
Students with Disabilities, Academic Year 2003-2004

Students Who Registered				
<u>Type of Disability</u>	Undergraduate	Graduate	Other	Total
Learning	29	2		31
ADHD	14	1		15
Psychological	13	7		20
Developmental	1	0		1
Mobility	23	2		25
Blind/Low Vision	15	3		18
Deaf/Hard of Hearing	9	4		13
Systemic/Chronic Health Problems	10	9		19
Other	9	4		13

Registered Students Who Used Services				
<u>Type of Disability</u>	Undergraduate	Graduate	Other	Total
Learning	29	2		31
ADHD	14	1		15
Psychological	13	7		20
Developmental	1	0		1
Mobility	23	2		25
Blind/Low Vision	15	3		18
Deaf/Hard of Hearing	9	4		13
Systemic/Chronic Health Problems	10	9		19
Other	9	4		13

Students Who Self-Reported (but did not register)				
<u>Type of Disability</u>	Undergraduate	Graduate	Other	Total
Learning	13	1		14
ADHD	22	0		22
Psychological	12	0		12
Developmental	0	0		0
Mobility	2	0		2
Blind/Low Vision	0	1		1
Deaf/Hard of Hearing	0	0		0
Systemic/Chronic Health Problems	0	1		1
Other	0	0		0

The UIS Office of Disability Services requires application and documentation to be on file for all students requesting academic accommodation. Applications can be obtained in person, over the Internet, or by phone, fax, or e-mail.

TABLE 8
Number of Students with Disabilities
Who Graduated, 2001-2004

<u>Academic</u> <u>Year</u>	<u>Baccalaureate</u>	<u>Post-</u> <u>Baccalaureate</u>	<u>Total</u>
2001	15	5	20
2002	18	8	26
2003	22	10	32
2004	17	8	25

TABLE A
Summary of Enrollments by Ethnic Categories
Fall 1993 to Fall 2003

Year	American Indian		Hispanic		African American		White		Asian		Non-Resident Alien		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1993	8	0.2	34	0.8	304	6.8	3,983	89.5	49	1.1	73	1.6	4,451	100
1994	8	0.2	33	0.8	335	7.6	3,884	88.6	54	1.2	70	1.6	4,384	100
1995	15	0.3	43	0.9	338	7.2	4,149	88.2	77	1.6	80	1.7	4,702	100
1996	11	0.2	51	1.1	343	7.4	4,055	87.9	71	1.5	80	1.7	4,611	100
1997	18	0.4	58	1.3	339	7.6	3,882	87.0	76	1.7	90	2.0	4,463	100
1998	14	0.3	49	1.1	320	7.4	3,779	87.2	71	1.6	101	2.3	4,334	100
1999	15	0.4	51	1.3	311	7.6	3,521	86.3	68	1.7	113	2.8	4,079	100
2000	13	0.3	49	1.2	315	8.0	3,391	86.0	63	1.6	111	2.8	3,942	100
2001	9	0.2	63	1.5	355	8.3	3,607	84.1	77	1.8	177	4.1	4,288	100
2002	10	0.2	60	1.3	356	8.0	3,757	84.4	85	1.9	183	4.1	4,451	100
2003	15	0.3	62	1.4	363	7.9	3,840	84.0	121	2.6	173	3.8	4,574	100

TABLE B**Student Enrollment - Total, African American, Other Minority, and Total Minority
Fall 1993 to Fall 2003**

Year	Total Enrollment	African American Enrollment		Other Minority Enrollment ¹		Total Minority Enrollment	
		N	% of Total	N	% of Total	N	% of Total
1993	4,451	304	6.83	91	2.04	395	8.87
1994	4,384	335	7.64	95	2.17	430	9.81
1995	4,702	338	7.19	135	2.87	473	10.06
1996	4,611	343	7.44	133	2.88	476	10.32
1997	4,463	339	7.60	152	3.41	491	11.00
1998	4,334	320	7.38	134	3.09	454	10.48
1999	4,079	311	7.62	134	3.29	445	10.91
2000	3,942	315	7.99	125	3.17	440	11.16
2001	4,288	355	8.28	149	3.47	504	11.75
2002	4,451	359	8.07	155	3.48	514	11.55
2003	4,574	363	7.94	198	4.33	561	12.26

¹ Does not include non-resident aliens.

TABLE C

**Undergraduate Total Head Count Enrollment by College, Degree Program, Racial/Ethnic Category, and Gender
Fall 2003**

College/Degree Program	Non-Resident Alien		Black Non-Hispanic		American Indian/Alaskan Native		Asian Pacific Islander		Hispanic		White Non-Hispanic		Total		TOTAL
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	
Business and Management															
Accounting	0	0	2	9	2	0	2	5	0	0	50	105	56	119	175
Business Administration	2	1	2	10	0	0	3	2	0	1	77	86	84	100	184
Economics	1	0	0	1	0	0	0	1	0	1	6	2	7	5	12
Management	1	1	9	19	2	0	1	0	0	2	112	137	125	159	284
Subtotal	4	2	13	39	4	0	6	8	0	4	245	330	272	383	655
Education and Human Services															
Social Work	0	0	2	16	0	0	1	0	0	0	11	68	14	84	98
Subtotal	0	0	2	16	0	0	1	0	0	0	11	68	14	84	98
Liberal Arts and Sciences															
Biology	1	0	5	6	0	1	3	2	1	1	43	69	53	79	132
Chemistry	1	0	0	1	0	0	1	2	0	0	8	12	10	15	25
Clinical Laboratory Science	0	1	0	4	0	0	0	0	0	0	10	18	10	23	33
Communication	1	0	1	8	0	0	1	1	2	2	36	62	41	73	114
Computer Science	4	0	6	6	0	0	5	2	2	0	109	21	126	29	155
English	0	0	0	5	0	0	0	1	2	4	16	76	18	86	104
History	0	0	4	0	0	0	1	0	0	1	53	39	58	40	98
Liberal Studies	0	0	5	20	1	1	1	1	1	3	63	133	71	158	229
Mathematical Sciences	0	0	1	0	0	0	2	0	0	0	12	16	15	16	31
Psychology	0	0	4	5	0	0	0	1	4	1	41	190	49	197	246
Sociology/Anthropology	0	0	1	1	0	0	0	1	0	1	6	16	7	19	26
Visual Arts	0	0	0	0	0	0	0	0	1	1	12	18	13	19	32
Subtotal	7	1	27	56	1	2	14	11	13	14	409	670	471	754	1,225
Public Affairs and Administration															
Criminal Justice	0	0	7	11	0	1	0	0	1	1	69	80	77	93	170
Health Services Administration	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1
Labor Relations	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Legal Studies	0	1	1	7	0	0	0	1	0	4	25	37	26	50	76
Political Studies	1	0	3	4	0	0	3	0	1	1	41	33	49	38	87
Subtotal	1	1	11	22	0	1	3	1	2	6	135	151	152	182	334
Undeclared/Unclassified	0	1	6	18	0	0	1	5	3	0	76	147	86	171	257
Subtotal	0	1	6	18	0	0	1	5	3	0	76	147	86	171	257
Total Undergraduates	12	5	59	151	5	3	25	25	18	24	876	1,366	995	1,574	2,569

TABLE C-1

Undergraduate Total Head Count Enrollment - Non-Resident Alien by College, Degree Program, Racial/Ethnic Category, and Gender, Fall 2003

College/Degree Program	Non-Resident Alien		Asian Pacific Islander		Hispanic		Black Non-Hispanic		White Non-Hispanic	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
College of Business and Management										
Business Administration	2	1	1						1	1
Economics	1	0	1							
Management	1	1							1	1
Subtotal	4	2	2	0	0	0	0	0	2	2
College of Education and Human Services										
Subtotal	0	0	0	0	0	0	0	0	0	0
College of Liberal Arts & Sciences										
Biology	1								1	
Chemistry	1		1							
Clinical Laboratory Sciences		1								1
Communication	1		1							
Computer Science	4		1		2				1	
Subtotal	7	1	3	0	2	0	0	0	2	1
College of Public Affairs & Administration										
Legal Studies	0	1		1						
Political Studies	1								1	
Subtotal	1	1	0	1	0	0	0	0	1	0
Undeclared/Unclassified		1								1
Total	12	5	5	1	2	0	0	0	5	4

TABLE C-2

**Summary of Enrollments and Retention by Ethnic Categories
Undergraduate Total Head Count Enrollment - Capital Scholars Program
Fall 2001 to Spring 2004**

First Year	Retention	American Indian		Hispanic		African American		White		Asian		Non-Resident Alien		Total	
		Indian	%	Hispanic	%	African American	%	White	%	Asian	Alien	%	Total		
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	6.3	68	85.0	6	7.5	1	1.3	80	100
	Spring 2004	0	0.0	0	0.0	5	6.6	66	86.8	5	6.6	0	0.0	76	100
Fall 2002		0	0.0	4	4.1	8	8.2	80	82.5	2	2.1	3	3.1	97	100
	Spring 2003	0	0.0	4	4.8	4	4.8	72	85.7	2	2.4	2	2.4	84	100
	Fall 2003	0	0.0	4	5.3	4	5.3	65	85.5	1	1.3	2	2.6	76	100
	Spring 2004	0	0.0	4	5.4	3	4.1	64	86.5	1	1.4	2	2.7	74	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

Notes: Racial/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.

Table C-3
Summary of Enrollments by Gender
Undergraduate Total Head Count Enrollment - Capital Scholars Program
Fall 2001 to Spring 2004

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	35	43.8%	45	56.3%	80	100%
	Spring 2004	31	40.8%	45	59.2%	76	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 2003		41	35.3%	75	64.7%	116	100%
	Spring 2004	38	34.9%	71	65.1%	109	100%

Notes: Data as of each semester's census.

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

TABLE D
Master's and Doctoral Total Head Count Enrollment by College,
Fall 2003

GRADUATE College/Degree Program	Non-Resident Alien		Black Non-Hispanic		Amer. Indian/ Alaskan Native		Asian Pacific Islander		Hispanic		White Non-Hispanic		Total		TOTAL
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	
Business and Management															
Accountancy	0	4	2	3	0	0	1	1	0	1	22	34	25	43	68
Business Administration	3	2	1	4	0	0	5	4	1	1	99	59	109	70	179
Management Information Systems	24	7	11	8	0	0	10	8	2	1	76	43	123	67	190
Subtotal	27	13	14	15	0	0	16	13	3	3	197	136	257	180	437
Education and Human Services															
Educational Leadership	0	0	2	11	1	1	0	1	0	2	89	195	92	210	302
Human Development Counseling	0	0	0	2	0	0	0	0	1	0	5	70	6	72	78
Human Services	1	0	6	17	1	1	0	3	1	0	19	89	28	110	138
Subtotal	1	0	8	30	2	2	0	4	2	2	113	354	126	392	518
Liberal Arts and Sciences															
Biology	0	0	1	0	0	0	0	0	0	0	6	19	7	19	26
Communication	0	3	2	4	0	2	0	2	1	0	22	38	25	49	74
Computer Science	65	27	3	2	0	0	7	5	1	0	41	7	117	41	158
English	1	0	0	0	0	0	0	0	0	0	8	34	9	34	43
History	0	0	1	0	0	0	1	0	0	0	30	38	32	38	70
Individual Option	0	0	1	8	0	0	0	0	1	0	9	34	11	42	53
Subtotal	66	30	8	14	0	2	8	7	3	0	116	170	201	223	424
Public Affairs and Administration															
Environmental Studies/Sciences	1	0	0	0	0	0	2	1	1	0	16	23	20	24	44
Legal Studies	0	0	1	3	0	0	0	0	0	0	4	19	5	22	27
Political Studies	0	0	2	3	0	0	0	0	1	2	27	33	30	38	68
Public Administration	2	2	9	16	0	0	2	0	0	0	26	36	39	54	93
Public Affairs Reporting	0	0	0	1	0	0	0	1	0	1	4	13	4	16	20
Master's of Public Health	5	5	1	5	0	0	3	1	0	0	4	15	13	26	39
Subtotal	8	7	13	28	0	0	7	3	2	3	81	139	111	180	291
Undeclared/Unclassified															
Graduates	1	1	11	9	0	1	5	8	0	2	101	178	118	199	317
Total Master's	103	51	54	96	2	5	36	35	10	10	608	977	813	1,174	1,987
Doctor of Public Administration															
Doctor of Public Administration	1	1	2	3	0	0	0	0	0	0	7	9	10	13	23
Subtotal Doctoral	1	1	2	3	0	0	0	0	0	0	7	9	10	13	23

TABLE D-1
Master's and Doctoral Total Head Count Enrollment - Non-Resident Alien
Fall 2003

College/Degree Program	Non-Resident Alien		Asian Pacific Islander		Hispanic		Black Non-Hispanic		American Indian Alaskan Native		White Non-Hispanic	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Business and Management												
Accountancy	0	4		4								
Business Administration	3	2					1			1	2	1
Management Information Systems	24	7	18	7	1		2				3	
Subtotal	27	13	18	11	1	0	3	0	0	1	5	1
Education and Human Services												
Human Services	1	0					1					
Subtotal	1	0	0	0	0	0	1	0	0	0	0	0
Liberal Arts and Sciences												
Communication	0	3		2								1
Computer Science	65	27	56	26							9	1
English	1	0									1	
Subtotal	66	30	56	28	0	0	0	0	0	0	10	2
Public Affairs and Administration												
Environmental Studies	1	0					1					
Public Administration, MPA	2	2		1	1						1	1
Master's of Public Health	5	5	5	5								
Subtotal	8	7	5	6	1	0	1	0	0	0	1	1
Undeclared/Unclassified Graduates	1	1	1	1								
Subtotal Master's	103	51	80	46	2	0	5	0	0	1	16	4
DPA, Public Administration		2		2								
Total	103	53	80	48	2	0	5	0	0	1	16	4

TABLE E
Student Head Count Enrollment by Gender and Level
Fall 1993 to Fall 2003

Year	Undergraduate Enrollment					Master's Enrollment				
	Female		Male		Total	Female		Male		Total
	N	% of Total	N	% of Total		N	% of Total	N	% of Total	
1993	1,561	59.9	1,047	40.2	2,608	1,062	57.6	781	42.4	1,843
1994	1,552	62.0	950	38.0	2,502	1,107	58.8	775	41.2	1,882
1995	1,612	63.5	928	36.5	2,540	1,239	57.3	923	42.7	2,162
1996	1,602	64.6	876	35.4	2,478	1,229	57.6	904	42.4	2,133
1997	1,540	63.9	871	36.1	2,411	1,208	58.9	844	41.1	2,052
1998	1,513	63.8	860	36.2	2,373	1,157	59.7	781	40.3	1,938
1999	1,352	61.9	831	38.1	2,183	1,092	58.2	784	41.8	1,876
2000	1,353	63.9	765	36.1	2,118	1,032	57.2	771	42.8	1,803
2001	1,466	63.7	834	36.3	2,300	1,110	56.5	856	43.5	1,966
2002	1,512	61.8	933	38.2	2,445	1,144	57.7	839	42.3	1,983
2003	1,574	61.3	995	38.7	2,569	1,174	59.1	813	40.9	1,987

Year	Doctoral Enrollment ¹					Total Enrollment			
	Female		Male		Total	Female		Male	
	N	% of Total	N	% of Total		N	% of Total	N	% of Total
1993						2,623	58.9	1,828	41.1
1994						2,659	60.7	1,725	39.4
1995						2,851	60.6	1,851	39.4
1996						2,831	61.4	1,780	38.6
1997						2,748	61.6	1,715	38.4
1998	9	39.1	14	60.9	23	2,679	61.8	1,655	38.2
1999	6	30.0	14	70.0	20	2,450	60.1	1,629	39.9
2000	8	38.1	13	61.9	21	2,393	60.7	1,549	39.3
2001	8	36.4	14	63.6	22	2,584	60.3	1,704	39.7
2002	13	56.5	10	43.5	23	2,669	60.0	1,782	40.0
2003	14	77.8	4	22.2	18	2,762	60.4	1,812	39.6

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 Ethnic Category
Fall 2003

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	10	6.0%	3	1.8%	13	7.8%
Black	3	1.8%	3	1.8%	6	3.6%
Hispanic	1	0.6%	1	0.6%	2	1.2%
White	81	48.5%	62	37.1%	143	85.6%
Native American	1	0.6%	0	0.0%	1	0.6%
International	1	0.6%	0	0.0%	1	0.6%
Subtotal	98	58.7%	69	41.3%	167	100.0%
Acad. Professional						
Unknown	0	0.0%	0	0.0%	0	0.0%
Asian/Pacific Island	2	1.1%	2	1.1%	4	2.2%
Black	4	2.2%	2	1.1%	6	3.3%
Hispanic	0	0.0%	1	0.5%	1	0.5%
White	69	37.9%	102	56.0%	171	94.0%
Native American	0	0.0%	0	0.0%	0	0.0%
International	0	0.0%	0	0.0%	0	0.0%
Subtotal	75	41.2%	107	58.8%	182	100.0%
Civil Service						
Unknown	0	0.0%	0	0.0%	0	0.0%
Asian/Pacific Island	0	0.0%	0	0.0%	0	0.0%
Black	5	2.3%	4	1.8%	9	4.1%
Hispanic	0	0.0%	4	1.8%	4	1.8%
White	82	37.6%	122	56.0%	204	93.6%
Native American	1	0.5%	0	0.0%	1	0.5%
International	0	0.0%	0	0.0%	0	0.0%
Subtotal	88	40.4%	130	59.6%	218	100.0%
All Employees						
Unknown	1	0.2%	0	0.0%	1	0.2%
Asian/Pacific Island	12	2.1%	5	0.9%	17	3.0%
Black	12	2.1%	9	1.6%	21	3.7%
Hispanic	1	0.2%	6	1.1%	7	1.2%
White	232	40.9%	286	50.4%	518	91.4%
Native American	2	0.4%	0	0.0%	2	0.4%
International	1	0.2%	0	0.0%	1	0.2%
Total	261	46.0%	306	54.0%	567	100.0%

TABLE G
Summary Report of Full-Time Employees from Underrepresented Populations
Fall 1993 to Fall 2003

Employee Category/Year	Black		Asian		Hispanic		Disabled *		Female		Em Cate N
	N	%	N	%	N	%	N	%	N	%	
Faculty											
1993	8	4.8	6	3.6	3	1.8			55	33.3	16
1994	8	5.0	6	3.8	3	1.9			52	32.5	16
1995	9	5.7	6	3.8	3	1.9			51	32.5	15
1996	11	6.8	7	4.3	4	2.5	3	1.9	53	32.7	16
1997	10	6.2	7	4.3	4	2.5	2	1.2	55	34.2	16
1998	10	6.2	7	4.3	3	1.9	3	1.9	59	36.4	16
1999	9	5.7	8	5.1	2	1.3	4	2.5	60	38.0	15
2000	8	5.1	6	3.8	2	1.3	5	3.2	63	40.4	15
2001	10	6.0	9	5.4	2	1.2	5	3.0	66	39.5	16
2002	7	4.2	10	6.0	2	1.2	5	3.0	67	40.4	16
2003	6	3.6	10	6.0	2	1.2	4	2.4	69	41.3	16
Acad. Prof.											
1993	10	11.5	0	0.0	1	1.1			49	56.3	8
1994	7	7.4	0	0.0	1	1.1			50	53.2	9
1995	8	8.2	0	0.0	2	2.0			55	56.1	9
1996	7	7.4	0	0.0	2	2.1	2	2.1	49	52.1	9
1997	6	5.7	0	0.0	2	1.9	1	0.9	57	53.8	10
1998	5	4.7	1	0.9	1	0.9	0	0.0	62	58.5	10
1999	6	5.3	2	1.8	2	1.8	0	0.0	64	56.6	11
2000	8	5.0	2	1.2	1	0.6	0	0.0	98	60.9	16
2001	10	5.5	3	1.6	1	0.5	3	0.0	110	60.1	18
2002	10	5.5	4	2.2	2	1.1	2	0.0	109	59.6	18
2003	6	3.3	4	2.2	1	0.5	2	0.0	107	58.8	18
Civil Service											
1993	18	6.1	0	0.0	3	1.0			178	60.5	29
1994	20	6.6	0	0.0	1	0.3			180	59.8	30
1995	20	7.4	0	0.0	0	0.0			157	58.4	26
1996	19	7.2	0	0.0	0	0.0	6	2.3	150	57.0	26
1997	21	6.8	0	0.0	1	0.3	5	1.6	179	58.3	30
1998	18	7.0	0	0.0	0	0.0	3	1.2	150	58.6	25
1999	18	6.9	0	0.0	0	0.0	3	0.0	157	60.4	26
2000	13	5.9	2	0.9	1	0.5	3	0.0	138	62.2	22
2001	14	6.3	0	0.0	3	1.4	9	0.0	130	58.8	22
2002	15	6.4	0	0.0	0	0.0	2	0.0	140	59.6	23
2003	9	4.1	0	0.0	4	1.8	2	0.0	130	59.6	21
All Employees											
1993	36	6.6	6	1.1	7	1.3			282	51.6	N
1994	35	6.3	6	1.1	5	0.9			282	50.8	N
1995	36	6.9	6	1.1	5	1.0			263	50.2	N
1996	37	7.1	7	1.3	6	1.2	11	2.1	252	48.6	N
1997	37	6.4	7	1.2	7	1.2	8	1.4	291	50.7	N
1998	33	6.3	8	1.5	4	0.8	6	1.1	271	51.4	N
1999	33	6.2	10	1.9	4	0.7	7	1.3	281	52.6	N
2000	29	5.3	10	1.8	4	0.7	8	1.5	299	54.5	N
2001	29	5.1	12	2.1	4	0.7	8	1.4	299	52.1	N
2002	32	5.5	14	2.4	4	0.7	9	1.5	316	54.1	N
2003	21	3.7	14	2.5	7	1.2	8	1.4	306	54.0	N

*Data is not available for 1993-1995.