



JOLIET JUNIOR COLLEGE
—1901—

2010 Underrepresented Groups Report

Submitted to the Illinois Community College Board March 2010

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Contributing Departments

Academic Skills
Applications Support Services
Business Office
Career Services
Division of Adult and Family Services
General Student Development (GSD)
Institutional Research and Effectiveness
Office of Multicultural Student Affairs
Office of Student Activities
Project Achieve
Student Accommodations and Resources (StAR)
Student Development

Background

The State of Illinois requires all public colleges and universities to 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).

IBHE is in a period of transition as they attempt to move several standard reports toward closer alignment with the goals of the Illinois Public Agenda for College and Career Readiness which include: (1) Increase Education Attainment, (2) Ensure College Affordability, (3) Address Workforce Needs, and (4) Enhance Economic Growth. Hence, the 2010 Underrepresented Groups report will not require a focus topic analysis. Additional information on the Illinois Public Agenda for College and Career Readiness can be found at <http://www.ibhe.org/>.

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

- Joliet Junior College - <http://www.jjc.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
- Illinois Community College System Transitions Reports
 - General: <http://www.iccb.org/pdf/reports/TransitionsBrochureGeneral08.pdf>
 - Perkins CTE: <http://www.iccb.org/pdf/reports/TransitionsBrochurePerkinsCTE08.pdf>
 - Secondary: <http://www.iccb.org/pdf/reports/TransitionsBrochureSecondary08.pdf>
 - Adult Ed: <http://www.iccb.org/pdf/reports/TransitionsBrochureAdultEd08.pdf>
 - Developmental: <http://www.iccb.org/pdf/reports/TransitionsBrochureDevelopmental08.pdf>
 - Executive Summary: <http://www.iccb.org/pdf/reports/TransitionsExecSummary08.pdf>
 - Full Report: <http://www.iccb.org/pdf/reports/TransitionsReport08.pdf>

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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](#)¹ 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 4,201 students represented 27.5% of the total census headcount for fall 2009.
- The African-American population increased by 7.0% from 1,495 in 2008 to 1,599 at the 2009 fall census, and has increased 125.2% since fall 1989 (710).
- Latinos represented 14.2% of the fall 2009 population at 2,165 students, and has increased 518.6% since the fall 1989 census (350).
- The female population has increased by 3.9% from 8,267 in fall 2008 to 8,589 at the fall 2009 census.
- The overall percent of females at the fall 2009 census total was 56.2%, this represents a 2.5 percent decrease from the 58.7% represented at the fall 2008 census.
- Students with disabilities increased by 18.2% from fiscal year 2008 to 2009, 480 students were reported with a disability status for fiscal year 2009.

Overall fall to fall retention rates have decreased slightly 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%; the most calculation reflects an increase of 5.2 percentage points over the fall to fall (2005-2006) retention 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 fall to fall (2006-2007) rate of retention (60.4%) is a decrease of 11.1 percentage points to the prior year's retention rate calculation of 71.5%.
- The five year average fall to fall retention rate for students with disabilities is 55.6%, the current fall to fall (2007-2008) rate of retention is 35.6% 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.

¹ Strategic Plan 2008-2011: <http://www.jjc.edu/about/college-info/institutional-research/Pages/strategic-plan.aspx>

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2010 UNDERREPRESENTED GROUPS REPORT
Characteristics of District

The following section is a brief analysis of the demographic characteristics for the JJC district. The information presented examines the demographic characteristics and is aggregated from all zip codes, within the JJC district.² Table 1.0 gives a brief look at the racial and ethnic composition of the 2000 population, as well as, projections through 2015.³

Table 1.0: Race/Ethnicity as a percent of the JJC District Population

| JJC District | American Indian or Alaska Native | Hispanic or Latino | Black | Asian or Pacific Islander | White | Two or more races | Total | All Minorities |
|------------------|----------------------------------|--------------------|----------------|---------------------------|------------------|-------------------|-------------------|------------------|
| 2000 | 526 0.1% | 41,565 7.9% | 40,513 7.7% | 16,836 3.2% | 419,332 79.7% | 7,366 1.4% | 526,138 100.0% | 106,806 20.3% |
| 2005 | 1,340 0.2% | 79,080 11.8% | 65,007 9.7% | 20,775 3.1% | 496,597 74.1% | 8,042 1.2% | 670,171 100.0% | 174,244 25.9% |
| 2010 | 1,477 0.2% | 106,358 14.4% | 71,644 9.7% | 28,067 3.8% | 521,452 70.6% | 9,602 1.3% | 738,600 100.0% | 217,148 29.4% |
| 2015 | 1,692 0.2% | 130,302 15.4% | 82,073 9.7% | 34,691 4.1% | 586,358 69.3% | 10,999 1.3% | 846,115 100.0% | 259,757 30.7% |
| # Change 2010-15 | 215 | 23,944 | 10,429 | 6,624 | 64,906 | 1,397 | 107,515 | 42,609 |
| % Change 2010-15 | 14.6% | 22.5% | 14.6% | 23.6% | 12.4% | 14.5% | 14.6% | 19.6% |

In 2000, whites made up approximately 80 percent of the district's total population (419,332). As shown in the preceding Table 1.0, the districts largest minority group was Hispanic or Latino, making up approximately 8 percent of the total population with 41,565 residents. The current year estimates for Hispanic or Latino is just over 14 percent (106,358), while the White population is just over 70 percent with 521,452. Projections for 2015 continue to reflect an increase to the Latino or Hispanic and Black populations and although the number of White residents will continue to increase, the overall percentage of the White population is projected to decline to below 70 percent of the overall district population.

The JJC district minority population was represented in 2000 as follows: White (79.7 percent), Hispanic or Latino (7.9 percent), followed by individuals identifying themselves as Black (7.7 percent), Asian/Pacific Islander (3.2 percent), Other-Two or More Races (1.4 percent), and American Indian/Alaska Native (0.1 percent).

The projections for the 2015 population indicate an overall increase and the JJC district breakdowns by race/ethnicity are predicted as follows: White (69.3 percent), Hispanic or Latino (15.4 percent), followed by individuals identifying themselves as Black (9.7 percent), Asian/Pacific Islander (4.1 percent), Other-Two or More Races (1.3 percent), and American Indian/Alaska Native (0.2 percent).

As seen in the table on the previous page, between 2010 and 2015, the minority population in the JJC district is projected to grow by 20 percent from 217,148 to 259,757 residents and will represent approximately 31 percent of the district's total estimated population. Asian/Pacific Islander is projected to grow nearly 24 percent followed by the Hispanic or Latino minority group with a projected increase of 23 percent.

² JJC Environmental Scan – District 525 Demographic Analysis 2010: <http://www.jjc.edu/about/college-info/institutional-research/Pages/default.aspx>

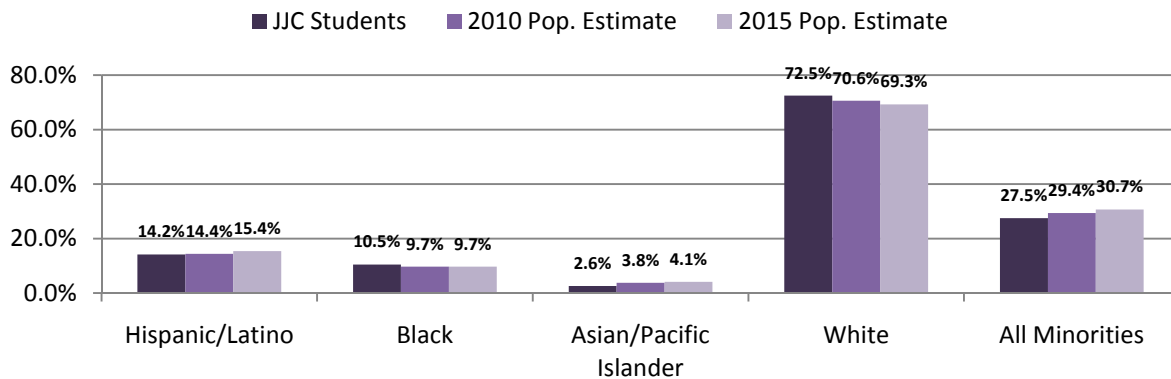
³ ESRI Sourcebook America/U.S. Census Bureau

2010 UNDERREPRESENTED GROUPS REPORT

In separate JJC census reports⁴, we can conclude that the JJC student body closely represents the current minority population estimates of its district, with regard to Hispanic or Latino individuals who represent approximately 14 percent, Black students representing nearly 10 percent, and those indicating a race/ethnicity of Asian or Pacific Islanders making up almost 4 percent of JJC students. Figure 1.0 below compares the JJC credit student population for the most recent fall census and the 2010 district estimates as well as the 2015 estimates.

Figure 1.0 – JJC Credit Students by Race/Ethnicity and JJC District Population

| JJC District Data | American Indian or Alaska Native | Hispanic or Latino | Black | Asian or Pacific Islander | White | Two or More Races | Total | All Minorities |
|-----------------------------|----------------------------------|--------------------|-------|---------------------------|-------|-------------------|--------|----------------|
| JJC Students | Less than 1.0% | 14.2% | 10.5% | 2.6% | 72.5% | NA | 100.0% | 27.5% |
| 2010 JJC District Estimates | Less than 1.0% | 14.4% | 9.7% | 3.8% | 70.6% | 1.3% | 100.0% | 29.4% |
| 2015 JJC District Estimates | Less than 1.0% | 15.4% | 9.7% | 4.1% | 69.3% | 1.3% | 100.0% | 30.7% |



In comparing JJC district estimates with its current student population JJC appears to be keeping pace with the current demographic trends. Please note these comparisons are only based on estimated population shares and as new information becomes available JJC will assess how the JJC student body aligns with its district’s service area.

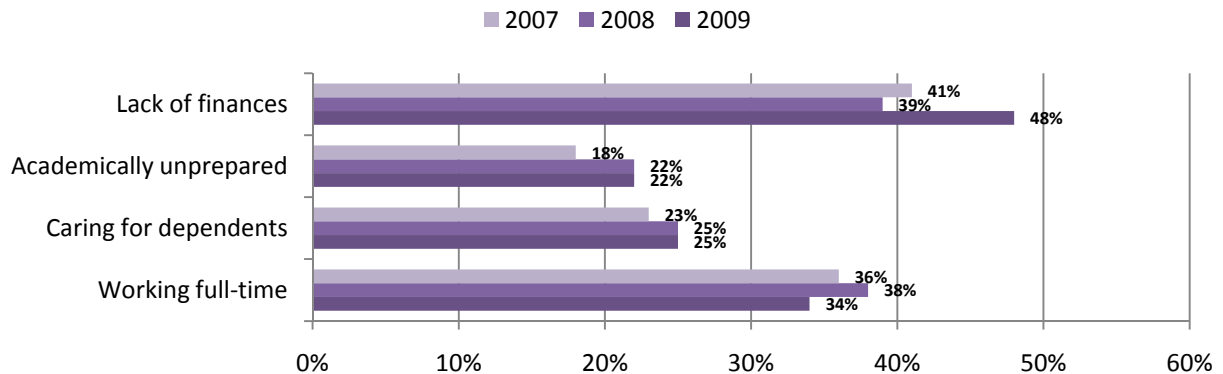
⁴ Fall 2009 Census Report: <http://www.jjc.edu/about/college-info/institutional-research/Pages/default.aspx?c=1>

2010 UNDERREPRESENTED GROUPS REPORT

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)⁵. 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, 2008, and 2009 terms. CCSSE asks students to indicate the issues that would lead them to withdraw from the college. Figure 2.0 highlights the percentage of JJC students who report how various factors would result in their withdrawing from class or from the college.

Figure 2.0: 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 2.0 reflects the data broken down by racial identification; results are detailed for the 2007, 2008, and 2009 survey administrations. Results for 2009 reflect 48% of students indicates lack of finances as a key issue which would cause them to withdraw from class or from JJC, followed by 34% indicating working full-time as a reason that would cause them to withdraw from class of from JJC (for response counts greater than 30). In 2009 results show respondents indicating Asian, Asian American or Pacific Islander as their race/ethnicity were more likely to likely to indicate lack of finances as key issues which would cause them to withdraw from class or from JJC followed by those that indicated Hispanic, Latino, Spanish as their race/ethnicity, at 62% and 57% respectively (for response counts greater than 30). Students could mark more than one factor; percentages will not sum to 100%.

Table 2.0: Barriers to Persistence- by Race Spring 2007, 2008, and 2009 Results (Responded - Likely or Very Likely)

| | Working full-time | | | Caring for dependents | | | Academically unprepared | | | Lack of finances | | |
|---|-------------------|------------|------------|-----------------------|------------|------------|-------------------------|------------|------------|------------------|------------|------------|
| | 2007 | 2008 | 2009 | 2007 | 2008 | 2009 | 2007 | 2008 | 2009 | 2007 | 2008 | 2009 |
| American Indian or other Native American | 25% | 17% | 60% | 0% | 17% | 50% | 25% | 17% | 10% | 38% | 33% | 40% |
| Asian, Asian American or Pacific Islander | 42% | 19% | 67% | 48% | 31% | 43% | 32% | 31% | 43% | 52% | 56% | 62% |
| Native Hawaiian* | 0% | 100% | 0% | 0% | 100% | 100% | 0% | 100% | 100% | 33% | 100% | 0% |
| Black or African American, Non-Hispanic | 47% | 32% | 32% | 24% | 29% | 31% | 16% | 32% | 29% | 56% | 39% | 46% |
| White, Non-Hispanic | 32% | 37% | 32% | 20% | 22% | 22% | 18% | 19% | 18% | 37% | 36% | 46% |
| Hispanic, Latino, Spanish | 41% | 45% | 36% | 33% | 38% | 26% | 15% | 28% | 27% | 46% | 52% | 57% |
| Other | 39% | 45% | 39% | 22% | 32% | 22% | 39% | 26% | 27% | 50% | 47% | 49% |
| Overall | 36% | 38% | 34% | 23% | 25% | 25% | 18% | 22% | 22% | 41% | 39% | 48% |

⁵ [Community College Journal of Research and Practice](#), Volume 17

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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

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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)⁶, higher retention rates may indicate this and in turn lead to student persistence and ultimately lead to the student completing a certificate or degree.

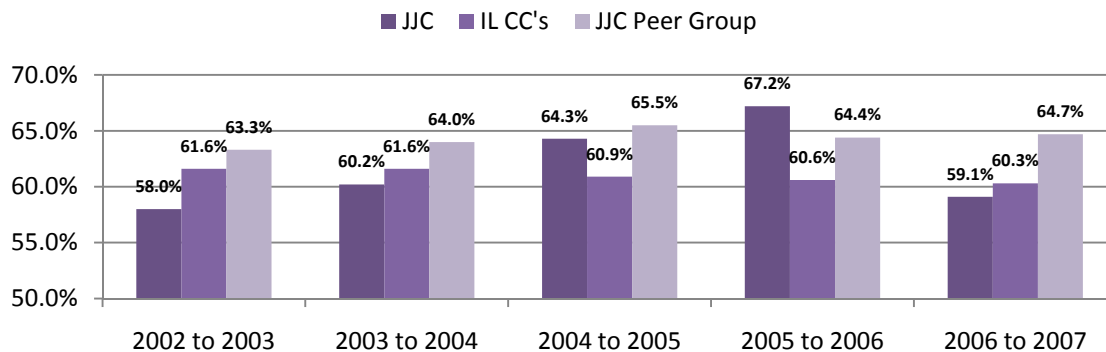
In this report fall-to-fall *retention rates* are reflected as a percentage and are calculated for individuals that re-enrolled in the next fall term while the *adjusted retention rate* includes students who re-enrolled the next fall plus those students that may have graduated in the intervening or returning 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. *Please note rates in this report are calculated for the first-time, full-time degree-seeking student unless otherwise noted.*

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.⁷ 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 3.0 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 Group⁸.

Figure 3.0: Overall Adjusted Retention Rates (first-time, full-time students)

| | 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% |



⁶ <http://www.iccb.state.il.us/pdf/reports/underrepfy04.pdf>

⁷ Source: ACT Institutional Data File, 2009 http://www.act.org/research/policymakers/pdf/retain_2009.pdf

⁸ 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 3.0 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.

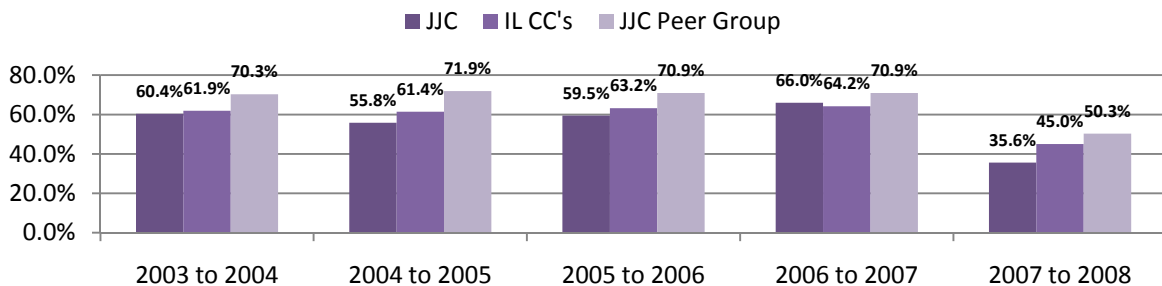
Table 3.0: Adjusted Retention Rates by Ethnicity and Gender (first-time, full-time students)

| | 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 4.0 displays the past five fiscal years adjusted retention rates for students with disabilities.

Figure 4.0: Adjusted Retention Rates for Students with Disabilities

| | 2003 to 2004 | 2004 to 2005 | 2005 to 2006 | 2006 to 2007 | 2007 to 2008 | Average |
|----------------|--------------|--------------|--------------|--------------|--------------|---------|
| JJC | 60.4% | 55.8% | 59.5% | 66.0% | 35.6% | 55.5% |
| IL CC's | 61.9% | 61.4% | 63.2% | 64.2% | 45.0% | 59.1% |
| JJC Peer Group | 70.3% | 71.9% | 70.9% | 70.9% | 50.3% | 66.9% |

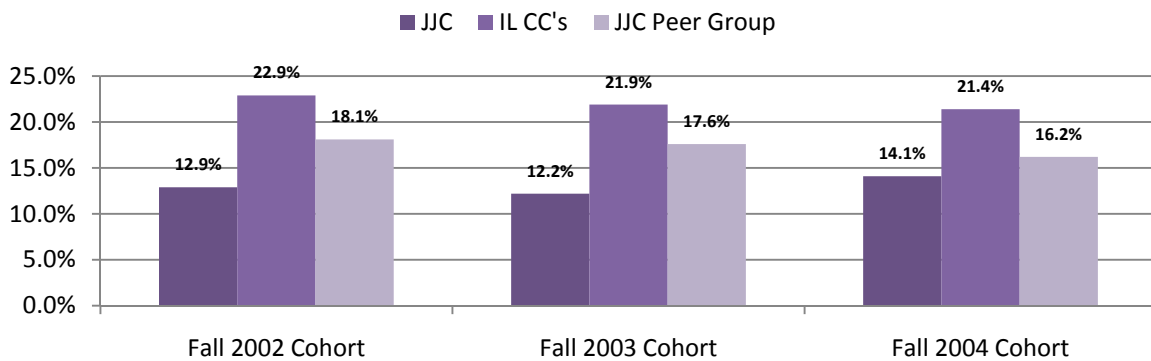


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Integrated Postsecondary Education Data Systems-IPEDS Graduation Rate Survey (IPEDS GRS)

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 5.0 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 5.0: 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% |



Transfer Rates

Table 4.0 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 4.0: 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% |

2010 UNDERREPRESENTED GROUPS REPORT

1A - Effective Practices for Transition

Division of Adult and Family Services

Joliet Junior College's Division of Adult and Family Services (DAFS) serves a wide variety of underrepresented students each year through the adult education classes and support programs it provides to the Joliet Junior College district. Students are able to attend free basic skills review, GED preparation, and English as a Second Language (ESL) classes to help them improve their chances of success in life. For many students, these classes are not the culmination of their studies. In order to be successful in most careers today, one must have education beyond the high school level. As part of this program, students have always had access to transitional services in some form or another. These services were streamlined on July 1, 2006 when DAFS's Career and College Transition Center opened its doors to students, bringing all college transition and work-readiness services into one recognizable and centralized location.

The goal of the Career and College Transition Center is to increase the matriculation rate of adult education students into post-secondary education by empowering them with the knowledge and tools needed to be successful in their academic and career pursuits. DAFS achieves this through collaboration with other JJC departments and community agencies. Referrals and follow-up are a crucial part of this process.

In FY2009-2010 DAFS engaged in the following transition recruitment and retention activities:

- Distributed welcome kits containing school supplies to over 800 adult education students during class visits to promote additional programs and services
- Developed and distributed college transition flyers
- Edited and published an informational newsletter for students and staff highlighting services and events
- Conducted on-going class visits to provide additional support
- Featured students' success stories with partner agencies
- Developed and maintained a database to track student progress toward goals
- Worked with JJC's IT department to develop a method to track and report student enrollments in college-level courses

In FY 2009-2010 DAFS offered the following programs and practices aimed at increasing participation in college and workforce transition activities:

- Career Exploration workshops designed to educate prospective students on wages, outlook, and the skills necessary to prepare for high demand occupations
- Academic and career assessments to help determine individual strengths
- Assistance with JJC's application process
- Conducted on-going financial aid and FAFSA completion sessions
- Individualized academic advising and career planning, focusing on the unique circumstances of adult learners
- Assistance with registration and class scheduling
- Conducted customized campus tours to expose first-generation college students to Joliet Junior College
- Provided on-line tutoring to increase basic skills and help prepare for COMPASS testing
- Operated a state-of-the-art resource room designed to provide students with a full range of bridging and support services
- Students have access to two certified advisors to assist them with their academic and career-related needs
- Provided workforce readiness services to women and minorities to help them reduce their dependency on public assistance, including individualized application, resume, and interviewing sessions

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Upcoming initiatives for the recruitment and retention of underrepresented students:

- Collaborating with other departments to implement technology like SARS Grid to streamline reporting, tracking, retention, referrals, and the scheduling of student appointments
- Adding more bilingual staff to make services more accessible to ESL students
- Collaboration and participation with key student service departments at JJC (Counseling, Financial Aid, Academic Skills, Office of Multicultural Student Affairs, and Developmental Education)

Evidence of Success

Since the inception of the Career and College Transition Center, DAFS has seen an increase in the matriculation of its adult education students to post-secondary education at Joliet Junior College. The Division is better able to monitor the progress of students who have enrolled in college level courses. DAFS currently transitions approximately thirty percent of its adult education students into credit courses each semester. In FY 2009-2010, the Center assisted over 1200 students with their academic and workforce needs. Students report feeling better prepared for their college experience after working with the advisors in the Center. Many students maintain contact with their DAFS advisors and return to the center to use its resources.

General Student Development (GSD)

Learning Communities

Goal: To develop linked sections of the two orientation courses, GSD 085, *College Preparation and Study Skills*, and GSD 100, *College Success*, with sections of developmental English to promote student success.

Description: In Fall 2009, four linked learning communities were established. Two linked pairs included GSD 100 with two sections of English 099, *Fundamentals of Writing*. One section of GSD 085 was paired with English 020, *College Reading 1*, and another section of GSD 085 was linked to English 098, *Fundamentals of English*. Instructors for each pairing were required to meet twice during the semester and share their curriculum with each other. Integrating one or more assignments and developing strategies to build connections between the two disciplines were encouraged. One set of instructors did not follow the requirements. Two linked groups integrated at least one assignment and discussed shared topics in the class. One learning community met regularly and integrated all of the required writing assignments for GSD 100, creating dual credit opportunities. In this pair, all of the GSD 100 journal writing assignments were assessed in English 099, awarded credit, and then submitted to GSD 100 for further evaluation and credit.

Evidence of Success

Summary data was collected after the fall semester and included grade distribution, withdrawal rates, and persistence rates to Spring 2010. Students and instructors completed satisfaction surveys. When the four sections were combined, there was no improvement in grades, withdrawal rates, or persistence to Spring 2010. However, for the one GSD 100 section that included ongoing integrated assignments, the class received more "A" grades than the course average (47.1% vs. 31.3%) and a decreased withdrawal rate (4.6% vs. 11.7%). There was a slight increase in persistence (88.2% vs. 85.1%). Regarding the surveys, 71.11% of the students agreed that participating in a learning community made them feel more comfortable, and 78.26% of the students agreed that they found it easier to meet and interact with classmates because of the learning community. Instructors commented that the linked sections appeared to result in increased student networking, team building, and a desire to meet outside of class for study groups. Instructors indicated that they would like to increase the integration of their curriculum in future learning communities.

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College Preparation and Study Skills

Goal: To develop two levels of the college success/orientation course.

Rationale: GSD 100, College Success, is a transferrable two credit course which, in the past, was open to all students. In addition, students testing into any developmental level of reading and writing and also Math 090, College Arithmetic, were required to take GSD 100. This one-size-fits-all approach was not working for either the low level learners or the higher functioning learners. Students testing into the lowest level reading course, English 020, and the lowest level writing course, English 098, were struggling with the reading assignments and writing requirements. These students needed an orientation to college, but they also needed a curriculum where they could succeed. Higher functioning students needed a more challenging learning experience.

Strategies for Implementation: GSD 085 was implemented in Fall 2009 after passing the Curriculum Committee in 2008. This course devotes extended time on student support services, requires sentence to paragraph writing assignments, and provides reading materials appropriate to the students' reading levels. Students are rewarded more for attendance and participation, and tests and quizzes are level-appropriate. GSD 100 adopted a new textbook, and the writing assignments increased in complexity. More emphasis is put on higher level critical thinking.

Evidence of Success

Summary data was collected after the fall semester and included grade distribution and persistence to Spring 2010. Withdrawal and failure rates improved from Fall 2006, the last time data was collected. Other data will be compared with the college population. Student and teacher satisfaction surveys were distributed. 95.3% of the GSD 085 students agreed that they learned things that would help them succeed in their other courses; 85.1% of the GSD 100 students agreed with this statement. 92.7% of the GSD 085 students agreed that they learned more about the college as a result of taking the course; 93.2% of the GSD 100 students agreed with this statement. Written comments for both courses weighed heavily on the positive side. Instructors reported that GSD 085 students appeared to be able to read and understand the curriculum and that GSD 100 was more rigorous and an improvement from the previous course content.

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Student Accommodations and Resources (StAR)

Student Accommodations and Resources (StAR) offers presentations about the StAR program to transitioning students with disabilities from area high schools. The goal is to help students realize the differences between accommodations in high school under IDEA and accommodations under ADA. StAR seeks to familiarize the high school students with the program, offers a tour of the StAR Resource Room, etc. A power point presentation is used to facilitate universal design—this supports students with a variety of learning styles. This presentation/tour is coupled with tours of the campus through the Admissions Department.

Presentations have been provided for at least 10 years. StAR provided 23 group presentations from August 2008 to June 2009 to high school students and their instructors.

This transition activity is successful because JJC's StAR program works in close collaboration with area high schools to facilitate the needs of their students. Through this, StAR has come to understand many of the difficulties students have in the transition from high school to the community college.

- In addition to a power point presentation, StAR provides handouts and web site information on required documentation for disabilities, explanation of available assistive technology in StAR, and an explanation of the differences between high school and college.
- Another step in transition is individual or group introduction to the STAR program. Once high school students decide to attend Joliet Junior College, apply and take the COMPASS test they may schedule their Intake appointment at which academic advising is also offered on an individual basis. During Intake students are individually informed about the program, their rights and their responsibilities. Questions are answered, as well. Following Intake, New StAR students are scheduled for a group or individual orientation to StAR where they will receive a 22 page Orientation Handbook.

There is no quantitative data to indicate the success of this program activity at this time. However, qualitative evidence indicates that schools and students are increasingly prepared to present adequate documentation when seeking accommodations under Americans with Disabilities Act through the StAR Program. This is shown in the numerous Intakes in which students immediately present adequate information to the Intake Specialist.

In addition to this particular activity StAR participates in other transition activities. They are as follows: participating in the annual community based Will-Grundy Transition Fair offered at Joliet Junior College, and special orientation programs for students enrolled in StAR held prior to the beginning of classes.

StAR endeavors to support students with disabilities beyond initial contact (presentation), Intake and orientation. Often, students with autism have significant difficulties adjusting to the social, organizational and academic expectations of higher education and so this incoming population has been chosen for a special transition program.

This year StAR has worked with two local area districts to plan a Pilot Transition Cohort of approximately 8-15 students with autism or other communication disabilities. While participating in regular classes they will have unique opportunities for transitioning to JJC. A StAR counselor will be available to support them along with opportunities to take the Compass test together, tour the college, and utilize the cafeteria and other campus features. A support group for these students, along with current students having a diagnosis of autism is planned. This program will begin in the Spring 2010 term and continue throughout their first year of college.

Student Development***Safe Zone***

In the fall of 2009, Joliet Junior College began training staff and faculty to be Safe Zone Allies to provide support and referrals to our students who are gay, lesbian, bisexual, transgender, and questioning. The purpose of Safe Zone was established by a sub-committee of the Diversity Advisory Council and the program is now overseen by the Office of Student Activities.

As indicated in the Safe Zone Resource Manual: Safe Zone's purpose at Joliet Junior College is to reduce homophobia and heterosexism thus making our campus a safer and freer environment for all members of our community regardless of sexual orientation and gender identity. The Safe Zone program includes training for individuals to serve as a resource referral (allies) for gay, lesbian, bisexual, transgender, and questioning (GLBTQ) students. These allies clearly identify that their space is a safe place to talk about issues which impact GLBTQ students.

In the fall of 2009, two Ally Trainings were conducted to train staff allies. These trainings included activities, movies, discussions and access to resource materials. The sessions were two hours in length and a total of 53 individuals were trained and were displaying the Safe Zone sign or wearing a button indicating they were an ally in the fall semester. An evaluation was completed by participants.

In the spring of 2010, two additional Ally Trainings were offered to JJC staff and faculty. The trainings were facilitated by trained JJC staff members who had completed a four hour training. A total of 21 additional allies were trained through these sessions. There was also interest in developing a training session for students who also wanted to be allies. This four-hour session was also conducted with a total of 12 students completing it.

Before a person can display the Safe Zone logo and/or wear a button, they are asked to sign an "Ally Member Agreement". To date, we have 72 individuals, including both staff and students, who have signed a member agreement. Many of these individuals also completed a Personal Action Plan that lists the goals they have for themselves as an ally and also ways they can be supportive of the GLBTQ population. A summary of their action plans was emailed out and responses kept with the progress they made towards their goals.

The college is fortunate to have a very active club on campus, GLOW (Gay, Lesbian or Whatever). This group has offered sessions on various topics including: "What's so Gay about Being Gay?", "What's my Label: Questioning Sexuality," "Coming Out: Gay and Lesbian Stories," "Bisexual, Pansexual, Omnisexual...what does it all mean?" "Does my Body match my Mind: Transgender", "Religion and Homosexuality" and the National Day of Silence and Night of Noise. These activities are open to allies as well as any interested students and staff who would like to attend.

Additionally, Safe Zone Ally In-Services are held once a month at two different times to accommodate various schedules and availability. These sessions have included representatives from agencies who work with the GLBTQ population to discuss the services they have available and other training requested by the group.

An evaluation was conducted after the first semester to see if the allies felt comfortable addressing any issues and what additional training they felt would help.

Student Government also is attempting to improve campus climate through an effort entitled "Picture of the Month". Each month through an email that is sent to all students from the Vice President of Student Development's office, a picture from a location around campus is shown. Students need to discover where the picture is taken and what services are available in that area. The first picture of the week was of the Safe Zone logo and the challenge was for a student to find an office displaying the logo and learn what an ally is and how to become one. Additional pictures included the auto shop, career services, counseling, Dean of Students, Campus Police, textbook reference copies, and the wellness office.

2010 UNDERREPRESENTED GROUPS REPORT

Have these efforts helped? Looking at the number of students who are participating in GLOW and the evaluations from allies, we believe we have hit upon a program that will benefit our students who are GLBTQ. The Safe Zone sets a tone for all students on campus. According to GLSEN, 2003, “While there is a need for programs that specifically address anti-GLBTQ bias, it is also important to acknowledge the interconnectedness of all prejudices. The same conditions that allow homophobia to develop most likely promote racism, classism, sexism, ableism, and other forms of prejudice.” By establishing Safe Zone at JJC, we are making a difference with incoming students as well as increasing the number of graduates from this group by offering a safe environment.

Office of Student Activities

Joliet Junior College is fortunate to have many student clubs and events that attempt to reach underrepresented student groups. These clubs and activities are meant to reach students and give them opportunities to connect with other students but also to increase awareness and engagement of the general student population. Through events sponsored by the various groups and the activities hosted by various departments on campus, Joliet Junior College has a diverse offering of events to ease the transition to college as well as retain students by keeping them actively informed, involved, and connected to the college thus increasing the number of graduating students.

In the 2009-2010 academic year, the following multicultural clubs were active and regularly hosting events as well as club meetings:

- Black Student Union
- GLOW (Gay, Lesbian or Whatever)
- Latinos Unidos
- Muslim Student Association
- Native American Club
- United Asians Club

Additionally, JJC has a multitude of other clubs who are reaching out to students with many different approaches. Included in this group is: Sister Circle, SPRITE (Student Parents Resolving Issues and Transcending in Education), SPADES (Students for Public Awareness, Direction, and Self-esteem) and JJC Veterans Alliance. All of these clubs along with the multicultural clubs hold regular meetings and events and fostering connection to the college.

Lastly, through events sponsored by various departments on campus, we are also offering activities to involve students and encourage awareness of other cultures. The Office of Student Activities sponsors events as well as co-sponsors events for all students. Through a variety of programs, we attempt to reach as many students as possible. In the 2009-2010 academic year, the following programs were supported and/or sponsored by the office:

- Safe Zone Ally Trainings (specifically for gay, lesbian, bisexual, transgender and questioning students) for staff and students
- Suenos Jazz and Salsa Dance Lessons for Hispanic Heritage Month
- Disability Awareness Day (Fair and Speaker on Asperger’s Syndrome)
- Domestic Violence Panel
- Veteran’s Day Ceremony
- World AIDS Day Quilt Display and Agency Info as well as World AIDS Day Drag Show
- Multicultural Holiday Event
- Martin Luther King, Jr. Week (speaker, panel, student talent showcase and JJC Squares)
- Tuskegee Airman Presentation (Black History Month)
- Sexual Responsibility Week (speakers and panels)
- Eating Disorders Seminar
- Wellness Week Seminars (depression and anxiety, Resource Panel and Fair)
- Religious Diversity Forum: Religion and Homosexuality

2010 UNDERREPRESENTED GROUPS REPORT

Academic Skills

ACT COMPASS Preparation

Goal: Offer incoming JJC students the opportunity to better prepare for the ACT COMPASS Reading, Writing, and Math tests in an effort to increase their scores and ultimately place them at higher levels of these respective classes. Joanne Kantner Director of Developmental Education provided information indicating that the higher the student's ACT COMPASS Placement Score, the more likely that student is going to complete a degree or certificate at JJC.

Date of Implementation: Ongoing, however greater emphasis was placed on this program and additional preparation options became available in Fall 2009.

Description of program, elements of strategies that make the program successful: In-person ACT COMPASS Preparation allows students the opportunity to meet one-on-one with an Academic Skills Center tutor to prepare for Reading, Writing, and Math testing and retesting. This free program is widely advertised online, during events, and also on students' ACT COMPASS score reports.

Evidence of Success

1. Math Preparation

- 126 individuals participated
- 64 tested after the review session; their average scores are listed in the table below and contrasted to those individuals who did not participate in a review session. The non-reviewer data was collected 5.1.09-8.23.09 (3,810 testers).

| Test | Average score of reviewer | Average score of non-reviewer | Difference |
|-----------------|---------------------------|-------------------------------|------------|
| Pre-Algebra | 47.5 | 48.2 | -0.7 |
| Algebra | 36.1 | 35.8 | 0.3 |
| Geometry | 62 | 38.3 | 23.7 |
| College Algebra | 45.0 | 50.2 | -5.2 |
| Trigonometry | 37.3 | 45.9 | -8.6 |

- The program appears successful in terms of Geometry preparation, but needs work in the other subject areas. Students who score a 50 or higher in the Geometry portion of the ACT COMPASS are not required to complete MATH 095; this developmental math course is required in order to enroll in any college-level math course.
- Below, you will see percentages of where reviewers and non-reviewers placed in terms of MATH 090, MATH 094, MATH 098, and MATH 119. While only 16.8% of all the non-reviewer math testers (3,810) from 05.01.09-08.23.09 placed into college-level math, 20% of those who participated in a review session placed into college-level math coursework.

| Placement | Percentage of reviewers placements | Percentage of non-reviewers placements |
|-----------|------------------------------------|--|
| MATH 090 | 22.0% | 24.8% |
| MATH 094 | 54.0% | 47.1% |
| MATH 098 | 4.0% | 11.3% |
| MATH 119 | 20.0% | 16.8% |

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2. Reading Preparation

- 58 individuals participated
- 17 tested after the review session and received an **average score of 82.6**
 - A score of 81 or higher places students into English 101.
 - The average Reading score for non-reviewers is 78 based on data collected 5.1.09-8.23.09 (3501 testers); a score of 78 places students into English 021.

3. Writing Preparation

- 48 individuals participated
- 17 tested after the review session and received an **average score of 76.5**
 - A score of 75 or higher places students into English 101
 - The average Writing score for non-reviewers is 64 based on data collected 5.1.09-8.23.09 (3514 testers); a score of 64 places students into English 099.

ACT COMPASS Math Preparation-Online

Goal: Offer incoming JJC students an alternative, or supplemental, ACT COMPASS math preparation option in an effort to increase their scores and ultimately place them at higher levels of these respective classes. Joanne Kantner Director of Developmental Education provided information indicating that the higher the student's ACT COMPASS Placement Score, the more likely that student is going to complete a degree or certificate at JJC.

Date of implementation: Piloted in Fall 2009; anticipating initiating the second phase of the pilot in April 2010

Description of program, elements of strategies that make the program successful: Online ACT COMPASS Preparation allows students the opportunity to work on thousands of sample problems while viewing short animated and video tutorials. This free program is widely advertised online, during events, and also on students' ACT COMPASS score reports.

Evidence of Success

During my brief fall 2009 pilot, 22 students participated in the *My Math Test* program AND completed the ACT COMPASS math retest. **Nearly 70% moved up at least one if not two math course placement levels.** With developmental courses at a premium, it is to the college's advantage to better prepare students for the ACT COMPASS math placement test. Statistics show that the higher a student places initially, the more likely that student will complete a certificate or graduate with a degree. According to A. Russell in his 2008 article, "Enhancing College Student Success through Developmental Education" from the American Association of State Colleges and Universities, "Among those who take remedial classes, the more remedial coursework taken...[is] associated with the least likelihood of educational success."

2010 UNDERREPRESENTED GROUPS REPORT

Office of Multicultural Student Affairs

Activity: Developed English and Spanish presentations to present at area high schools with a large percentage of underrepresented students, community-based organizations, alternative high schools, and churches.

Purpose: To get underrepresented students excited about continuing their education by presenting interactive presentations that inform and encourage students to attend JJC.

Date: Continual throughout 2009-2010 Academic Year

Description of Program Elements:

Our staff has developed several outreach presentations that directly targets underrepresented students in high school. The presentations are on a variety of topics and have been presented in both English and Spanish. We have built a database of high school counselors, church pastors, and community leaders that have access to college-aged underrepresented students. Emails were sent to the contacts within the database informing them of the presentation opportunities and providing them with process for requesting our services. Since then, our office has conducted approximately 12 of these presentations throughout the 2009-2010 academic year and continue to get more requests. Eight of these presentations were presented on site at high minority populated high schools or community centers, and 4 of these presentations were presented at JJC to visiting minority groups. The presentation topics are listed below.

Steps to Success: a presentation about the importance of education in today's society

An introduction into JJC: a presentation about how JJC can meet the needs of prospective students.

What's the Difference: a presentation about the general differences between high school and college.

What does it mean to Hispanic/Latino: a presentation about this culturally diverse population in the U.S.

Options in Higher Education: a presentation about the different types of colleges (Associates v. Bachelor, Public v. Private).

Evidence of Success:

Evaluations are collected from each presentation and are overwhelmingly above average in all categories. We continue to receive praise from participants and more requests to do more presentations.

Underrepresented Outreach Tables

Activity: Outreach and recruitment to Underrepresented Students and Communities

Purpose: OMSA has conducted outreach activities into the community and schools with large numbers of underrepresented (African American and Latino) students. The outreach activities include on-campus and off-campus visits and target middle school students, high school students, and their parents. Several of these activities are in collaboration with the Admissions Office

Description of Program Elements: Our presentations focus on three key issues that research indicates are the primary barriers to college for underrepresented students and their parents. First, many potential JJC students are first-generation students, the first in their families to attend or potentially graduate from college. Second, many of these students, and their parents, have limited experience, knowledge, or contact, with colleges and universities. Last, students and parents (especially parents) feel overwhelmed by the cost for a college education. Our presentations address these issues; our goal is to provide our audience with tools to help them navigate the higher education system; impress on them the importance of a post-secondary education; and reassure them that a college/university education can be affordable.

2010 UNDERREPRESENTED GROUPS REPORT
Evidence of Success:

The Office of Multicultural Student Affairs has been contacted regarding JJC staff presentations and, as indicated below, the presentations have been very well attended.

| Year | Location Visited | On/Off Campus | Event Type | students | Parents/Staff |
|---------------|--|---------------|----------------------|----------|---------------|
| 2009 | | | | | |
| 1-May | Latino Visit Day | On | OMSA/Admissions | 148 | 64 |
| 17-Sep | Joliet West HS | Off | College Fair | 60 | 20 |
| 16-Oct | Plainfield Academy | Off | Class Presentation | 20 | |
| 14-Oct | Moraine Valley Comm College Fair | Off | College Fair | 60 | |
| 30-Oct | Boys2Men/R.Dale Evans - Joliet Housing Authority | Off | Steps to Success | 25 | 4 |
| 8-Nov | Brown Church A.M.E. College Fair | Off | College Fair | 11 | |
| 10-Nov | Premiere Academy | Off | Class Presentation | 30 | |
| 13-Nov | Church of God | Off | Group Presentation | 30 | |
| 13-Nov | Bolingbrook High School | Off | Group Presentation | 25 | |
| 18-Nov | Joliet Central High School | Off | Group Presentation | 10 | 1 |
| 23-Nov | Plainfield Academy PTA night | Off | Table representative | 5 | |
| 8-Dec | The Phoenix Experience (JJC) | Off | Group Presentation | 16 | |
| 8-Dec | Proviso East High School | Off | Class Presentation | 12 | 1 |
| 10-Dec | Dunbar Vocational Academy | Off | Table representative | 13 | |
| 18-Dec | Joliet Housing Authority Work Force Program | Off | Group Presentation | 5 | |
| 2010 | | | | | |
| 11-Jan | Villa Juarez-Mt Carmel | Off | Planning Committee | | 35 |
| 19-Jan | B2B Etiquette Seminar | Off | Group Presentation | 21 | |
| 27-Jan | Plainfield South High School | Off | Class Presentation | 55 | 6 |
| 10-Feb | Joliet Central High School | Off | Group Presentation | 21 | 2 |
| 11-Feb | Plainfield Central HS | Off | Group Presentations | 19 | 2 |
| 17-Feb | Joliet "HS Completion" Program | On | Group Presentation | 15 | |
| 18-Feb | Plainfield Academy Career Fair | Off | College Fair | 21 | |
| 4-Mar | Romeoville HS/Hisp Students/Parents | Off | Spanish Presentation | 70 | 40 |
| 6-Mar | Discover JJC | On | College Fair | 33 | 1 |
| Totals | | | | 725 | 176 |

1B - Effective Practices for Increasing Graduates***Student Accommodations and Resources (StAR)***

Student Accommodations and Resources (StAR) seeks to increase the number of graduates of students with declared disabilities. To accomplish this there are two particular activities used to support students through to graduation or certification.

First, beginning in January, 2010, a Colleague program was devised to monitor student success after final grades were posted for the Fall 2009 semester. This provides the StAR manager with the following information: name, phone number, email, term and cumulative GPA, term and semester hours accumulated, Academic Standard accomplished, disability and accommodation codes. The information is available in an excel sheet so that the information can be organized according to disability, GPA or Academic Standing. Students can then be identified and notified to offer assistance. Students who respond positively to the invitation are monitored periodically or on an as needed basis through academic mentoring and by contacting instructors for direct feedback on the students' progress.

Second, beginning in Fall, 2009, StAR has participated in the Starfish Success Network pilot to monitor students' grades throughout the semester in an effort to help them achieve academically. The students who are already identified as being on Caution or Probation (see first activity, above) are noted from the list of students flagged in Starfish. Special follow ups are made with these students in an effort to encourage them to get tutoring, speak with the instructor, or seek mentoring through the StAR program. Often, students follow up and turn in missing work, or make up a quiz or test. This intervention can lead to students becoming cognizant of the specific problem they are experiencing (organization, keeping up with assignments, improving attendance, or attending tutoring sessions).

Student contacts often result in having the Starfish flag removed by the instructor, indicating that the student has academically improved in that class.

Career Services

Career Services provides support to a variety of areas that work with underrepresented populations with the purpose of increasing retention and graduation rates. Through this collaboration, it is the goal of Career Services to provide the targeted populations knowledge of the resources available to assist with career planning, internships and assistance in gaining employment while attending school. Studies indicate students without specific academic goals are more at-risk of not completing a degree. Students with financial need may not complete a degree without the additional financial support gained from a job while attending classes. To meet these goals, Career Services offers career planning and job search presentations to targeted populations, while encouraging individual follow-up. This academic year Career Services staff has presented to 11 GSD 085 classes; one Academic Skills tutor training session, Project Achieve's Summer Bridge program, the Latino Collegiate Leadership Development Program and Black Student Union.

2010 UNDERREPRESENTED GROUPS REPORT

Project Achieve

- A. The purpose of Project Achieve/Student Support Services is to increase the number of disadvantaged low income/first generation college students, and students with disabilities in the U.S. to successfully complete a certificate or degree at the post-secondary level.
- B. The program has been in existence at JJC since 1983. It has successfully graduated and/or transferred first generation students for the past 25 years.
- C. These interconnected services offer, collaborative opportunities within the JJC college community and feature the following goals:
 - Increased persistence and graduation rates of eligible students by implanting proven student success components.
 - Increased transfer rates of eligible students from two-year to four-year institutions.
 - Fostered an institutional climate supportive of the success of the SSS targeted population through appropriate services.

Special scholarships offered under this federal program includes: Tribute to Men of Color (\$500 scholarships), and Charles Kennedy (\$300 scholarships). The program is also designed to offer an academic incentive achievement called, "Supplemental Grant Aid" to eligible Pell Grant recipients of a minimum of \$494.

Student Recognition includes: Tribute to Men of Color, TRIO Graduation/Ice Cream Social, Fall Semester GPA Achievement Recognition and Charles Kennedy Scholarship. During the 2008-2009 academic year, there were a total of 234 placements into developmental Math, English and Reading Courses. This integrated program offers services such as professional tutoring, academic/personal counseling, study skills, career exploration, transfer support, financial literacy and specialized workshops.

With the ever increasing enrollment of students that reach JJC'S campus each year Project Achieve works collaboratively through programs, such as the Summer Bridge for Athletes; a specialized orientation program designed for athletes (males/females and first generation). This program also works collaboratively with StAR (Student Accommodations and Resources) in serving a total of 26 disabled/low income students with various disabilities.

This program is one of the TRIO federal grant programs which is effective in increasing college enrollment and graduation at two year institutions across the U.S. Students enrolled in TRIO programs such as Student Support Services and two year colleges mirror our nation's multicultural and multi-ethnic society.

- D. During 2008-2009 a total of 94.50%; (189) students were in "good academic standing" at the end of the year of the 200 total students served contractually per the U.S. Dept of Education. A total of 172 were first generation and is a total of 47 graduated and/or transferred to a 4-year institution.

Many Project Achieve Student Support Service graduates are working in business and industry, government, medicine, law, education, engineering, law enforcement, sales, finance, and technology.

Project Achieve/Student Support Services is just one of the services that are offered at this community college in these devastating economic times contributing to meeting the key challenges of educating first generation at risk students.

2010 UNDERREPRESENTED GROUPS REPORT

Academic Skills

CLEP Testing

Goal: Offer students and community members the opportunity to proficiency test out of certain courses and receive college credit to expedite their college tenure.

Date of implementation: August 2001

Description of program, elements of strategies that make the program successful: CLEP testing is a computerized proficiency testing program that allows students to potentially place out of courses in 34 different topics. The JJC Academic Skills Center is an official CLEP testing site.

Increase advertising by the following:

- 1) Making website information more accessible and comprehensive at www.jjc.edu/info/clep
- 2) Keep brochures available for distribution at the following locations:
 - a) Romeoville Campus
 - b) Grundy Education Center
 - c) Main Campus
 - Counseling Department
 - Office of Multicultural Student Affairs
 - Admissions
 - Academic Skills Center

Evidence of Success

- 1) We've observed a 34.29% increase in total CLEP Tests taken over last fiscal year; this includes testing information as of March 5, 2010 so we anticipate an even larger gain by June 30, 2010. See Table 1.
- 2) Our largest age group of CLEP testers includes individuals aged 18-22; this accounts for 60% of our testers. Capturing these traditional college-aged students now will hopefully increase the number of college graduates. See Table 2.
- 3) Tables 3 and 4 indicate that CLEP testers that complete their testing at JJC have a 78.10% passing rate; Hispanics specifically have a 96.55% passing rate. CLEP testing offers native Spanish speakers the opportunity to "CLEP" out of Spanish classes 101, 102, 103, and 104 within one test.

Total CLEP Tests Given

| Total Tests Given | | |
|--------------------------|-----|---------------------|
| 2006-2007 | 80 | Percentage Increase |
| 2007-2008 | 102 | 27.5% |
| 2008-2009 | 105 | 2.9% |
| 2009-2010 (as of 3/5/10) | 141 | 34.39% |

Total CLEP Testers by Age in Years

| Total Testers by Age in Years | | |
|-------------------------------|-------|----|
| Under 18 | 6.0% | 5 |
| 18-22 | 60.0% | 47 |
| 23-29 | 15.0% | 12 |
| 30-35 | 5.0% | 4 |
| 36+ | 12.0% | 9 |
| No Response | 1.0% | 1 |
| Total Testers | 99.0% | 77 |

2010 UNDERREPRESENTED GROUPS REPORT
Total CLEP Testers by Ethnicity

| Total Testers by Ethnicity | | |
|----------------------------|-----------|---------------|
| American Indian | 0 | 0.0% |
| Asian | 0 | 0.0% |
| Black | 5 | 6.4% |
| Hispanic | 29 | 37.2% |
| White | 41 | 52.6% |
| Other | 3 | 3.9% |
| No Response | 0 | 0.0% |
| Total Testers | 78 | 100.0% |

Total CLEP Tests with a Score of 50 or Higher by Ethnicity

| Scored 50 or Higher by Ethnicity | | | |
|----------------------------------|-----------|------------|--------------|
| American Indian | 0 | 0 | -- |
| Asian | 0 | 0 | -- |
| Black | 2 | 7 | 28.6% |
| Hispanic | 28 | 29 | 96.6% |
| White | 51 | 66 | 77.3% |
| Other | 1 | 3 | 33.3% |
| No Response | 0 | 0 | -- |
| Total Testers | 82 | 105 | 78.1% |

In Person Tutoring Services

Goal: Offer high quality, in-person, professional and peer tutoring free of charge to all Joliet Junior College students including Dual Credit Students.

Date of implementation: Since department opened in 1969.

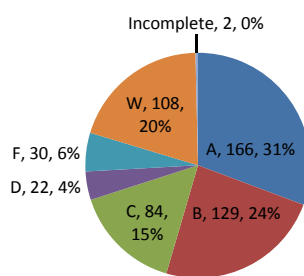
Description of program, elements of strategies that make the program successful: Tutoring is administered by 15-20 peer tutors and 3 tutorial assistants (professional tutors); this service includes tutoring for over 200 JJC courses. I ensure the quality of ASC tutoring by offering tutoring to as many in-demand courses as the budget permits. Similarly, I train all tutors according to College Reading and Learning Association tutor training standards and only hire students with 3.0 minimum GPA.

Evidence of success

Of all the students tutored during the fall 2009 semester, 70% received an A, B, or C in the classes for which they sought tutoring at the Academic Skills Center.

- 55% received an A or B
- 20% withdrew from the course
- 15% received a C
- 10% received a D or F
- 0% (2 individuals) received incomplete grades

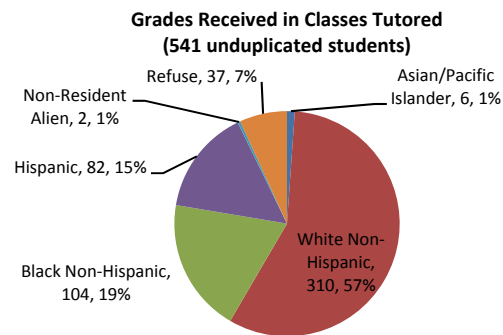
**Grades Received in Classes Tutored
(541 unduplicated students)**



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Of all the students tutored during the fall 2009 semester, their ethnicities are broken down below.

- 57% described themselves as White Non-Hispanic
- 19% described themselves as Black Non-Hispanic
- 15% described themselves as Hispanic
- Remaining 9% described themselves as either Refusing to Indicate, Asian/Pacific Islander, or Non-Resident Alien



Office of Multicultural Student Affairs

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

Purpose: To empower and retain African-American and Latino males in the educational pipeline through a three prong mentoring approach:

Date: Continual throughout 2009-2010 Academic Year

Description of Program Elements:

A JJC minority male mentoring initiative that helps them persists through graduation. Members receive direct mentoring and supervision from the Office of Multicultural Affairs, as well as other leadership opportunities. Events this year include

- October 25th 2009 B2B Team Building: Iron Oaks Team building exercises
- November 6th 2009 Motivational Speaker: Dale Evans – Joliet Housing Authority
- November 17th 2009 B2B Bowling Night
- November 23rd 2009 B2B Panel Discussion Hip/Hop beyond the Beats
- January 21st 2010 B2B Etiquette Luncheon
- March 26th 2010 S.A.A.B National leadership conference

Evidence of Success:

Student participants have reported that they are more aware of JJC resources and are more likely to use them. Students are also more engaged program implementation.

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Peer Mentor Leadership Program

Purpose: The Peer Mentor program is designed to create a supportive environment for underrepresented students by linking successful student leaders with underrepresented incoming freshmen who may need assistance in transitioning to JJC. Peer Mentors meet with mentees on a one-on-one basis and attend educational leadership activities.

Date: Continual throughout 2009-2010 Academic Year.

Description of Program Elements: Peer Mentors spend 5 to 10 hours a month with assigned mentees engaged in the following activities:

- The promotion of interaction between the mentees and faculty,
- Directing mentees to resources that promote a holistic experience,
- Connecting mentees to college and external resources that promote academic achievement and long-term goals,
- Supporting mentees and encouraging active participation in service learning and leadership opportunities, and
- Connecting mentees to resources and services that promote networking opportunities for career exploration.

Evidence of Success:

The average mentor has a G.P.A of 3.28 with 100% persistence and retention among mentors. Mentees have an average G.P.A. of 2.28 and mentees maintained an 83% retention rate in Fall Term 2009.

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

Table 5.0: Personnel and funds budgeted to each program serving minority, female, or disabled students, faculty, or staff (FY 2008-09).

| Program | Classification | State | | Other | | Total | |
|---|----------------|-----------|-----------|-------------|-------------|-------------|-------------|
| | | FY 2008 | FY 2009 | FY 2008 | FY 2009 | FY 2008 | FY 2009 |
| Multi-Cultural Transfer Center | O | \$0 | \$0 | \$99,369 | \$97,673 | \$99,369 | \$97,673 |
| Project Achieve* | D | \$0 | \$0 | \$360,182 | \$379,092 | \$360,182 | \$379,092 |
| StAR Program* | D | \$0 | \$0 | \$245,310 | \$222,878 | \$245,310 | \$222,878 |
| Carl Perkins* | D | \$0 | \$0 | \$61,639 | \$157,685 | \$61,639 | \$157,685 |
| Division of Adult and Family Services* | D | \$862,823 | \$913,612 | \$1,812,213 | \$1,768,230 | \$2,675,036 | \$2,681,842 |
| SOS Volunteer Literacy Tutorials | D | \$45,000 | \$45,000 | \$0 | \$0 | \$45,000 | \$45,000 |
| Special Needs Disability Services | D | \$0 | \$0 | \$129,450 | \$265,638 | \$129,450 | \$265,638 |
| Disadvantaged Student Success | D | \$121,355 | \$0 | \$0 | \$0 | \$121,355 | \$0 |
| Career Planning & Placement (Carl Perkins)* | D | \$0 | \$0 | \$30,000 | \$0 | \$30,000 | \$0 |
| PCCS (formerly Tech Prep)* | D | \$139,450 | \$139,450 | \$133,993 | \$133,890 | \$273,443 | \$273,340 |
| Tech Prep Support | O | \$0 | \$0 | \$19,363 | \$0 | \$19,363 | \$0 |
| PCCS (formerly Tech Prep) Collaborative | O | \$0 | \$2,000 | \$0 | \$0 | \$0 | \$2,000 |
| P16 Initiative | D | \$122,007 | \$0 | \$0 | \$0 | \$122,007 | \$0 |
| ENLACE | D | \$0 | \$0 | \$59,814 | \$61,463 | \$59,814 | \$61,463 |
| Project Success | D | \$0 | \$0 | \$23,899 | \$23,437 | \$23,899 | \$23,437 |
| Multi-Cultural Student Affairs | O | \$0 | \$0 | \$120,687 | \$134,302 | \$120,687 | \$134,302 |
| Women's College | O | \$0 | \$0 | \$18,367 | \$20,273 | \$18,367 | \$20,273 |
| Early School Leavers | D | \$45,124 | \$53,474 | \$53,272 | \$47,505 | \$98,396 | \$100,979 |
| Build Success | D | \$0 | \$0 | \$98,396 | \$0 | \$98,396 | \$0 |
| ESL for Citizenship & Literacy | D | \$0 | \$0 | \$71,000 | \$66,549 | \$71,000 | \$66,549 |
| TANF | O | \$0 | \$5,575 | \$135,446 | \$213,453 | \$135,446 | \$219,028 |
| AACC Plus 50 | D | \$0 | \$0 | \$43,300 | \$42,357 | \$43,300 | \$42,357 |
| Will WIA Career Seekers | D | \$0 | \$0 | \$406,060 | \$481,150 | \$406,060 | \$481,150 |
| Will WIA Work Certified | D | \$0 | \$0 | \$184,000 | \$190,000 | \$184,000 | \$190,000 |
| Will WIA ARRA funds | O | \$0 | \$0 | \$0 | \$92,200 | \$0 | \$92,200 |
| Grundy County WIA 1B | D | \$0 | \$0 | \$358,852 | \$328,462 | \$358,852 | \$328,462 |
| Grundy County WIA Youth | D | \$0 | \$0 | \$145,000 | \$150,000 | \$145,000 | \$150,000 |
| Grundy County WIA YPN ARRA Funds | O | \$0 | \$0 | \$0 | \$43,815 | \$0 | \$43,815 |
| Grundy County WIA 1B ARRA Funds | O | \$0 | \$0 | \$0 | \$147,344 | \$0 | \$147,344 |

Table 5.0 Continued

| Program | Classification | State | Other | Total | Program | Classification | State |
|--|----------------|---------|-----------|----------|---------|----------------|-----------|
| | | FY 2008 | FY 2009 | FY 2008 | | | FY 2008 |
| Women in Technology (Technical Department) | D | \$0 | \$0 | \$20,000 | \$0 | \$20,000 | \$0 |
| Employment Opportunities DCEO | D | \$0 | \$623,430 | \$0 | \$0 | \$0 | \$623,430 |
| IDOC Job Preparedness | O | \$0 | \$88,521 | \$0 | \$0 | \$0 | \$88,521 |

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

2010 UNDERREPRESENTED GROUPS REPORT
3 - Students and Employees 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 6.0: Joliet Junior College Unduplicated Count of Students with Disabilities Based on Type Primary Disability Fiscal Year 2009

| 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 | 185 | 100 | 50 | 26 | 30 | 10 | 26 | 32 | 21 | 480 | 608 |
| Students Who Registered | 185 | 100 | 50 | 26 | 30 | 10 | 26 | 32 | 21 | 480 | 608 |
| Registered Students Who Used Services | 185 | 100 | 50 | 26 | 30 | 10 | 26 | 32 | 21 | 480 | 608 |
| Faculty/Staff | 1 | 0 | 3 | 0 | 1 | 0 | 0 | 1 | 17 | 23 | 23 |
| Other Employees | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |

Table 7.0: Unduplicated (Primary Disability) Count of Students with Disabilities - Fiscal Year 2005-2009

| | Fiscal Year | | | | | 2009 vs. 2008 Number Change | 2009 vs. 2008 Percent Change | 2009 vs. 2005 Number Change | 2009 vs. 2005 Percent Change | 5-Yr Average | 5-Yr Median |
|----------------------------------|-------------|------------|------------|------------|------------|--------------------------------|---------------------------------|--------------------------------|---------------------------------|-----------------|----------------|
| | 2005 | 2006 | 2007 | 2008 | 2009 | | | | | | |
| Learning | 136 | 127 | 131 | 153 | 185 | 32 | 20.9% | 49 | 36.0% | 146 | 136 |
| ADHD | 80 | 87 | 95 | 88 | 100 | 12 | 13.6% | 20 | 25.0% | 90 | 88 |
| Psychological | 53 | 54 | 42 | 71 | 50 | -21 | -29.6% | -3 | -5.7% | 54 | 53 |
| Developmental | 28 | 43 | 30 | 19 | 26 | 7 | 36.8% | -2 | -7.1% | 29 | 28 |
| Mobility | 13 | 14 | 21 | 23 | 30 | 7 | 30.4% | 17 | 130.8% | 20 | 21 |
| Blind/Low Vision | 9 | 9 | 9 | 9 | 10 | 1 | 11.1% | 1 | 11.1% | 9 | 9 |
| Deaf/Hard of Hearing | 21 | 26 | 19 | 8 | 26 | 18 | 225.0% | 5 | 23.8% | 20 | 21 |
| Systemic/Chronic Health Problems | 23 | 26 | 18 | 24 | 32 | 8 | 33.3% | 9 | 39.1% | 25 | 24 |
| Other | 53 | 38 | 25 | 11 | 21 | 10 | 90.9% | -32 | -60.4% | 30 | 25 |
| Unduplicated Total | 416 | 424 | 390 | 406 | 480 | 74 | 18.2% | 64 | 15.4% | 423 | 416 |

Table 8.0: Duplicated (Primary and Additional Disabilities) Count of Students with Disabilities - Fiscal Year 2005-2009

| | Fiscal Year | | | | | 2009 vs. 2008 Number Change | 2009 vs. 2008 Percent Change | 2009 vs. 2005 Number Change | 2009 vs. 2005 Percent Change | 5-Yr Average | 5-Yr Median |
|----------------------------------|-------------|------------|------------|------------|------------|--------------------------------|---------------------------------|--------------------------------|---------------------------------|-----------------|----------------|
| | 2005 | 2006 | 2007 | 2008 | 2009 | | | | | | |
| Learning | 186 | 189 | 194 | 206 | 230 | 24 | 11.7% | 44 | 23.7% | 201 | 194 |
| ADHD | 94 | 102 | 96 | 97 | 117 | 20 | 20.6% | 23 | 24.5% | 101 | 97 |
| Psychological | 77 | 73 | 62 | 95 | 72 | -23 | -24.2% | -5 | -6.5% | 76 | 73 |
| Developmental | 35 | 48 | 34 | 20 | 31 | 11 | 55.0% | -4 | -11.4% | 34 | 34 |
| Mobility | 23 | 28 | 29 | 35 | 43 | 8 | 22.9% | 20 | 87.0% | 32 | 29 |
| Blind/Low Vision | 13 | 15 | 10 | 11 | 10 | -1 | -9.1% | -3 | -23.1% | 12 | 11 |
| Deaf/Hard of Hearing | 25 | 29 | 20 | 12 | 26 | 14 | 116.7% | 1 | 4.0% | 22 | 25 |
| Systemic/Chronic Health Problems | 44 | 50 | 38 | 34 | 42 | 8 | 23.5% | -2 | -4.5% | 42 | 42 |
| Other | 96 | 89 | 55 | 31 | 37 | 6 | 19.4% | -59 | -61.5% | 62 | 55 |
| Duplicated Total | 593 | 623 | 538 | 541 | 608 | 67 | 12.4% | 15 | 2.5% | 581 | 593 |

4 - Accessibility of Institutional Web Pages

This year community colleges were asked to complete a web accessibility survey via a brief spreadsheet survey. The completed JJC form is included in Appendix III. There were four focus topics to respond to as follows: campus involvement, activities, progress and future plans, and web application accessibility. The purpose of the survey is to encourage the formation of a committee or process that will collaborate with various constituencies on campus involved in the development of web based information, instruction, and internal processes, like registration.

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2010 UNDERREPRESENTED GROUPS REPORT
APPENDIX I - Enrollment by Race/Ethnicity Fall 1989-2009⁹

| Ethnicity | 1989 | 1990 | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
|--------------------|--------------|--------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| African-American | 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 | 1,599 |
| Native-American | 12 | 27 | 18 | 21 | 23 | 23 | 24 | 26 | 35 | 31 | 21 | 26 | 31 | 22 | 33 | 18 | 36 | 21 | 25 | 28 | 31 |
| Asian | 110 | 108 | 128 | 163 | 127 | 144 | 150 | 154 | 152 | 166 | 199 | 213 | 222 | 213 | 278 | 279 | 332 | 346 | 353 | 394 | 393 |
| Latino | 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 | 2,165 |
| White | 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 | 10,157 |
| Non-Resident Alien | 13 | 13 | 8 | 8 | 8 | 6 | 9 | 9 | 8 | 14 | 37 | 34 | 30 | 30 | 25 | 16 | 18 | 13 | 10 | 10 | 13 |
| Unknown/Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 930 |
| TOTAL | 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 | 15,288 |

| Ethnicity | 1989 | 1990 | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
|--------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|--------------|
| African-American | 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% | 10.5% |
| Native-American | 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% | 0.2% |
| Asian | 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% | 2.6% |
| Latino | 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% | 14.2% |
| White | 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% | 66.4% |
| Non-Resident Alien | 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% | 0.1% |
| Unknown/Other | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 6.1% |
| 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% | 93.9% |

| Minorities | 1989 | 1990 | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
|--------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| African-American | 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 | 1,599 |
| Native-American | 12 | 27 | 18 | 21 | 23 | 23 | 24 | 26 | 35 | 31 | 21 | 26 | 31 | 22 | 33 | 18 | 36 | 21 | 25 | 28 | 31 |
| Asian | 110 | 108 | 128 | 163 | 127 | 144 | 150 | 154 | 152 | 166 | 199 | 213 | 222 | 213 | 278 | 279 | 332 | 346 | 353 | 394 | 393 |
| Latino | 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 | 2,165 |
| Non-Resident Alien | 13 | 13 | 8 | 8 | 8 | 6 | 9 | 9 | 8 | 14 | 37 | 34 | 30 | 30 | 25 | 16 | 18 | 13 | 10 | 10 | 13 |
| TOTAL | 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 | 4,201 |

| Minorities | 1989 | 1990 | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
|--------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| African-American | 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% | 38.1% |
| Native-American | 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% | 0.7% |
| Asian | 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% | 9.4% |
| Latino | 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% | 51.5% |
| Non-Resident Alien | 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% | 0.3% |
| 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 | 1989 | 1990 | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
|------------------|-------|-------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Minorities | 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 | 4,201 |
| Total Enrollment | 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 | 15,288 |
| % Minority | 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% | 27.5% |

⁹ Source: Fall Census Reports - ICCB (E1) Files

2010 UNDERREPRESENTED GROUPS REPORT
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
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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% |

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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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2010 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% |

Information based on Illinois Community College Board data files, local data collected by the Office of Institutional Research and Effectiveness
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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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 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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2010 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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2010 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% |

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

**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 (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% |

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

2010 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

**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
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APPENDIX III - Accessibility of Institutional Web Pages Survey

The following pages detail the responses to the accessibility of institutional web pages survey. This survey is intended to replace the 2006 reporting requirements for web accessibility, and was developed by Web Accessibility Consortium and endorsed by Disabilities Advisory Committee; used to collect data for the Underrepresented Groups Report.

Purpose: To encourage the formation of a committee or process that will collaborate with various constituencies on campus involved in the development of web based information, instruction, and internal processes, like registration.

Information and Resources on Accessibility***Illinois Information Technology Accessibility Act of 2007 (IITAA) (30 ILCS 587):***

This Act has specific implementation requirements for all four-year public institutions and is the baseline standard for web accessibility. Although the IITAA does not apply to community colleges at this time, community colleges are encouraged to use the IITAA requirements and benefit from the activities related to IITAA implementation in other state institutions.

Web Application Accessibility:

Web applications must be accessible to people with disabilities. Commercial web applications for course management, web mail, campus portals, and content management systems may not be accessible and may not allow modification. Institutions are encouraged to work with companies or open source projects to improve the accessibility of web applications. Technical staff who understand the technical details of accessibility can help create statewide networks to work with companies and open source developers to improve accessibility.

Note: The Web Accessibility Consortium currently supports many multi-institutional efforts on improving the accessibility of web applications.

Links:

Web Accessibility Consortium - <http://cita.disability.uiuc.edu/collaborate/illinois/>

Ill. Inform. Tech. Accessibility Act (IITAA) (30 ILCS 587) - <http://www.ilga.gov/legislation/ilcs/ilcs.asp>

IITAA Standards - <http://www.dhs.state.il.us/page.aspx?item=32765>

IITAA Purchasing Group for Higher Education - <http://purchasing.cita.uiuc.edu/>

I. Campus Involvement

1. Which campus constituencies address web accessibility issues? Please list below.
2. Please mark an "x" by each campus unit that participates in web accessibility issues.
 - a Academic Officer representative (i.e. Provost, Vice President, Chancellor)
 - b Human Resources
 - c Public Affairs or Marketing
 - d Foundation/Marketing
 - e Disability resources
 - f Instructional technology
 - g Library
 - h Information technology
 - i Faculty representative
 - j Student affairs
 - k Registrar, Admissions and Records
 - l Procurement/Purchasing
 - m Athletics
 - n Other units, please list the units who participate.

II. Activities

1. How do you communicate your web accessibility practices to faculty, staff, students and the general public?

Joliet Junior College uses an Accessibility Statement on the website to address accessibility of the site
2. What unit or committee has responsibility for monitoring and coordinating the overall implementation of campus web accessibility activities at your institution?

Joliet Junior College has a web accessibility specialist on staff, who works in close conjunction with Disability Resources, to address any issues that may arise
3. How does your institution coordinate and promote accessible web design on campus to web developers and what training resources are available to assist developers in learning about accessible design?

JJC subscribes to the IBHE Web Accessibility Consortium listserv as well as IBHE Web Best Practices listserve. We also attend seminars directed toward accessibility and the web.
4. What criteria does the institution or committees use to prioritize which web resources to make accessible?

Priorities for the college include students, faculty and staff, and the community at large.
5. How are students involved in identifying web accessibility issues on campus?

Disability Resources may occasionally call upon their students to help in assessing some aspects of the JJC website.
6. How is web accessibility addressed in your campus strategic plan?

Strategic Goal: To improve the success of minority, underrepresented and underprepared student populations in addition to closing

2010 UNDERREPRESENTED GROUPS REPORT

7. What are your web accessibility procurement requirements?
"Other" selected no additional information provided.
8. Does your campus participate in the IBHE Web Accessibility Consortium?
Yes
9. Do you include web accessibility as part of your disability awareness activities / training on your campus?
Yes

III. Progress and Future Plans

1. Define your accessibility requirements?
US Federal Government Section 508 guidelines, W3C web content accessibility guidelines
2. List the evaluation tools and procedures you use to evaluate accessibility of web resources at your institution?
FAE functional evaluator, Webexact, Opera web browser, w3c css evaluator, w3c validation
3. Summarize the progress your institution has made **during the past year**.
 - a. Web pages that have been evaluated for accessibility compliance and the results.
The website is currently in compliance with both 508 standards and w3c guidelines
 - b. Websites brought into compliance.
NA
4. Summarize your plans to improve **in the next year**.
 - a. A list of websites you plan to evaluate for accessibility in the next year.
JJC plans to periodically evaluate the entire website for compliance.
 - b. A list of websites you plan to bring into compliance during this next year.
NA
5. How are you **monitoring ongoing compliance** with web accessibility requirements on your campus?
Monitoring is done by using the evaluation tools listed above.

IV. Web Application Accessibility

1. List the web applications your institution uses in each of the following categories:
 - a. Course management systems
 - i Blackboard
 - ii Moodle
 - iii Sakai
 - iv Angel
 - v Desire2Learn
 - vi Other

b. Campus portal system

i uPortal

ii Other

JJC is currently in the process of implementing the ActiveCampus portal

c. Web mail

i Mirapoint

ii Google Mail

iii Other

Microsoft student mail

2. List the activities and the progress of your campus during the past year to improve the accessibility of these web applications.

The portal may be implemented with Angel as a single sign on cms.

3. List your planned activities to improve the accessibility of these web applications during the next year.

Web applications will be evaluated as the need arises.

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=ahsm%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: 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/infc/aids/aids_gen_ovw.jsp

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

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

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

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

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

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

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

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

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

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

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

1190 Other Health – Health impairment not identified above.