

Acknowledgments

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University of Illinois at Springfield 2001 Underrepresented Groups Report

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Overview of Representation

The University of Illinois at Springfield's enrollment of minority students as a percentage of all students increased from 10.9% in Fall 1999 to 11.2% in Fall 2000 – a record high. African-American students numbered 315 in Fall 2000. At 8.0% of total student enrollment, this was also a milestone for the campus. The range of African-American enrollments during the 10-year period from 1991 to 2000 was 251 in 1991 (5.6%) to 343 (7.4%) in 1996. Hispanic students numbered 49 (1.2%) in Fall 2000, down from 51 (1.3%) in Fall 1999.

Among undergraduate students in Fall 2000, 63.9% were women, as compared to 61.9% the year before. Among graduate students, 57.2% were women, down from 58.2% reported in 1999. Women represented 60.7% of total enrollments in Fall 2000.

UIS had 151 tenured and tenure-track faculty for AY00-01. There were 41 full professors (33 men, 8 women), 69 associate professors (46 men, 23 women), and 41 assistant professors (18 men, 23 women). For the second year, women junior faculty outnumbered men. Women now comprise 56.1% of assistant professors, 33.3% of associate professors, and 19.5% of full professors. With continued efforts to recruit and retain women, UIS can expect full gender representation among its faculty ranks in the near future.

Of 19 new permanent faculty members hired for AY00-01, 10 are women and nine are men. One male is Asian and one is African-American; all other new hires are white.

Tables A through G provide institutional data on students, staff, and faculty from under-represented groups.

Major Initiatives for FY01

As was the case in last year's report, the Illinois Board of Higher Education has asked institutions to consider policy themes when selecting items to appear in the report. This approach offers more

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P African American enrollment reached 8%, the highest in UIS history.

P Total minority enrollment was 11.2%, also a campus milestone.

P Women now comprise 56.1% of assistant professors, 33.3% of associate professors, and 19.5% of full professors. With continued efforts to recruit and retain women, UIS can expect full gender representation among its faculty ranks in the near future.

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detailed information on areas identified as having long-standing concern or as being particularly important for making improvements in student and staff representation.

Activities to Support Minorities at UIS

Policy themes for minority representation for which UIS has major initiatives to report are 1) to strengthen institutional planning, 2) to provide support programs early and throughout education, and 3) to improve the college environment.

Strengthen Institutional Planning. Six African American and eight Asian American students will be among this fall's first 119 students to attend the Capital Scholars Program, UIS' new lower-division general education curriculum. Although the percentage of minorities is only slightly less than that of the campus as a whole, faculty had hoped for greater diversity in the program. To help meet that goal, UIS will prepare a minority recruitment plan for the Capital Scholars Program during the coming year.

The campus produced a faculty recruitment brochure with a targeted audience of prospective minority faculty. The brochures have been mailed to historically black colleges and universities and Hispanic-serving institutions.

Provide Support Programs Early and Throughout Education. The campus has become a partner in Golden Apple Scholars of Illinois. UIS joins 37 current partners in a mission to recruit and prepare high school students, many of whom are minority, to become teachers.

Project Minority Student Support for Teaching (MSS) was identified by the IBHE as an initiative that merits continuing funding. Funds to support the project were transferred into institutional base appropriations for FY02. In AY00-01, 33 students were enrolled in the high school phase of the project, 21 in the community college phase, and 10 in the certification phase at UIS. Two students graduated and have been hired as mathematics teachers.

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Although the percentage of minorities recruited to the Capital Scholars Program is only slightly less than that of the campus as a whole, faculty had hoped for greater diversity in the program. To help meet that goal, UIS will prepare a minority recruitment plan for the program during the coming year.

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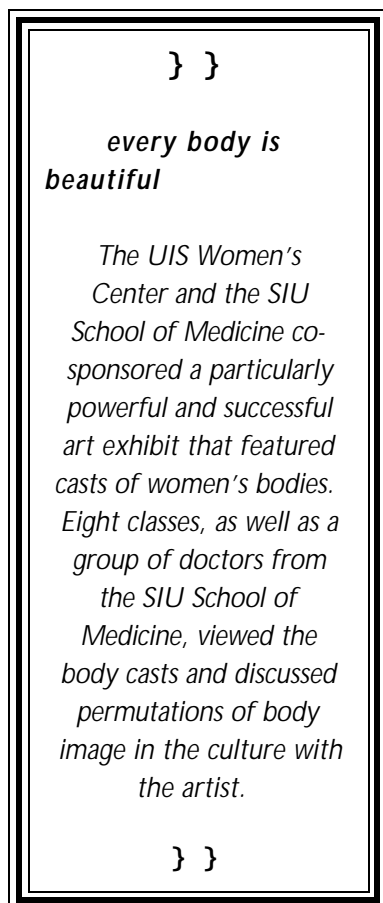
The Minority Leadership in Public Service had 10 participants in AY00-01, as compared to five in AY99-00. Of the 10, three completed the program and will attend graduate school in the fall. One of the seven remaining participants was elected to serve as UIS' student representative to the University of Illinois Board of Trustees in AY01-02. The campus is in the process of selecting students for the program for next year, with maximum participation expected.

Improve the College Environment. The Diversity Task Force conducted a study circle on race relations, a six-week experience for people to come together in facilitated sessions to discuss and make recommendations on how to improve race relations. A Springfield city council member participated as co-facilitator. The recommendations from the group will be shared with the campus.

The Office of Minority Student Affairs' website was redesigned to help respond more efficiently to a growing number of inquiries and to provide contacts from the Springfield community.

Activities to Support Women at UIS

Policy themes for representation of women are 1) to emphasize opportunities in fields of high employer and societal need and 2) to improve the campus environment.



Emphasize Opportunities in Fields of High Employer and Societal Need. Overall, UIS' programs in math and science had a successful year in their efforts to admit women at both the undergraduate and graduate levels. In Fall 2000, women represented 50% of admitted students in mathematical sciences, 66% in chemistry, 71% in biology, 30% in computer science, and 83% in clinical laboratory science. With the exception of the computer science program at 27%, at least one-half of total students majoring in all math and science programs at UIS are women.

Improve the Campus Environment. The UIS Women's Center and the SIU School of Medicine co-sponsored a particularly powerful and successful art exhibit by Larry Kirkwood, *every body is beautiful*, that featured casts of women's bodies. Nearly 300 people visited the display in three days. Eight classes (seven from UIS, one from Lincoln Land Community College) and doctors from the SIU School of Medicine viewed the body casts and discussed permutations of body image in the culture with the artist. The School of Medicine sponsored a lecture titled, "Body Images: Beauty as a Relative Concept," and the Women's Center held an evening reception, "every body is beautiful: an evening for the healing of body image" that included a presentation by the artist, music, and guided meditation.

Staff from the Women's Center are participating in meetings to discuss how campus activities and opportunities may be shared with online learners. Women's Equal Pay Day Resource Fair materials were made available to online students as a result of these meetings. Similar postings will be made in the future.

The Women's Peace and Friendship Garden, an initiative of the Women's Center, was officially opened.

Activities to Support Persons with Disabilities at UIS

The policy theme for students with disabilities is to improve the planning, delivery, and evaluation of services. The Office of Disability Services is primarily responsible for these activities.

A new policy on academic accommodations and course substitutions was approved by the Campus Senate in June 2001. It provides a formal review process for requests for accommodations, in particular for requests for course substitutions, when warranted by a documented student disability.

A full-time disability services specialist was hired in March 2001 to meet the growing needs of the registered student population. The number of students receiving services rose 3.4% from 117 in FY00 to 121 in FY01, with the largest number of students (19%) self-identifying learning disabilities. Thirty-one (26%) of the 121 students graduated in May. About 3% of the total student population was registered with the Office of Disability Services in AY00-01.

As of July 23, 2001, five students (4%) of the incoming Capital Scholars cohort had requested disability support services. Early identification of these students has allowed the Office of Disability Services to prepare services to help them achieve academic success.

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Public Act 87-581

Public Act 87-581 directs public institutions of higher education to include study of varying perspectives on race, ethnicity, and gender in their general education requirements. The Capital Scholars Program, UIS' lower-division general education curriculum, meets the requirements of Public Act 87-581 by design.

The first cohort of Capital Scholars will begin in the fall of 2001. Guided by the awareness that the majority of the U.S. will be people of color in the lifetime of this entering cohort, faculty developed an integrated core curriculum that addresses the issues involved in improving human relations. A few examples of this approach are outlined below.

- The first semester course on humanities and social science has segments on the meaning of race, Springfield's ethnic history, and segregation and the birth of the NAACP. A speaker will talk about living under segregation.
- The second-semester course in humanities and social science contains a major component on issues of ethnicity, race, and gender.
- The art and music course deals with world understandings, not just those related to Western culture. UIS specifically recruited and hired an ethnomusicologist to present a wide range of music appreciation.
- Writing for Cultural Literacy is the first of a three-part communication sequence. As with all courses in the sequence, it is linked to the humanities and social science courses through shared assignments.

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Focus Topic: Campus Climate

Each year the Illinois Board of Higher Education requests statewide institutions to provide commentary on topics of current relevancy in the field of higher education. The focus topic for this year is campus climate. The IBHE notified institutions of the expectation to conduct climate surveys on their campuses and encouraged them to address the topic in a way that best met campus needs and characteristics. The report guidelines, however, encouraged assessment of the following 10 areas for undergraduate students: 1) demographic information, 2) institutional attractiveness – factors influencing decision to attend, 3) institutional attractiveness – factors influencing decision to stay, 4) faculty and classroom behavior, 5) student needs and concerns, 6) institutional responsiveness, 7) student racial climate, 8) institutional racial climate, 9) student life, and 10) racial relations. (See *Guidelines for the 2001 Report on Underrepresented Groups in Higher Education*, Attachment A: Focus Topic Question.)

In lieu of conducting a new survey, institutions were given the option to report the findings of existing campus climate surveys, provided those surveys essentially addressed the areas indicated in Attachment A of the guidelines. The University of Illinois at Springfield has conducted two such surveys: 1) the Student Campus Climate Survey of the Diversity Task Force conducted in the spring of 1998 and 2) the Noel-Levitz Student Satisfaction Survey conducted in April 2001.

Student Campus Climate Survey Report of the Diversity Task Force

Methodology

The Diversity Task Force at the University of Illinois at Springfield, with the assistance of the Survey Research Office, conducted a mail-out survey of UIS students (both undergraduate and graduate) during the spring of 1998. A non-proportional stratified sample of 1,603 students, which included the entire population of minority and international students, was surveyed. All sample members were mailed an initial survey package consisting of a personalized cover letter, a questionnaire, a postage-paid return envelope, and a response postcard. About one week after the distribution of the survey package, a similar follow-up package was sent to non-respondents (as indicated by the non-return of the response postcard). A total of 751 completed questionnaires were returned for an overall response rate of 47%. Sampling errors (assuming random sampling and a non-biased response sample) for all students were +/- 2.7% at the 90% confidence level and +/-3.3% at the 95% confidence level.

**Diversity Task Force Climate Survey
Description of Sample and Response Rates**

<i>Group</i>	<i># in Original Sample</i>	<i># of Respondents</i>	<i>Response Rate</i>
Minority and International Students (full population)			
African American	305	116	38.0%
Other minority (citizens)	117	60	51.3%
International	170	81	47.6%
White Students (random samples)			
Females	503	257	51.1%
Males	508	210	41.3%

To reach conclusions about UIS students as a whole, an “analysis weight” was given to each respondent. This was necessary because of the non-proportional nature of the original sampling design (and secondarily, because of the relatively small differences in response rates). In essence, the analysis weight counts underrepresented groups more than one response and counts overrepresented groups less than one. Each group is represented in this way in its actual proportion for campuswide conclusions.

The respondent category “other minority (citizens)” combines the responses of Asian American, Native American, Hispanic American, and Alaskan native students (citizens). This approach was taken because the number of responses for each of these groups was too small for separate meaningful reporting and analysis.

The findings report the responses of all students, responses of female students compared to male students, and responses of students by racial/ethnic group. On relevant survey questions, the responses of gay and lesbian students and students with disabilities were reported as well. Both undergraduate and graduate responses are included.

Findings

The findings below were drawn from the *Student Campus Climate Survey Report* (Fall 2000). Tables including measures of variation (standard deviation) and tests of significance for differences across groups are available for further inquiry.

Institutional Attractiveness

Factors Important in Choice of a College or University. Students were asked how much they agreed or disagreed that 22 factors were important to them in choosing a college or university. Survey responses indicated that the following factors were important to the widest range of students:

- quality of academic programs;
- affordability of tuition and fees;
- opportunity for frequent contact with faculty;
- availability of financial aid;
- quality of placement/career services;
- availability of academic support services;
- counseling services; and
- easy access to buildings for people with disabilities.

However, female, minority students, and students with disabilities cited these additional factors as important:

- presence of women faculty, administrators, and staff;
- presence of faculty, administrators, and staff of different racial/ethnic groups;
- programs/activities that include people with disabilities;
- leadership roles for women in student government organizations;
- leadership roles for students of all races/ethnic groups in student government organizations;
- ethnic/minority studies programs or activities;
- women's studies programs or activities; and
- the presence of an ethnically diverse student body.

Perceptions about the University of Illinois at Springfield. Students were asked to indicate their agreement or disagreement with 10 statements about UIS.

- All student groups tended to agree more than disagree with the statement, "I feel comfortable at UIS and have a sense of belonging."
- All student groups tended to agree more than disagree with the statement, "If I could start over, I would still attend this institution."
- All students groups except international students (who were neutral) agreed that the institution is sensitive to the needs of female students.
- African American and other minority students were neutral about the statement, "This institution is sensitive to the needs of students of all races." All other groups were positive.
- Students with disabilities had less favorable responses than did all students on the statements concerning UIS' sensitivity to the needs of students with disabilities, students of different race, and female students. Even so, their responses were in the neutral range for these statements.

Perceptions about Whether Certain Conditions Presently Exist on Campus. Students were asked six questions about their perceptions of how much certain conditions exist on campus.

- Women were more likely than men to report that "a lot" or "some" discrimination exists on campus based on race/ethnicity, gender, disability, and sexual orientation.

- Thirty-nine percent of African American students, 27% of other minority students, 31% of international students, 18% of students with disabilities, and 27% of gay/lesbian students reported “a lot” or “some” discrimination exists on campus based on race/ethnicity, as compared to 8% of white students.
- More than one-third of students with disabilities and nearly half of gay/lesbian students felt that there was “a lot” or “some” discrimination against people with disabilities on campus.

Experiences Respondents Have Had on the UIS Campus. The questionnaire asks four questions about students’ experiences on campus. The questions focused primarily on harassment and discrimination, but included questions on property destruction/defacement and physical violence.

- Men reported having experienced incidents of sexual discrimination or harassment on campus because of gender almost as frequently as women (8% and 11%, respectively).
- More than one-quarter of African American students report having been subjected to incidents of racial discrimination on campus.
- Fifteen percent of students with disabilities reported having been subjected to incidents of discrimination because of their disabilities.
- One-quarter of students with disabilities and one-half of gay/lesbian students noted negative graffiti on campus.
- Incidents of physical violence on campus and/or second-hand information about such incidents were reported by less than 10% of respondents regardless of gender and ethnicity. The percentages for students with disabilities and gay/lesbian students were 18% and 14%, respectively.

Racial Climate

The survey instrument explained that colleges can be viewed in different ways by students and that this can be described as “climate” or “campus atmosphere.” Students were then asked to rate the racial climate on campus according to 12 pairs of opposites (e.g., tense vs. relaxed).

- Both female and male students had positive perceptions about the racial climate on campus. Student respondents with disabilities also had positive perceptions about the racial climate on campus, although slightly less positive than students as a whole. Gay/lesbian students reported positive perceptions at about the same level as all students.
- Responses of African American, other minority, and international students were generally positive, but were lower than the ratings of white students and all students.

Social Climate

Students were asked to indicate the extent of their agreement or disagreement with whether 18 social conditions exist on campus. The statements considered conditions such as interactions between minority and non-minority students and incidents due to racial conflict. Responses from racial/ethnic groups on these questions were frequently neutral and produced few patterns of agreement or disagreement.

- African American students and other minority students agreed that there is interaction between minority students and non-minority faculty on campus; however, both groups agreed more strongly that there is interaction between non-minority students and non-minority faculty.
- Student groups tended to be neutral about whether incidents due to racial conflict or sexual preference occur on campus.
- Student groups tended to be neutral about whether open discussion of racial/ethnic issues and concerns or open discussion of gender issues and concerns occurs on campus.
- Student respondents with disabilities registered about the same level of agreement as students as a whole with the notion that there is interaction between students with disabilities and other students, but less agreement with the notion that students with disabilities participate in institution-wide activities.

Academic Climate

Students were asked to indicate the extent of their agreement or disagreement with nine statements about whether specified conditions exist in academic programs on campus.

- All student groups agreed that their academic programs support diversity.
- All respondent groups agreed that their academic programs admit students regardless of race, gender, and disability.
- All student groups reported that they believe racial/ethnic minorities, women, students with disabilities, and non-minority males have opportunities to participate in professional activities in their academic programs.
- Students with disabilities registered neutrality, as did other respondents, with the idea that their academic programs lack interest in recruiting students with disabilities.

Classroom Climate

The questionnaire asked 10 questions about how faculty in general act in the classroom and when advising.

- All student groups agreed with the statements that faculty interact well with all students, show a personal interest in all students, and treat all students the same in class.
- All student groups agreed that faculty advise students without regard to race/ethnicity, gender, or disability.
- Although they showed more agreement than disagreement, African American students were less likely than other students groups to agree that faculty interacted with, treated, and advised all students the same without regard to race, gender, and disability.
- All student groups were neutral or disagreed that faculty refer appropriate students for counseling/tutoring and that faculty accept suggestions for changes in course content or

teaching style from all students. African American students, however, showed more disagreement than respondents from other groups.

Personal Experiences on Campus

Students were asked to think about their experiences on campus and to indicate the frequency with which they had heard insensitive or disparaging remarks or comments about particular groups of people by other groups of people.

- Most students, female and male, indicated they seldom or never heard insensitive remarks by faculty, staff, or students toward racial/ethnic groups, women, gays, lesbians, bisexuals, or persons with disabilities.
- Respondents of all racial/ethnic groups indicated they seldom or never heard insensitive/disparaging remarks by faculty or staff toward racial/ethnic groups, women, gays, lesbians, bisexuals, or persons with disabilities. When respondents did hear disparaging remarks, the comments were by students directed toward racial/ethnic minorities and/or gays, lesbians, and bisexuals.
- Students with disabilities were only slightly more likely than other respondent groups to indicate they had heard insensitive or disparaging remarks about people with disabilities from faculty, staff, and students.
- Gay/lesbian students were much more likely than other respondent groups to indicate that they had often or sometimes heard insensitive or disparaging remarks about gays, lesbians, and bisexuals from faculty, staff, and students.

Gender and Cultural Diversity

The questionnaire made the statement, "There has been growing debate over affirmative action policies." It then asked students to indicate the extent to which they agreed or disagreed with two policy issues. First, they were asked in general whether they were supportive of "programs that aid racial/ethnic minorities and women in employment and college admissions" (affirmative action). Second, they were asked in general whether they believed "that college courses, events, and programs should include the perspectives of racial/ethnic minorities and women" (inclusiveness).

- Three-fifths of all students strongly agreed or agreed with the statement about affirmative action, while three-quarters strongly agreed or agreed with the statement about inclusiveness.
- More than 90% of African American students strongly agreed or agreed with both statements, while more than 80% of other minority students did so.
- Of male respondents, 49% strongly agreed or agreed with the affirmative action statement and 69% with the inclusiveness statement.

Open-Ended Questions about Diversity on Campus

The questionnaire asked students, "What do you think can be done at UIS to strengthen and improve the climate for diversity on campus." Frequent responses were that there isn't a problem (29 students); that UIS should offer diversity workshops, programs, and exchanges (17); that UIS should have more social events for students including diversity (17); and that UIS is doing a good job with diversity (13). On the other hand, 15 students indicated there is reverse discrimination at UIS, and seven students suggested that UIS should concentrate on academics rather than diversity.

Students were also asked, "What other ideas do you have about the issue of diversity that you would like to share with us?" The most frequent comments supportive of diversity were that UIS should focus on commonalities rather than differences (18) and that UIS is doing a good job with diversity (15). Less positively, eight respondents indicated that they had personally experienced, witnessed, or heard about discrimination on campus. Other less positive comments were that UIS should focus on academics rather than diversity (16) and that reverse discrimination exists on campus (16). Eleven respondents made negative comments about the survey, and 10 made negative comments about affirmative action.

Conclusions

The *Student Campus Climate Survey Report* was forward to the provost on May 25, 2001, too late for action during FY01. UIS, however, will form a campuswide enrollment management team during FY02 that will draw on the findings of the survey in terms of overall recruitment and retention. In addition, the survey findings will be used to inform both the Diversity Task Force's agenda during AY01-02 and the associate chancellor for access and equal opportunity's review of campus policies and practices for enhancing diversity on campus. A preliminary review of the findings, however, allows the campus to conclude certain institutional strengths and areas for improvement.

Strengths

- Students, including students from protected groups, are generally content at the University of Illinois at Springfield and feel a sense of belonging here. They would choose UIS again, if they had it to do over.
- Students generally perceive academic programs at UIS as supportive of diversity.
- Students generally believe faculty are fair in their treatment of all students.
- Students perceive the racial climate on campus as generally positive.
- Faculty and staff seldom or never engage in insensitive language toward racial/ethnic groups, women, gays, lesbians, bisexuals, or persons with disabilities.
- The UIS campus body seems to support inclusiveness.

Areas for Improvement

- Although virtually all survey results for the various student respondent groups fell within the positive or neutral ranges, a gap is consistently apparent in the level of satisfaction expressed by African American, other minority, and international students as compared to that of white students.
- Despite the generally positive attitude toward the campus climate, a disconcerting proportion of students reported incidents of discrimination based on gender, race/ethnicity, disability, and/or sexual orientation.
- Students with disabilities and gay/lesbian students groups report hearing about or having experienced incidents of violence at a higher rate than other student groups.

Noel-Levitz Student Satisfaction Inventory

The Noel-Levitz Student Satisfaction Inventory (SSI) assesses the importance students attach to and their satisfaction with various aspects of academics, student services, and student life. The difference between the level of importance and the level of satisfaction is defined as the satisfaction gap, which institutions are encouraged to use when considering priorities for action. Noel-Levitz benchmarked the UIS results against national group means from over 200,000 students from four-year institutions.

In April 2001, more than 1200 students at UIS responded to the Student Satisfaction Survey. For the scope of this report, student responses were segregated by groups of undergraduates: female students, male students, African American students, and white students. Responses to 18 items deemed of particular importance in determining the campus climate for members of underrepresented groups were examined. *Note:* Caution should be used in interpreting African American responses or in making comparisons because of the small number of respondents (N = 32).

Findings

Strengths. Noel-Levitz defines institutional strengths as items where SSI importance scores are above the median and SSI satisfaction scores are in the top quartile. *Note:* Male responses to the 18 items indicated neither campus strengths nor areas of weakness.

- Female, African American, and white student responses to the following items indicate campus strengths:

The campus staff are caring and helpful.

Faculty care about me as an individual.
My academic adviser is approachable.
The campus is safe and secure for all students.

- Female student responses indicated a campus strength on the following additional item:
This campus effectively serves the needs of undergraduate students.
- African American student responses indicated campus strengths on the following additional items:

My academic adviser is concerned about my success.
Adequate financial aid is available for most students.
My academic adviser helps me set goals to work toward.
Students are made to feel welcome here.
This institution shows concern for students as individuals.
Freedom of expression is protected on campus.

Priorities for Action. Priorities for action are defined by Noel-Levitz as SSI importance scores above the median and SSI satisfaction scores in the lowest quartile – or SSI performance gap scores in the top quartile.

- Female responses to the following item suggest a priority for action: Adequate financial aid is available for most students.
- African American responses to these items suggest priorities for action:

Faculty are fair and unbiased in their treatment of individual students.
Faculty take into consideration student differences as they teach a class.
The campus effectively serves the needs of the undergraduate students.

Conclusions

The Noel-Levitz survey lends support to the findings from the Diversity Task Force survey regarding positive perceptions of the UIS campus climate. Females and African American students report that they perceive the campus staff to be helpful and the climate safe and secure. They also believe that faculty are concerned about students as individuals on campus.

The Noel-Levitz findings, however, raise concerns about the perception of availability of financial aid among female students. Further, although findings for African American students must be

interpreted cautiously because of the small number of respondents, the satisfaction gap related to fair and unbiased treatment raises concerns.

As with the findings of the Diversity Task Force survey, the new enrollment management team will follow up on the Noel-Levitz findings during the 2001-02 academic year.

Review of Formally Organized Units

Each year the Illinois Board of Higher Education requests that institutions provide reviews of formally organized support units serving various categories of underrepresented groups. Institutions were asked this year for reviews on units seeking to improve student representation in mathematics, science, and engineering disciplines. The University of Illinois at Springfield has no formally organized units in this category.

Appendix

Dollars and Staff Years Budgeted to Programs Serving Underrepresented Students and Staff at Public Institutions, Fiscal Years 2000 and 2001

Enrollment of Students with Disabilities

- Table A: Summary of Enrollments by Ethnic Categories, Fall 1991 to Fall 2000
- Table B: Student Enrollment – Total, African American, Other Minority, and Total Minority, Fall 1991 to Fall 2000
- Table C: Undergraduate Total Head Count Enrollment by College, Degree Program, Racial/Ethnic Category, and Gender, Fall 2000
- Table C-1: Undergraduate Total Head Count Enrollment – Non-Resident Alien (by College, Degree Program, Racial/Ethnic Category, and Gender), Fall 2000
- Table D: Master's and Doctoral Total Head Count Enrollment by College, Degree Program, Racial/Ethnic Category, and Gender, Fall 2000
- Table D-1: Graduate Total Head Count Enrollment – Non-Resident Alien (by College, Degree Program, Racial/Ethnic Category, and Gender), Fall 2000
- Table E: Student Head Count Enrollment by Gender and Level, Fall 1991 to Fall 2000
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Table 1

**DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 2000 AND 2001**

Program	Staff Years Budgeted		Dollars Budgeted**		Change in Dollars Budgeted
	FY00	FY01	FY00	FY01	
UNIVERSITY OF ILLINOIS AT SPRINGFIELD					
Office of Minority Student Affairs	2.5	1.75	52,500	52,955	455
Minority Leadership in Public Service	0.12	0.25	89,200	88,702	(498)
Minority Recruitment	1	1	26,000	26,000	0
Minority Student Support for Teaching***	0.87	0.79	107,300	97,542	(9,758)
Student/Parent/Teacher Program***	1.33	1.33	42,400	43,697	1,297
Incorporation Project	0	0	5,200	5,010	(190)
Multicultural Diversity	0.1	0.1	14,100	14,215	115
Whitney M. Young Fellowship Program	0.45	0.45	122,700	125,252	2,552
Women's Center	1.7	2	54,500	58,754	4,254
Disability Services	2.8	3.05	58,800	105,708	46,908

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* Program serves elementary and secondary school students.

Enrollment of Students with Disabilities

State legislation, which requires the Board of Higher Education to monitor the participation of specific groups of individuals in public colleges and universities, identifies "handicapped" students as one of the groups to be monitored. Rehabilitation professionals now more commonly use the term "disabled" in place of "handicapped."

State legislation does not provide a definition of students with disabilities. For this purpose, a frequently cited source is Section 706(8)(A) of Title 29 of the United States Code, which defines a disabled person as "any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such an impairment." This section specifically excludes individuals with problems of alcohol and/or drug abuse from this definition.

In collecting information for the institutional plan, it will be necessary to expand further upon this federal definition in order to allow for identification of the range of disabilities existing on campus. Include within the count of disabled students those individuals who are functionally quadriplegic (that is, use power wheelchairs), functionally paraplegic (use manual wheelchairs), blind/visually impaired, and deaf/hearing impaired. Also, include individuals with other mobility impairments (for instance, those requiring the use of braces or other prosthetic devices); individuals with chronic health problems, such as cardiac or respiratory diseases, and/or head injuries; individuals who have documented, diagnosed learning disabilities, and those other individuals whose disabilities require special institutional assistance.

Using the above definition, indicate in the lines below the undergraduate and graduate/professional enrollment of students with disabilities for the fiscal year preceding the date for submission of the report. Also, indicate how the enrollment count was derived, that is, whether it is an estimate of the institution's disabled student enrollment or a count of the number of students with disabilities receiving services from the institution.

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FY2001 Graduate/Professional Enrollment of Students with Disabilities 42

The above enrollment count is: (please check one)

- a) estimate of the number of disabled students at the institution ____
- b) count of the number of students receiving services at the institution X