



2009

UNDERREPRESENTED GROUPS REPORT

Submitted to the Illinois Community College Board
April 2009

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Contributing Departments

Admissions/Financial Aid Office/Recruitment
 Business Services
 Corporate and Community Services
 Counseling
 Early School Leavers
 Extended Campuses & High School Relations
 Graduation Office
 Human Resources
 Information Technology
 Institutional Research and Effectiveness
 Office of Multicultural Student Affairs
 Office of Student Activities
 Project Achieve-Student Support Services
 Student Accommodations and Resources-StAR
 Tech Prep & Education to Career Services

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. Current and future topics include:

2009 – Recruitment and Preparation

2010 – Campus Climate

2011 - Academic Achievements

This year’s *Focus Topic: Recruitment and Preparation* 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, disadvantaged, or low-income groups in the areas of dual credit, dual enrollment, bridge programs, and collaborations with area high schools.

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

- Joliet Junior College - <http://www.jic.edu/about/college-info/institutional-research/Pages/underrepresented-groups.aspx>
- 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

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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. Joliet Junior College is taking a proactive approach in understanding District 525 and the constituents it represents including those in underrepresented populations. 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 and strategic 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 witnessed dramatic increases in the enrollment of racial minorities.

- The minority population of 4,077 students represented 28.9% of the total census headcount for fall 2008.
- The African-American population increased by 10.3% from 1,356 in 2007 to 1,495 at the 2008 fall census, and has increased 90.9% since fall 1988 (783).
- Latinos represented 15.3% of the fall 2008 population at 2,150 students, and has increased 381.0% since the fall 1988 census (447).
- The overall percent of females at the fall 2008 census total was 58.6%, this represents a -0.5% from 59.2% in fall 2007.
- The female population has increased by 6.2% from 7,782 in fall 2007 to 8,267 at the fall 2008 census.
- The overall percent of females at the fall 2008 census total was 58.6%, this represents a -0.5% from 59.2% in fall 2007.
- Students with disabilities increased by 4.1% from fiscal year 2007 to 2008, 406 students were reported with a disability status.

Overall fall to fall retention rates have decreased for the first time in five years at Joliet Junior College.

- The overall fall to fall retention rate (2006-2007) was 59.1%.
- JJC has averaged a 61.8% rate of retention; this is over the past five fall to fall reporting periods.
- The fall to fall (2006-2007) retention rate for black students of 35.3% is a 9.3 percentage point decrease over the fall to fall rate for 2005-2006 of 44.6%.
- The fall to fall (2006-2007) retention rate for Latinos was 64.8%; this most recent retention rate is an increase of 5.2 percentage points over the 2005-2006 rate of 59.6%.
- White females were the most likely to continue at a rate of 65.7%, followed by Latino females at a rate of 65.4% and Latino males at 64.1% (*for counts greater than 30*).
- Females at JJC were more likely to continue than males, females continued at a rate of 60.4% compared to 58.1% from males from fall 2006 to fall 2007.
- The female rate of retention (60.4%) is a decrease of 11.1 percentage points to the prior year's retention rate of 71.5%.
- The retention rate for students with disabilities increased by 6.5 percentage points during the most recent year fall 2006 to fall 2007, the current rate of retention is 66.0% for students with disabilities.

Overall graduation and transfer rates have increased Joliet Junior College.

- The overall graduation rate at JJC has increased to 14.1% from 12.2% (fall 2004 cohort vs. fall 2003 cohort).
- Latinos experienced an increase of 7.8 percentage points to last year's graduation rate calculation of 5.2%, resulting in an overall graduation rate of 13.0%.
- Transfer rates have increased significantly over the previous reporting period, the overall transfer rate of 40.4% is a 12.6 percentage point increase.
- African Americans transferred at a rate of 36.3% for the most recent reporting period.

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Demographics

The demographic characteristics of the District 525 populations must be studied more in-depth to better understand and prepare students for college; campus leaders must study demographic and characteristic trends of pre-admits (P-12 group) to get an understanding for what is important and necessary for them to succeed. Ignoring the trends will cause strains on all services at the College in both the academic and student service areas.

The minority population at JJC represented 28.9% of the total census headcount for fall 2008, slightly up from 28.6% from the fall 2007 census (Table 1 below breaks down the past 3 fall census by ethnicity/gender). Since fall 2004 the minority population has increased 5.0 percentage points, and the minority population has increased significantly since fall 1998 where minorities represented only 14.6% of the overall population. The overall minority population at JJC mimics the overall minority population in Will County at 29.5%. For the fall 2008 census Black Non-Hispanic students witnessed an increase of 10.3% (+139 students) from the previous fall census, while the Hispanic population has seen a 6.7% increase for fall 2008 (+135 students), and the White Non-Hispanic student population has increased by 6.6% (+621 students) over the last fall census. *Detailed enrollment tables by race/ethnicity for the period fall 1988-2008 can be viewed in Appendix I.*

Table 1: Census Population by Race/Ethnicity and Gender (Fall 2006-2008)

	Fall 2006			Fall 2007			Fall 2008			% Change 2007-2008		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Asian	192	154	346	196	157	353	219	175	394	11.7%	11.5%	11.6%
Native American	11	10	21	13	12	25	14	14	28	7.7%	16.7%	12.0%
Black Non-Hispanic	778	540	1,318	814	542	1,356	903	592	1,495	10.9%	9.2%	10.3%
Hispanic	1,199	810	2,009	1,245	770	2,015	1,327	823	2,150	6.6%	6.9%	6.7%
White Non-Hispanic	5,378	3,839	9,217	5,508	3,882	9,390	5,796	4,215	10,011	5.2%	8.6%	6.6%
Non-Resident Alien	8	5	13	6	4	10	8	2	10	33.3%	50.0%	0.0%
Unknown/Other	0	0	0	0	0	0	0	0	0	--	--	--
Total	7,566	5,358	12,924	7,782	5,367	13,149	8,267	5,821	14,088	6.2%	8.5%	7.1%
Minority	2,188	1,519	3,707	2,274	1,485	3,759	2,471	1,606	4,077	8.7%	8.1%	8.5%
Minority as % of Total	28.9%	28.4%	28.7%	29.2%	27.7%	28.6%	29.9%	27.6%	28.9%			

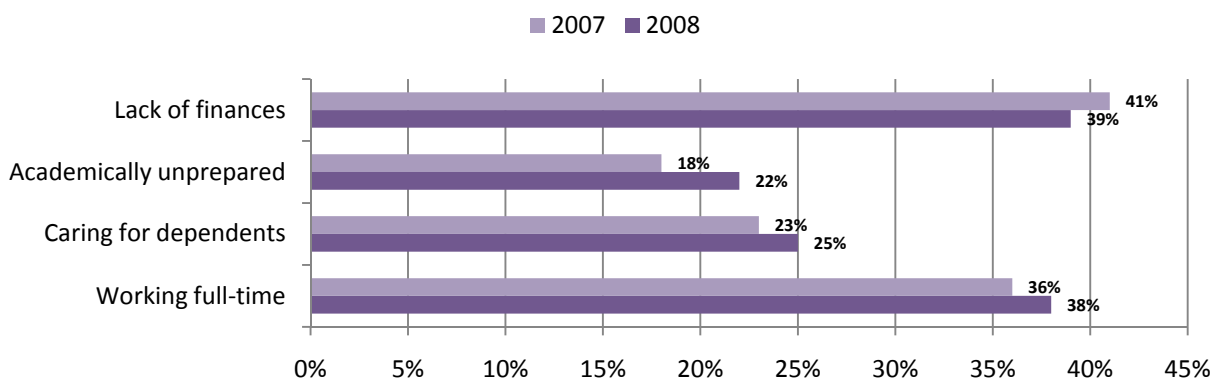
Please note small number changes can result in large percent changes for groups with low counts.

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Multiple Barriers to Persistence

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)¹. To help JJC 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 and 2008 terms. CCSSE asks students to indicate the issues that would lead them to withdraw from the college. Figure 1 highlights the percentage of JJC students who report how various factors would result in their withdrawing from class or from the college.

Figure 1: Barriers to Persistence- Spring 2007 and 2008 Overall (Responded - Likely or Very Likely)



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

Table 2 reflects the data broken down by racial identification; results in 2007 show 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 (for response counts greater than 30). In 2008 results show respondents indicating Hispanic, Latino, Spanish as their race/ethnicity 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 45% and 52% respectively (for response counts greater than 30).

Table 2: Barriers to Persistence- by Race Spring 2007 and 2008 Results (Responded - Likely or Very Likely)

	Working full-time		Caring for dependents		Academically unprepared		Lack of finances	
	2007	2008	2007	2008	2007	2008	2007	2008
American Indian or other Native American	25%	17%	0%	17%	25%	17%	38%	33%
Asian, Asian American or Pacific Islander	42%	19%	48%	31%	32%	31%	52%	56%
Native Hawaiian*	0%	100%	0%	100%	0%	100%	33%	100%
Black or African American, Non-Hispanic	47%	32%	24%	29%	16%	32%	56%	39%
White, Non-Hispanic	32%	37%	20%	22%	18%	19%	37%	36%
Hispanic, Latino, Spanish	41%	45%	33%	38%	15%	28%	46%	52%
Other	39%	45%	22%	32%	39%	26%	50%	47%
Overall	36%	38%	23%	25%	18%	22%	41%	39%

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

¹ [Community College Journal of Research and Practice](#), Volume 17

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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.²

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.³

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

² Office of Institutional Effectiveness, 2005 Performance Report, www.jjc.edu/admin/ie

³ G. Railshack & A. Colby, 1998. Improving Academic Advising at the Community College, ERIC Clearinghouse for Community Colleges.

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)⁴, higher retention rates may indicate this and in turn lead to student persistence and ultimately lead to the student completing a certificate or degree.

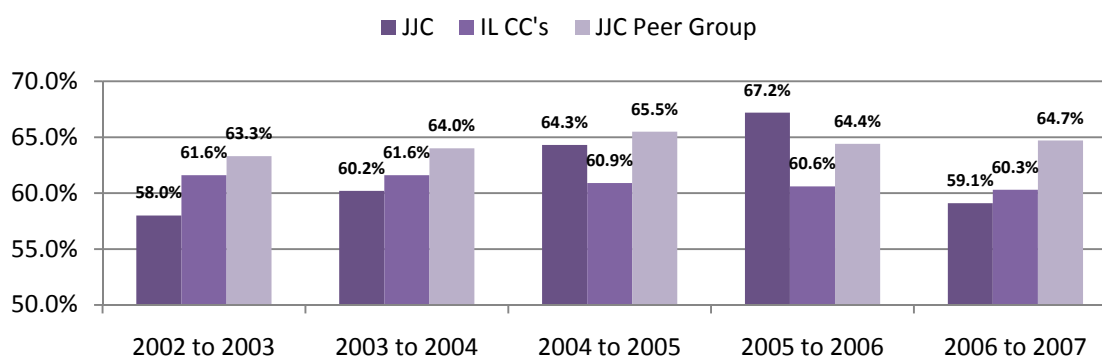
In this report fall-to-fall *retention rates* are reflected as a percentage and are calculated for individuals that re-enrolled in the next fall term while the *adjusted retention rate* includes students who re-enrolled the next fall plus those students that may have graduated in the intervening or returning 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 the Appendix II.

Overall Adjusted Retention Rates

Joliet Junior College witnessed an 8.1 percentage point decrease 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 53.7% for two-year public colleges.⁵ JJC’s retention rate (adjusted) for the most recent year is 59.1% which is just below but consistent with state, below peer group, and above national retention rate data. Figure 2 below highlights the JJC adjusted retention rate (fall to fall) for five years along with comparative data for all Illinois community colleges (*IL CC’s*) and the JJC Peer Group⁶.

Figure 2: Overall Adjusted Retention Rates

	2002 to 2003	2003 to 2004	2004 to 2005	2005 to 2006	2006 to 2007	Average
JJC	58.0%	60.2%	64.3%	67.2%	59.1%	61.8%
IL CC’s	61.6%	61.6%	60.9%	60.6%	60.3%	61.0%
JJC Peer Group	63.3%	64.0%	65.5%	64.4%	64.7%	64.4%



⁴ <http://www.iccb.state.il.us/pdf/reports/underrepfy04.pdf>

⁵ Source: ACT Institutional Data File, 2008 http://www.act.org/research/policymakers/pdf/retain_trends.pdf

⁶ 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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Table 3 breaks down the adjusted retention rate further by ethnicity and gender for the most recent year (fall 2006 to fall 2007-FY2007). Females at JJC, IL CC's, and JJC Peer Group institutions were more likely to continue on to the next fall term compared to males. Females at JJC returned in the fall 2007 term at a rate of 60.4% compared to 58.1% for males, Females at IL CC's returned in the fall 2007 term at a rate of 62.3% compared to 58.3% for males, and Females at JJC Peer Group institutions returned in the fall 2007 term at a rate of 68.4% compared to 61.6% for males. JJC experienced lower adjusted retention rates than state and peer group averages for all ethnicities in the current reporting year.

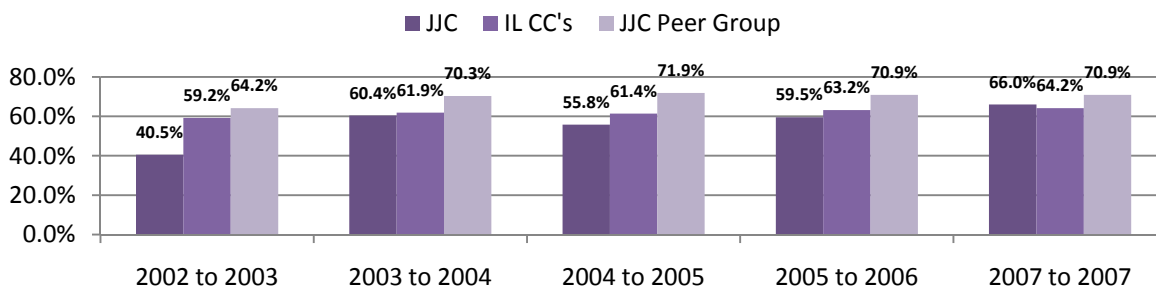
Table 3: Adjusted Retention Rates by Ethnicity and Gender

	JJC		IL CC's		JJC Peer Group	
	Male	Female	Male	Female	Male	Female
Asian	70.6%	28.6%	68.4%	68.2%	74.5%	72.7%
Native Am.	50.0%	33.3%	50.0%	43.2%	41.2%	50.0%
African Am.	64.1%	65.7%	58.5%	66.2%	60.0%	72.1%
Latino	64.1%	65.4%	58.5%	63.1%	60.0%	63.5%
White	63.1%	65.7%	61.2%	66.2%	63.1%	72.1%
Alien	0.0%	--	69.5%	67.6%	64.3%	68.8%
Unknown	--	--	56.5%	66.5%	60.3%	67.3%
Total	58.1%	60.4%	58.3%	62.3%	61.6%	68.4%
Overall	59.1%		60.3%		64.7%	

Retention rates for students with disabilities increased by 6.5 percentage points during the most recent year (fall 2006 to fall 2007-FY2007). Figure 3 displays the past five fiscal years adjusted retention rates for students with disabilities.

Figure 3: Adjusted Retention Rates for Students with Disabilities

	2002 to 2003	2003 to 2004	2004 to 2005	2005 to 2006	2006 to 2007	Average
JJC	40.5%	60.4%	55.8%	59.5%	66.0%	56.4%
IL CC's	59.2%	61.9%	61.4%	63.2%	64.2%	62.0%
JJC Peer Group	64.2%	70.3%	71.9%	70.9%	70.9%	69.6%



The most recent national comparative data for first to second year retention (unadjusted) is 53.7% for two-year public colleges.⁷ JJC's retention rate (adjusted) for the most recent year is 59.1% and compares below state and peer group college retention data.

⁷ Source: ACT Institutional Data File, 2008 http://www.act.org/research/policymakers/pdf/retain_trends.pdf

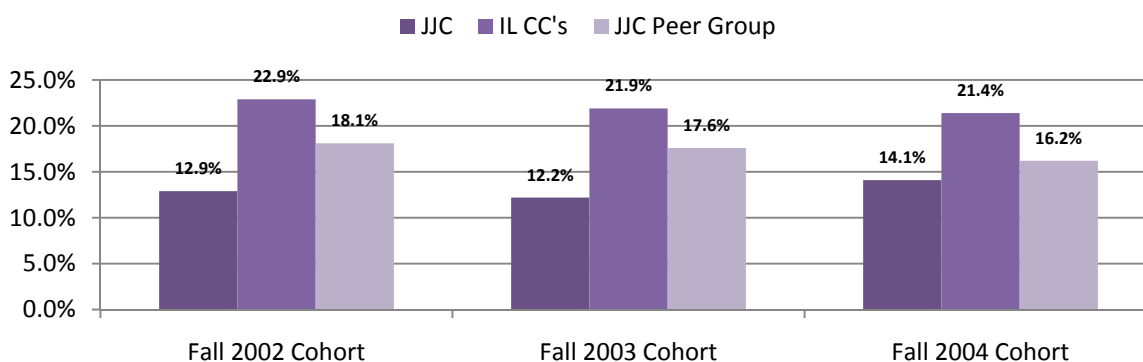
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Integrated Postsecondary Education Data Systems-IPEDS Graduation Rate Survey (IPEDS GRS)

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 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 4 below displays the three most recent graduation rate calculations by race/ethnicity with state and peer comparisons for the fall 2002, 2003, and 2004 cohorts.

Figure 4: Graduation Rates by Race/Ethnicity (Fall 2002/2003/2004 Cohorts)

	Fall 2002 Cohort (FY2003)			Fall 2003 Cohort (FY2004)			Fall 2004 Cohort (FY2005)		
	JJC	IL CC's	JJC Peer Group	JJC	IL CC's	JJC Peer Group	JJC	IL CC's	JJC Peer Group
Asian	0.0%	13.5%	14.1%	0.0%	16.9%	17.8%	0.0%	15.9%	14.2%
Native Am.	0.0%	23.5%	30.0%	20.0%	23.1%	15.4%	--	15.2%	16.1%
African Am.	2.6%	10.1%	8.6%	3.4%	10.1%	8.3%	3.4%	9.2%	8.4%
Latino	7.8%	14.9%	16.3%	5.2%	12.5%	13.5%	13.0%	13.9%	13.3%
White	15.7%	26.8%	19.9%	15.2%	25.9%	19.0%	16.4%	25.5%	17.8%
Alien	50.0%	23.4%	11.1%	0.0%	18.1%	14.3%	0.0%	11.6%	8.7%
Unknown	--	20.0%	21.1%	--	25.3%	26.2%	--	23.9%	21.6%
Overall	12.9%	22.9%	18.1%	12.2%	21.9%	17.6%	14.1%	21.4%	16.2%



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

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

Fall 2004 first-time, full-time, certificate/degree-seeking student cohort count: 1,182

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Transfer Rates

Table 4 below breaks down transfer rates by race/ethnicity. Transfer rates are defined as follows, for fall 1999/2000/2001 entrants with no prior college experience who completed 12 or more semester credits and who transferred to senior Institutions by fall 2003/2004/2005. Significant gains in the transfer rate, JJC has witnessed a 12.9 percentage point increase in the overall transfer rate when comparing the fall 2001 cohort to the fall 1999 cohort. In comparison to the state and peer group rates JJC currently is above the state average and although still below peer averages has closed the gap significantly in the most recent cohort comparison.

Table 4: Transfer Rates Race/Ethnicity (Fall 1999/2000/2001 Cohorts)

		JJC	IL CC's	JJC Peer Group
Transfer Rates for Fall 1999 by Fall 2003	Asian	20.0%	35.5%	36.5%
	Native Am.	0.0%	22.3%	20.6%
	African Am.	16.4%	20.5%	22.7%
	Latino	22.5%	21.9%	23.6%
	White	28.7%	31.9%	31.3%
	Alien	42.9%	21.4%	14.7%
	Unknown	--	29.7%	44.6%
	Overall	27.5%	30.4%	30.8%
Transfer Rates for Fall 2000 by Fall 2004	Asian	23.5%	41.4%	38.1%
	Native Am.	0.0%	20.7%	9.0%
	African Am.	10.6%	19.7%	21.6%
	Latino	22.6%	20.1%	24.0%
	White	29.6%	33.3%	33.9%
	Alien	50.0%	22.3%	35.6%
	Unknown	--	30.3%	31.6%
	Overall	27.8%	31.2%	32.7%
Transfer Rates for Fall 2001 by Fall 2005	Asian	45.0%	45.6%	46.0%
	Native Am.	25.0%	35.1%	31.4%
	African Am.	36.3%	28.7%	35.1%
	Latino	31.1%	29.7%	30.3%
	White	41.7%	40.5%	43.8%
	Alien	0.0%	36.8%	31.9%
	Unknown	--	7.7%	0.9%
	Overall	40.4%	38.4%	41.4%

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1 - Recruitment and Preparation of Underrepresented Students, Faculty, Staff and Administrators

A. Updates on Recruitment and Preparation Initiatives.

I. Student Recruitment

Admissions/Recruitment/Enrollment Management

JJC participated in many events in the recruitment and preparation of underrepresented individuals

- Project Exito at the Spanish Center in Joliet, IL in September 2007. Admissions, Financial Aid and college planning information was shared with Latino families.
- Participation in the Mexican Independence Parade September 2007 and 2008.
- Monthly recruitment visits to JJC district high schools including the schools that have a high percentage of Hispanic/African American students- fall 2007, spring 2008 and fall 2008.
- Planning discussions with other JJC departments to develop a Spanish document that covers the basic steps for students interested in applying for admission and financial aid at JJC – fall 2008.
- Additional recruiters were hired to do more direct outreach to our high schools, community events, college fairs that would reach underrepresented populations – ongoing since fall 2007
- Mt. Carmel Church “Education the Key for Your Future” event March 14, 2009.
- Collaboration with University of St. Francis for presentations during the Mexican Mobile Consulate visit, May 6th- 9th 2008 (we also intend to participate in May of 2009).
- Participation in the Black College Fair at Brown Chapel A.M.E. Church, Joliet IL, fall 2007 and 2008.
- Bi-lingual admissions recruiter who focuses on in-district high schools with high minority populations.
- Collaborated events with our bi-lingual recruiter and JJC staff from Project Success which aims to recruit first generation minority students.
- Revamped the student ambassador program which allows students from all groups to participate in the recruitment process by giving prospective student campus tours, participating in Discover JJC and JJC’s Annual College Night.
- Participation in the Annual high school counselors’ breakfast. This collaboration with the high school counselors serves as a meeting place to discuss recruitment and strengthen relationships with the District 525 community.

Student Accommodations and Resources-StAR

Joliet Junior College is an active partner in the Will Grundy Transition Planning Committee. Representatives from a high percentage of the area high schools, along with JJC, participate as committee members. This committee plans an annual fair to help students with disabilities become familiar with their options in higher education, through employment, and in community involvement and/or placement.

- JJC has hosted the Annual Will Grundy Transition Fair for the past 8 years. The Fair brings students with disabilities and parents together with community service providers, employers, post secondary training programs, and community colleges. Students can attend the sessions which match their plans for life after high school. The Fair also provides opportunities for vendors to discuss services with students and their parents. Attendance for has averaged approximately 400 per year. The Manager of Student Accommodations and Resources, along with tutors, has presented on the JJC StAR program and the assistive technology that is offered.
- The StAR Manager likewise has met with and is meeting with representatives from several area high schools to help special education teachers better understand the skills students with disabilities need to master in order to successfully transition to post secondary education. StAR provides for various presentations given to parents and students while still at the high school level, as well.

II. Faculty/Staff/Administrator Recruitment

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.

Valuing Workplace Diversity in Business and Industry

Joliet Junior College's Corporate and Community Services provides customized training, consulting, and assessments to business and industry. JJC recognizes valuing workplace diversity is a necessity for organizations by offering programs to train managers and employees in the importance of workplace diversity for business and industry entities. JJC integrates company policies into the training program in the design of the program for organizations.

(VALUING WORKFORCE DIVERSITY: A MANAGER’S GUIDE)

Length of Workshop: 2.0 hours

Overview: This program is designed to teach managers, supervisors and/or key lead personnel the issue of Workforce Diversity. Participants will review their companies’ policy and procedures for ensuring a harassment free workplace and understand their roles in making this happen.

Topic Areas Covered:

- Perspective and Trends
- Benefits of Diversity

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- Personal Perspectives
 - Process of Stereotyping
 - Principles behind Stereotyping
 - Perception Checking Process
- Organizational Perspective
 - Definition of Diversity
 - Unwritten Rules
 - Methods of Exclusion and Inclusion
 - Strategies for Managing a Diverse Workforce
- Personal Application Plan

Outcomes:

- Provide managers with an opportunity to express and discuss issues concerning diversity
- Understand why valuing diversity is key to business success
- Create a personal awareness of how you view yourself and others
- Understand the perception checking process and how to use it to eliminate stereotyping
- Identify key steps in managing a diverse workforce

Learning Methods:

- Presentation and Discussion
- Hands-on Practice
- Feedback & Quizzes

(Valuing Workplace Diversity: An Awareness for Employees)

Length of Workshop: 1.5 hours

Topic Areas Covered:

- Perspective and Trends
- Definition of Diversity
- Benefits of Diversity
- Personal Perspectives
 - Process of Stereotyping
 - Principles behind stereotyping
 - Perception Checking Process
- Personal Application Plan

Outcomes:

Provide employees with an opportunity to express and discuss issues concerning diversity

Understand why valuing diversity is key to business success

Create a personal awareness of how you view yourself and others

Understand the perception checking process and how to use it to eliminate stereotyping

Learning Methods:

- Presentation and Discussion
- Hands-on Practice
- Feedback & Quizzes

B. New Recruitment and Preparation Initiatives.

I. Student Recruitment

Admissions/Recruitment/Enrollment Management

Upcoming initiatives for the recruitment of qualified undergraduate minority students:

- The creation of an admissions/financial aid flyer, translated into Spanish, to target parents and adult students (March 2009).
- Preparation and planning for Latino Visit Day event being held on May 1, 2009. We are reaching out to high school students in this joint project with Office of Multicultural Student Affairs.
- Collaboration in recruitment efforts with the new Multicultural Outreach and Retention Specialist.
- Bi-lingual, Spanish speaking staff are available for students in all enrollment management areas.

Financial Aid

- Financial aid information is offered in both Spanish and English.
- Offered a FAFSA completion workshop February 2008.
- Conducted internal and external financial aid information sessions in 2007-2008
- The Financial Aid Office has bilingual (Spanish) staff.

Graduation Office

During the course of the year Joliet Junior College has come a long way in giving back to Challenged students, whether they are physically or mentally challenged, as they graduate. The graduation office in conjunction with student accommodations and resources *StAR* provided and will continue to provide through the following accommodations at graduation ceremonies:

- Graduates that are hearing impaired – Transliterate
- Graduates that are in wheel chairs – Hoist
- Graduates that are blind – Assistant on hand

Student Accommodations and Resources - StAR

In addition to serving a population of disabled students, Student Accommodations and Resources utilizes program resources to support students with Career and Technical majors and students with limited English who are struggling academically. Carl Perkins funding is utilized for both students with disabilities and those in Career and Technical majors.

Office of Student Activities – OSA

The Office of Student Activities (OSA) is one of many departments at Joliet Junior College who sponsor programs for under-represented students. Collaboration within our college is something we pride ourselves on. A committee of various departments gathers each year to plan diversity programs for the general student population. We attempt to celebrate as many of the ethnic heritage months as possible. Additionally, OSA is responsible for the chartering of over 40 clubs. These clubs range from career-related to spiritual to special interest to honorary and multicultural. These clubs receive student activity fee dollars to sponsor programs and events as well as travel as a group to various conferences and leadership conferences. Currently, the multicultural clubs organized at JJC are: GLOW (Gay, Lesbian, or Whatever), Black Student Union, Latinos Unidos, International Students Club, Muslim Student Association, Indo-Pak (Indian and Pakistani students), and Native American Club.

The Office of Student Activities also hosts many programs throughout the year as a department but also collaboratively with other departments. 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. This past year, OSA was instrumental along with students on developing a Safe Zone manual and informational sessions to educate the college community on issues surrounding gay, lesbian, bisexual and transgender students. It is our

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hope that a full-fledged Safe Zone program will be in place for by September of 2009. Additionally, OSA routinely works with the Student Accommodations and Resources (StAR) program who serves students with special needs. Participation in informational sessions, student orientations, and providing the calendar of events on the site for StAR students are some of the ways utilized to communicate and work on engaging these students as well.

Programs that the Office of Student Activities has sponsored or co-sponsored in the 2008-2009 year included:

- Aztec Stories (Hispanic Heritage Month), Storytelling and music
- Larry Lockwood (Native American drum player)
- Disability Awareness Day (quad-amputee who served as a speaker for students with special needs from area high schools as well as showing resources available for them at JJC)
- Movie Days throughout the year coinciding with heritage months...(Women's History, Black History and Native American History month)
- Speakers (for example, Dr. Kozai Makai) addressing "Beating the Odds", succeeding despite many obstacles
- Multicultural Holiday Celebration with representatives from Muslim Student Association, Pagan/Wiccan, Christian, Kwanzaa, Latino Unidos)
- Martin Luther King, Jr. Week Celebration (Student Panel and Game Show)
- Native American Pow Wow
- Religious Diversity Forum (representatives from Muslim Student Association, Joliet Jewish Congregation, Christian, Pagan/Wiccan, Catholic Campus Ministries, Christian Orthodox, Hinduism, Buddhism, Eckankar)
- Adult Lunch Bunch for returning adult students
- Safe Zone Informational sessions
- Women's Empowerment Conference (speakers and panels with Women's College)

Office of Multicultural Student Affairs

The Office of Multicultural Student Affairs (OMSA) provides academic, social, personal support and cultural resources that enhance the educational experience of multicultural students at Joliet Junior College. OMSA's programs increase enrollment and ensure optimal academic success, retention, and graduation and transfer rates of multicultural students through academic support, outreach/recruitment, advocacy, leadership development, cultural reinforcement, transfer services, and mentoring. OMSA oversees the areas of Multicultural Transfer and Latino Student Support Services (Formerly ENLACE, Engaging Latino Communities for Education) in order to provide comprehensive services to under-represented groups.

In FY 2007 – 2008 OMSA engaged in the following recruitment programs and activities:

- 41 new students were recruited into the ENLACE program and services housed under OMSA.
- September 2007, Project Exito collaboration with community members and other JJC staff at the Spanish Center in Joliet, IL. Admissions, Financial Aid information, and college planning insights were shared with Latino families.
- Participation in the Mexican Independence Parade in fall 2008.
- May 2nd, 2008-Cinco de Mayo Celebration, a recruitment event targeting Latino students from district high schools. 80 students participated. Of those who participated, 24% enrolled at JJC.
- May 2008, Presented "Latinos in Higher Education" Bolingbrook High School, Bolingbrook, IL at ESL Award Ceremony.
- Evening presentations through ENLACE at Joliet Central, Bolingbrook, and Plainfield North & Central High Schools regarding college navigation for underrepresented students.
- Collaborated on events with the Office of Admissions and JJC staff from Project Success in the recruitment of first generation minority students.

In FY 2007-2008 Programs and activities aimed at increasing participation and college achievement:

- OMSA, in partnership with the Office of the Dean of Students, implemented a Summer Enrichment Program for minority males. OMSA staff served as group leaders, diversity trainers, or faculty in the GSD (Freshmen Seminar) course as well as provided programming dollars for speakers, additional staffing, transportation, and workshops. This program’s intent was to target at-risk populations more holistically through not only academic coursework, but also, through leadership opportunities and the development of life skills. Approximately 80 students participated.
- Collaboration with the Dean of Students Office’s “Team at Centennial” organization resulting in four educational programs, a social to introduce students to OMSA and its services, the showing of the documentary, “Hip Hop Beyond the Beat” followed by a discussion regarding male and female roles and expectations and how that impacts behavior in college, a reception and dialog with Ramsey Mallory, an African-American Lawyer and Sports Agent, and the showing of “Higher Learning” the movie followed by discussion.
- In 2008, OMSA, in order to better retain students, built a collaborative relationship with the Latinos Undios student organization by housing the advising component of the group in OMSA. This resulted in increased retention and improved academic achievement among Latino students whom are engaged in the program. Among 50 active participants, 40 students are excelling academically by maintaining GPA’s between 2.5 and 4.0.
- To familiarize students with the transfer process, field trips to four-year colleges and universities were conducted through the Multicultural Transfer Center targeting Latino and African-American students. The field trips included visits to Governor’s State, North Central College, and Illinois State University. In total, 24 students participated.
- January 30th 2008, OMSA collaborated with Student Activities for Tobias Brown, author of the book, “It’s Easier Than You Think”. This presentation focused on college-readiness and preparation. Twenty- seven (27) faculty, staff, and students attended.
- The Peer Mentor and Leadership Development Program conducted (24) peer mentor – mentee meetings to support first generation minority mentees academically and personally throughout the academic year. Nine (9) active peer mentors and Eighteen (18) peer mentees that were either first-year students from ENLACE (Engaging Latino Communities for Education), Judicial and Residential Life referral students, or returning OMSA Peer Mentors participated.
- Workshops and trainings were conducted for Mentors/Mentees on the following: Time Management, Leadership Skills, Academic Skills, Conflict Resolution, Listening Skills, and Diversity. Six (6) peer mentors, one (1) peer mentee and one (1) Student Government member attended the training.

OMSA collaborated with Alumni Relations in providing Success Story Series of successful JJC minority alumni to the JJC Community.

- September 27, 2007, **Hispanic Heritage Month Speaker**-Javier Chavira, Assistant Art Professor and Gallery Director at Governors State University
- February 20, 2008, **Black History Month Celebration Speaker**- Legal/Law Enforcement/Physical Education **Ramsey Mallory (’90)** is of-counsel with Andresen & Associates, P.C. and is a sports agent. Approximately 37 students, faculty and staff attended these presentations.

Student African-American Brotherhood (S.A.A.B), Brother 2 Brother

SABB is an organization designed to empower and retain African-American and Latino males in the educational pipeline through a three prong mentoring approach:

- collegiate to collegiate,
- collegiate to high school, and
- Faculty/Staff to student.

The Office of Multicultural Student Affairs in collaboration with the South Metropolitan Higher Education Consortium in 2007-2008 conducted 12 informational and strategic planning meetings with students in order to bring S.A.A.B to JJC’s campus.

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SMHEC Regional Events - Brother 2 Brother

- October 19, 2007- Prairie State College, Developing a Personal Development Plan
- January 24, 2008-University of St. Francis Dinner with D. Boyce Watkins, first African-American PHD in Finance and author of “What if George Bush were a Black Man?” (2 JJC students and 1 JJC staff attended)
- February 21, 2008- Prairie State College-“Ties That Bind” (3 JJC students and 1 JJC staff attended)- Networking session with Professional in various industries for African-American and Latino Males.
- April 11-12, 2008- Holiday Inn, Matteson , IL Midwest Regional Student African-American Brotherhood (SAAB) Conference.(13 JJC students and 3 JJC staff)

JJC-Brother 2 Brother Sponsored Events

- February 2008, “Higher Learning” Movie Night-collaboration with Team @Centennial.
- February 2008, Multicultural Gathering, lunch and discussion of student needs-25 JJC students, 1 JJC staff.
- March 2008, “Hip Hop-Beyond the Rhythm” at Centennial Commons-collaboration with Team at Centennial Commons, 27 JJC students 2 JJC staff.
- April 9th 2008, 23 JJC students – 3 JJC staff, and 1 community member attended a two day Etiquette Seminar which focused on the social graces, dressing for success, and fine dining. At the conclusion of program, participants received shirts and ties.

OMSA events on JJC Campus

- OMSA collaborated Black Student Union, ENLACE, Early School Leavers, Latinos Unidos, and Office of Student Activities, Project Achieve to create a master calendar of events for Black History and Hispanic History Month Celebrations.
- February 2008, African Drummers, The BUSA Family dance and Drum Ensemble Thirty-one (31) faculty, staff, and students attended.

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II. Faculty/Staff/Administrator Recruitment

As an institution of higher education, JJC prioritizes student learning and development in everything we do. The current organization supports [the vision, mission and strategic goals of the institution](#), and employees embrace the college's core values as guiding principles for day to day activities. Thus, the work environment is guided by student learning and development and the Core Values of the institution-Respect, Integrity, Collaboration, Humor and Well-Being, Innovation, and Quality. JJC's work environment is also made distinctive by the demographics and classifications of the workforce, which are highlighted in Table 5 below. JJC also employs part-time students in various campus positions through federally funded work-study positions, institutionally funded work-study positions, and regular part-time labor, typically in the Facility Services operations area. Part-time student workers generally provide office or tutoring support. These positions benefit the student not only fiscally, but also provide work experience in which they can apply their developing knowledge.

Table 5: JJC and Illinois Community College Staff by Employment Status, Gender, and Race Fall 2007

Group	JJC		Ill CC's		JJC Faculty		ILL CC's Faculty		JJC Staff		ILL CC's Staff	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Total	1,167	100.0%	30,945	100.0%	571	100.0%	16,795	100.0%	596	100.0%	14,150	100.0%
Full-time	512	43.9%	13,851	44.8%	204	35.7%	4,698	28.0%	308	51.7%	9,153	64.7%
Part-time	655	56.1%	17,094	55.2%	367	64.3%	12,097	72.0%	288	48.3%	4,997	35.3%
Gender	JJC		Ill CC's		JJC Faculty		ILL CC's Faculty		JJC Staff		ILL CC's Staff	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Female	660	56.6%	17,756	57.4%	273	47.8%	8,855	52.7%	387	64.9%	8,901	62.9%
Male	507	43.4%	13,189	42.6%	298	52.2%	7,940	47.3%	209	35.1%	5,249	37.1%
Full-time Female	302	25.9%	8,332	26.9%	99	17.3%	2,466	14.7%	203	34.1%	5,771	40.8%
Full-time Male	210	18.0%	5,519	17.8%	105	18.4%	2,232	13.3%	105	17.6%	3,226	22.8%
Part-time Female	358	30.7%	9,424	30.5%	174	30.5%	6,389	38.0%	184	30.9%	3,035	21.4%
Part-time Male	297	25.4%	7,670	24.8%	193	33.8%	5,708	34.0%	104	17.4%	1,962	13.9%
Race	JJC		Ill CC's		JJC Faculty		ILL CC's Faculty		JJC Staff		ILL CC's Staff	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
African-American	89	7.6%	3,789	12.2%	27	4.7%	1,409	8.4%	62	10.4%	2,380	16.8%
Asian	27	2.3%	903	2.9%	14	2.5%	571	3.4%	13	2.2%	332	2.3%
Hispanic/Latino	53	4.5%	1,718	5.6%	13	2.3%	576	3.4%	40	6.7%	1,142	8.1%
White Non-Hispanic	979	83.9%	23,777	76.8%	501	87.7%	13,685	81.5%	478	80.2%	10,092	71.3%
Unknown/Other	19	1.6%	758	2.4%	16	2.8%	554	3.3%	3	0.5%	204	1.4%
Full-time African-American	41	3.5%	1,696	5.5%	11	1.9%	404	2.4%	30	5.0%	1,292	9.1%
Full-time Asian	11	0.9%	385	1.2%	7	1.2%	200	1.2%	4	0.7%	185	1.3%
Full-time Hispanic/Latino	24	2.1%	815	2.6%	6	1.1%	147	0.9%	18	3.0%	668	4.7%
Full-time White Non-Hispanic	433	37.1%	10,829	35.0%	177	31.0%	3,900	23.2%	256	43.0%	6,929	49.0%
Full-time Unknown/Other	3	0.3%	126	0.4%	3	0.5%	47	0.3%	1	0.2%	79	0.6%
Part-time African-American	48	4.1%	2,093	6.8%	16	2.8%	1,005	6.0%	32	5.4%	1,088	7.7%
Part-time Asian	16	1.4%	518	1.7%	7	1.2%	371	2.2%	9	1.5%	147	1.0%
Part-time Hispanic/Latino	29	2.5%	903	2.9%	7	1.2%	429	2.6%	22	3.7%	474	3.3%
Part-time White Non-Hispanic	546	46.8%	12,948	41.8%	324	56.7%	9,785	58.3%	222	37.2%	3,163	22.4%
Part-time Unknown/Other	16	1.4%	632	2.0%	13	2.3%	507	3.0%	2	0.3%	125	0.9%

Institutional and Geographic Factors and Part-Time Employees

Several key institutional and geographic factors influence JJC's ability to attract and retain a quality workforce and establish a positive work environment. The district is perhaps one of the most diverse geographically and socially in the state and includes the following major areas:

- The cities of Joliet and Lockport, which are urban, traditionally blue-collar cities that, despite being within close proximity, have developed as historically distinct from Chicago.

- Several high-income (Homer Glen, New Lenox, and areas encroaching on affluent DuPage County) and middle-income (Bolingbrook, Plainfield, or Romeoville) suburbs connected economically and socially to Chicago.
- Small towns with rural orientations that act as center points for rural areas due to their proximity to major highways or interstate systems and are within a reasonable driving time to Joliet, such as Morris, Dwight, Channahon, and Minooka.
- Sparsely populated and relatively isolated small towns and rural areas with no significant connection to Chicago or the metropolitan area and only a minimal connection to Joliet and suburban areas, such as Peotone and Odell.

Ethnic groups witnessing large immigration into the district are linguistic and ethnic minority populations, with Latino groups being the largest. In order to accommodate the distance between campuses and the diverse geography, JJC has developed organizational structures that facilitate team work and communication between disparate departments and individuals. Most committees have an extended campus representative. The three main campuses have their own dean, coordinator, or administrative and student support services, while most extension centers have their own coordinators. Technology also facilitates access. Due to the large geographic region and its inherent diversity, significant population growth, and large-scale economic and demographic change, these factors have a significant impact on the work environment of JJC and are considered in Human Resource planning. *Human Resource Planning* is in the development stages and is to be a process for developing and leveraging the diverse knowledge, skills, and talents of college workforce to meet college strategic and business goals

Part-time Employees

As shown in Table 5, 56% of all JJC employees work part-time and about 56% of JJC part-time employees are faculty. Males make up a majority of part-time faculty (53%), but females make up a larger percentage of part-time non-faculty staff (66%). Minority populations make up 16% of all part-time staff and 12% of part-time faculty. Part-time faculty constitutes about 64% of faculty and teaches about 50% of all credit hours (*JJC Faculty Load Report*). A majority of part-time faculty hours are produced in departments and programs related to transfer programs, including Social and Behavioral Sciences, Math, English, and Fine Arts. In FY2009, part-time faculty earns \$600 per credit hour and are limited to a load of 10 credit hours per semester.

Development of an Inclusion Plan

Joliet Junior College embraces diversity and excellence and is committed to promoting the principles of equal opportunity, affirmative action, and multiculturalism where all individuals are valued, respected, provided the opportunity to flourish, and are unobstructed in their pursuit of excellence. Our goal is to create workplace and classroom experiences that promote academic excellence through cultural diversity and are free of intolerance and coercive behaviors. Multiculturalism promotes an understanding that the human experience includes, but is not limited to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

The purpose of an inclusion plan is to provide a set of goals and actions that enable Human Resources and JJC to fulfill federal and state requirements and aspirations around diversity and inclusion. We are committed to pursuing the principle that diversity benefits the entire College Community—faculty, staff, and students.

In order to determine where affirmative action plan efforts are most necessary at JJC, the Office of Institutional Research & Effectiveness at the request of the Human Resources department conducted a Workforce/Utilization Analysis in 2008. The overall intent was to assist JJC in determining where females, minorities, and those 50 years of age or older are underrepresented in our workforce.

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Methodology

The workforce/utilization analysis was conducted by comparing the JJC labor force with Civilian Labor Force availability data to help determine the utilization of females, ethnic minorities, and those 50 years of age or older. The analysis was based on the EEO-1 classifications cross-walked with internal JJC job group classifications and EEO categories as follows:

Occupational Crosswalk

EEO-1 Job Code Classification	JJC Classification	Internal EEO Category
01 – Officials & Managers	Administrators	1, 2, 2B1, and IV1
02 – Professional/Technical	Faculty/Counselors/Librarians	2A1, 2A2, 2A3, and IV2
02 – Professional/Technical	Professional	2B2, 2B4, IV3, IV4, and IV6
05 – Administrative Support Workers	Clerical	2B3 and IV5
06/09 – Craft Workers/Service Workers*	Physical Plant & Maintenance	2B5, 2B6, IV7, and IV8

*EEO-1 Job Code 06 and 09 were combined due to limited internal Craft Workers, Please see Appendix A for Internal Job Classification Crosswalk for ICCB Category Reporting Requirements

The Civilian Labor Force counts were calculated utilizing the Census 2000 Special EEO Tabulation Occupational Crosswalk - <http://www.census.gov/hhes/www/eeoindex/jobgroups.pdf>. The availability of workforce for the JJC area is based on the Civilian Labor Force of Will County and is defined as follows: All members of the population aged 16 or over in the United States who are not in the military or institutions such as prisons or mental hospitals and who are either employed or are unemployed and actively seeking and available for work. Every month, the U.S. Department of Labor releases the unemployment rate, which is the percentage of the civilian labor force that are unemployed. The Labor Department also releases the percentage of the civilian non-institutional population who are employed.

Overall utilization was calculated using two methods - the 80% Rule and Two Standard Deviations Analysis. The 80% Rule, also known as Impact Ratio Analysis/Disparate Impact Testing, compares the percentage of women, minorities, and older (50 or above) workers employed to each internal job group category to the percentage of women, minorities, and older (50 or above) available in each job group category for Will County; if the number employed is less than 80% than the number available, an underutilization would exist. The Two Standard Deviations Analysis considers the number of employees in each job group category and determines if the number of standard deviations results in plus or minus 2 standard deviations of the expected mean, if the standard deviation exceeds plus or minus 2 standard deviations the result is considered underutilized.

Findings

The utilization of females, ethnic minority groups, and those aged 50 years or above was determined by comparing their representation in the JJC workforce against the availability in the labor market. The analysis conducted indicates JJC employees from racial minorities, females, and older (50 or above) are represented by the expected availability among Officials & Manager (JJC Administrators), Professional (JJC Professional – excluding faculty/counselors/librarians), Administrative Support Workers (JJC Clerical), and Craft Workers/Service Workers (JJC Physical Plant & Maintenance). However, female employees and those from racial minorities are underrepresented among Professional (Full-Time JJC Faculty/Counselors/Librarians). More aggressive efforts should be considered in order to have a workforce which is representative of the demographic profile of available workers among the Professional (Full-Time Faculty/Counselors/Librarians) category.

The report can be viewed JJC Office of Institutional Research and Effectiveness Website: <http://www.jjc.edu/about/college-info/institutional-research/Pages/default.aspx>

2 - College Readiness and High School to College Transition Program Initiatives

Tech Prep and Partnership for College and Career Success

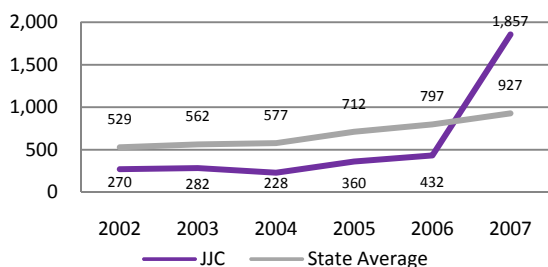
Tech Prep/PCCS sponsors several programs that address the initiative of **Strengthen High School to College Transition**:

- Dual Credit: 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 09 and 2,048 student in fall 08. This has generated over 11,000 credit hours at the college. This represents a significant savings to the families within the JJC Distrcit.
- 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 so that if we identify a deficiency in math or English, then the student will have their senior year to remediate at their home schools and reduce the need for remediation once they enter JJC. We have been doing this for several years. 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.
- Tech Prep also offers informational tours of high school students in 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, but it is a transitioning activity.
- 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 such as Robo Lab, Welding, Web Design, CADD, Horticulture and in the past Culinary Arts. Again this is an opportunity to bring students to campus and have them compete but also while they are here, we have 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.

Dual Credit

Students in high school participating in the dual credit classes through JJC, are enabled to make substantial progress toward their college education even before finishing high school. The following figure represents the number of students served through dual credit courses at JJC by fiscal year 2002-2007. The number of students served has increased 558.8% since fiscal year 2003. Fiscal year 2008 is projected to reach 3,639 dual credit students; this would represent a 96.0% increase over the prior fiscal year count of 1,857. The growth of dual credit enrollment is highlighted in Figure 5 below.

Figure 5: Dual Credit Enrollment at JJC by Fiscal Year



In the Fall 2006 term, 1,648 students were enrolled in at least one dual credit course through their high school and JJC (Fall 2006 dual credit cohort-1,648). Twenty percent of the Fall 2006 dual credit cohort was enrolled in at least one non-dual credit class at JJC by the 2009 Spring term.

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.

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.

3 - Institutional Effective Practice

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 2008 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 40 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.

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2009 UNDERREPRESENTED GROUPS REPORT

4 - Personnel and Funds Budgeted to Each Program Serving Underrepresented Groups

Table 6. Personnel and funds budgeted to each program serving minority, female, or disabled students, faculty, or staff (FY 2008).

	Classification	Staff Years	State		Other		Total	
			FY 2007	FY 2008	FY 2007	FY 2008	FY 2007	FY 2008
Multi-Cultural Transfer Center	O	5.0	\$0	\$0	\$85,901	\$99,369	\$85,901	\$99,369
Project Achieve*	D	18.0	\$0	\$0	\$360,182	\$360,182	\$360,182	\$360,182
StAR Program*	D	1.0	\$0	\$0	\$203,935	\$245,310	\$203,935	\$245,310
Carl Perkins*	O	1.0	\$0	\$0	\$88,743	\$61,639	\$88,743	\$61,639
Division of Adult and Family Services*	D	23.5	\$844,896	\$862,142	\$1,912,200	\$1,812,894	\$2,757,096	\$2,675,036
SOS Volunteer Literacy Tutorials*	D	23.5	\$0	\$45,000	\$0	\$0	\$0	\$45,000
Special Needs	D	23.5	\$0	\$0	\$63,897	\$129,450	\$63,897	\$129,450
Disadvantaged Student Success	D	1.0	\$121,355	\$0	\$0	\$0	\$121,355	\$0
Career Planning & Placement (Carl Perkins)*	D	3.0	\$0	\$0	\$30,000	\$30,000	\$30,000	\$30,000
Tech Prep*	O	7.0	\$139,450	\$139,450	\$136,646	\$133,993	\$276,096	\$273,443
Tech Prep Support*	O	7.0	\$0	\$19,363	\$38,725	\$19,363	\$38,725	\$19,363
P16 Initiative	D	7.0	\$122,837	\$122,007	\$0	\$0	\$122,837	\$122,007
ENLACE	D	4.0	\$0	\$0	\$58,326	\$59,814	\$58,326	\$59,814
Project Success	D	7.0	\$0	\$0	\$20,283	\$23,899	\$20,283	\$23,899
Multicultural Student Affairs	O	1.0	\$0	\$0	\$119,429	\$120,687	\$119,429	\$120,687
Family Literacy	D	23.5	\$0	\$0	\$1,000	\$0	\$1,000	\$0
Women's College	O	2.0	\$0	\$0	\$18,000	\$18,367	\$18,000	\$18,367
Early School Leavers	D	11.0	\$39,752	\$45,124	\$55,028	\$53,272	\$94,780	\$98,396
ESL for Citizenship & Literacy	D	23.5	\$0	\$0	\$0	\$0	\$0	\$71,000
TANF	D	23.5	\$0	\$0	\$111,638	\$135,446	\$111,638	\$135,446
AACC Plus 50	D	1.0	\$0	\$0	\$0	\$43,300	\$0	\$43,300
Will WIA Career Seekers	D	2.0	\$0	\$0	\$324,443	\$406,060	\$324,443	\$406,060
Will WIA Work Certified	D	2.0	\$0	\$0	\$201,787	\$184,000	\$201,787	\$184,000
Will WIA Dislocated Workers	D	2.0	\$0	\$0	\$493,681	\$0	\$493,681	\$0
Grundy County WIA	D	2.0	\$0	\$0	\$369,637	\$358,852	\$369,637	\$358,852
Grundy County WIA Youth	D	2.0	\$0	\$0	\$167,804	\$145,000	\$167,804	\$145,000
Women in Technology (Technical Department)	D	2.0	\$0	\$0	\$20,000	\$0	\$20,000	\$0
Pilot Site Agreement	D	1.0	\$0	\$0	\$2,450	\$0	\$2,450	\$0

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,

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5 - Enrollment of Students with Disabilities by Disability Type Tables

In this section colleges are asked to provide detailed information about the enrollment of individuals with disabilities. Detailed breakouts include unduplicated counts by category along with an overall unduplicated total.

Table 7. Joliet Junior College Unduplicated Count of Students with Disabilities Based on Type Primary Disability Fiscal Year 2008

Student Information Required	Learning	ADHD	Psychological	Developmental	Mobility	Blind/Low Vision	Deaf/Hard of Hearing	Systemic/Chronic Health Problems	Other	Total	Overall Duplicated Total
Self Reported Students	153	88	71	19	23	9	8	24	11	406	541
Students Who Registered	153	88	71	19	23	9	8	24	11	406	541
Registered Students Who Used Services	153	88	71	19	23	9	8	24	11	406	541
Supplemental*	--	--	--	--	--	--	--	--	--	--	--
Faculty/Staff	--	--	--	--	--	--	--	--	--	--	--
Other Employees	--	--	--	--	--	--	--	--	--	--	--

Table 8. Unduplicated (Primary Disability) Count of Students with Disabilities - Fiscal Year 2004-2008

	Fiscal Year					2008 vs. 2007 Number Change	2008 vs. 2007 Percent Change	2008 vs. 2004 Number Change	2008 vs. 2004 Percent Change	5-Yr Average	5-Yr Median
	2004	2005	2006	2007	2008						
Learning	147	136	127	131	153	22	16.8%	6	4.1%	139	136
ADHD	69	80	87	95	88	-7	-7.4%	19	27.5%	84	87
Psychological	57	53	54	42	71	29	69.0%	14	24.6%	55	54
Developmental	26	28	43	30	19	-11	-36.7%	-7	-26.9%	29	28
Mobility	14	13	14	21	23	2	9.5%	9	64.3%	17	14
Blind/Low Vision	9	9	9	9	9	0	0.0%	0	0.0%	9	9
Deaf/Hard of Hearing	19	21	26	19	8	-11	-57.9%	-11	-57.9%	19	19
Systemic/Chronic Health Problems	20	23	26	18	24	6	33.3%	4	20.0%	22	23
Other	61	53	38	25	11	-14	-56.0%	-50	-82.0%	38	38
Unduplicated Total	422	416	424	390	406	16	4.1%	-16	-3.8%	412	416

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Table 9. Duplicated (Primary and Additional Disabilities) Count of Students with Disabilities - Fiscal Year 2004-2008

	Fiscal Year					2008 vs. 2007 Number Change	2008 vs. 2007 Percent Change	2008 vs. 2004 Number Change	2008 vs. 2004 Percent Change	5-Yr Average	5-Yr Median
	2004	2005	2006	2007	2008						
Learning	192	186	189	194	206	12	6.2%	14	7.3%	193	192
ADHD	80	94	102	96	97	1	1.0%	17	21.3%	94	96
Psychological	78	77	73	62	95	33	53.2%	17	21.8%	77	77
Developmental	33	35	48	34	20	-14	-41.2%	-13	-39.4%	34	34
Mobility	23	23	28	29	35	6	20.7%	12	52.2%	28	28
Blind/Low Vision	13	13	15	10	11	1	10.0%	-2	-15.4%	12	13
Deaf/Hard of Hearing	20	25	29	20	12	-8	-40.0%	-8	-40.0%	21	20
Systemic/Chronic Health Problems	31	44	50	38	34	-4	-10.5%	3	9.7%	39	38
Other	99	96	89	55	31	-24	-43.6%	-68	-68.7%	74	89
Duplicated Total	569	593	623	538	541	3	0.6%	-28	-4.9%	573	569

6 - Update on the Accessibility of Institutional Webpages

The JJC Web site is almost fully 100% migrated into the SharePoint Content Management System. JJC decided to go with a content management system for the following reasons:

- SharePoint fit well within our infrastructure
- Easily customizable interface
- Scalable
- Integrates with other Microsoft products
- Built on the SharePoint platform

SharePoint allows users to edit their own pages and update their own content easily from within an internet browser. In addition to giving control back to the user, SharePoint lets IT control the majority of the layout, so that the template cannot be altered and the sites remain accessible and up to W3C and Section 508 standards. For example:

Standards compliance

- All pages on this site follow U.S. Federal Government Section 508 Guidelines.
- All pages on this site follow priorities 1 & 2 guidelines of the W3C Web Content Accessibility Guidelines.
- All pages on this site validate as XHTML 1.1 Strict.
- All pages on this site use structured semantic markup. H2 tags are used for main titles, H3 tags for subtitles.

Structural Markup

Web pages on this site include 3 different areas:

- A header bar that includes the main navigation,
- A side navigation area
- A main content area,
- A footer.

When CSS (Cascading Styles Sheet) are not applied to a document (or when using a screen reader), the 3 areas are read in the above order.

Images

- Unless they are purely decorative items, all images used on this web site have suitable alt attributes.
- Content should be usable/accessible with images "off" (disabled).

Links

- Many links have title attributes which describe the link in greater detail, unless the text of the link already fully describes the target.
- Links are written to make sense out of context.
- URLs are permanent whenever possible.

Forms

- All form controls are appropriately and explicitly labeled.
- Form validation routine does not rely on client-side script.

Scripts

- We are using non obtrusive client-side scripts.
- Content of this web site is usable without JavaScript support.

Visual design

- This site uses cascading style sheets for visual layout.
- This site uses only relative font sizes, compatible with the user-specified "text size" option in visual browsers.
- If your browser or browsing device does not support stylesheets at all, the content of each page is still readable.
- Any information conveyed through the use of color is also available without color (i.e. text based).

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APPENDIX I - Enrollment by Race/Ethnicity Fall 1988-2008

Ethnicity	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
African-American	783	710	820	747	822	814	796	771	833	753	820	796	932	1,136	1,405	1,343	1,242	1,369	1,318	1,356	1,495
Native-American	18	12	27	18	21	23	23	24	26	35	31	21	26	31	22	33	18	36	21	25	28
Asian	113	110	108	128	163	127	144	150	154	152	166	199	213	222	213	278	279	332	346	353	394
Latino	447	350	399	383	462	488	568	588	716	645	708	786	1,276	1,434	1,614	1,756	1,493	1,882	2,009	2,015	2,150
White	8,074	8,372	8,278	8,759	8,951	8,876	8,832	8,706	8,676	9,054	9,398	9,019	8,853	9,236	9,620	9,810	9,703	9,385	9,217	9,390	10,011
Non-Resident Alien	19	13	13	8	8	8	6	9	9	8	14	37	34	30	30	25	16	18	13	10	10
TOTAL	9,454	9,567	9,645	10,043	10,427	10,336	10,369	10,248	10,414	10,647	11,137	10,858	11,334	12,089	12,904	13,245	12,751	13,022	12,924	13,149	14,088

Ethnicity	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
African-American	8.3%	7.4%	8.5%	7.4%	7.9%	7.9%	7.7%	7.5%	8.0%	7.1%	7.4%	7.3%	8.2%	9.4%	10.9%	10.1%	9.7%	10.5%	10.2%	10.3%	10.6%
Native-American	0.2%	0.1%	0.3%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.3%	0.3%	0.2%	0.2%	0.3%	0.2%	0.2%	0.1%	0.3%	0.2%	0.2%	0.2%
Asian	1.2%	1.1%	1.1%	1.3%	1.6%	1.2%	1.4%	1.5%	1.5%	1.4%	1.5%	1.8%	1.9%	1.8%	1.7%	2.1%	2.2%	2.5%	2.7%	2.7%	2.8%
Latino	4.7%	3.7%	4.1%	3.8%	4.4%	4.7%	5.5%	5.7%	6.9%	6.1%	6.4%	7.2%	11.3%	11.9%	12.5%	13.3%	11.7%	14.5%	15.5%	15.3%	15.3%
White	85.4%	87.5%	85.8%	87.2%	85.8%	85.9%	85.2%	85.0%	83.3%	85.0%	84.4%	83.1%	78.1%	76.4%	74.6%	74.1%	76.1%	72.1%	71.3%	71.4%	71.1%
Non-Resident Alien	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.3%	0.3%	0.2%	0.2%	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Minorities	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
African-American	783	710	820	747	822	814	796	771	833	753	820	796	932	1,136	1,405	1,343	1,242	1,369	1,318	1,356	1,495
Native-American	18	12	27	18	21	23	23	24	26	35	31	21	26	31	22	33	18	36	21	25	28
Asian	113	110	108	128	163	127	144	150	154	152	166	199	213	222	213	278	279	332	346	353	394
Latino	447	350	399	383	462	488	568	588	716	645	708	786	1,276	1,434	1,614	1,756	1,493	1,882	2,009	2,015	2,150
Non-Resident Alien	19	13	13	8	8	8	6	9	9	8	14	37	34	30	30	25	16	18	13	10	10
TOTAL	1,380	1,195	1,367	1,284	1,476	1,460	1,537	1,542	1,738	1,593	1,739	1,839	2,481	2,853	3,284	3,435	3,048	3,637	3,707	3,759	4,077

Minorities	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
African-American	56.7%	59.4%	60.0%	58.2%	55.7%	55.8%	51.8%	50.0%	47.9%	47.3%	47.2%	43.3%	37.6%	39.8%	42.8%	39.1%	40.7%	37.6%	35.6%	36.1%	36.7%
Native-American	1.3%	1.0%	2.0%	1.4%	1.4%	1.6%	1.5%	1.6%	1.5%	2.2%	1.8%	1.1%	1.0%	1.1%	0.7%	1.0%	0.6%	1.0%	0.6%	0.7%	0.7%
Asian	8.2%	9.2%	7.9%	10.0%	11.0%	8.7%	9.4%	9.7%	8.9%	9.5%	9.5%	10.8%	8.6%	7.8%	6.5%	8.1%	9.2%	9.1%	9.3%	9.4%	9.7%
Latino	32.4%	29.3%	29.2%	29.8%	31.3%	33.4%	37.0%	38.1%	41.2%	40.5%	40.7%	42.7%	51.4%	50.3%	49.1%	51.1%	49.0%	51.7%	54.2%	53.6%	52.7%
Non-Resident Alien	1.4%	1.1%	1.0%	0.6%	0.5%	0.5%	0.4%	0.6%	0.5%	0.5%	0.8%	2.0%	1.4%	1.1%	0.9%	0.7%	0.5%	0.5%	0.4%	0.3%	0.2%
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Overall	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Minorities	1,380	1,195	1,367	1,284	1,476	1,460	1,537	1,542	1,738	1,593	1,739	1,839	2,481	2,853	3,284	3,435	3,048	3,637	3,707	3,759	4,077
Total Enrollment	9,454	9,567	9,645	10,043	10,427	10,336	10,369	10,248	10,414	10,647	11,137	10,858	11,334	12,089	12,904	13,245	12,751	13,022	12,924	13,149	14,088
% Minority	14.6%	12.5%	14.2%	12.8%	14.2%	14.1%	14.8%	15.0%	16.7%	15.0%	15.6%	16.9%	21.9%	23.6%	25.4%	25.9%	23.9%	27.9%	28.7%	28.6%	28.9%

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APPENDIX II - Fall to Fall Retention and Adjusted Retention Rate Tables with Comparisons

**FALL 2002 TO FALL 2003 RETENTION AND ADJUSTED RETENTION RATES FOR JOLIET JUNIOR COLLEGE AND ILLINOIS COMMUNITY COLLEGE
FIRST-TIME, FULL-TIME COLLEGE LEVEL STUDENTS BY ETHNICITY/GENDER (FY2003)**

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	8	9	2	2	107	60	27	40	377	383	1	1	0	0	522	495	1,017
Completed 2003	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Completed 2004	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		Overall
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
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 2003	3	7	1	2	49	24	10	7	123	103	0	1	0	0	186	144	330
Completed 2004	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		Overall
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
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 2003	0	3	0	0	1	2	2	3	5	9	0	0	0	0	8	17	25
Completed 2004	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%

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

2009 UNDERREPRESENTED GROUPS REPORT

**FALL 2002 TO FALL 2003 RETENTION AND ADJUSTED RETENTION RATES FOR JOLIET JUNIOR COLLEGE AND ILLINOIS COMMUNITY COLLEGE
FIRST-TIME, FULL-TIME COLLEGE LEVEL STUDENTS BY ETHNICITY (FY2003)**

Joliet Junior College	Asian	Native Am.	African Am.	Latino	White	Alien	Total
Initial Cohort Number	17	4	167	67	760	2	1,017
Completed 2003	0	0	0	0	0	0	0
Completed 2004	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
Retention Rate	58.8%	75.0%	29.3%	62.7%	63.6%	100.0%	57.9%
Adjusted Retention Rate	58.8%	75.0%	29.3%	62.7%	63.7%	100.0%	58.0%

Illinois Comm Colleges	Asian	Native Am.	African Am.	Latino	White	Alien	Total
Initial Cohort Number	973	99	3,904	2,268	19,479	82	26,969
Completed 2003	10	3	73	17	226	1	330
Completed 2004	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
Retention Rate	67.7%	41.4%	43.7%	60.1%	62.7%	56.1%	59.8%
Adjusted Retention Rate	69.0%	46.5%	45.9%	61.2%	64.6%	57.3%	61.6%

JJC Peer Group	Asian	Native Am.	African Am.	Latino	White	Alien	Total
Initial Cohort Number	511	19	609	677	4,828	28	6,784
Completed 2003	3	0	3	5	14	0	25
Completed 2004	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
Retention Rate	70.8%	52.6%	47.0%	60.6%	64.0%	53.6%	62.6%
Adjusted Retention Rate	71.6%	52.6%	47.8%	61.7%	64.6%	53.6%	63.3%

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
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2009 UNDERREPRESENTED GROUPS REPORT

FALL 2003 TO FALL 2004 RETENTION AND ADJUSTED RETENTION RATES FOR JOLIET JUNIOR COLLEGE AND ILLINOIS COMMUNITY COLLEGE 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 2004	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Completed 2005	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 2004	4	2	0	0	33	21	7	4	180	117	0	0	0	0	224	144	368
Completed 2005	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 2004	0	1	0	0	2	1	1	0	7	5	0	0	0	0	10	7	17
Completed 2005	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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 JJC Peer Group: College of DuPage, Harper College, College of Lake County, Moraine Valley Community College, Oakton Community College, and Triton College
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2009 UNDERREPRESENTED GROUPS REPORT

**FALL 2003 TO FALL 2004 RETENTION AND ADJUSTED RETENTION RATES FOR JOLIET JUNIOR COLLEGE AND ILLINOIS COMMUNITY COLLEGE
FIRST-TIME, FULL-TIME COLLEGE LEVEL STUDENTS BY ETHNICITY (FY2004)**

Joliet Junior College	Asian	Native Am.	African Am.	Latino	White	Alien	Total
Initial Cohort Number	22	5	186	103	878	1	1,195
Completed 2004	0	0	0	0	0	0	0
Completed 2005	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
Retention Rate	50.0%	40.0%	30.6%	56.3%	67.2%	0.0%	60.1%
Adjusted Retention Rate	50.0%	40.0%	30.6%	56.3%	67.3%	0.0%	60.2%

Illinois Comm Colleges	Asian	Native Am.	African Am.	Latino	White	Alien	Total
Initial Cohort Number	1,040	105	4,311	2,573	20,101	84	28,421
Completed 2004	6	0	54	11	297	0	368
Completed 2005	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
Retention Rate	66.7%	53.3%	42.3%	59.3%	63.0%	54.8%	59.7%
Adjusted Retention Rate	67.4%	53.3%	44.0%	60.0%	65.3%	57.1%	61.6%

JJC Peer Group	Asian	Native Am.	African Am.	Latino	White	Alien	Total
Initial Cohort Number	535	16	610	778	5,213	20	7,347
Completed 2004	1	0	3	1	12	0	17
Completed 2005	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
Retention Rate	70.7%	50.0%	43.9%	61.6%	65.2%	65.0%	63.5%
Adjusted Retention Rate	71.0%	50.0%	44.4%	61.8%	65.6%	70.0%	64.0%

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2009 UNDERREPRESENTED GROUPS REPORT

FALL 2004 TO FALL 2005 RETENTION AND ADJUSTED RETENTION RATES FOR JOLIET JUNIOR COLLEGE AND ILLINOIS COMMUNITY COLLEGE 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 2005	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1
Completed 2006	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 2005	2	9	0	0	31	21	15	8	156	149	0	1	0	0	204	188	392
Completed 2006	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 2005	1	1	0	0	1	1	0	2	0	7	0	0	0	0	2	11	13
Completed 2006	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
FIRST-TIME, FULL-TIME COLLEGE LEVEL STUDENTS BY ETHNICITY (FY2005)**

Joliet Junior College	Asian	Native Am.	African Am.	Latino	White	Alien	Total
Initial Cohort Number	22	0	161	117	957	3	1,260
Completed 2005	0	0	0	0	1	0	1
Completed 2006	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
Retention Rate	77.3%	--	44.1%	65.0%	66.9%	100.0%	64.0%
Adjusted Retention Rate	77.3%	--	44.1%	65.0%	67.2%	100.0%	64.3%

Illinois Comm Colleges	Asian	Native Am.	African Am.	Latino	White	Alien	Total
Initial Cohort Number	1,066	89	4,575	2,755	20,071	80	28,842
Completed 2005	11	0	52	23	305	1	392
Completed 2006	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
Retention Rate	66.0%	52.8%	41.2%	59.5%	62.1%	63.8%	58.7%
Adjusted Retention Rate	68.0%	55.1%	43.1%	60.6%	64.5%	65.0%	60.9%

JJC Peer Group	Asian	Native Am.	African Am.	Latino	White	Alien	Total
Initial Cohort Number	507	21	611	859	5,020	26	7,205
Completed 2005	2	0	2	2	7	0	13
Completed 2006	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
Retention Rate	73.0%	52.4%	44.0%	65.0%	66.7%	65.4%	65.1%
Adjusted Retention Rate	74.0%	52.4%	44.4%	65.3%	67.1%	65.4%	65.5%

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2009 UNDERREPRESENTED GROUPS REPORT

FALL 2005 TO FALL 2006 RETENTION AND ADJUSTED RETENTION RATES FOR JOLIET JUNIOR COLLEGE AND ILLINOIS COMMUNITY COLLEGE FIRST-TIME, FULL-TIME COLLEGE LEVEL STUDENTS BY ETHNICITY/GENDER (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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FIRST-TIME, FULL-TIME COLLEGE LEVEL STUDENTS BY ETHNICITY (FY2006)**

Joliet Junior College	Asian	Native Am.	African Am.	Latino	White	Alien	Total
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
Retention Rate	85.7%	0.0%	44.6%	59.6%	69.2%	77.8%	67.2%
Adjusted Retention Rate	85.7%	0.0%	44.6%	59.6%	69.3%	77.8%	67.2%

Illinois Comm Colleges	Asian	Native Am.	African Am.	Latino	White	Alien	Total
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
Retention Rate	69.4%	49.0%	39.8%	57.7%	61.6%	57.0%	58.1%
Adjusted Retention Rate	70.3%	53.0%	42.2%	58.7%	64.4%	57.9%	60.6%

JJC Peer Group	Asian	Native Am.	African Am.	Latino	White	Alien	Total
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
Retention Rate	76.3%	56.5%	43.3%	58.6%	66.1%	69.2%	63.9%
Adjusted Retention Rate	76.9%	56.5%	44.1%	59.1%	66.5%	69.2%	64.4%

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2009 UNDERREPRESENTED GROUPS REPORT

FALL 2006 TO FALL 2007 RETENTION AND ADJUSTED RETENTION RATES FOR JOLIET JUNIOR COLLEGE AND ILLINOIS COMMUNITY COLLEGE FIRST-TIME, FULL-TIME COLLEGE LEVEL STUDENTS BY ETHNICITY/GENDER (FY2007)

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	17	7	2	3	147	88	78	81	499	435	1	0	0	0	744	614	1,358
Completed 2007	0	0	0	0	0	0	1	0	1	1	0	0	0	0	2	1	3
Completed 2008	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Returned or Completed	12	2	1	1	54	29	50	53	315	286	0	0	0	0	432	371	803
Not Returned or Completed	5	5	1	2	93	59	28	28	184	149	1	0	0	0	312	243	555
Retention Rate	70.6%	28.6%	50.0%	33.3%	36.7%	33.0%	62.8%	65.4%	62.9%	65.5%	0.0%	--	--	--	57.8%	60.3%	58.9%
Adjusted Retention Rate	70.6%	28.6%	50.0%	33.3%	36.7%	33.0%	64.1%	65.4%	63.1%	65.7%	0.0%	--	--	--	58.1%	60.4%	59.1%

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	624	506	48	44	2,066	2,464	1,634	1,788	10,021	9,291	95	71	191	161	14,679	14,325	29,004
Completed 2007	3	2	1	0	38	14	25	19	157	165	3	2	3	2	230	204	434
Completed 2008	1	2	0	0	14	10	9	2	46	79	0	1	0	1	70	95	165
Returned or Completed	427	345	24	19	839	1,118	956	1,129	6,137	6,154	66	48	108	107	8,557	8,920	17,477
Not Returned or Completed	197	161	24	25	1,227	1,346	678	659	3,884	3,137	29	23	83	54	6,122	5,405	11,527
Retention Rate	67.8%	67.4%	47.9%	43.2%	38.1%	44.4%	56.4%	62.0%	59.2%	63.6%	66.3%	63.4%	55.0%	64.6%	56.3%	60.2%	58.2%
Adjusted Retention Rate	68.4%	68.2%	50.0%	43.2%	40.6%	45.4%	58.5%	63.1%	61.2%	66.2%	69.5%	67.6%	56.5%	66.5%	58.3%	62.3%	60.3%

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	325	245	17	12	440	411	583	567	3,133	2,602	42	48	121	107	4,661	3,992	8,653
Completed 2007	1	1	0	0	0	4	1	4	9	8	0	2	0	1	11	20	31
Completed 2008	1	0	0	0	0	1	2	0	2	3	0	0	0	0	5	4	9
Returned or Completed	242	178	7	6	194	206	350	360	1,978	1,875	27	33	73	72	2,871	2,730	5,601
Not Returned or Completed	83	67	10	6	246	205	233	207	1,155	727	15	15	48	35	1,790	1,262	3,052
Retention Rate	73.8%	72.2%	41.2%	50.0%	44.1%	48.9%	59.5%	62.8%	62.8%	71.6%	64.3%	64.6%	60.3%	66.4%	61.3%	67.8%	64.3%
Adjusted Retention Rate	74.5%	72.7%	41.2%	50.0%	44.1%	50.1%	60.0%	63.5%	63.1%	72.1%	64.3%	68.8%	60.3%	67.3%	61.6%	68.4%	64.7%

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

2009 UNDERREPRESENTED GROUPS REPORT

**FALL 2006 TO FALL 2007 RETENTION AND ADJUSTED RETENTION RATES FOR JOLIET JUNIOR COLLEGE AND ILLINOIS COMMUNITY COLLEGE
FIRST-TIME, FULL-TIME COLLEGE LEVEL STUDENTS BY ETHNICITY (FY2007)**

Joliet Junior College	Asian	Native Am.	African Am.	Latino	White	Alien	Total
Initial Cohort Number	24	5	235	159	934	1	1,358
Completed 2007	0	0	0	1	2	0	3
Completed 2008	0	0	0	0	0	0	0
Returned or Completed	14	2	83	103	601	0	803
Not Returned or Completed	10	3	152	56	333	1	555
Retention Rate	58.3%	40.0%	35.3%	64.2%	64.1%	0.0%	58.9%
Adjusted Retention Rate	58.3%	40.0%	35.3%	64.8%	64.3%	0.0%	59.1%

Illinois Comm Colleges	Asian	Native Am.	African Am.	Latino	White	Alien	Total
Initial Cohort Number	1,130	92	4,530	3,422	19,312	166	29,004
Completed 2007	5	1	52	44	322	5	434
Completed 2008	3	0	24	11	125	1	165
Returned or Completed	772	43	1,957	2,085	12,291	114	17,477
Not Returned or Completed	358	49	2,573	1,337	7,021	52	11,527
Retention Rate	67.6%	45.7%	41.5%	59.3%	61.3%	65.1%	58.2%
Adjusted Retention Rate	68.3%	46.7%	43.2%	60.9%	63.6%	68.7%	60.3%

JJC Peer Group	Asian	Native Am.	African Am.	Latino	White	Alien	Total
Initial Cohort Number	570	29	851	1,150	5,735	90	8,653
Completed 2007	2	0	4	5	17	2	31
Completed 2008	1	0	1	2	5	0	9
Returned or Completed	420	13	400	710	3,853	60	5,601
Not Returned or Completed	150	16	451	440	1,882	30	3,052
Retention Rate	73.2%	44.8%	46.4%	61.1%	66.8%	64.4%	64.3%
Adjusted Retention Rate	73.7%	44.8%	47.0%	61.7%	67.2%	66.7%	64.7%

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

Definitions for Underrepresented Groups Report

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.

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

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

Native American 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.

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

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

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=ahsmd%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=qoBYPod5oGvDypEPzZzqvg>

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

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=ahsmd%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=ahsmd%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

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=ahsmd%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=ahsmd%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=ahsmd%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

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:

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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=ahsmd%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/infcaids/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=ahsmd%3Aomd%3Amwmed&q=alcoholism>

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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.