

# 2008 Underrepresented Group Report

## Focus Area: Academic Achievement

Submitted to the Illinois Community College Board  
by the Office of Institutional Research and Effectiveness  
*March 2008*

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*March 2008*

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*Background*

The State of Illinois requires all public colleges and universities complete an annual Underrepresented Groups Report. These reports are coordinated and compiled by the Illinois Community College Board (ICCB) and Illinois Board of Higher Education (IBHE). The purpose of the report is to present information about “female, minority, and disabled students and staff in Illinois higher education. It seeks to explain and track recent changes in representation among these groups and highlights statewide and institutional efforts to improve representation” (IBHE, 2004). Each year the report focuses on a different topic or population. Previous, current, and future topics include:

*2008 – Academic Achievement*  
*2009 – Recruitment and Preparation*  
*2010 – Campus Climate*

This years *Focus Topic: Academic Achievement* is intended to provide information on programs, initiatives, or activities where the primary purpose is to improve college readiness or ease the transition for high school to college among students from underrepresented, disadvantages, or low-income groups in the areas of dual credit, dual enrollment, bridge programs, collaborations with area high schools.

Reports are available to the public and can be downloaded at the following locations.

- Joliet Junior College - [http://www.jjc.edu/admin/ie/quality/State/Underrepresented\\_Groups/underep.htm](http://www.jjc.edu/admin/ie/quality/State/Underrepresented_Groups/underep.htm)
- Illinois Community College Board – <http://www.iccb.state.il.us/studies.reports.html>
- Illinois Board of Higher Education - [www.ibhe.org/Reports%20&%20Studies/access.htm](http://www.ibhe.org/Reports%20&%20Studies/access.htm)



### *Summary*

As a public community college in the state of Illinois, Joliet Junior College is committed to providing the best educational experience to all in the community it serves. In the studying of current trends at state and local levels for the creation of a new strategic plan, Joliet Junior College is taking a proactive approach in understanding District 525 and the constituents it represents. The following report reflects the programs and initiatives along with data JJC utilizes in creating and fostering a campus climate that is conducive to excellence in teaching and learning for all. The current strategic plan reflects that importance, especially for those of underrepresented populations by including serving these groups as one of its improvement goals.

*Strategic Plan Goal: Improve the success of minority, underrepresented and underprepared student populations in addition to closing the gap between high school and college performance.*

***Joliet Junior College has witnessed a dramatic increase in the enrollment of underrepresented groups, including racial minorities and women for the most recent reporting year, once again.***

- Total annual African-American enrollment increased by 16.4% from 2,635 to 3,067 credit students between 2006 and 2007.
- Annual Latino enrollment for fiscal year 2007 reached 3,586; a 30.5% increase from the prior fiscal year and comprised 14.8% of JJC's annual enrollment.
- Racial minorities totaled 7,363 students and made up 30.3% of the annual student body in 2007; an increase of 23.1% from 2006.
- Female student enrollment increased 8.7% from 12,479 to 13,562 from fiscal year 2006 to 2007.
- Females currently represent 55.7% of the Joliet Junior College annual credit student population.
- JJC has averaged 12,804 female credit students on an annual basis for the period 2003-2007.
- Students who reported disabilities decreased by eight percent (8.0%) from fiscal year 2006 to 2007.
- Three hundred ninety students were reported with disability status in fiscal year 2007.

***Overall fall to fall retention rates have increased for the third straight year at Joliet Junior College.***

- The fall to fall (2005-2006) retention rate for black students of 44.6% is a 0.6 % increase over the fall to fall rate for 2004-2005.
- Fall to fall retention rates for Latinos has averaged 62.8% over the last 3 years; the most recent fall to fall (2005-2006) retention rate of 59.6% is a decrease of 5.4% from the prior fall to fall (2004-2005) rate.
- Females at Joliet Junior College experienced a 71.5% retention rate from fall 2005 to fall 2006. This is a 2.0% increase to the prior year's retention rate; the male retention rate for 2005-2006 is 63.0%.

**Part I – Academic Achievement**

***Retention***

Students enroll in community colleges for many reasons, so defining student success can be a difficult task. One measure which is utilized is fall-to-fall retention rates for first-time full-time students. Since research indicates that retention can be linked to engagement, retention rates can be linked with a student’s engagement to the educational process (ICCB)<sup>1</sup>, higher retention rates may indicate this and in turn lead to student persistence and ultimately lead to the student completing a certificate or degree.

In this report fall-to-fall *retention rates* are reflected as a percentage and are calculated for individuals that re-enrolled in the next fall term while the *adjusted retention rate* includes students who re-enrolled the next fall plus those students that may have graduated in the intervening or returning year (adjustment is made since some certificate programs may be completed within one year). The adjusted retention rate is considered a more comprehensive reflection of retention and is the rate that should be focused on throughout the report. Detailed adjusted and unadjusted retention rates with state and peer comparisons for first-time, full-time students are included as a reference in Appendix I.

***Overall Adjusted Retention Rates***

Joliet Junior College witnessed a 3.2% increase to the overall adjusted rate of retention for the most recent reporting year. The most recent national comparative data for first to second year retention (unadjusted) is 51.4% for two-year public colleges.<sup>2</sup> JJC’s retention rate (adjusted and unadjusted) for the most recent year is 67.2% and compares favorably against state, peer, and national retention data. Figure 1 below highlights the JJC adjusted retention rate for five years along with comparative data for all Illinois community colleges (*IL CC’s*) and the JJC Peer Group<sup>3</sup>.

*Figure 1: Overall Adjusted Retention Rates*

	2001 to 2002	2002 to 2003	2003 to 2004	2004 to 2005	2005 to 2006	Average
JJC	62.7%	58.0%	60.2%	64.3%	67.2%	62.5%
IL CC’s	62.2%	61.6%	61.6%	60.9%	60.6%	61.4%
JJC Peer Group	63.0%	63.3%	64.0%	65.5%	64.4%	64.0%

<sup>1</sup> <http://www.iccb.state.il.us/pdf/reports/underrepfy04.pdf>

<sup>2</sup> Source: ACT Institutional Data File, 2007 [http://www.act.org/research/policymakers/pdf/retain\\_trends.pdf](http://www.act.org/research/policymakers/pdf/retain_trends.pdf)

<sup>3</sup> JJC Peer Group: College of DuPage, Harper College, College of Lake County, Moraine Valley Community College, Oakton Community College, and Triton College. Please note small number changes can result in dramatic percent changes for groups with low counts.

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Figure 2 breaks down the adjusted retention rate further by ethnicity and gender for the most recent year (fall 2005 to fall 2006). Females were more likely to continue on to the next fall term with a rate of 71.5% compared to males with a 63.0% adjusted retention rate. JJC experienced higher adjusted retention rates than state and peer group averages for all ethnicities in the current reporting year.

*Figure 2: Adjusted Retention Rates by Ethnicity and Gender*

	Asian		Native Am.		African Am.		Latino	
	Male	Female	Male	Female	Male	Female	Male	Female
JJC	81.8%	92.3%	--	0.0%	40.9%	47.9%	57.9%	61.5%
IL CC's	68.9%	72.0%	48.9%	56.4%	40.2%	44.0%	57.9%	59.6%
JJC Peer Group	74.7%	79.8%	54.5%	58.3%	40.2%	48.7%	60.1%	58.0%

	White		Alien		Unknown		Total	
	Male	Female	Male	Female	Male	Female	Male	Female
JJC	64.5%	74.2%	70.0%	87.5%	--	--	63.0%	71.5%
IL CC's	62.4%	66.4%	57.6%	58.3%	61.3%	56.3%	59.1%	62.1%
JJC Peer Group	63.9%	69.6%	63.2%	75.0%	59.5%	56.6%	62.2%	66.9%

Retention rates for students with disabilities increased by 3.6 percentage points during the most recent year fall 2005 to fall 2006 (FY2006). Figure 3 displays the past five fiscal years adjusted retention rates for students with disabilities.

*Figure3: Adjusted Retention Rates for Students with Disabilities*

	FY2002	FY2003	FY2004	FY2005	FY2006	Average
JJC	60.0%	40.5%	60.4%	55.8%	59.5%	55.2%
IL CC's	65.6%	59.2%	61.9%	61.4%	63.2%	62.3%
JJC Peer Group	66.7%	64.2%	70.3%	71.9%	70.9%	68.8%

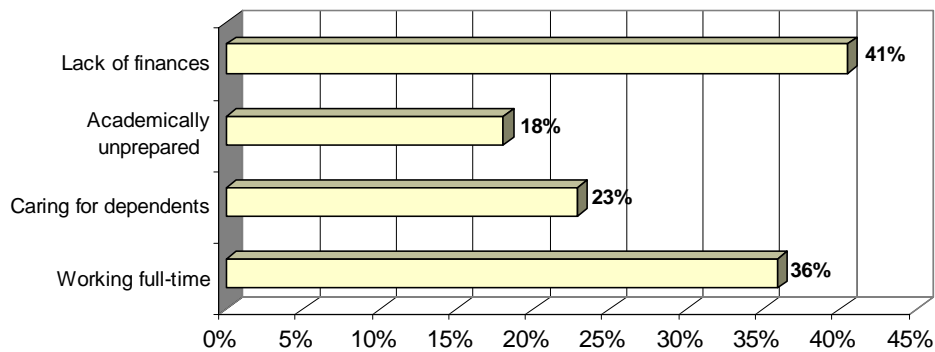
The most recent national comparative data for first to second year retention (unadjusted) is 51.4% for two-year public colleges.<sup>4</sup> JJC's retention rate (adjusted and unadjusted) for the most recent year is 67.2% and compares favorably against state, peer, and national retention data.

<sup>4</sup> Source: ACT Institutional Data File, 2007 [http://www.act.org/research/policymakers/pdf/retain\\_trends.pdf](http://www.act.org/research/policymakers/pdf/retain_trends.pdf)

**Multiple Barriers**

Many reasons are found to influence a students' decision to leave college before completing a program or degree including full-time employment, low grade-point average, being a member of an ethnic minority, obligations to family, financial reasons, and gender (Bonham & Luckie, 1993; Lewallen, 1993)<sup>5</sup>. To help us identify some of the key barriers our students face and to better understand them, JJC participated in the Community College Survey of Student Engagement (CCSSE) in the spring 2007 term. CCSSE asks students to indicate the issues that would lead them to withdraw from the college. Figure 4 highlights the percentage of JJC students who report how various factors would result in their withdrawing from class or from the college.

*Figure 4: Barriers to Persistence- Overall (Response - Likely or Very Likely)*



*Students could mark more than one factor; percentages will not sum to 100%.*

Figure 5 reflects the data broken down by racial identification; Black or African American, Non-Hispanics were more likely to indicate working full-time and lack of finances as key issues which would cause them to withdraw from class or from JJC, at 47% and 56% respectively.

• <sup>5</sup> [Community College Journal of Research and Practice](#), Volume 17

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*Figure 5: Barriers to Persistence- by Race (Response - Likely or Very Likely)*

	Working full-time	Caring for dependents	Academically unprepared	Lack of finances
American Indian or other Native American	25%	0%	25%	38%
Asian, Asian American or Pacific Islander	42%	48%	32%	52%
Native Hawaiian	0%	0%	0%	33%
Black or African American, Non-Hispanic	47%	24%	16%	56%
White, Non-Hispanic	32%	20%	18%	37%
Hispanic, Latino, Spanish	41%	33%	15%	46%
Other	39%	22%	39%	50%
Overall	36%	23%	18%	41%

*Students could mark more than one factor; percentages will not sum to 100%.*

As reflected in the prior tables many students indicate employment reasons for leaving. Although the impact of employment on community college enrollment is debatable it may have more of an impact on students over 24 years of age.<sup>6</sup>

Prior studies conducted at Joliet Junior College showed the students three most common institutional reasons for leaving the college was inadequate academic advising, lack of a desired major at JJC, and quality of instruction. Concern for the quality of academic advising is a national trend. Research suggests the reason for this is a failure to distinguish between an informational and a developmental approach to advising.<sup>7</sup>

Although the tools used are not measuring learning directly, there is a direct correlation between engagement and learning. We know the more actively involved students are involved with faculty, staff, other students, and the subject matter being learned the more likely they are to persist (Chickering, Gamson, Pascarella, Terenzini, Tinto).

- *Involvement in Learning (1984)* report sponsored by the National Institute of Education
- *Seven Principles for Good Practice in Undergraduate Education (1987)*, Chickering and Gamson
- *How College Affects Students (1991)*, Pascarella and Terenzini
- *Leaving College (1993)*, Tinto

<sup>6</sup> Office of Institutional Effectiveness, 2005 Performance Report, [www.jjc.edu/admin/ie](http://www.jjc.edu/admin/ie)

<sup>7</sup> G. Railshack & A. Colby, 1998. Improving Academic Advising at the Community College, ERIC Clearinghouse for Community Colleges.

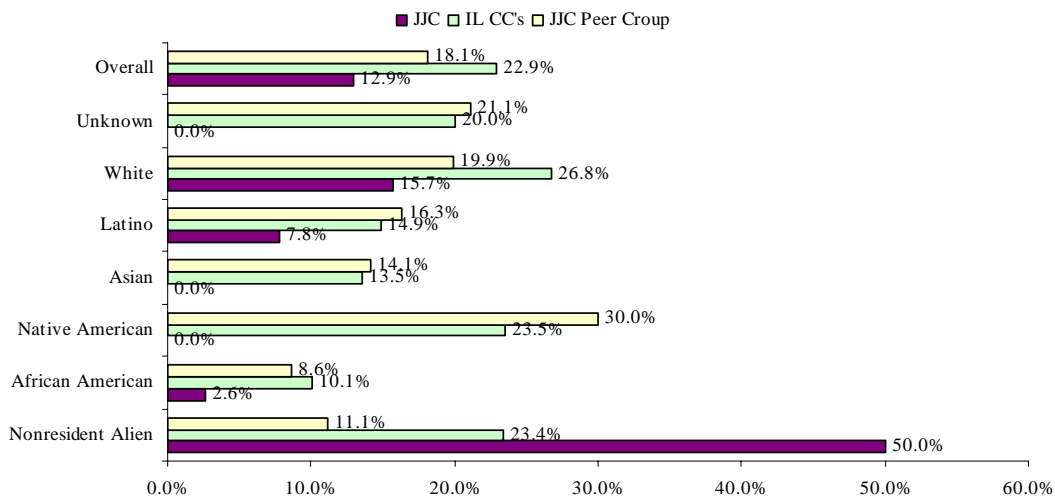
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### *IPEDS Graduation Rate Survey Data*

Again success in college is measured in many ways and depends mainly on the needs of the student. Some students may consider it a success to take a series of courses that will qualify them for initial employment, or to enhance skills necessary to advance them in their current job, or a goal may be to take a specific amount of classes allowing them to transfer to a four-year institution prior to completing a degree or certificate program. The measures described above are not taken into account when looking at rates of graduation. In calculating rates of graduation the measure of success is defined by certificate/degree attainment. The IPEDS GRS survey collects the number of students entering a college as full-time, first-time, degree or certificate-seeking in a particular year (cohort), by race/ethnicity and gender; number completing within 150% of "catalog" time to program completion. Figure 6 below displays the two most recent graduation rates calculations by race/ethnicity with state and peer comparisons for the fall 2002 and fall 2003 cohorts.

*Figure 6: Graduation Rates by Race/Ethnicity (Fall 2002 and Fall 2003 Cohorts)*

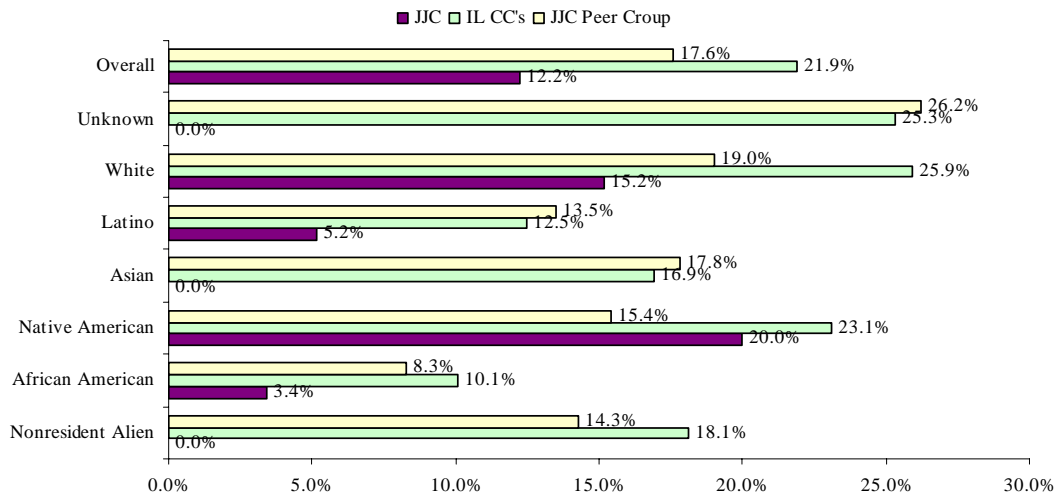
	Fall 2002 Cohort		
	JJC	IL CC's	JJC Peer Croup
Nonresident Alien	50.0%	23.4%	11.1%
African American	2.6%	10.1%	8.6%
Native American	0.0%	23.5%	30.0%
Asian	0.0%	13.5%	14.1%
Latino	7.8%	14.9%	16.3%
White	15.7%	26.8%	19.9%
Unknown	--	20.0%	21.1%
Overall	12.9%	22.9%	18.1%



Fall 2002 first-time, full-time, certificate/degree-seeking student cohort count: 962.

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	Fall 2003 Cohort		
	JJC	IL CC's	JJC Peer Group
Nonresident Alien	0.0%	18.1%	14.3%
African American	3.4%	10.1%	8.3%
Native American	20.0%	23.1%	15.4%
Asian	0.0%	16.9%	17.8%
Latino	5.2%	12.5%	13.5%
White	15.2%	25.9%	19.0%
Unknown	--	25.3%	26.2%
Overall	12.2%	21.9%	17.6%



Fall 2003 first-time, full-time, certificate/degree-seeking student cohort student count: 1,127.

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The following figure represents associate degree only graduates at JJC and peer institutions by Ethnicity, Gender, and Disability Status by fiscal Year<sup>8</sup>.

*Figure 7: Total Number of ASSOCIATE DEGREE ONLY Graduates at JJC and Peer Group Average by Ethnicity, Gender, and Disability Status by fiscal Year*

	2003	2004	2005	2006	03-06 % Cange
Asian - JJC	8	10	4	17	112.5%
Asian - JJC Peer Group	65	73	78	93	43.1%
African Am. - JJC	50	44	53	60	20.0%
African Am. - JJC Peer Group	48	52	54	61	27.1%
Latino - JJC	54	40	48	68	25.9%
Latino - JJC Peer Group	72	78	90	91	26.4%
Native-Am. - JJC	2	2	0	2	0.0%
Native-Am. - JJC Peer Group	2	2	2	2	0.0%
All Minority - JJC	114	96	105	147	28.9%
All Minority - JJC Peer Group	187	205	224	248	32.6%
White - JJC	616	686	681	790	28.2%
White - JJC Peer Group	748	762	823	796	6.4%
Female - JJC	467	507	477	602	28.9%
Female - JJC Peer Group	596	606	659	665	11.6%
Male - JJC	264	277	310	336	27.3%
Male - JJC Peer Group	360	376	412	411	14.2%
TOTAL - JJC	731	784	787	938	28.3%
TOTAL - JJC Peer Group	956	983	1,072	1,075	12.4%

<sup>8</sup> [http://www.jjc.edu/admin/ie/Quality/State/Performance\\_Report/2007/2007\\_Performance\\_Report\\_JJC.pdf](http://www.jjc.edu/admin/ie/Quality/State/Performance_Report/2007/2007_Performance_Report_JJC.pdf)

### *Initiatives to Strengthen High School to College Transition*

#### *Tech Prep*

Tech Prep sponsors several programs that address the initiative to *Strengthen High School to College Transition*.

- **Dual Credit:** This is the second year that we have Dual Credit for Career and technical education classes (CTE) at the college. JJC has over 170 dual credit agreements with the local high schools and career centers. This year we dual enrolled over 2,500 students for Spring 08 and 2,048 student in fall 07. This has generated over 11,000 credit hours at the college. This is about a 28% increase over last year's number enrolling in dual credit classes. This represents a significant savings to the families within our region.
- **COMPASS Testing for Juniors:** Tech Prep also sponsors a program with the high schools whereby we bring groups of juniors out to the college for COMPASS testing. The COMPASS test identifies a deficiency in math or English, and then the student will have their senior year to remediate any deficiencies at their home schools and reduce the need for remediation once they enter JJC. When the students come to the college, we also provide a tour of the campus as well as having presentations from several of the departments including financial aid, counseling, student life, housing, admissions and the technical college.
- **Informational tours for high school students** are conducted in their respected areas of interest. In other words, Tech Prep will set up the same type of activity in number 2, listed above but COMPASS testing does not happen in some of those sessions.
- **Non Traditional Career Camps:** Tech Prep also sponsors several Non-Traditional Career Camps at the two area career centers. These summer camps are a week long and target young women who may be interested in what is considered non-traditional occupational programs. These are done in hopes of raising students entering non traditional education programs at the college.
- **High School Competitions:** Tech Prep also sponsors High School Competitions at the college. Competitions have included Robo Lab, Welding, Web Design, CADD, Horticulture and Culinary Arts. Again, this is an opportunity to bring students to campus and have them compete but to also offer department tours and presentations in hopes of attracting them to JJC.
- **KeyTrain:** Tech Prep also pays for a computer based software program for many of the high schools and career centers called KeyTrain. KeyTrain is a self paced tutorial program where students can improve their math skills in preparation for the PSAE (Prairie State Achievement Exam) and reduce the need for math remediation once they transition to the college.

#### *The Black Student Union (BSU)*

The Black Student Union (BSU) from Joliet Junior College has been involved with Joliet West High School to talk to groups of junior and senior students about transitioning from high school to JJC. There were discussions regarding student services, tutoring and clubs, as well as information regarding financial aid and scholarships available at the college. More than 100 students were in attendance. Joliet West English instructors assisted in coordinating the event and were thankful for the visit and information provided by JJC. This will be an ongoing partnership between JJC, BSU and Joliet West High School in the future.

### *Early School Leavers' Program Transfer Initiatives*

ESLP has partnered with several counseling departments from feeder high schools in District 525. Counselors send referrals for those students leaving high school, who might benefit from the program. High school counselors and building administrators write and sign high school completion agreements, listing what classes the students need to complete diplomas. The teacher/coordinator provides students with enrollment assistance at JJC and academic advising. Many Early Leaver students earn dual credit for high school diplomas and college degrees. The teacher/coordinator writes Individualized Career Plans with ESLP students. Writing career goals helps students to stay focused and be successful in their academic careers.

### *Office of Student Activities (OSA)*

Through the Office of Student Activities (OSA), programs are provided to under-represented populations in a variety of ways. Clubs are sanctioned by OSA through the Collegiate Club Council. These groups are allowed to receive student activity fee money to host events, take field trips and meet to discuss various topics related to the population. There are many opportunities outside of the classroom available for under-represented populations. Currently, the following clubs are hosting activities and meeting regularly: GLOW (Gay, Lesbian or Whatever), Black Student Union, Latinos Unidos, Muslim Student Association, International Students Club and Native American Club. Additionally, there are 38 other clubs representing various careers, special interests, honors programs, and spiritual areas. These groups, in addition to conducting programs and meetings, also provide an avenue for students to connect with other students as well as the college.

The Office of Student Activities also hosts many programs throughout the year. The motto of OSA is to “get informed, get involved, and get connected” with JJC. By providing many programs that are educational, social or diverse by nature, we are providing the students with the opportunity to get involved and as statistics show, engagement leads to retention. Programs that the Office of Student Activities has sponsored or co-sponsored in the past year included:

- Aztec Stories (Hispanic Heritage Month), Storytelling and music
- Magdelan Hsu-Li (Smashing the Ceiling), (Magdelan is an Asian, Bi-Sexual performer who uses music to address diversity and acceptance)
- Larry Lockwood (Native American drum player)
- Movie Days throughout the year coinciding with heritage months...(Women’s History, Black History and Native American History month)
- World AIDS Day quilt display
- Multicultural Holiday Celebration with representatives from Muslim Student Association, Pagan/Wiccan, Christian, Kwanzaa...)
- Martin Luther King, Jr. Week Celebration (Panel and Game Show)
- Tobias Q. Brown, Author of “It’s Easier than You Think” and a message of college success to all students but especially directed to African American male students
- In conjunction with Intervarsity Christian Fellowship, Save Darfur efforts
- Native American Pow Wow
- Religious Diversity Forum (representatives from Muslim Student Association, Joliet Jewish Congregation, Christian, Pagan/Wiccan, Catholic Campus Ministries)
- Adult Lunch Bunch for returning adult students

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### Project Achieve/Student Support Services

Project Achieve/Student Support Services is a federally funded TRIO program that serves first generation/low income and/or disabled students enrolled in post secondary institutions. Project Achieve/Student Support Services assists disadvantaged students with a variety of issues including:

- What type of college is right (4 yr campus visits)
- College major and field of study
- Tips on choosing the best classes based on teaching styles, etc.
- Taking care of yourself and managing your stress.
- Choosing campus organizations. Making choices that fit and staying focused.
- Locating campus resources
- Financial Aid assistance
- Providing a positive campus climate (diversity and multicultural activities)

Project Achieve has seven contractual objectives during the Academic year of 2006-2007. A total of 200 students were reported to the U.S. Dept of Education. Of the 200 students the following statistical data was achieved and reported.

	Count	% of Total
Low income/first generation	139	69.5%
First generation only	41	20.5%
Disabled	11	5.5%
Low income/disabled	6	3.0%
NA	3	1.5%
<b>Total:</b>	200	100.0%

	Count	% of Total
Male	87	43.5%
Female	113	56.5%

	Count	% of Total
Native American	3	1.5%
Asian	4	2.0%
Black/African American	105	52.5%
White	58	29.0%
Hispanic	27	13.5%
Native Hawaiian	0	0.0%
More than one race	3	1.5%

Persistence Status Summary – Total for all students for 2006-2007 academic year:

	Count	% of Total
Received certificate/diploma	2	1.0%
Graduated with an associate's degree did not transfer to a 4 year institution	13	6.5%
Graduated with an associate's degree and/or transferred to a 4 year institution	48	24.0%
Withdrew or did not return	19	9.5%
Still enrolled at grantee (no degree/certificate completed)	118	59.0%

Current GPA at the end of 2006-2007: Spring = 2.58, CUM=2.69

SSS participants contact hours are calculated for tutorial assistance; Math, Reading, Writing, English and CIOS, personal counseling, financial aid counseling, academic counseling, career counseling, orientation/intake, transfer information, special needs, and cultural and academic enrichment activities. This data was reported in the 2006-2007 Performance Report to the U.S. Dept of Education. A special Summer Bridge Program for Athletes (orientation program) for entering freshman football players served over thirty (30) students.

### ***Scholarships***

- Tribute to Men of Color (community representations & individual contribution) \$1,575 (3) awards
- Charles Kennedy Scholarship (2) awards (\$350 per person)
- Collaboration with Joliet Central High School during Black History Month serving 50 youth received college assistance information; ENLACE, Project Success, Office of Multicultural Student Affairs, S.H.A.R.P. (OSA club), Totally Committed (OSA club), also involved in other programs, (History of Jazz, African Bazaar, etc.)

### ***Enrichment Activities***

- Sex on the College Campus
- Collaborative events, ENLACE, “Growth of the Mexican Community”

### ***Technology Workshops***

- Microsoft Word, Blackboard, Power Point, How to Complete a Research Paper

### **ENLACE, Latino Support Services**

#### ***Recruitment***

Active recruiting in high schools, community organizations, college fairs, etc..

Target schools and organizations are as follows:

- Joliet Central, Joliet West, Plainfield Central, Bolingbrook, Lockport, Romeoville, St. Mark’s, Reach Adult Education Fairs, and Mt. Carmelo

Recruitment efforts are scheduled in collaboration with Admissions and Registration for minority and Latino (ENLACE potential) students, with information given regarding Project Success, Project Achieve and Office of Multicultural Student Affairs, inclusive of Financial Aid and Academic Advising.

- Regular registration/recruitment meetings with Keith Tillman and Rosa Salazar (recruiter)

Each school receives a visit once a semester, and as needed, group and individual information sessions as well as college information nights.

- Adult information sessions are provided at City Center and Romeoville once a semester evening for GED/ESL participants.
- ESL and Bilingual instructors schedule on an “as need” basis once a semester for individual class presentations, as well as general guidance counselors for multicultural/first-generation sessions regarding higher education. Drop off of materials such as hard copy applications (for undocumented), catalogs and brochures are made after email or call from guidance counselor or faculty requests. Emails, phone calls, and Fact Flyers are sent during beginning of Fall semester to guidance counselors and organizations offering information about ENLACE services. Planning and organizing ENLACE orientation/registration day events before Fall for incoming students and their families, as well as summer introductory meeting in August.

*Resources for the Education of Adults in the Chicago area REACH* - recruitment meetings with Admissions. *REACH* recruitment at Joliet Chamber of Commerce Expo, Harrahs Casino, Silver Cross Stadium, Joliet, PayChex Corp. in Warrenville. *As of July 2006, there are 123 full-time active ENLACE participants (traditional age and adult). There are also approximately 8 International (in partnership with English/Foreign Language Department) and 15 minority students (other than Latino) active non-members.* ENLACE Prospective Students for fall total 40.

### *Retention*

During the regular semester approximately 30 to 40 students are served during each week who receive academic advising, personal counseling, and career guidance by appointment or drop in. Progress reports are issued to faculty of ENLACE participants every 4<sup>th</sup> and 12<sup>th</sup> week during the regular semester, students are to meet with faculty and specialist if there is a need to address a learning issue and to seek collaborative support services. During the summer approximately 20 new entry students visit face to face, call, or email on a weekly basis. Approximately 7-10 calls a day are fielded regarding new student information during the summer.

Planning and maintenance of ENLACE budget and Student Database: Students are referred to ENLACE Specialist from Counseling during staffing shortages. Translation services utilized to communicate between STAR staff and students, as well as other departments when the need arises. Appointments are usually scheduled on Mondays through Fridays for incoming students and their families, as well as walk-in services. Part-time adult working students are accommodated during the evening. Spanish speaking students receive a tour and apply by hard copy in ENLACE cubicle due to absence of social security number (undocumented status) and are given information in their native language regarding services. Bi-weekly ENLACE meetings are scheduled during the regular semester. Collaboration and attendance of weekly Latino Unidos meetings.

Initial meetings in 2006 with Catalina Ramos (Director) regarding Center for Excellence cohort program at Governors State University. Collaboration with Professor Ingrid Szleifer, regarding *Path Toward Citizenship* for those with undocumented status information days held spring and summer semester.

Planning meetings held monthly with So. Metropolitan Higher Ed. Consortium, Proyecto Exito. Frequent collaboration with Latinos Unidos, raising participant's numbers in cross membership with ENLACE. Organize and plan meetings with African-American Concerns Committee and Latino Concerns Committee. Initiated, plan, and lead staff and faculty Latino Concerns Committee (once bi-monthly). Regular collaboration with Office of Minority Student Affairs-workshop presenter, *Effective Listening Skills* for peer mentor training. Recruit ENLACE mentees, and recommend mentors. Annual student evaluation regarding ENLACE services.

## **Part II - Effective/Best Practice: Project Success**

### ***Purpose***

**Project Success** gives high school seniors an opportunity to:

- Apply for early admission to Joliet Junior College,
- Enroll in GSD 100 (Orientation to the College Experience) each spring.
- Earn college credit.
- Be mentored by a Faculty/Staff or peer member who follows their academic progress while attending the college.
- Connect with tutoring and other college support services (Financial aid, etc.).
- Attend free educational leadership and cultural development experiences.

### ***Description of program elements***

This innovative program is geared for first-generation minority college students who are unfamiliar with the overall college process, but who have a minimum G.P.A of 2.5 on a 4.0 scale, have taken college prep classes and possess the desire and motivation to continue with a college education.

The program was developed by JJC Faculty Counselors in the spring of 2001 to support the retention efforts of minority students. Since its inception, retention numbers for minority students in this program are significantly above the general college numbers for its overall minority student population.

### ***Date of implementation***

Spring 2001

### ***Evidence of success***

- Project Success began in spring of 2001. The initial pilot group admitted 40 students.
- Project Success admits approximately 18-25 new minority high school students each spring into the program and to an early start Orientation to College experience course at JJC. Since its creation, 90% of students complete the Orientation to College course with a passing grade of "B" or better.
- 70-80% of these new students re-enroll as continuing full-time students at JJC.
- Project Success currently has 80 students enrolled at JJC.
- 50% of these students are enrolled as full-time students.
- GPA from fall 2007 indicated that 35% of Project Success students completed the semester with a GPA of 3.0 or higher.
- 50% of Project Success students completed the semester with a GPA of 2.5 or higher.
- In the past 6 years, Project Success has over 30 student participants to complete an Associate's degree at JJC or transfer to a 4 year institution with 37 plus hours of IAI transferable credits.
- We will have 5 more students graduating spring of 2008.

**Part III - Annual Update on Faculty/Staff/Administrator Diversity**

Current programs and initiatives that pertain to fostering inclusion and diversifying faculty, staff and administration here at Joliet Junior College:

- Standardized the search committee process and procedures by providing mandatory training for search committee members, technical assistance and support.
- Held college-wide diversity forums to gain insight into issues as it pertain to staffing patterns and communication issues. As a result, JJC has developed a Diversity Leadership Council, which will be appointed by the college president.
- Gained additional community partners as a result of our outreach efforts with local high schools, churches and community organizations.
- Working with Illinois Department of Employment Security to post vacancies to identify applicant pool within District 525. In addition, JJC has broadened our approach to recruitment by collaborating with area colleges and universities to tap into their alumni as prospective candidates.

JJC is working collaboratively with South Metropolitan Higher Education Consortium on two projects, including “*Diversifying Faculty in Illinois Initiative*”- The South Metropolitan Higher Education Consortium (SMHEC) is a unique regional collaboration of 15 colleges and universities in the Chicago Southland region. One of the Consortium’s initiatives is to increase the numbers of minority faculty and their retention rate at member institutions.

This initiative is important because minority faculty positively impact an institution’s:

- Ability to offer diverse perspectives.
- Receptivity to challenging ideas.
- Support for minority student persistence

To improve the retention rate of minority faculty, the Consortium is developing a regional networking and support group for its minority faculty to share their experiences, challenges and advice. This group will meet on a quarterly basis.

- *The Brother 2 Brother Initiative-SMHEC* provides regional programming to promote networking among students and staff. Building connections throughout the educational continuum fosters, in students, a sense of comfort and belonging on college campuses and will build a vertical support network. This structure will create seamless transitions between high schools and community colleges and community colleges and 4-year institutions.

## 2008 Underrepresented Groups in Higher Education Report

### Part IV – Dollars and Staff Years Budgeted

	Classification	Staff Years	State		Other		Total	
			FY 2006	FY 2007	FY 2006	FY 2007	FY 2006	FY 2007
Multi-Cultural Transfer Center	O	5.0	\$44,310	\$0	\$83,285	\$85,901	\$127,595	\$85,901
Project Achieve*	D	18.0	\$0	\$0	\$360,182	\$360,182	\$360,182	\$360,182
StAR Program*	D	1.0	\$218,339	\$0	\$186,269	\$203,935	\$404,608	\$203,935
Carl Perkins*	O	1.0	\$58,203	\$0	\$93,530	\$88,743	\$151,733	\$88,743
Division of Adult and Family Services*	D	23.5	\$819,366	\$844,896	\$1,846,855	\$1,912,200	\$2,666,221	\$2,757,096
SOS Volunteer Literacy Tutorials*	D	23.5	\$45,000	\$0	\$0	\$0	\$45,000	\$0
Special Needs	D	23.5	\$0	\$0	\$186,269	\$63,897	\$186,269	\$63,897
Disadvantaged Student Success	D	1.0	\$0	\$121,355	\$0	\$0	\$0	\$121,355
Career Planning & Placement (Carl Perkins)*	D	3.0	\$33,257	\$0	\$30,000	\$30,000	\$63,257	\$30,000
Tech Prep*	O	7.0	\$139,450	\$139,450	\$133,933	\$136,646	\$273,383	\$276,096
Tech Prep Support*	O	7.0	\$0	\$0	\$38,725	\$38,725	\$38,725	\$38,725
P16 Initiative	D	7.0	\$122,837	\$122,837	\$0	\$0	\$122,837	\$122,837
ENLACE	D	4.0	\$0	\$0	\$61,179	\$58,326	\$61,179	\$58,326
Project Success	D	7.0	\$0	\$0	\$18,078	\$20,283	\$18,078	\$20,283
Minority Student Affairs	O	1.0	\$0	\$0	\$115,725	\$119,429	\$115,725	\$119,429
Family Literacy	D	23.5	\$0	\$0	\$3,043	\$1,000	\$3,043	\$1,000
Women's College	O	2.0	\$0	\$0	\$17,800	\$18,000	\$17,800	\$18,000
Early School Leavers	D	11.0	\$38,224	\$39,752	\$58,838	\$55,028	\$97,062	\$94,780
ESL for Citizenship & Literacy	D	23.5	Incl in Ad Ed		Incl in Ad Ed	\$0	Incl in Ad Ed	\$0
TANF	D	23.5	\$0	\$0	\$48,565	\$111,638	\$48,565	\$111,638
Even Start	D	23.5	\$25,768	\$0	\$0	\$0	\$25,768	\$0
Will WIA Career Seekers	D	2.0	\$0	\$0	\$576,000	\$324,443	\$576,000	\$324,443
Will WIA Work Certified	D	2.0	\$0	\$0	\$156,400	\$201,787	\$156,400	\$201,787
Will WIA Dislocated Workers	D	2.0	\$0	\$0	\$0	\$493,681	\$0	\$493,681
Grundy County WIA	D	2.0	\$0	\$0	\$380,095	\$369,637	\$380,095	\$369,637
Grundy County WIA Youth	D		\$0	\$0	\$0	\$167,804	\$0	\$167,804
Women in Technology (Technical Department)	D	2.0	\$0	\$0	\$0	\$20,000	\$0	\$20,000
Accelerated Nursing WIA	O		\$0	\$0	\$50,962	\$0	\$50,962	\$0
Career Pathways Nursing DCEO	O		\$65,000	\$0	\$0	\$0	\$65,000	\$0
Pilot Site Agreement	D		\$0	\$0	\$3,725	\$2,450	\$3,725	\$2,450

D - Designated programs, or those whose primary purpose is to serve a specific goal of diversity.

O - Other programs, or programs not specifically targeted for minorities, women, or persons with disabilities.

\* Programs that also receive federal funds.

## 2008 Underrepresented Groups in Higher Education Report

### Part V – Students with Disabilities

#### Joliet Junior College Unduplicated Count of Students with Disabilities Based on Type Primary Disability Fiscal Year 2006-2007

Student Information Required	Unduplicated Learning	Unduplicated ADHD	Unduplicated Psychological	Unduplicated Developmental	Unduplicated Mobility	Unduplicated Blind/Low Vision	Unduplicated Deaf/Hard of Hearing	Unduplicated Systemic/Chronic Health Problems	Unduplicated Other	Unduplicated Total	Overall Duplicated Total
Self Reported Students	131	95	42	30	21	9	19	18	25	390	538
Students Who Registered	131	95	42	30	21	9	19	18	25	390	538
Registered Students Who Used Services	131	95	42	30	21	9	19	18	25	390	538
Supplemental*	--	--	--	--	--	--	--	--	--	--	--
Faculty/Staff	--	--	--	--	--	--	--	--	--	--	--
Other Employees	--	--	--	--	--	--	--	--	--	--	--

#### Unduplicated (Primary Disability) Count of Students with Disabilities - Fiscal Year 2003-2007

	Fiscal Year					2007 vs. 2006	2007 vs. 2006	2007 vs. 2003	2007 vs. 2003	5 Year	5 Year
	2003	2004	2005	2006	2007	Number Change	Percent Change	Number Change	Percent Change	Average	Median
JJC Students with Disabilities*	371	422	416	424	390	-34	-8.0%	19	5.1%	405	416

	Fiscal Year					2007 vs. 2006	2007 vs. 2006	2007 vs. 2003	2007 vs. 2003	5 Year	5 Year
	2003	2004	2005	2006	2007	Number Change	Percent Change	Number Change	Percent Change	Average	Median
Learning	147	147	136	127	131	4	3.1%	-16	-10.9%	138	136
ADHD	48	69	80	87	95	8	9.2%	47	97.9%	76	80
Psychological	45	57	53	54	42	-12	-22.2%	-3	-6.7%	50	53
Developmental	23	26	28	43	30	-13	-30.2%	7	30.4%	30	28
Mobility	17	14	13	14	21	7	50.0%	4	23.5%	16	14
Blind/Low Vision	9	9	9	9	9	0	0.0%	0	0.0%	9	9
Deaf/Hard of Hearing	14	19	21	26	19	-7	-26.9%	5	35.7%	20	19
Systemic/Chronic Health Problems	20	20	23	26	18	-8	-30.8%	-2	-10.0%	21	20
Other	48	61	53	38	25	-13	-34.2%	-23	-47.9%	45	48
<b>Unduplicated Total</b>	<b>371</b>	<b>422</b>	<b>416</b>	<b>424</b>	<b>390</b>	<b>-34</b>	<b>-8.0%</b>	<b>19</b>	<b>5.1%</b>	<b>405</b>	<b>416</b>

Source: ICCB A1 File

## 2008 Underrepresented Groups in Higher Education Report

### Duplicated (Primary and Additional Disabilities) Count of Students with Disabilities - Fiscal Year 2003-2007

	Fiscal Year					2007 vs. 2006	2007 vs. 2006	2007 vs. 2003	2007 vs. 2003	5 Year	5 Year
	2003	2004	2005	2006	2007	Number Change	Percent Change	Number Change	Percent Change	Average	Median
Learning	183	192	186	189	194	5	2.6%	11	6.0%	189	189
ADHD	63	80	94	102	96	-6	-5.9%	33	52.4%	87	94
Psychological	55	78	77	73	62	-11	-15.1%	7	12.7%	69	73
Developmental	26	33	35	48	34	-14	-29.2%	8	30.8%	35	34
Mobility	23	23	23	28	29	1	3.6%	6	26.1%	25	23
Blind/Low Vision	11	13	13	15	10	-5	-33.3%	-1	-9.1%	12	13
Deaf/Hard of Hearing	15	20	25	29	20	-9	-31.0%	5	33.3%	22	20
Systemic/Chronic Health Problems	31	31	44	50	38	-12	-24.0%	7	22.6%	39	38
Other	88	99	96	89	55	-34	-38.2%	-33	-37.5%	85	89
<b>Duplicated Total</b>	495	569	593	623	538	-85	-13.6%	43	8.7%	564	569

Source: ICCB A1 File

### **Part VI - Status Report on Web Accessibility**

#### ***Accessibility Issues identified***

In 2005, Joliet Junior College began to reevaluate the JJC Web site for accessibility issues and reported its findings to the Illinois Community College Board (ICCB). Three accessibility evaluation tools were chosen to analyze Joliet Junior College's Web site at [www.jjc.edu](http://www.jjc.edu). They included: WEBXACT (formerly Bobby); WAMT (now called FAE) developed by the University of Illinois, Champaign-Urbana; and WAVE, (developed by a non-profit organization within the Center for Persons with Disabilities at Utah State University). WAVE was especially useful as it broke down each accessibility problem it found in terms of Section 508 and W3C compliance.

The following areas were identified as problem areas that needed to be evaluated and improved:

1. Missing header elements that would help identify underlying content.
2. JavaScript that does not rely on mouse events—they should be input device independent (rollovers on home page links and icons).
3. Tables that should be reconsidered in favor of the CSS layout. Tables used to structure layout can be misleading once the tables are taken out by a screen reader or in the "Text-Only" version of a page.
4. Images should have alt tags and flash movies should have captioning or transcript to explain what is in the video that can't be seen.
5. PDFs should be tagged as such or have alternative content made available as HTML.
6. Links that open in new windows should be tagged as a link that opens a new window.
7. Word documents should be provided in an alternative HTML format.

#### ***Part Two. Solutions to Resolving Accessibility Issues***

1. JJC joined the Illinois Web Accessibility Consortium (headed by Jon Gunderson of the University of Illinois—Urbana-Champaign) to help in training and identifying Web accessibility issues. The consortium consists of both four-year college/universities, as well as two-year community colleges. In conjunction with joining this consortium, JJC has:
  - a. Began participating in all consortium teleconferences
  - b. Attended the first face-to-face meeting on January 29, 2007
  - c. Started work on building an accessibility Web page template(s) to be used for all new Web pages and any rebuilding of existing Web pages or Web sites. The Web page template will incorporate the following accepted accessibility practices:
    - i. Eliminate use of tables
    - ii. Implement use of style sheets
    - iii. Create easier keyboard accessibility
    - iv. Incorporate the use of lists for navigation
    - v. Use of descriptive link text
    - vi. Implement the use of headers
    - vii. Utilize effective "alt text"

- viii. Provide valid HTML
      - ix. Incorporate only unobtrusive JavaScript
    - d. Began using the following Web resources for page evaluation:
      - i. FAE
      - ii. W3C HTML Validator
      - iii. W3C CSS Validator
      - iv. Color Contrast Analyzer
      - v. Vischeck Color Blindness Simulator
  2. Using the new, fully accessible Web template and following accessibility standards identified in the Web Grammar/Style guide, two previously identified Web sites are now being rebuilt – the JJC Admissions Office and Disability Services (StAR).

### ***Part Three. Planned Future Evaluation Practices:***

1. Complete the college's admissions and disability services Web sites utilizing fully accessible Web page template and practices.  
Update: The college's enrollment services will be a top priority for the redesign. All other departments and areas will be placed onto a priority list for future development.
2. Utilize this template(s) for all future Web page or Web site construction.
3. Develop a plan to redesign all current Web pages and Web sites utilizing the same template(s)  
Update: Working with the Project Management Office, the web team has established a plan for the redesign, with a projected deadline of Spring 2008 for priority departments and areas.
4. Continue work with the Illinois Web Accessibility Consortium by:
  - a. Attending all bi-monthly teleconferences by Web Accessibility Committee members
  - b. Increasing committee's membership by including faculty (web design and administration instructors) with the goal of their incorporating defined best practices into their instructional materials.
  - c. Increasing committee's membership with members from course management systems and other web content providers.
  - d. Attend accessibility workshops (one in March 2007) to improve web accessibility knowledge and skills of web content providers and web design instructors
  - e. Host an accessibility workshop, working with Jon Gunderson, University of Illinois–Urbana-Champaign, as part of JJC's commitment to the consortium.
5. In spring 2007, begin the redesign of JJC's Main Campus home page, building in full accessibility and incorporating the new, fully accessible home page navigation discussed in Part Two, item 4.
6. Determine policy for the redesign of existing Web sites/pages. One method would be similar to what the University of Illinois is doing by making Web pages accessible as departmental Web sites come up for rebuilding. Another method would be to identify critical sites to rebuild first. This is to be determined.  
Update: As stated above, Enrollment Services is to be given first priority. All other departments and areas are to be placed on a priority list for future reference.

## 2008 Underrepresented Groups in Higher Education Report

7. Continue employing the web accessibility consultant in a capacity yet to be determined.
8. Continue using the *Web Grammar/Style Guide* and training from consortium workshops and develop training programs to be attended by all JJC web content managers.
9. Consider other accessibility techniques to be incorporated into future Web page templates:
  - a. User defined access keys
  - b. Visible font resizers
  - c. Visible contrast changer
  - d. Implementation of bread crumbs

## 2008 Underrepresented Groups in Higher Education Report

### Appendix I: Fall to Fall Retention Tables and Graphs with Comparisons

#### Fall 2001 to Fall 2002 Retention and Adjusted Retention Rates for Joliet Junior College and Illinois Community College System First-Time, Full-Time College Level Students by Ethnicity/Gender (FY2002)

Joliet Junior College	Asian		Native Am.		African Am.		Latino		White		Alien		Unknown		Total		Overall
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Initial Cohort Number	11	6	1	1	67	39	25	32	368	387	1	0	0	0	473	465	938
Completed 2002	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
Completed 2003	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Returned or Completed	5	3	0	1	34	19	15	25	218	267	1	0	0	0	273	315	588
Not Returned or Completed	6	3	1	0	33	20	10	7	150	120	0	0	0	0	200	150	350
Retention Rate	45.5%	50.0%	0.0%	100.0%	49.3%	48.7%	60.0%	78.1%	59.2%	69.0%	100.0%	--	--	--	57.5%	67.7%	62.6%
Adjusted Retention Rate	45.5%	50.0%	0.0%	100.0%	50.7%	48.7%	60.0%	78.1%	59.2%	69.0%	100.0%	--	--	--	57.7%	67.7%	62.7%

Illinois Comm. Colleges	Asian		Native Am.		African Am.		Latino		White		Alien		Unknown		Total		Overall
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Initial Cohort Number	451	406	39	48	1,485	1,854	916	1,024	9,488	9,487	57	53	109	64	12,545	12,936	25,481
Completed 2002	2	5	0	1	40	25	17	2	153	86	0	0	0	0	212	119	331
Completed 2003	1	1	0	1	7	10	2	3	36	106	0	0	0	0	46	121	167
Returned or Completed	292	282	19	33	647	905	549	676	5,932	6,360	34	25	43	45	7,516	8,326	15,842
Not Returned or Completed	159	124	20	15	838	949	367	348	3,556	3,127	23	28	66	19	5,029	4,610	9,639
Retention Rate	64.1%	68.0%	48.7%	64.6%	40.4%	46.9%	57.9%	65.5%	60.5%	65.0%	59.6%	47.2%	39.4%	70.3%	57.9%	62.5%	60.2%
Adjusted Retention Rate	64.7%	69.5%	48.7%	68.8%	43.6%	48.8%	59.9%	66.0%	62.5%	67.0%	59.6%	47.2%	39.4%	70.3%	59.9%	64.4%	62.2%

JJC Peer Group	Asian		Native Am.		African Am.		Latino		White		Alien		Unknown		Total		Overall
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Initial Cohort Number	206	201	10	8	250	217	320	277	2,379	2,139	28	23	90	43	3,283	2,908	6,191
Completed 2002	1	3	0	0	0	3	0	0	9	3	0	0	0	0	10	9	19
Completed 2003	1	1	0	0	2	2	0	0	3	7	0	0	0	0	6	10	16
Returned or Completed	130	151	3	4	115	105	197	192	1,432	1,480	17	10	35	32	1,929	1,974	3,903
Not Returned or Completed	76	50	7	4	135	112	123	85	947	659	11	13	55	11	1,354	934	2,288
Retention Rate	62.1%	73.1%	30.0%	50.0%	45.2%	46.1%	61.6%	69.3%	59.7%	68.7%	60.7%	43.5%	38.9%	74.4%	58.3%	67.2%	62.5%
Adjusted Retention Rate	63.1%	75.1%	30.0%	50.0%	46.0%	48.4%	61.6%	69.3%	60.2%	69.2%	60.7%	43.5%	38.9%	74.4%	58.8%	67.9%	63.0%

Information based on Illinois Community College Board data files, local data collected by the Office of Institutional Research and Effectiveness

JJC Peer Group: College of DuPage, Harper College, College of Lake County, Moraine Valley Community College, Oakton Community College, and Triton College

Please note small number changes can result in dramatic percent changes for groups with low counts.

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### Fall 2001 to Fall 2002 Retention and Adjusted Retention Rates for Joliet Junior College and Illinois Community College System First-Time, Full-Time College Level Students by Ethnicity (FY2002)

<b>Joliet Junior College</b>	<b>Asian</b>	<b>Native Am.</b>	<b>African Am.</b>	<b>Latino</b>	<b>White</b>	<b>Alien</b>	<b>Total</b>
Initial Cohort Number	17	2	106	57	755	1	938
Completed 2002	0	0	1	0	0	0	1
Completed 2003	0	0	0	0	0	0	0
Returned or Completed	8	1	53	40	485	1	588
Not Returned or Completed	9	1	53	17	270	0	350
<b>Retention Rate</b>	<b>47.1%</b>	<b>50.0%</b>	<b>49.1%</b>	<b>70.2%</b>	<b>64.2%</b>	<b>100.0%</b>	<b>62.6%</b>
<b>Adjusted Retention Rate</b>	<b>47.1%</b>	<b>50.0%</b>	<b>50.0%</b>	<b>70.2%</b>	<b>64.2%</b>	<b>100.0%</b>	<b>62.7%</b>

<b>Illinois Comm. Colleges</b>	<b>Asian</b>	<b>Native Am.</b>	<b>African Am.</b>	<b>Latino</b>	<b>White</b>	<b>Alien</b>	<b>Total</b>
Initial Cohort Number	857	87	3,339	1,940	18,975	110	25,481
Completed 2002	7	1	65	19	239	0	331
Completed 2003	2	1	17	5	142	0	167
Returned or Completed	574	52	1,552	1,225	12,292	59	15,842
Not Returned or Completed	283	35	1,787	715	6,683	51	9,639
<b>Retention Rate</b>	<b>65.9%</b>	<b>57.5%</b>	<b>44.0%</b>	<b>61.9%</b>	<b>62.8%</b>	<b>53.6%</b>	<b>60.2%</b>
<b>Adjusted Retention Rate</b>	<b>67.0%</b>	<b>59.8%</b>	<b>46.5%</b>	<b>63.1%</b>	<b>64.8%</b>	<b>53.6%</b>	<b>62.2%</b>

<b>JJC Peer Group</b>	<b>Asian</b>	<b>Native Am.</b>	<b>African Am.</b>	<b>Latino</b>	<b>White</b>	<b>Alien</b>	<b>Total</b>
Initial Cohort Number	407	18	467	597	4,518	51	6,191
Completed 2002	4	0	3	0	12	0	19
Completed 2003	2	0	4	0	10	0	16
Returned or Completed	281	7	220	389	2,912	27	3,903
Not Returned or Completed	126	11	247	208	1,606	24	2,288
<b>Retention Rate</b>	<b>67.6%</b>	<b>38.9%</b>	<b>45.6%</b>	<b>65.2%</b>	<b>64.0%</b>	<b>52.9%</b>	<b>62.5%</b>
<b>Adjusted Retention Rate</b>	<b>69.0%</b>	<b>38.9%</b>	<b>47.1%</b>	<b>65.2%</b>	<b>64.5%</b>	<b>52.9%</b>	<b>63.0%</b>

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## 2008 Underrepresented Groups in Higher Education Report

### Fall 2002 to Fall 2003 Retention and Adjusted Retention Rates for Joliet Junior College and Illinois Community College System First-Time, Full-Time College Level Students by Ethnicity/Gender (FY2003)

Joliet Junior College	Asian		Native Am.		African Am.		Latino		White		Alien		Unknown		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Overall
Initial Cohort Number	8	9	2	2	107	60	27	40	377	383	1	1	0	0	522	495	1,017
Completed 2002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Completed 2003	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	1
Returned or Completed	6	4	2	1	34	15	18	24	231	253	1	1	0	0	292	298	590
Not Returned or Completed	2	5	0	1	73	45	9	16	146	130	0	0	0	0	230	197	427
Retention Rate	75.0%	44.4%	100.0%	50.0%	31.8%	25.0%	66.7%	60.0%	61.0%	66.1%	100.0%	100.0%	--	--	55.7%	60.2%	57.9%
Adjusted Retention Rate	75.0%	44.4%	100.0%	50.0%	31.8%	25.0%	66.7%	60.0%	61.3%	66.1%	100.0%	100.0%	--	--	55.9%	60.2%	58.0%

Illinois Comm. Colleges	Asian		Native Am.		African Am.		Latino		White		Alien		Unknown		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Overall
Initial Cohort Number	502	471	51	48	1,715	2,189	1,063	1,205	9,792	9,687	47	35	95	69	13,265	13,704	26,969
Completed 2002	3	7	1	2	49	24	10	7	123	103	0	1	0	0	186	144	330
Completed 2003	0	2	1	1	5	8	6	4	34	103	0	0	0	0	46	118	164
Returned or Completed	342	329	20	26	747	1,044	605	784	6,094	6,481	25	22	61	45	7,894	8,731	16,625
Not Returned or Completed	160	142	31	22	968	1,145	458	421	3,698	3,206	22	13	34	24	5,371	4,973	10,344
Retention Rate	67.5%	67.9%	35.3%	47.9%	40.4%	46.2%	55.4%	64.1%	60.6%	64.8%	53.2%	60.0%	64.2%	65.2%	57.8%	61.8%	59.8%
Adjusted Retention Rate	68.1%	69.9%	39.2%	54.2%	43.6%	47.7%	56.9%	65.1%	62.2%	66.9%	53.2%	62.9%	64.2%	65.2%	59.5%	63.7%	61.6%

JJC Peer Group	Asian		Native Am.		African Am.		Latino		White		Alien		Unknown		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Overall
Initial Cohort Number	266	245	12	7	290	319	342	335	2,542	2,286	16	12	66	46	3,534	3,250	6,784
Completed 2002	0	3	0	0	1	2	2	3	5	9	0	0	0	0	8	17	25
Completed 2003	0	1	0	0	1	1	2	1	2	11	0	0	0	0	5	14	19
Returned or Completed	191	175	4	6	129	162	195	223	1,528	1,589	8	7	47	30	2,102	2,192	4,294
Not Returned or Completed	75	70	8	1	161	157	147	112	1,014	697	8	5	19	16	1,432	1,058	2,490
Retention Rate	71.8%	69.8%	33.3%	85.7%	43.8%	49.8%	55.8%	65.4%	59.8%	68.6%	50.0%	58.3%	71.2%	65.2%	59.1%	66.5%	62.6%
Adjusted Retention Rate	71.8%	71.4%	33.3%	85.7%	44.5%	50.8%	57.0%	66.6%	60.1%	69.5%	50.0%	58.3%	71.2%	65.2%	59.5%	67.4%	63.3%

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## 2008 Underrepresented Groups in Higher Education Report

### Fall 2002 to Fall 2003 Retention and Adjusted Retention Rates for Joliet Junior College and Illinois Community College System First-Time, Full-Time College Level Students by Ethnicity (FY2003)

<b>Joliet Junior College</b>	<b>Asian</b>	<b>Native Am.</b>	<b>African Am.</b>	<b>Latino</b>	<b>White</b>	<b>Alien</b>	<b>Total</b>
Initial Cohort Number	17	4	167	67	760	2	1,017
Completed 2002	0	0	0	0	0	0	0
Completed 2003	0	0	0	0	1	0	1
Returned or Completed	10	3	49	42	484	2	590
Not Returned or Completed	7	1	118	25	276	0	427
<b>Retention Rate</b>	<b>58.8%</b>	<b>75.0%</b>	<b>29.3%</b>	<b>62.7%</b>	<b>63.6%</b>	<b>100.0%</b>	<b>57.9%</b>
<b>Adjusted Retention Rate</b>	<b>58.8%</b>	<b>75.0%</b>	<b>29.3%</b>	<b>62.7%</b>	<b>63.7%</b>	<b>100.0%</b>	<b>58.0%</b>

<b>Illinois Comm. Colleges</b>	<b>Asian</b>	<b>Native Am.</b>	<b>African Am.</b>	<b>Latino</b>	<b>White</b>	<b>Alien</b>	<b>Total</b>
Initial Cohort Number	973	99	3,904	2,268	19,479	82	26,969
Completed 2002	10	3	73	17	226	1	330
Completed 2003	2	2	13	10	137	0	164
Returned or Completed	671	46	1,791	1,389	12,575	47	16,625
Not Returned or Completed	302	53	2,113	879	6,904	35	10,344
<b>Retention Rate</b>	<b>67.7%</b>	<b>41.4%</b>	<b>43.7%</b>	<b>60.1%</b>	<b>62.7%</b>	<b>56.1%</b>	<b>59.8%</b>
<b>Adjusted Retention Rate</b>	<b>69.0%</b>	<b>46.5%</b>	<b>45.9%</b>	<b>61.2%</b>	<b>64.6%</b>	<b>57.3%</b>	<b>61.6%</b>

<b>JJC Peer Group</b>	<b>Asian</b>	<b>Native Am.</b>	<b>African Am.</b>	<b>Latino</b>	<b>White</b>	<b>Alien</b>	<b>Total</b>
Initial Cohort Number	511	19	609	677	4,828	28	6,784
Completed 2002	3	0	3	5	14	0	25
Completed 2003	1	0	2	3	13	0	19
Returned or Completed	366	10	291	418	3,117	15	4,294
Not Returned or Completed	145	9	318	259	1,711	13	2,490
<b>Retention Rate</b>	<b>70.8%</b>	<b>52.6%</b>	<b>47.0%</b>	<b>60.6%</b>	<b>64.0%</b>	<b>53.6%</b>	<b>62.6%</b>
<b>Adjusted Retention Rate</b>	<b>71.6%</b>	<b>52.6%</b>	<b>47.8%</b>	<b>61.7%</b>	<b>64.6%</b>	<b>53.6%</b>	<b>63.3%</b>

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## 2008 Underrepresented Groups in Higher Education Report

### Fall 2003 to Fall 2004 Retention and Adjusted Retention Rates for Joliet Junior College and Illinois Community College System First-Time, Full-Time College Level Students by Ethnicity/Gender (FY2004)

Joliet Junior College	Asian		Native Am.		African Am.		Latino		White		Alien		Unknown		Total		Overall
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Initial Cohort Number	13	9	2	3	108	78	54	49	455	423	1	0	0	0	633	562	1,195
Completed 2002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Completed 2003	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1
Returned or Completed	4	7	2	0	31	26	33	25	299	292	0	0	0	0	369	350	719
Not Returned or Completed	9	2	0	3	77	52	21	24	156	131	1	0	0	0	264	212	476
Retention Rate	30.8%	77.8%	100.0%	0.0%	28.7%	33.3%	61.1%	51.0%	65.7%	68.8%	0.0%	--	--	--	58.3%	62.1%	60.1%
Adjusted Retention Rate	30.8%	77.8%	100.0%	0.0%	28.7%	33.3%	61.1%	51.0%	65.7%	69.0%	0.0%	--	--	--	58.3%	62.3%	60.2%

Illinois Comm. Colleges	Asian		Native Am.		African Am.		Latino		White		Alien		Unknown		Total		Overall
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Initial Cohort Number	545	495	49	56	1,811	2,500	1,176	1,397	10,162	9,939	49	35	101	106	13,893	14,528	28,421
Completed 2002	4	2	0	0	33	21	7	4	180	117	0	0	0	0	224	144	368
Completed 2003	1	0	0	0	8	11	3	4	42	115	1	1	1	0	56	131	187
Returned or Completed	356	345	24	32	740	1,156	671	874	6,456	6,671	31	17	69	75	8,347	9,170	17,517
Not Returned or Completed	189	150	25	24	1,071	1,344	505	523	3,706	3,268	18	18	32	31	5,546	5,358	10,904
Retention Rate	64.4%	69.3%	49.0%	57.1%	38.6%	45.0%	56.2%	62.0%	61.3%	64.8%	61.2%	45.7%	67.3%	70.8%	58.1%	61.2%	59.7%
Adjusted Retention Rate	65.3%	69.7%	49.0%	57.1%	40.9%	46.2%	57.1%	62.6%	63.5%	67.1%	63.3%	48.6%	68.3%	70.8%	60.1%	63.1%	61.6%

JJC Peer Group	Asian		Native Am.		African Am.		Latino		White		Alien		Unknown		Total		Overall
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Initial Cohort Number	293	242	7	9	288	322	365	413	2,795	2,418	14	6	84	91	3,846	3,501	7,347
Completed 2002	0	1	0	0	2	1	1	0	7	5	0	0	0	0	10	7	17
Completed 2003	1	0	0	0	0	0	0	1	4	6	1	0	0	0	6	7	13
Returned or Completed	205	175	3	5	120	151	206	275	1,764	1,657	9	5	57	67	2,364	2,335	4,699
Not Returned or Completed	88	67	4	4	168	171	159	138	1,031	757	5	1	27	24	1,482	1,162	2,644
Retention Rate	69.6%	71.9%	42.9%	55.6%	41.0%	46.6%	56.2%	66.3%	62.7%	68.1%	57.1%	83.3%	67.9%	73.6%	61.1%	66.3%	63.5%
Adjusted Retention Rate	70.0%	72.3%	42.9%	55.6%	41.7%	46.9%	56.4%	66.6%	63.1%	68.5%	64.3%	83.3%	67.9%	73.6%	61.5%	66.7%	64.0%

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## 2008 Underrepresented Groups in Higher Education Report

### Fall 2003 to Fall 2004 Retention and Adjusted Retention Rates for Joliet Junior College and Illinois Community College System First-Time, Full-Time College Level Students by Ethnicity (FY2004)

<b>Joliet Junior College</b>	<b>Asian</b>	<b>Native Am.</b>	<b>African Am.</b>	<b>Latino</b>	<b>White</b>	<b>Alien</b>	<b>Total</b>
Initial Cohort Number	22	5	186	103	878	1	1,195
Completed 2002	0	0	0	0	0	0	0
Completed 2003	0	0	0	0	1	0	1
Returned or Completed	11	2	57	58	591	0	719
Not Returned or Completed	11	3	129	45	287	1	476
<b>Retention Rate</b>	<b>50.0%</b>	<b>40.0%</b>	<b>30.6%</b>	<b>56.3%</b>	<b>67.2%</b>	<b>0.0%</b>	<b>60.1%</b>
<b>Adjusted Retention Rate</b>	<b>50.0%</b>	<b>40.0%</b>	<b>30.6%</b>	<b>56.3%</b>	<b>67.3%</b>	<b>0.0%</b>	<b>60.2%</b>

<b>Illinois Comm. Colleges</b>	<b>Asian</b>	<b>Native Am.</b>	<b>African Am.</b>	<b>Latino</b>	<b>White</b>	<b>Alien</b>	<b>Total</b>
Initial Cohort Number	1,040	105	4,311	2,573	20,101	84	28,421
Completed 2002	6	0	54	11	297	0	368
Completed 2003	1	0	19	7	157	2	187
Returned or Completed	701	56	1,896	1,545	13,127	48	17,517
Not Returned or Completed	339	49	2,415	1,028	6,974	36	10,904
<b>Retention Rate</b>	<b>66.7%</b>	<b>53.3%</b>	<b>42.3%</b>	<b>59.3%</b>	<b>63.0%</b>	<b>54.8%</b>	<b>59.7%</b>
<b>Adjusted Retention Rate</b>	<b>67.4%</b>	<b>53.3%</b>	<b>44.0%</b>	<b>60.0%</b>	<b>65.3%</b>	<b>57.1%</b>	<b>61.6%</b>

<b>JJC Peer Group</b>	<b>Asian</b>	<b>Native Am.</b>	<b>African Am.</b>	<b>Latino</b>	<b>White</b>	<b>Alien</b>	<b>Total</b>
Initial Cohort Number	535	16	610	778	5,213	20	7,347
Completed 2002	1	0	3	1	12	0	17
Completed 2003	1	0	0	1	10	1	13
Returned or Completed	380	8	271	481	3,421	14	4,699
Not Returned or Completed	155	8	339	297	1,788	6	2,644
<b>Retention Rate</b>	<b>70.7%</b>	<b>50.0%</b>	<b>43.9%</b>	<b>61.6%</b>	<b>65.2%</b>	<b>65.0%</b>	<b>63.5%</b>
<b>Adjusted Retention Rate</b>	<b>71.0%</b>	<b>50.0%</b>	<b>44.4%</b>	<b>61.8%</b>	<b>65.6%</b>	<b>70.0%</b>	<b>64.0%</b>

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### Fall 2004 to Fall 2005 Retention and Adjusted Retention Rates for Joliet Junior College and Illinois Community College System First-Time, Full-Time College Level Students by Ethnicity/Gender (FY2005)

Joliet Junior College	Asian		Native Am.		African Am.		Latino		White		Alien		Unknown		Total		Overall
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Initial Cohort Number	13	9	0	0	101	60	45	72	470	487	1	2	0	0	630	630	1,260
Completed 2002	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1
Completed 2003	0	0	0	0	0	0	0	0	2	0	0	0	0	0	2	0	2
Returned or Completed	11	6	0	0	42	29	29	47	289	354	1	2	0	0	372	438	810
Not Returned or Completed	2	3	0	0	59	31	16	25	181	133	0	0	0	0	258	192	450
Retention Rate	84.6%	66.7%	--	--	41.6%	48.3%	64.4%	65.3%	61.1%	72.5%	100.0%	100.0%	--	--	58.7%	69.4%	64.0%
Adjusted Retention Rate	84.6%	66.7%	--	--	41.6%	48.3%	64.4%	65.3%	61.5%	72.7%	100.0%	100.0%	--	--	59.0%	69.5%	64.3%

Illinois Comm. Colleges	Asian		Native Am.		African Am.		Latino		White		Alien		Unknown		Total		Overall
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Initial Cohort Number	565	501	31	58	1,943	2,632	1,266	1,489	10,305	9,766	42	38	111	95	14,263	14,579	28,842
Completed 2002	2	9	0	0	31	21	15	8	156	149	0	1	0	0	204	188	392
Completed 2003	5	5	0	2	8	25	4	5	49	128	0	0	0	0	66	165	231
Returned or Completed	370	355	12	37	787	1,183	741	929	6,412	6,539	26	26	69	73	8,417	9,142	17,559
Not Returned or Completed	195	146	19	21	1,156	1,449	525	560	3,893	3,227	16	12	42	22	5,846	5,437	11,283
Retention Rate	64.2%	68.1%	38.7%	60.3%	38.5%	43.2%	57.0%	61.5%	60.2%	64.1%	61.9%	65.8%	62.2%	76.8%	57.1%	60.3%	58.7%
Adjusted Retention Rate	65.5%	70.9%	38.7%	63.8%	40.5%	44.9%	58.5%	62.4%	62.2%	67.0%	61.9%	68.4%	62.2%	76.8%	59.0%	62.7%	60.9%

JJC Peer Group	Asian		Native Am.		African Am.		Latino		White		Alien		Unknown		Total		Overall
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Initial Cohort Number	290	217	10	11	312	299	419	440	2,704	2,316	15	11	86	75	3,836	3,369	7,205
Completed 2002	1	1	0	0	1	1	0	2	0	7	0	0	0	0	2	11	13
Completed 2003	1	2	0	0	0	0	1	0	3	9	0	0	0	0	5	11	16
Returned or Completed	207	168	6	5	129	142	257	304	1,753	1,614	10	7	54	62	2,416	2,302	4,718
Not Returned or Completed	83	49	4	6	183	157	162	136	951	702	5	4	32	13	1,420	1,067	2,487
Retention Rate	70.7%	76.0%	60.0%	45.5%	41.0%	47.2%	61.1%	68.6%	64.7%	69.0%	66.7%	63.6%	62.8%	82.7%	62.8%	67.7%	65.1%
Adjusted Retention Rate	71.4%	77.4%	60.0%	45.5%	41.3%	47.5%	61.3%	69.1%	64.8%	69.7%	66.7%	63.6%	62.8%	82.7%	63.0%	68.3%	65.5%

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### Fall 2004 to Fall 2005 Retention and Adjusted Retention Rates for Joliet Junior College and Illinois Community College System First-Time, Full-Time College Level Students by Ethnicity (FY2005)

<b>Joliet Junior College</b>	<b>Asian</b>	<b>Native Am.</b>	<b>African Am.</b>	<b>Latino</b>	<b>White</b>	<b>Alien</b>	<b>Total</b>
Initial Cohort Number	22	0	161	117	957	3	1,260
Completed 2002	0	0	0	0	1	0	1
Completed 2003	0	0	0	0	2	0	2
Returned or Completed	17	0	71	76	643	3	810
Not Returned or Completed	5	0	90	41	314	0	450
<b>Retention Rate</b>	<b>77.3%</b>	<b>--</b>	<b>44.1%</b>	<b>65.0%</b>	<b>66.9%</b>	<b>100.0%</b>	<b>64.0%</b>
<b>Adjusted Retention Rate</b>	<b>77.3%</b>	<b>--</b>	<b>44.1%</b>	<b>65.0%</b>	<b>67.2%</b>	<b>100.0%</b>	<b>64.3%</b>

<b>Illinois Comm. Colleges</b>	<b>Asian</b>	<b>Native Am.</b>	<b>African Am.</b>	<b>Latino</b>	<b>White</b>	<b>Alien</b>	<b>Total</b>
Initial Cohort Number	1,066	89	4,575	2,755	20,071	80	28,842
Completed 2002	11	0	52	23	305	1	392
Completed 2003	10	2	33	9	177	0	231
Returned or Completed	725	49	1,970	1,670	12,951	52	17,559
Not Returned or Completed	341	40	2,605	1,085	7,120	28	11,283
<b>Retention Rate</b>	<b>66.04%</b>	<b>52.81%</b>	<b>41.20%</b>	<b>59.46%</b>	<b>62.12%</b>	<b>63.75%</b>	<b>58.72%</b>
<b>Adjusted Retention Rate</b>	<b>68.01%</b>	<b>55.06%</b>	<b>43.06%</b>	<b>60.62%</b>	<b>64.53%</b>	<b>65.00%</b>	<b>60.88%</b>

<b>JJC Peer Group</b>	<b>Asian</b>	<b>Native Am.</b>	<b>African Am.</b>	<b>Latino</b>	<b>White</b>	<b>Alien</b>	<b>Total</b>
Initial Cohort Number	507	21	611	859	5,020	26	7,205
Completed 2002	2	0	2	2	7	0	13
Completed 2003	3	0	0	1	12	0	16
Returned or Completed	375	11	271	561	3,367	17	4,718
Not Returned or Completed	132	10	340	298	1,653	9	2,487
<b>Retention Rate</b>	<b>73.0%</b>	<b>52.4%</b>	<b>44.0%</b>	<b>65.0%</b>	<b>66.7%</b>	<b>65.4%</b>	<b>65.1%</b>
<b>Adjusted Retention Rate</b>	<b>74.0%</b>	<b>52.4%</b>	<b>44.4%</b>	<b>65.3%</b>	<b>67.1%</b>	<b>65.4%</b>	<b>65.5%</b>

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## 2008 Underrepresented Groups in Higher Education Report

### Fall 2005 to Fall 2006 Retention and Adjusted Retention Rates for Joliet Junior College and Illinois Community College System First-Time, Full-Time College Level Students by Ethnicity (FY2006)

Joliet Junior College	Asian		Native Am.		African Am.		Latino		White		Alien		Unknown		Total		Overall
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Initial Cohort Number	22	13	0	1	44	48	107	96	682	677	10	8	0	0	865	843	1,708
Completed 2006	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1
Completed 2007	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Returned or Completed	18	12	0	0	18	23	62	59	440	502	7	7	0	0	545	603	1,148
Not Returned or Completed	4	1	0	1	26	25	45	37	242	175	3	1	0	0	320	240	560
Retention Rate	81.8%	92.3%	--	0.0%	40.9%	47.9%	57.9%	61.5%	64.5%	74.0%	70.0%	87.5%	--	--	63.0%	71.4%	67.2%
Adjusted Retention Rate	81.8%	92.3%	--	0.0%	40.9%	47.9%	57.9%	61.5%	64.5%	74.2%	70.0%	87.5%	--	--	63.0%	71.5%	67.2%

Illinois Comm. Colleges	Asian		Native Am.		African Am.		Latino		White		Alien		Unknown		Total		Overall
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Initial Cohort Number	673	532	45	55	2,084	2,391	1,506	1,541	10,526	9,909	59	48	155	119	15,048	14,595	29,643
Completed 2006	4	3	2	1	67	21	21	9	207	213	1	0	1	0	303	247	550
Completed 2007	1	3	0	1	6	17	2	1	48	105	0	0	1	0	58	127	185
Returned or Completed	464	383	22	31	838	1,052	872	918	6,570	6,582	34	28	95	67	8,895	9,061	17,956
Not Returned or Completed	209	149	23	24	1,246	1,339	634	623	3,956	3,327	25	20	60	52	6,153	5,534	11,687
Retention Rate	68.2%	70.9%	44.4%	52.7%	36.7%	42.4%	56.4%	58.9%	60.0%	63.2%	55.9%	58.3%	60.0%	56.3%	56.7%	59.5%	58.1%
Adjusted Retention Rate	68.9%	72.0%	48.9%	56.4%	40.2%	44.0%	57.9%	59.6%	62.4%	66.4%	57.6%	58.3%	61.3%	56.3%	59.1%	62.1%	60.6%

JJC Peer Group	Asian		Native Am.		African Am.		Latino		White		Alien		Unknown		Total		Overall
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Initial Cohort Number	396	287	11	12	398	341	581	502	3,251	2,825	19	20	116	76	4,772	4,063	8,835
Completed 2006	1	0	0	0	2	3	2	2	12	8	0	0	0	0	17	13	30
Completed 2007	1	2	0	0	0	1	1	0	3	2	0	0	1	0	6	5	11
Returned or Completed	296	229	6	7	160	166	349	291	2,076	1,967	12	15	69	43	2,968	2,718	5,686
Not Returned or Completed	100	58	5	5	238	175	232	211	1,175	858	7	5	47	33	1,804	1,345	3,149
Retention Rate	74.2%	79.1%	54.5%	58.3%	39.7%	47.5%	59.6%	57.6%	63.4%	69.3%	63.2%	75.0%	58.6%	56.6%	61.7%	66.5%	63.9%
Adjusted Retention Rate	74.7%	79.8%	54.5%	58.3%	40.2%	48.7%	60.1%	58.0%	63.9%	69.6%	63.2%	75.0%	59.5%	56.6%	62.2%	66.9%	64.4%

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## 2008 Underrepresented Groups in Higher Education Report

### Fall 2005 to Fall 2006 Retention and Adjusted Retention Rates for Joliet Junior College and Illinois Community College System First-Time, Full-Time College Level Students by Ethnicity (FY2006)

<b>Joliet Junior College</b>	<b>Asian</b>	<b>Native Am.</b>	<b>African Am.</b>	<b>Latino</b>	<b>White</b>	<b>Alien</b>	<b>Total</b>
Initial Cohort Number	35	1	92	203	1,359	18	1,708
Completed 2006	0	0	0	0	1	0	1
Completed 2007	0	0	0	0	0	0	0
Returned or Completed	30	0	41	121	942	14	1,148
Not Returned or Completed	5	1	51	82	417	4	560
<b>Retention Rate</b>	<b>85.7%</b>	<b>0.0%</b>	<b>44.6%</b>	<b>59.6%</b>	<b>69.2%</b>	<b>77.8%</b>	<b>67.2%</b>
<b>Adjusted Retention Rate</b>	<b>85.7%</b>	<b>0.0%</b>	<b>44.6%</b>	<b>59.6%</b>	<b>69.3%</b>	<b>77.8%</b>	<b>67.2%</b>

<b>Illinois Comm. Colleges</b>	<b>Asian</b>	<b>Native Am.</b>	<b>African Am.</b>	<b>Latino</b>	<b>White</b>	<b>Alien</b>	<b>Total</b>
Initial Cohort Number	1,205	100	4,475	3,047	20,435	107	29,643
Completed 2006	7	3	88	30	420	1	550
Completed 2007	4	1	23	3	153	0	185
Returned or Completed	847	53	1,890	1,790	13,152	62	17,956
Not Returned or Completed	358	47	2,585	1,257	7,283	45	11,687
<b>Retention Rate</b>	<b>69.4%</b>	<b>49.0%</b>	<b>39.8%</b>	<b>57.7%</b>	<b>61.6%</b>	<b>57.0%</b>	<b>58.2%</b>
<b>Adjusted Retention Rate</b>	<b>70.3%</b>	<b>53.0%</b>	<b>42.2%</b>	<b>58.8%</b>	<b>64.4%</b>	<b>57.9%</b>	<b>60.6%</b>

<b>JJC Peer Group</b>	<b>Asian</b>	<b>Native Am.</b>	<b>African Am.</b>	<b>Latino</b>	<b>White</b>	<b>Alien</b>	<b>Total</b>
Initial Cohort Number	683	23	739	1,083	6,076	39	8,835
Completed 2006	1	0	5	4	20	0	30
Completed 2007	3	0	1	1	5	0	11
Returned or Completed	525	13	326	640	4,043	27	5,686
Not Returned or Completed	158	10	413	443	2,033	12	3,149
<b>Retention Rate</b>	<b>76.3%</b>	<b>56.5%</b>	<b>43.3%</b>	<b>58.6%</b>	<b>66.1%</b>	<b>69.2%</b>	<b>63.9%</b>
<b>Adjusted Retention Rate</b>	<b>76.9%</b>	<b>56.5%</b>	<b>44.1%</b>	<b>59.1%</b>	<b>66.5%</b>	<b>69.2%</b>	<b>64.4%</b>

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## 2008 Underrepresented Groups in Higher Education Report

### Retention and Adjusted Retention Rates for Joliet Junior College and Illinois Community College System First-Time, Full-Time College Level Students for Individuals with Disabilities

#### Fall 2001 to Fall 2002 FY2002

Joliet Junior College	
Initial Cohort Number	25
Completed 2002	0
Completed 2003	0
Returned or Completed	15
Not Returned or Completed	10
Retention Rate	60.0%
Adjusted Retention Rate	60.0%

Illinois Comm Colleges	
Initial Cohort Number	567
Completed 2002	5
Completed 2003	1
Returned or Completed	372
Not Returned or Completed	195
Retention Rate	64.6%
Adjusted Retention Rate	65.6%

JJC Peer Group	
Initial Cohort Number	132
Completed 2002	1
Completed 2003	0
Returned or Completed	88
Not Returned or Completed	44
Retention Rate	65.9%
Adjusted Retention Rate	66.7%

#### Fall 2002 to Fall 2003 FY2003

Joliet Junior College	
Initial Cohort Number	42
Completed 2003	0
Completed 2004	1
Returned or Completed	17
Not Returned or Completed	25
Retention Rate	38.1%
Adjusted Retention Rate	40.5%

Illinois Comm Colleges	
Initial Cohort Number	640
Completed 2003	5
Completed 2004	4
Returned or Completed	379
Not Returned or Completed	261
Retention Rate	57.8%
Adjusted Retention Rate	59.2%

JJC Peer Group	
Initial Cohort Number	120
Completed 2003	0
Completed 2004	0
Returned or Completed	77
Not Returned or Completed	43
Retention Rate	64.2%
Adjusted Retention Rate	64.2%

#### Fall 2003 to Fall 2004 FY2004

Joliet Junior College	
Initial Cohort Number	48
Completed 2004	0
Completed 2005	0
Returned or Completed	29
Not Returned or Completed	19
Retention Rate	60.4%
Adjusted Retention Rate	60.4%

Illinois Comm Colleges	
Initial Cohort Number	804
Completed 2004	6
Completed 2005	4
Returned or Completed	498
Not Returned or Completed	58
Retention Rate	60.7%
Adjusted Retention Rate	61.9%

JJC Peer Group	
Initial Cohort Number	195
Completed 2004	1
Completed 2005	0
Returned or Completed	137
Not Returned or Completed	58
Retention Rate	69.7%
Adjusted Retention Rate	70.3%

## 2008 Underrepresented Groups in Higher Education Report

### Retention and Adjusted Retention Rates for Joliet Junior College and Illinois Community College System First-Time, Full-Time College Level Students for Individuals with Disabilities

#### Fall 2004 to Fall 2005 FY2005

Joliet Junior College	
Initial Cohort Number	43
Completed 2005	0
Completed 2006	0
Returned or Completed	24
Not Returned or Completed	19
Retention Rate	55.8%
Adjusted Retention Rate	55.8%

Illinois Comm Colleges	
Initial Cohort Number	835
Completed 2005	3
Completed 2006	3
Returned or Completed	513
Not Returned or Completed	322
Retention Rate	60.7%
Adjusted Retention Rate	61.4%

JJC Peer Group	
Initial Cohort Number	196
Completed 2005	0
Completed 2006	0
Returned or Completed	141
Not Returned or Completed	55
Retention Rate	71.9%
Adjusted Retention Rate	71.9%

#### Fall 2005 to Fall 2006 FY2006

Joliet Junior College	
Initial Cohort Number	37
Completed 2006	0
Completed 2007	0
Returned or Completed	22
Not Returned or Completed	15
Retention Rate	59.5%
Adjusted Retention Rate	59.5%

Illinois Comm Colleges	
Initial Cohort Number	791
Completed 2006	8
Completed 2007	8
Returned or Completed	500
Not Returned or Completed	291
Retention Rate	61.2%
Adjusted Retention Rate	63.2%

JJC Peer Group	
Initial Cohort Number	230
Completed 2006	0
Completed 2007	0
Returned or Completed	163
Not Returned or Completed	67
Retention Rate	70.9%
Adjusted Retention Rate	70.9%

**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.

**Racial/Ethnic Definitions**

**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. African American.

**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.

**Native 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 Data Definitions**

**ANNUAL STUDENTS WITH DISABILITIES (SD) DATA COLLECTION  
TYPES OF DISABILITY DEFINITIONS**

**0100 Attention Deficit-Hyperactivity Disorder:** A condition, present from childhood, wherein extreme inattention, hyperactivity, and/or impulsivity, not attributable to pervasive neurological, sensory, language, or motor impairment, mental retardation or severe emotional disturbance, serve to substantially interfere with the performance of educational, vocational, and/or social tasks/activities.

**0200, 0201, 0202 Blind/Low Vision:** Legal blindness exists when the best corrected visual acuity is 20/200 or less and/or when the visual field is 20 degrees or less. Individuals who are functionally blind have no useful sight. An individual is considered to have low vision when his/her level of vision is 20/70 or worse, and cannot be fully corrected with conventional glasses. Persons with low vision have some useful sight, however, when the condition serves to substantially interfere with the performance of one or more major life activities, the condition is considered to be a disability.

**0300 Acquired Brain Injury:** An injury to the brain regardless of age at onset, whether mechanical or infectious in origin, including brain trauma, brain damage, and traumatic head injury, the results of which are expected to continue indefinitely and to substantially impede the performance of one or more major life activities. Symptoms requiring accommodation may include: impaired attention, cognition, language, memory, conduct, motor function, emotional control or other neurological function.

**0400, 0401, 0402 Deaf/Hard of Hearing:** Deafness refers to an auditory impairment of such magnitude that hearing is of no use in the understanding of speech and is usually the result of impairment in the inner ear or auditory nerve. Hard of hearing refers to a loss in the sound-conducting path of the outer and middle ear that partially limits the ability to hear speech or environmental sounds as to require the use of amplification and/or speech reading to comprehend speech. Deaf/hard of hearing does not include impairment attributable to a central auditory processing disorder in the brain which could be a learning disability.

**0600 Developmental Delay:** A condition characterized by an intelligence quotient (IQ) of less than 70-75 and significant limitations in two or more major life activities (e.g., ability to produce and understand language; home-living skills; use of community resources; health, safety, leisure, self-care, and social skills; self-direction; functional academic skills (literacy and numeracy); and work skills).

**0700 Specific Learning Disability:** A general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical skills. These disorders are intrinsic to the individual and presumed to be due to a central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviors, social perception, and social interaction may exist with the learning disabilities but do not, by themselves, constitute a learning disability. Although learning disabilities may occur concomitantly with other disabilities (e.g., sensory impairment, mental retardation, serious emotional disturbance), or with extrinsic influences (such as cultural differences, insufficient or inappropriate instruction), they are not the result of those conditions or influences.

**0800 Mobility Impairment:** Impairments of a physical nature which limit the ability to move and substantially interfere with the performance of one or more major life activities. Symptoms requiring accommodation may include: muscle weakness or paralysis, decreased range of motion, poor balance, poor coordination, pain, and a diminished capacity to perform daily tasks with any or all extremities. Conditions may include: amputation, multiple sclerosis, cerebral palsy, spinal cord injury, muscular dystrophy, osteogenesis imperfecta, spina bifida, neuromuscular disorders or others.

**0801, 0802 Amputee:** A person who has had one or more limbs removed by amputation/surgical means.

<http://dictionary.reference.com/search?db=ahsmid%3Aomd%3Amwmed&q=amputee>

**0803, 0804 Cerebral Palsy:** A motor disorder often caused by brain injury occurring at or before birth, characterized by muscular impairment and symptoms such as poor coordination, spasm, abnormal stiffness, speech difficulties, and sometimes paralysis.

<http://dictionary.reference.com/browse/cerebral%20palsy>

**0805, 0806 Neuromuscular Diseases:** Neuromuscular diseases is a term that refers to a number of conditions affecting sensory and autonomic nerves or their supportive structures and components of a motor unit (motor neuron cells of the spinal cord, nerve, neuromuscular junction, and muscle fibers). The best known are the muscular dystrophies (MD). Also falling under the neuromuscular disease category is Lou Gehrig's disease or amyotrophic lateral sclerosis (ALS), neuropathy, diabetic neuropathy, myopathy, Myasthenia gravis, and Guillain Barre syndrome. All of these diseases are characterized by muscle weakness in one form or another and may involve pain, numbness, and other symptoms. The reasons can vary from genetic factors to thyroid problems.

Neuromuscular diseases can be grouped into the following categories: Muscular Dystrophies, Motor Neuron Diseases, Inflammatory Myopathies, Neuromuscular Junction Diseases, Peripheral Nerve Diseases, Mitochondrial Myopathies - and Other Myopathies

<http://www.stayinginshape.com/3osfcorp/libv/i61.shtml>

<http://wo-pub2.med.cornell.edu/cgi-bin/WebObjects/PublicA.woa>

[/4/wa/viewHContent/?website=wmc+physicians&contentID=7822&wosid=qoBYPod5oGvDypEPzZ](http://4/wa/viewHContent/?website=wmc+physicians&contentID=7822&wosid=qoBYPod5oGvDypEPzZ)  
[Zqvg](#)

**0807, 0808 Orthopedics:** Injuries or disorders of the skeletal system and associated muscles, joints, and ligaments. <http://dictionary.reference.com/browse/orthopedic>

**0809, 0810 Osteogenesis imperfecta:** A hereditary disease marked by abnormal fragility and plasticity of bone, with recurring fractures resulting from minimal trauma, deformity of long bones, a bluish coloration of the sclerae, and often the development of otosclerosis. Also called *brittle bones*.

<http://dictionary.reference.com/browse/osteogenesis%20imperfecta>

**0811, 0812 Repetitive Strain Injury (RSI):** Includes a whole spectrum of conditions, from tendonitis of the hand or wrist to carpal tunnel syndrome to cubital tunnel syndrome. Basically, if an individual's hands or wrists hurt or go numb or tingle, that may be RSI. If these symptoms are associated with repetitive tasks, such as typing at a computer, it is almost certainly RSI. (Note that such symptoms do sometimes go away within a few minutes, hours, days, or weeks.) Other symptoms include losing strength or coordination in your hands, or perhaps dropping things. Not everyone experiences all symptoms, and sometimes symptoms may not occur until several hours or even days after the activity which causes them. Some people call RSIs Cumulative Trauma Disorders (CTDs); it's the same thing.

[http://www.rsi.deas.harvard.edu/what\\_is.html](http://www.rsi.deas.harvard.edu/what_is.html)

**0813, 0814 Spina bifida:** A congenital defect in which the spinal column is imperfectly closed so that part of the meninges or spinal cord may protrude, often resulting in neurological disorders. Also called *hydrocele* *spinalis*.

<http://dictionary.reference.com/search?db=ahsmid%3Aomd%3Amwmed&q=spina+bifida>

**0815, 0816 Spinal Cord Injury.** Usually begins with a sudden, traumatic blow to the spine that fractures or dislocates vertebrae. The damage begins at the moment of injury when displaced bone fragments, disc material, or ligaments bruise or tear into spinal cord tissue. Most injuries to the spinal cord don't completely sever it. Instead, an injury is more likely to cause fractures and compression of the vertebrae, which then crush and destroy the axons, extensions of nerve cells that carry signals up and down the spinal cord between the brain and the rest of the body. An injury to the spinal cord can damage a few, many, or almost all of these axons. Some injuries will allow almost complete recovery. Others will result in complete paralysis. <http://www.ninds.nih.gov/disorders/sci/sci.htm>

**0890, 0891 Other Mobility** – Mobility impairment not identified above.

**0900 Psychological/Psychiatric Disability:** A specific, current psychiatric diagnosis as per the DSM-IV (Diagnostic and Statistical Manual of Mental Disorders-IV) which is characterized by a nature, frequency, and symptomatic severity that substantially impedes the performance of one or more major life activities. Examples of psychiatric disabilities covered by the ADA include major depression, bipolar disorder, schizophrenia, anxiety disorders, and post-traumatic stress disorder. Conditions not covered include diagnoses such as compulsive gambling, kleptomania, and pyromania.

**0901 Anxiety disorder** Any of various disorders in which anxiety is either the primary disturbance or is the result of confronting a feared situation or object; they include obsessive-compulsive disorder and posttraumatic stress disorder.

<http://dictionary.reference.com/search?db=ahsm%3Aomd%3Amwmed&q=anxiety+disorder>

**0902 Asperger's Syndrome (AS)** is an autism spectrum disorder. It is milder than autism but shares some of its symptoms. It is more common in males. An obsessive interest in a single subject is a major symptom of AS. Some individuals with AS have become experts on subjects such as dinosaurs, makes and models of cars, even objects as seemingly odd as vacuum cleaners. They exhibit very high levels of subject specific expertise, a high level vocabulary and formal speech patterns. Individuals with AS have trouble reading social cues and recognizing other people's feelings. They may have strange movements or mannerisms. All of these make it difficult for them to make social relationships/friends. Problems with motor skills are also common in individuals with AS. Treatment focuses on the three main symptoms: poor communication skills, obsessive or repetitive routines, and physical clumsiness.

<http://www.aspergers.com/aspclin.htm> and

[https://health.live.com/article.aspx?id=articles/mlp/pages/0/Asperger's\\_Syndrome.htm](https://health.live.com/article.aspx?id=articles/mlp/pages/0/Asperger's_Syndrome.htm)

**0903 Autism** is a disorder that is usually first diagnosed in early childhood. The main signs and symptoms of autism involve pronounced communication, social interactions and repetitive behaviors. Individuals with autism might have problems talking with you, or they might not look you in the eye when you talk to them. They may have to line up their pencils before they can pay attention, or they may say the same sentence again and again to calm themselves down. They may flap their arms to tell you they are happy, or they might hurt themselves to tell you they are not. In severe cases some people with autism never learn how to talk. Because people with autism can have very different features or symptoms, health care providers think of autism as a "spectrum" disorder. The cause of autism is not known. Autism lasts throughout a person's lifetime. There is no cure, but treatment can help. Treatments include behavior and communication therapies and medicines to control symptoms. Autism is also called Autistic spectrum disorder (ASD) and Pervasive developmental disorder (PDD).

<http://www.nlm.nih.gov/medlineplus/autism.html>

**0904 Bipolar Disorder:** any of several mood disorders characterized usually by alternating episodes of depression and mania or by episodes of depression alternating with mild nonpsychotic excitement called also bipolar affective disorder, bipolar illness, manic-depression, manic-depressive psychosis;

<http://dictionary.reference.com/search?db=ahsm%3Aomd%3Amwmed&q=bipolar+disorder>

**0905 Depressive and Major Depressive Disorders:** Any of several mood disorders and especially dysthymia and major depressive disorder that are characterized by prolonged or recurring symptoms of psychological depression without manic episodes. A Major Depressive Disorder is a mood disorder having a clinical course involving one or more episodes of serious psychological depression that last two or more weeks each (no intervening episodes of mania or hypomania), and are characterized by a loss of interest or pleasure in almost all activities and by some or all of disturbances of appetite, sleep, or psychomotor functioning, a decrease in energy, difficulties in thinking or making decisions, loss of self-esteem or feelings of guilt, and suicidal thoughts or attempts.  
<http://dictionary.reference.com/search?r=2&q=major%20depressive%20disorder>  
<http://dictionary.reference.com/search?db=ahsmid%3Aomd%3Amwmed&q=depressive+disorder>

**0906 Personality Disorder:** Any of a group of disorders in which patterns of perceiving, relating to, and thinking about one's self and one's environment interfere with the long-term functioning of an individual, often manifested in deviant behavior and lifestyle. The individual shows neither neurotic symptoms nor psychotic disorganization.  
<http://dictionary.reference.com/search?db=ahsmid%3Aomd%3Amwmed&q=personality+disorder>

**0907 Schizoaffective disorder** is a psychotic illness with both schizophrenic and affective (mood) symptoms. While symptoms vary greatly, they may include depression, poor temper control, racing thoughts (affective), and delusions and hallucinations (schizophrenic). To diagnose schizoaffective disorder, a person needs to have primary symptoms of schizophrenia (such as delusions, hallucinations, disorganized speech, disorganized behavior) along with a period of time when he or she also has symptoms of major depression or a manic episode. Accordingly, there may be two subtypes of schizoaffective disorder:

- (a) Depressive subtype, characterized by major depressive episodes only, and
- (b) Bipolar subtype, characterized by manic episodes with or without depressive symptoms or depressive episodes.

Differentiating schizoaffective disorder from schizophrenia and from mood disorder can be difficult. The mood symptoms in schizoaffective disorder are more prominent, and last for a substantially longer time than those in schizophrenia. Schizoaffective disorder may be distinguished from a mood disorder by the fact that delusions or hallucinations must be present in persons with schizoaffective disorder for at least two weeks in the absence of prominent mood symptoms. The diagnosis of a person with schizophrenia or mood disorder may change later to that of schizoaffective disorder, or vice versa.

<http://www.nlm.nih.gov/medlineplus/ency/imagepages/17242.htm>  
<http://www.nlm.nih.gov/medlineplus/ency/article/000800.htm#Definition>  
[http://www.nami.org/Template.cfm?Section=By\\_Illness&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=54&ContentID=23043](http://www.nami.org/Template.cfm?Section=By_Illness&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=54&ContentID=23043)

**0908 Sleep disorders:** Involve any difficulties related to sleeping, including difficulty falling or staying asleep, falling asleep at inappropriate times, excessive total sleep time, or abnormal behaviors associated with sleep. More than 100 different disorders of sleeping and waking have been identified.  
<http://www.nlm.nih.gov/medlineplus/ency/article/000800.htm>

**0990 Other Psychological** – Psychological impairment not identified above.

**1000 Speech:** Speech impairment refers to difficulties producing speech sounds or problems with voice quality. They might be characterized by an interruption in the flow or rhythm of speech, poorly articulated speech/slurring, and impaired expression that substantially interfere with the performance of a major life activity, verbal communication.

**1100 Medical/Systemic Impairment:** Impairments that typically affect the body's respiratory, immunological, neurological, circulatory or digestive systems, and subsequently interfere substantially with the performance of one or more major life activities. Symptoms requiring accommodation may include: Conditions may include: Diabetes, Epilepsy, Lyme disease, Lupus, Cardiovascular disease, Cancer, AIDS, Chronic Fatigue Syndrome, and Multiple Chemical Sensitivities.

**1101 Allergy:** 1. An abnormal reaction of the body to a previously encountered allergen introduced by inhalation, ingestion, injection, or skin contact, often manifested by itchy eyes, runny nose, wheezing, skin rash, or diarrhea. 2. hypersensitivity to the reintroduction of an allergen. Substances that often cause reactions are pollen, dust mites, mold spores, pet dander, food, insect stings, and medicines. A severe reaction called anaphylaxis is life-threatening. <http://dictionary.reference.com/search?r=2&q=allergies> and <http://www.nlm.nih.gov/medlineplus/allergy.html>

**1102 Cancer:** 1. a malignant and invasive growth or tumor, esp. one originating in epithelium, tending to recur after excision and to metastasize to other sites. 2. any disease characterized by such growths. Cancer begins in your cells, which are the building blocks of your body. With cancer new cells grow even when you don't need them, and old cells don't die when they should forming tumors. Cells from cancerous/malignant tumors can invade nearby tissues. They can also break away and spread to other parts of the body (metastasis). Symptoms and treatment depend on the cancer type and how advanced it is. Treatment plans may include surgery, radiation and/or chemotherapy. <http://dictionary.reference.com/search?r=2&q=cancer> <http://www.nlm.nih.gov/medlineplus/cancer.html>

**1103 Cardiac/Heart Diseases:** Heart disease is the number one killer in the U.S. and a major cause of disability. Heart disease is any disorder that affects the heart's ability to function normally. There are many different forms of heart disease. The most common cause of heart disease is narrowing or blockage of the coronary arteries, the blood vessels that supply blood to the heart itself. This is called coronary artery disease and happens slowly over time. It's the major reason people have heart attacks. Other kinds of heart problems may happen to the valves in the heart, or the heart may not pump well and cause heart failure. Some people are born with heart disease.

Various forms of heart disease include: Alcoholic cardiomyopathy, Aortic regurgitation, Aortic stenosis, Arrhythmias, Cardiogenic shock, Congenital heart disease, Coronary artery disease (CAD), Dilated cardiomyopathy, Endocarditis, Heart attack (myocardial infarction), Heart failure, Heart tumor, Hypertrophic cardiomyopathy Idiopathic cardiomyopathy, Ischemic cardiomyopathy, Acute mitral regurgitation, Chronic mitral regurgitation, Mitral stenosis, Mitral valve prolapse, Peripartum cardiomyopathy, Pulmonary stenosis, Stable angina, Unstable angina and Tricuspid regurgitation. <http://www.nlm.nih.gov/medlineplus/ency/article/000147.htm> <http://www.nlm.nih.gov/medlineplus/heartdiseases.html>

**1104 Diabetes:** Individuals who have diabetes, bodies cannot make or properly use insulin. Insulin is a hormone that helps control the sugar, or glucose, in the blood. Glucose is a main source of fuel for a person's body. Individuals with diabetes have levels of blood glucose that are too high. High blood glucose can cause symptoms such as blurred vision, frequent urination, increased thirst, unintended weight loss, slow healing sores, and feelings of hunger and tiredness. However, some people with diabetes do not have symptoms. Diabetes is a serious disease. Over time, diabetes that is not well controlled causes serious damage to the eyes, kidneys, nerves, and heart. About 5 to 10 percent of people with diabetes have type 1 diabetes. Type 1 diabetes usually occurs in children, teenagers, or adults under age 30. In people with type 1 diabetes, the body can no longer produce insulin. About 90 percent of people in the United States with diabetes have type 2 diabetes. It is most common in adults over age 40, and the risk of getting type 2 diabetes increases with age. With this form of diabetes, the body does not always produce enough insulin or does not use insulin efficiently. Being overweight and inactive increases the chances of developing type 2 diabetes.

<http://nihseniorhealth.gov/diabetes/diabetesdefined/01.html>

**1105 Hematologic Diseases:** Disorders of the blood and blood forming tissues.

<http://www.hon.ch/HONselect/Selection/C15.378.html>

**1106 HIV/Human Immunodeficiency Virus:** Any of several retroviruses and especially HIV-1 that infect and destroy helper T cells of the immune system causing the marked reduction in their numbers that is diagnostic of AIDS called also AIDS virus, human immunodeficiency virus.

<http://dictionary.reference.com/search?db=ahsmid%3Aomd%3Amwmed&q=hiv>

**1106 AIDS/Acquired Immuno Deficiency Syndrome.** The most advanced stage of infection with the human immunodeficiency virus (HIV). HIV is a virus that kills or damages cells of the body's immune system. HIV most often spreads through unprotected sexual contact with an infected person. AIDS may also spread by sharing drug needles or through contact with the blood of an infected person. Women can give it to their babies during pregnancy or childbirth. A person can die from "opportunistic" infections from bacteria, viruses and other types of microscopic organisms that are usually harmless to healthy people. The white blood cells (lymphocytes) work to protect people against infection. Lymphocytes include B cells and T cells. B cells produce antibodies that destroy organisms invading the body. T cells help regulate the production of these antibodies. Some T cells are helper cells; others are suppressor cells. T helper cells help create antibodies and so-called cell-mediated immunity that also assist in the defense against certain infections. Suppressor cells end the immune reaction. The HIV virus targets a specific kind of T helper cell called CD4 cells. HIV attacks CD4 cells and uses them to make more copies of the HIV virus. As CD4 cells are destroyed, the immune system fails and AIDS develops.

<http://vsearch.nlm.nih.gov/vivisimo/cgi-bin/query-meta?input-form=simple&v%3Asources=medlineplus-bundle&v%3Aproject=medlineplus&query=hiv>

[http://www.healthatoz.com/healthatoz/Atoz/common/standard/transform.jsp?requestURI=/healthatoz/Atoz/dc/caz/inf/aids/aids\\_gen\\_ovw.jsp](http://www.healthatoz.com/healthatoz/Atoz/common/standard/transform.jsp?requestURI=/healthatoz/Atoz/dc/caz/inf/aids/aids_gen_ovw.jsp)

**1108 Lung disease:** Refers to many disorders affecting the lungs, such as asthma, chronic obstructive pulmonary disease, infections like influenza, pneumonia and tuberculosis, lung cancer, and many other breathing problems.

<http://vsearch.nlm.nih.gov/vivisimo/cgi-bin/query-meta?input-form=simple&v%3Asources=medlineplus-bundle&v%3Aproject=medlineplus&query=respiratory>

**1109 Seizures:** Seizures are symptoms of a brain problem. They happen because of sudden, abnormal electrical activity in the brain accompanied by altered consciousness and/or other neurological and behavioral manifestations. When people think of seizures, they often think of convulsions in which a person's body shakes rapidly and uncontrollably. Not all seizures cause convulsions. There are many types of seizures and some have mild symptoms. Seizures fall into two main groups. Focal seizures, also called partial seizures, happen in just one part of the brain. Generalized seizures are a result of abnormal activity on both sides of the brain. Most seizures last from 30 seconds to 2 minutes and do not cause lasting harm. However, it is a medical emergency if seizures last longer than 5 minutes or if a person has many seizures and does not wake up between them. Seizures can have many causes, including medicines, high fevers, head injuries and certain diseases. People who have recurring seizures due to a brain disorder have epilepsy.

<http://www.nlm.nih.gov/medlineplus/seizures.html>

<http://www.healthline.com/galecontent/seizure-disorder>

**1110 Alcoholism:** The compulsive consumption of and psychophysiological dependence on alcoholic beverages. An illness marked by drinking alcoholic beverages at a level that interferes with physical health, mental health, and social, family, or occupational responsibilities. The disease with four main features: Craving - a strong need to drink. Loss of control - not being able to stop drinking once you've begun. Physical dependence - withdrawal symptoms, such as nausea, sweating or shakiness after stopping drinking. Tolerance - the need to drink greater amounts of alcohol in order to feel the effects of the alcohol. Heavy drinking can increase the risk of certain cancers. It can cause damage to the liver, brain and other organs. It can cause birth defects. It increases the risk of death from car crashes and other injuries as well as the risk of homicide and suicide.

<http://www.healthline.com/adamcontent/alcoholism>

<http://vsearch.nlm.nih.gov/vivisimo/cgi-bin/query-meta?v%3Aproject=medlineplus&query=alcoholism>

<http://dictionary.reference.com/search?db=ahsmid%3Aomd%3Amwmed&q=alcoholism>

**1110 Drug Dependence:** Addiction is compulsive use of a substance despite negative consequences which can be severe; drug abuse is excessive use of a drug or use of a drug for purposes for which it was not medically intended. Physical dependence on a substance (needing a drug to function) is not necessary or sufficient to define addiction. There are some substances that don't cause addiction but do cause physical dependence (for example, some blood pressure medications) and substances that cause addiction but not classic physical dependence (cocaine withdrawal, for example, doesn't have symptoms like vomiting and chills; it is mainly characterized by depression).

<http://www.healthline.com/adamcontent/drug-abuse-and-dependence>

**1190 Other Health** – Health impairment not identified above.