

2002 Reports on Underrepresented Groups in Higher Education

Joliet Junior College



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Minority Representation

Student Recruitment

The college continues its collaborative partners with the community. Under the guidance of the Joliet Junior College District 525 Area Planning Council, the high school adult education program offers opportunities for regional collaboration with District 525 high schools. It also assists area high schools to offer programs that lead to GED completion. Joliet Junior College facilitates students enrolled in GED programs by offering opportunities for dual credit for these students.

Adult education was under the sole auspices of the Division of Adult and Family Services. Currently, the college is trying to incorporate these students into the college environment. Moving towards a seamless system, students who enter these adult basic skill classes are able to matriculate into other college credit and non-credit classes. They are also eligible for the student services. This integration has increased the diversification of the campus by increasing the number of ESL, adults, minorities, and full-time employed students. In addition, the adult classes are being offered online. The Division of Adult and Family Services also offers a full range of English as a Second Language classes and support programs and services for parents, children and families. Plans are underway to provide an on site language lab for English as a second language learners.

Joliet Junior College is a member of the Eastern Illinois Minority Teacher Education Program. The purpose is to recruit more minority teachers. The college hopes to create an 2+2 articulation agreement with area high schools. Students in this Minority Teacher Education Programs would then be able to transfer to Eastern Illinois University.

The college has received re-approval of more than 125 Joliet Junior College programs via WIA Internet application and LWIB Board review process. In addition, 16 new Joliet Junior College programs were sanctioned via the WIA Internet application and Board review process. Based on market demand, two new customized training programs for WIA participants were offered (M.O.U.S. Certification and Office Skills Program).

Recently developed was an internal vouchering system for tuition, fees, and books to expedite and improve services to WIA participants. Likewise, a comprehensive referral process has been created. This referral process has

resulted in over 100 WIA participants given recommendations of other agencies and organizations that can more aptly deliver counseling and services. In addition, a Customer Service Feedback process has been implemented for WIA participants to assure continuous quality improvement at Joliet Junior College.

Joliet Junior College facilitated bi-weekly orientations to new WIA participants at the City Center Campus. Joliet Junior College also provided an information clerk at daily information sessions located at the Will County One-Stop Center. Over 1000 WIA participants, engaged in academic advising and career/vocational counseling imparted by Joliet Junior College counselors. In addition, the Director of Workforce Services is currently a board member on the WIA Youth Council of Will County.

Job Corp serves students who discontinue their education ranging from 16 to 20 years of age with no marketable or employability skills. Job Corp and the Health Care Continuing Education work jointly to ensure that students enroll, attend, and complete the Certified Nurse's Assistant Training Program. Student's progress is tracked and students who are at-risk are given intensive individual tutoring. One reason for the success of the Health Care students is the preparation that students are given prior to the start of classes. For example, they are given a set of expectations, information about the campus, and provided financial aid contacts. In 2001 and 2002, the enrollment for the program has been at its maximum. The Health Care Program also sponsors an information session for interested students.

There was a discernible increase in the number of articulation agreements, 72, with area high schools in thirteen content areas, an almost 100% increase over 2001. This had an immense impact on high schools with large minority enrollments. The articulation agreements assist in the transition to college and recruitment of students at Joliet Junior College. Under the Transition Grant, high school students are afforded campus tours, COMPASS testing, and academic advising.

Tech Prep helps students to explore possible career paths during their freshmen and sophomore year of high school. Therefore, by their junior year, students can acquire the requisite high school credit to begin college level courses upon entry. The program specifically identifies a course sequence for grades, 9-12, including the level of math, English, and science required for particular careers. One of the Tech Prep programs is specifically geared for students with special needs at the high school level. The Joliet Central Partnership Academy, in

conjunction with the college's Tech Prep program, orients high school study toward careers and success after college.

Tech Prep sponsored a one week program for the WILCO Area Career Center geared towards recruiting women into non-traditional careers. It is called "Totally Tech: For Women Only". Tech Prep is also working with the Grundy Area Vocational Center to support programs for high school females and their mothers to attend. Again, the purpose of these programs is to persuade women to enter non-traditional careers. Additionally, Tech Prep also assists the high schools in recruiting mentors who are employed in careers not traditionally held by their demographic.

The Tech Prep Program is actively combating the issue of low representation of minorities and females in highly technical fields. By partnering with local businesses, the Tech Prep students can enroll in job shadowing and be involved in career mentoring situations. Therefore, students have a more realistic expectation of their success in these fields and can hone in on their skills to achieve their goals. The Tech Prep staff participates in business advisory boards. Accordingly, they provide input on the skills needed in the workplace especially in the construction, CISCO networking, health care, and computer repair trades.

At the first Tech-Prep conference attended by Joliet Junior College, nine academic departments were represented. The conference attracted over 1,100 students. The Tech-Prep program has a large minority contingent because these students often have limited opportunities to explore occupational and career paths. This year it is expected that the conference will attract over 1,400 students.

Over 500 community residents were assisted by Career Services in 2002, including 300 users of the job posting service, CEN. They underwent career counseling in terms of high demand fields, given other useful job information, were privy to job postings, executed internet search engines, and performed job search techniques (resume writing, job search processes, and interview techniques).

The Career Services Department has the capability to identify high demand fields through the Illinois Skills Match. Likewise, CHOICES, a software package, is also available for students and community residents. It provides salary information, skill and educational requirements, and links to training in that field. It provides the extent of demand by county and state. SIGI Plus provides national occupational demand statistics for a comprehensive set of occupations.

The Career Services has provided workshops regarding career/job search counseling to Displaced Homemakers and women in dislocated workers classes regarding possible occupational opportunities. The Career Services Office is also offering workshops for District 525 high school seniors about opportunities in non-traditional careers. Workshops are available to the ENLACE students on career counseling utilizing the Myers-Briggs Type Indicator. Seminars on job search skills are likewise accessible to Hispanic students. In fall 2002, a seminar on career planning was presented to students at high risk who attend the alternate high school in Joliet. Tentative plans are in progress for a spring career night in the Construction, Architecture, and Engineering programs to include the ENLACE students as well as other minority students.

The college has sponsored several career expos and occupational fairs to attract potential high school students to JJC. At the WILCO Career Center, the admissions counselors spoke about careers such as Hotel Restaurant Management, Welding, Automotive Technician, Construction Trades, Computer Information Technology, Health Care, and Child Care Development. Faculty from those programs accompanied the recruiters to talk about specific career opportunities. At the Minority Transfer Fairs, hosted by the Multi-Cultural Transfer Center, all representatives of the colleges are from minority support services. The college also sponsored the Latino Career Expo. Latino professionals spoke about their careers and the opportunities for Hispanic students. Businesses represented included Commonwealth Edison, FAA, Worker, Union Representative, Brookfield Zoo, Illinois Department of Health, and Illinois Hispanic Democratic Council. The Latino Nursing Association also brought professionals to speak to students.

In 2002, Joliet Junior College recruiters spoke to minority high school and middle school students about the transition from high school to college. They presented seminars about the occupational programs at the college. As a result, several students enrolled at Joliet Junior College. A similar recruiting effort at Joliet Central and Joliet West High Schools also took place in Spring 2002. Three hundred students were privy to these presentations. Additionally, Project Achieve reimbursed student workers to do Campus Tours. Additionally, paid Project Achieve members accompanied Campus Recruiters to specific functions.

The college has been working with the WILCO Career Center to enable the Center's participants to be able to articulate in the college's Welding program. The college is also working in conjunction with WILCO in the development of a

Process Technology program. Process Technology training would enable graduates to work at the various fuel processing and nuclear power plants in the district.

In fall 2002, the collaborative effort with admissions and occupational program staff is underway with the Joliet grade schools. These schools are working to expand the role of the college and the elementary school districts with regards to encouraging minority teachers to advance their skills. In response, JJC is affording elementary and secondary teachers opportunities to enroll in JJC classes.

In response to the increase diversification of the district's population, the Joliet Junior College has secured a Higher Education Cooperation Act (HECA) grant to develop and sustain a Multicultural Transfer Center. The Center provides transfer advising, leadership seminars, and college tours. In 2002, the Multi-Cultural Transfer Center functioned in more of a transfer advising and counseling mode, especially for minority students. All newly enrolled students and their parents (for students ages 17-21) receive a letter about the Multi-Cultural Transfer Center and its focus on minority transfer. Concomitantly, in 2002, the Center served more than 200 minority students. The college has incrementally increased funding to the Multicultural Transfer Center between 2002-2006. By 2006 it is hoped that the college will fully fund the Center. The demographics by ethnicity for minority students served in 2002 are listed below.

Multicultural Transfer Center	Hispanic	African-American	Asian	Native American	Total
Count 2002	112	45	7	1	165

The Multi-Cultural Transfer Center has worked with the Joliet District Schools targeting those who were identified at risk by the K-12 district. The Multi-Cultural Transfer Center provides college tours for minorities. The Multi-Cultural Transfer Center has increased the number of hours of operations to include two evenings. Over 400 students (duplicated) were serviced in fiscal year 2002.

In concert with ENLACE, the Multi-Cultural Transfer Center hosted "Navigating College: Minority Student & Parent Orientation". Several of these workshops were made available to parents and prospective students. The purpose of the seminars are to answer questions that high school students and parents have

about admission procedures, registration, specific majors, tutoring, and financial aid at Joliet Junior College.

JAMSCEEP, Joliet Area Math, Science, and Computer Educational Enrichment Program, staff maintains college partnerships with the community. JAMSCEEP explicitly targets elementary and secondary school students to encourage them to achieve their academic goals. JAMSCEEP mentor these students to provide focus on their long-term goals in the area of math, science, computers, engineering, and related fields. They also provide educational tutoring for students in these areas. In addition, JAMSCEEP affords training to elementary and secondary teachers to interact with underrepresented populations. In 2002, JAMSCEEP served 80 District 525 students.

The Project Success Program targets students while they are in high school. Exclusively designed for minority students, it is offered free of charge to college district high school seniors. Under the aegis of the program, high school students from urban areas are afforded the opportunity of college tutoring and advising. They also are assigned a personal mentor that monitors their progress. In essence, the purpose of the opportunity is to improve the confluence between high school and college.

The college was awarded an ENLACE Leadership Grant in 2001. Sponsored by Chicago ENLACE Partnership, the monies support education partnerships with high schools that increase community involvement and educational success among Latino students. In 2002, the college secured resources for a graduate fellow and office dedicated to ENCLACE activities and initiatives. Over 30 students and prospects have been served in several counseling areas including career, transfer, and academic advising.

About 30 students are active participants in the student club, Latino Unidos. They are responsible for hosting career workshops catered toward high school students. These students recruit key Hispanic community and business leaders to partake in this fair. They also have other heritage celebration events.

The Black Student Union (BSU) comprising of 15-20 students was chartered in January 2002. BSU helped to recruit college students at Joliet West High School and at the Historical Black College Fair (HBCF) sponsored by Brown Chapel Church in Joliet. About ten JJC minority student recruiters helped to enroll over 120 high school students for Project Success at the HBCF. BSU worked closely with Project Achieve to sponsor a trip to mainly historically black colleges including Moorehouse University, Spelman University, Brown

University, University of Atlanta, and Clark University. They also work closely with Lewis University to develop new programs. In the works is the Alliance Triangle with Lewis University and University of St. Francis consisting of members of BSU from all three colleges. BSU also participates in civic activities. For example, in 2002, BSU students also read to some of the residents of Joliet day care centers.

Project Achieve has initiated a peer-tutoring program that pairs student tutors with students that have requested tutoring. To date, six peer mentors have been hired. In addition, Project Achieve collaborated with several JJC departments to sponsor several programs including:

- ✓ Tribute to Women,
- ✓ Historical Black Colleges Tour,
- ✓ Greek Fest (JJC Black Student Union),
- ✓ Celebration of Black History Month, and the
- ✓ Taste of JJC.

Many Project Achieve student participants were awarded scholarships and recognized for their academic accomplishments and leadership. These awards include the Charles Kennedy Scholarship, Joliet Junior College student trustee, and Joliet Junior College President's Role of Merit.

Project Achieve also helps the students from JAMSCEEP program transition smoothly to their college tenure. Ninety percent (88.8%) of the Project Achieve students were in good standing at the end of the 2002 academic year. In addition, ninety percent were retained for at least two consecutive semesters. This is about twenty percent above the institution one-semester retention rate. The Project Achieve coordinator serves on the New Student Orientation Committee to incorporate the needs of these participants in the GSD-100 Course, an one-credit course designed to help students adjust to college life.

Students who would not traditionally attend college are fostered in the Early School Leavers Program. This program has also increased the number of Latino students who further their education beyond the secondary level.

The college began offering a Building and Industrial Maintenance class and manufacturing classes in Spanish in Summer 2002. Courses in Spanish for the Electrical/Electronic Automated Systems are in the works. Interpreters are available for other Technology Department courses as well. Other courses that were either offered in Spanish or offered for primarily Spanish speaking employees include:

- ✓ Spanish Classes: Brach's Confectionary,
- ✓ English Classes: Roofers Union.
- ✓ Survival Spanish: on campus (2 sections),
- ✓ Survival Spanish: Construction Council,
- ✓ Survival Spanish: Fountaindale Library.
- ✓ Survival Spanish: Childcare Resource Referral,
- ✓ English Classes: Hampton Inn.
- ✓ Survival Spanish: Construction Council,
- ✓ Spanish Classes: USFilters.
- ✓ Spanish Classes: Crest Hill School District (2 sections),
- ✓ Command Spanish ® Training for Educators,
- ✓ ESL BEST PRACTICE for Educators (2 sections),
- ✓ Survival Spanish: Construction Council,
- ✓ Integrated Bilingual Computer Training, and
- ✓ Interpreter Training: (pilot) New Spanish/English.

Also offered were translation services to local Internet service providers (ISP). Currently, a Survival Spanish Course for Dispatchers is being developed for students enrolled in the 911 Operators Training program. Specifically, they learn to speak and comprehend Spanish for emergency and dispatch situations. Also being developed is a 911 Command Spanish course (using 40 phrases with phonetic encoding). This program will be used for Will County 911 operators in which two sections, with 12 training hours and a six-hour refresher course will follow six-months after initial training.

Student Enrollment

Ethnicity	AY 2002 Count	Percent of Total
African-American	2,100	10.3%
Hispanic	2,763	13.5%
Asian	386	1.9%
Native-American	41	0.2%
Other	48	0.2%
TOTAL Minority	5,338	26.1%

Diversity Courses

Course	AY 2002 Enrollment
English 270-Introduction to Women Writers	23
Sociology 220-Sex, Gender, and Power	132
Sociology 290-Cultural Diversity in America	425

Non-Western Courses

Course	AY 2002 Enrollment
Anthropology 101-Introduction to Anthropology	92
Anthropology 275-Cultural Anthropology	107
English 220-Non-Western Literature in Translation	52
Geography 102-World Geography	23
Geography 104-Economic Geography	12
History 290-History of Africa	143

Faculty/Administrative/Staff Recruitment

The African-American and Latino taskforces joined alliances to become one organization, the Diversity Committee. In fall 2002 the Diversity Committee incorporated as an official campus committee. This enabled the committee to receive college funding for sponsored conferences and on-campus recruitment activities. It also enabled them to have space on the college's intranet. The two new co-chairpersons have re-activated a listserv and have scheduled the committee to meet monthly. They also created a web page that contains current campus minority issues and activities. The web page also has a variety of external links to resources in serving and teaching diversity.

There was an overwhelming response to the diversity training offered at the first fall 2002 adjunct faculty in-service day. Two sessions with 20 participants each, took advantage of the IBHE Cultural Diversity Training Workshops. This program provides strategies and training in classroom diversity, inclusion, and pedagogies. Because there were waiting lists for both sessions, the Diversity Training Course will also be offered in spring 2003.

The High School Counselors Summer Institute, conducted in Summer 2002, provided information about college services and programs to the High School Counselors at District 525 schools. The purpose of the one-week

workshop was to instruct counselors on how to help students transition to college. In turn, the workshop strengthened the relationship between JJC and the district high schools. Highlighted were the members of the Black Student Union (BSU) who spoke to the high school counselors about their positive experiences and benefits of being involved in this club and being enrolled at JJC. Also featured were several college departments including a showcase of the Academic Departments, Counseling, the Office of Student Services and Activities, JAMSCEEP, Project Achieve, Admissions, Career Planning and Services, and Financial Aid. The participants rated the seminar very positively. Accordingly, the Institute will become an regular staple of the outreach services provided by the Counseling

A bimonthly cable TV show, "Asuntos Latinos," has been developed and hosted by two Institute of Economic Technology (IET) administrative staff. The show, a 30 to 40 minute program, is dedicated to conveying educational and informative news, especially that news that affects the local Spanish speaking community. This cable show is being co-sponsored by the JJC student club, Latinos Unidos. In addition, several newsprint articles are being published monthly by IET. Newsletters about businesses enrolling their employees in ESL classes are also being circulated to all District 525 businesses.

Other advertising endeavors include JJC staff volunteering to supervise the beverage concession stand for the Latin Music Festival, sponsored by the Spanish Center. The IET employees also staffed a JJC table at the Latin Music Festival, distributing material and JJC information to attendees of the Latin Music Festival.

The IET also conducted a Command Spanish ® presentation to local educators. To keep abreast of current trends in ESL training the IET staff attended Command Spanish ® (CS) Training and obtained Official Registered Provider (ORP) status for JJC. Also obtained was Platform training certification as a Command Spanish ® Certified Instructor and second year of certification as a Command Spanish ORP and CS certified instructor.

Accordingly, several customized second language trainings in both English and Spanish were offered to area businesses in 2002. The IET staff also developed and presented English as a Second Language (ESL) Best Practice Workshop for K-12 educators and JJC staff.

Two new administrative positions were created in response to the stakeholder concern for recruiting quality minority faculty and staff. The Director

of Minority Affairs will plan and implement recruitment initiatives in collaboration with the college's academic departments. It will also be the liaison to the community for advancement of minority causes. The position will also be responsible for securing grants and other monies to fund the college's recruitment activities. The Minority Resource Manager will lead efforts to promote cultural awareness especially with respect to faculty and staff. The position will also be responsible for coordinating a college-wide effort to promote inclusion. Another charge of this position will be to develop and maintain the college's Affirmative Action (AA) plan that includes monitoring hiring practices for the AA.

In 2002, a Workforce Skills Manager was hired to develop short-term trainings involving second language acquisition (English/Spanish) classes. Another charge of the Workforce Skills Manager is to provide additional support to JJC/IET staff with regard to second language issues or proposals with regard to language learning/teaching concerns. The Workforce Skills Manager also has developed short-term training for Hispanic residents in specific areas including law enforcement, health education, real estate, and culinary arts. The Workforce Skills Manager conducted training for the Roofing Union in fall 2002.

In 2002, the Women's College has co-sponsored and organized over 30 educational programs and presentations on gender related issues. This includes on and off campus workshops on gender based violence, body images, eating disorders among women, and a Women's Empowerment Conference. The primary purpose of the Women's Empowerment Conference was to promote careers not traditionally chosen by women.

The various minority underrepresented services and programs and Joliet Junior College have infiltrated the planning process. As such, the college established five quality areas, one directly aligned to the recruitment and retention of minority students, faculty, and staff. Other examples include a plan to advertise in specific publications and media markets targeted at minority populations. The objective is to increase recruitment of minority staff and faculty. The Human Resources Department is working closely with the Diversity Taskforce to bring these plans to fruition.

Many minority applicants feel that they are not qualified for posted positions. The Human Resources Staff personally encourage these applicants to continue the application process.

High School to College Readiness

In summer 2002, the Office of Project Achieve sponsored 21 athletes to participate in a Summer Bridge program. All of these participants were TRIO eligible. In other words, they were either the first generation to attend college, had financial needs as specified by this federal grant, and/or they were a minority. The program was to help athletes orient to the campus and the rigors of college life. During the two-week program, the participants took the COMPASS placement tests, registered for their classes, and resolved financial aid issues. In addition, resident athletes were counseled to adjusting to student housing. The athletes were also schooled in the fundamentals of mathematics and English, taught basic study skills, time management techniques, and goal setting. A tour around the campus as well as the Joliet community helped these students acclimate to their environment.

The Summer Bridge program was provided to seventeen Latino students recruited by the ENCLACE program. The five-week program introduces students to the college and its services. Embedded in the program are life skill seminars, technology and computer skills and study skills.

A \$500 donation from the City of Joliet was used to sponsor two and one-half day leadership council conference in Chicago. Sixteen JJC members of the Latinos Unidos Club participated in the United States Leadership Conference.

The Early School Leavers program offers job preparation skills and education to students who drop out of high school. The mainstay of the program is to establish students in a viable career path and educational programs. An ISBE grant has offered this training for the past 20 years, but the state-wide program is in the process of transitioning governance to the Illinois Community College Board. The program provides a structured cooperative work situation to secondary students that participate in the program. In addition, the V-TECH Reporting System allows the program coordinators to monitor work behaviors including employment stability and participant advancement. The program has also developed a holistic career service package that assesses student's educational and vocational needs and abilities. It also helps students articulate their occupational goals. As such, students can complete their secondary studies while they are defining their occupational aspirations. In addition, interested students are also instructed in entrepreneurship skills. Thirty-eight students participated in the Early School Leaver program in 2002.

The Students with Disabilities Resources Department (StAR) work with District 525 high school counselors to provide seamless service to high students who will attend JJC. This includes anticipating equipment requirements, counseling needs, and following through with external referral services for those students who will be StAR eligible. The High School Counselor Breakfast has been expanded to include special education instructors and administrators from the District 525 high schools.

In 2002, the Pepsi Grant provides financial resources for students who do not traditionally attend college. This includes establishing an emergency fund for students who cannot afford living expenses. The Pepsi Grant also partially funds tape recorders, headphones, special desks, and note-takers for students with disabilities. In addition, the grant helped to finance several Black Student Union (BSU) and Latinos Unidos activities including the National Conference and the Latino Career Fair. The Pepsi Grant has also been a resource for Project Success, an organized mentoring student for minority students.

Financial Aid By Ethnicity-2002

Ethnicity	Grants
Asian	18.6%
Native American	47.7%
African American	34.9%
Hispanic	11.7%
White	12.0%
Non-Resident Alien	4.2%

Ethnicity	Loans
Asian	3.1%
Native American	2.3%
African American	2.9%
Hispanic	0.2%
White	1.2%
Non-Resident Alien	0.0%

Financial Aid By Ethnicity-2002 (continued)

Ethnicity	Student Employment
Asian	1.4%
Native American	0.0%
African American	2.1%
Hispanic	0.7%
White	1.6%
Non-Resident Alien	0.0%

Ethnicity	External Scholarships	Internal Scholarship	Total
Asian	0.6%	0.8%	1.4%
Native American	2.3%	2.3%	4.5%
African American	1.4%	0.4%	1.8%
Hispanic	0.4%	0.5%	0.9%
White	0.7%	1.1%	1.8%
Non-Resident Alien	0.0%	0.0%	0.0%

Best Practices: Students Accommodations and Resources (StAR)

The Student Accommodations and Resources (StAR) Department provides ADA/504 accommodations and support services to students with documented disabilities who are enrolled in credit classes at JJC. StAR also provides academic support to students who are limited English proficient.

In 2002, 869 students were served by StAR. StAR counselors and advisors logged approximately 6,672 hours of direct services to students. Tutoring and extended time testing are provided for limited English students. In Fall 2001, StAR served 54 limited English proficient students. In Spring 2002, StAR provided services to 52 limited English proficient students. These students hail from over 25 countries other than the USA.

StAR provides adaptive software and equipment for students with disabilities. In FY 2002 StAR purchased a new version of Kurzweil 3000 that reads printed material. The new version features improved voices that read text to students with reading problems.

StAR also upgraded JAWS and purchased a maintenance agreement. JAWS reads text and computer screens to students with visual disabilities. StAR also purchased a closed circuit video magnification system. It can be used to magnify class laboratory experiments, visual presentations, or script. In fiscal year 2002, approximately 50 students used adaptive software and equipment. Adaptive software was placed in the Agriculture/Horticulture computer labs, the English writing labs, the Learning Resource Center, the Veterinary Technical Laboratory and the Construction Technical Laboratory for student use.

StAR provided 48 students with note-taking services in 2002. Note-takers were hired to provide class notes in 76 academic classes. Students who utilize note-taking service have physical disabilities such as quadriplegia, visual disabilities, hearing disabilities, and upper limb limitations. Also, students with traumatic brain injuries, emotional disabilities, and severe learning disabilities use the service.

Joliet Junior College has entered into a formal cooperative agreement with the Office of Rehabilitation Services (ORS), to share costs for mutual students. Under the agreement, ORS pays half of the college's cost of tutoring services, note-taker services, interpreters, readers, and Braille costs. StAR also refers students to ORS and other community service providers such as Will County

Mental Health. Strong ties with community service providers ensure efficient delivery of services and effective transition.

The StAR staff to address ADA/504 issues created two campus committees. One of the committees addresses campus physical accessibility concerns. The second committee addresses program accessibility and creating a “disability friendly” atmosphere in the classroom. Both committees met several times during the year. The committee makeup includes administrators, faculty, and support service who represent key areas on campus.

As a result of these committees, many physical access issues were addressed on campus. These concerns include three new ramps that improved physical access for students using wheelchairs. Additionally, four accessible washrooms were constructed. Several pneumatic desks to accommodate students using wheelchairs were purchased for classroom use.

The Director of StAR served on several quality initiative teams (strategic planning committees) that are currently addressing Joliet Junior College’s model ability to serve students with disabilities. The opportunity to provide input on the committees will continue to ensure that concerns of underrepresented populations will be addressed in the college’s plan.

The tutorial staff of StAR attended a seminar addressing the needs of students with attention deficit disorders and learning disabilities.

Table 1
Dollars and Staff Years Budgeted Table

Q:\Underrep2002\Table1shell0201.xls									
Illinois Community College Board									
DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING									
UNDERREPRESENTED STUDENTS AND STAFF									
AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2001 AND 2002									
			FY01		FY02				
Healy Families-City Colleges			\$0		\$4,500		Change In		
			Total Dollars Budgeted		Total Dollars Budgeted		Total Dollars Budgeted		
Program		Staff Years Budgeted		Total Dollars Budgeted		Change In Dollars Budgeted		FY02 Breakout for Total Dollars Budgeted	
		FY01	FY02	FY01	FY02			State (Restricted) Appropriation	Other Sources
JOLIET JUNIOR COLLEGE									
HECA	Multi-Cultural Transfer Center	1.75	1.75	64000	89000			65000	24000
	Joliet Area Math, Science and Computer Education	2.00	1.75	85000	104000			80000	24000
FED/INST	Project Achieve/Student Support Services	6.00	6.00	267683	348408			334408	14000
	Special Needs (Now STAR Program)	8.25	10.75	231776	145567*		*C Perkins: 260043	C. Perkins: 79951	65616
	Carl Perkins		-	236788	155119*				
	Division of Adult and Family Services	60.00	21.75	622702	1247927				
	Opportunities Program		-	1110374	58510				
	Adult Education Admin/Support/Staff	12.00	12.25	0	0				
	Adult Case Managers, Outreach, and Education to Career staff	5.00	0.00	0	0				
	SOS Volunteer Literacy Tutorials		-	45000	45000				
	Reading Achievement Program	1.00	1.00	0	0				
	Special Populations (Admin,Counseling, Support)	13.00	13.85	0	262050				
	Advancing Opportunities	2.00	-	0	0				
	Displaced Homemakers	1.00	-	71000	0				
	Welfare to Work	1.00	0.50	77098	73477				
	Learning for Earning	2.50	0.50	0	0				
	Tech Reach	1.50	-	0	32000				
	Women's College	1.00	1.00	0	26950				
	Career Planning & Placement - Carl Perkins	1.88	0.73	24630	24973*				
	International/Inter-cultural Education (IIE)		-	0	0				
	Tech Prep	1.00	1.50	246807	246807				
	Education to Careers				103872				
	ENLACE** (Lannos)				41133				
				* STAR & CPP partially funded w/Perkins Funds					
				** Funded by Kellogg Foundation (27,457) & School (13,683 No state or fed money)					

Table 2a
Number of Students with Disabilities

Fiscal Year 2002 Undergraduate Enrollment of Students with Disabilities: 851

- Estimate of number
 Count of number of students receiving services at institution

Duplicated count by semester:

Summer 2001:	165
Fall 2001	363
<u>Spring 2002</u>	<u>323</u>
Total	851

By type of Disability:

Mobility	28
Visual	17
Auditory	30
Mental Impairment	N/A
Learning Disability	317
Medical Disability	46
Other	414