

**ILLINOIS COMMUNITY COLLEGE SYSTEM
SELECTED PROGRAMS AND SERVICES FOR
UNDERREPRESENTED GROUPS**

**FOCUS AREA:
ACADEMIC ACHIEVEMENT
PROMOTING POSITIVE RESULTS AND
HIGHLIGHTING PROMISING PRACTICES**

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INTRODUCTION

Through the Underrepresented Groups Report, community colleges have an opportunity to report on initiatives and strategies aimed at increasing participation and achievement among individuals with Disabilities, Women, and Minorities. Underrepresented Groups Report production is an important annual statutory responsibility (Public Act 85-283) for community colleges and universities. Each community college provides a report detailing current activities and programs aimed at strengthening participation and progress among traditionally underrepresented student populations. Illinois Community College Board (ICCB) staff summarize the information provided by the individual colleges and forward it to officials from the Illinois Board of Higher Education (IBHE) who combine it with responses from the public universities and forward it to the Governor and General Assembly.

This year's report begins with an overview of the demographic characteristics of community college students, completers, and faculty. External comparative information is referenced where available. The next portion of the report explores the current year's Focus Topic: Academic Achievement of Persons with Disabilities, Women, and Minorities using a variety of data sources and materials provided by the colleges. A five-year statewide analysis of the Integrated Postsecondary Education Data Systems (IPEDS) Graduation Rate Survey (GRS) data for Students with Disabilities, Female Students, and Minority Students from Illinois community colleges is included in this portion of the report. IPEDS GRS data provide a Combined Outcome Rate – which includes graduation, transfer, and persistence – and a Graduation Rate which only counts completions. A three-year analysis of statewide full-time, first-time student Fall to Fall retention rates for Underrepresented Groups is also provided. Summaries of what works, high impact Underrepresented Group promising programs, services, and initiatives related to improving academic achievement at selected community colleges are featured at the end of the section. The report also examines the need of additional resources for Underrepresented Groups at community colleges. Resources are needed to provide individuals from Underrepresented Groups who require additional support with programs and services to promote student success. Future directions, a summary, and recommendations are addressed at the end of the report.

DEMOGRAPHIC INFORMATION

Illinois Community College System demographic data on credit students are gathered through the Annual Enrollment and Completion (A1) submission. These data illustrate that Illinois community colleges serve a broad cross section of the general population. Census data are provided when possible to offer an external reference point for reviewing the enrollment, completion, and staffing data. Additional analyses are included about the racial/ethnic distribution of community college credit students for selected broad program areas (PCS).

During fiscal year 2004, Illinois community colleges served approximately 11,639 Students with Disabilities (1.7 percent of all credit students).

Disability Status – During fiscal year 2004, Illinois community colleges served approximately 11,639 Students with Disabilities (1.7 percent of all credit students). This figure represents the number of individuals (unduplicated) who self-identified their disability status through the Underrepresented Groups reporting process. This year was the third year that

colleges were asked to report the type of disability individuals attending community colleges possessed via the Underrepresented Groups reporting process.

Based on the duplicated count of Students with Disabilities who self-reported, specific disabilities included **Learning** including ADHD (45.0 percent of reported disabilities); **Auditory** (8.6 percent); **Medical** (7.3 percent); **Mobility** (7.1 percent); **Mental** (7.1 percent); **Visual** (4.7 percent) and **Other** including Developmental (20.2 percent). There are Students with Disabilities who self identify, but do not actually use the extra services colleges can provide. Based on a duplicated count of student usage, services were provided for just over 61 percent of reported disabilities. Of those services used, nearly one-half were used by students with Learning disabilities.

In the 2000 census data, 17 percent (1.2 million) of all Illinoisans between the ages of 21 and 64 years of age reported having a disability. Fifty-seven percent of these individuals who reported a disability indicated that they were employed. Census figures show a substantial Illinois population of individuals with disabilities (<http://www.illinoisbiz.biz/2000census/04017.pdf>)

Gender – The overall Male/Female distribution of students in the Illinois Community College System typically fluctuates little from year to year. Females comprised 55.9 percent of the student population in fiscal year 2004. The percentage of Male students has averaged 44.3 percent over the past five years. Census data show little change in the proportion of Females in Illinois with 51.1 percent in 2003 versus 51.4 percent in 1990. Over the past five years, the number of Female students completing degree programs has increased 30.2 percent, while the number of Female students enrolled in Illinois community college courses increased 5.1 percent.

Over the past five years, the number of Female students completing degree programs has increased 30.2 percent.

(<http://factfinder.census.gov/servlet/ACSSAFFFacts?event=&>, Select Illinois from menu).

Age – The average age of Illinois community college credit students was 30.9 in fiscal year 2004 showing little change from fiscal year 2003 (31.0). The median age was 26.3 in fiscal year 2004, compared to 26.5 years of age in the previous year. According to 2003 census data, the median age of all Illinoisans was 35.3 years. The latest census data also showed that almost three-quarters (9.1 million) of all Illinoisans were 18 years of age or above.

(<http://factfinder.census.gov/servlet/ACSSAFFFacts?event=&>, Select Illinois from menu).

Racial/Ethnic Distribution – Illinois' population grew to nearly 12.33 million in 2003 compared to 11.43 million in 1990 (<http://factfinder.census.gov/servlet/ACSSAFFFacts?event=&>, Select Illinois from menu). Detailed Illinois census data indicate that the state's population grew 7.9 percent between 1990 and 2003. Illinois' 2003 census data in Table 1 show that Whites/Caucasians remained the largest racial/ethnic group. However, Minorities have been responsible for Illinois' population growth from 1990 to 2003, as the percent of Caucasians decreased from 78.3 percent to 74.5 percent of the population.

(<http://factfinder.census.gov/servlet/ACSSAFFFacts?event=&>, Select Illinois from menu).

The racial/ethnic data collection methodology changed for the 2000 census and continued in the 2003 update. In 2003, two or more races were identified on their census forms by 1.4 percent of all Illinoisans indicated. These individuals are included in the "Some Other Race*" column in the table. Selecting more than a single race was not permitted in the 1990 census. The question on Latino ethnicity was asked independently from an individual's race beginning in 2000 and is reflected in the 2003 data in the table. The 1990 census data were adjusted to allow for comparisons. The Latino** figure is a duplicated count for both years. These duplicated Latino population counts show substantial growth, from 904,446 in 1990 to 1,694,185 in 2003.

Growth definitely occurred in Illinois' Latino population between 1990 and 2003. At the same time, a portion of this growth may be attributable to the changes in the reporting structure.

Table 1
State of Illinois Racial/Ethnic Distribution Based on the Census

	<i>White/ Caucasian</i>	<i>African American</i>	<i>Asian American</i>	<i>Native American</i>	<i>Some Other Race*</i>	<i>Latino** (Duplicated)</i>
1990	78.3%	14.8%	2.5%	0.2%	4.2%	7.9%
2003	74.5%	14.7%	3.9%	0.2%	6.6%	13.7%

SOURCE OF DATA: U. S. Census Bureau, 1990, 2003.

Students identifying themselves as Latino – currently 109,782 – accounted for the largest number of Minority enrollments this year and have since fiscal year 2000. African-American students – currently 101,453 – constitute the second largest Minority group in the latest data.

Overall in fiscal year 2004, Minorities accounted for over one-third (35.7 percent) of the individuals enrolled in credit coursework at Illinois community colleges whose ethnicity was known. Current data show that Minority representation was similar to the prior year (FY 2003 = 35.9 percent). The latest results are close to the five-year average (35.5 percent). Students identifying themselves as Latino – currently 109,782 – accounted for the

largest number of Minority enrollments this year and have since fiscal year 2000. African-American students – currently 101,453 – constitute the second largest Minority group in the latest data. The latest proportionate representation by Latino students was very similar to the prior year (15.8 percent in FY 2004 verses 16.0 percent in FY 2003). African-American student representation was similar to the year before as well (14.6 percent in FY 2004 versus 14.4 percent in FY 2003). Longer term – over the past five years – the Illinois Community College System's Latino student population has grown by 14.1 percent, which was the largest increase of any racial/ethnic group.

Student racial/ethnic representation varies across broad program areas. For example, Table 2 contains information about the racial/ethnic distribution of Adult Education (ABE/ASE) and English as a Second Language (ESL) enrollments. Minority students accounted for nearly two-thirds (64.4 percent) of the individuals enrolled in community college Adult Education coursework whose ethnicity was known. In fiscal year 2004, African -American students accounted for just over one-third (36.6 percent) of the adult education enrollments. The latest figures show that Latino students accounted for just under one-quarter (24.8 percent) of the individuals enrolled in Adult Education coursework. Additionally, Minority students accounted for more than three-quarters (79.5 percent) of the individuals enrolled in community college ESL coursework during fiscal year 2004. Latino students accounted for over two-thirds (69.4 percent) of the community college ESL students.

Table 2
Fiscal Year 2004 Minority Students Enrolled in
Adult Education (ABE/ASE) and English-as-a-Second Language (ESL)

<i>Program</i>	<i>African American</i>	<i>Latino</i>	<i>Asian</i>	<i>Alien</i>	<i>Native American</i>	<i>Minority Subtotal</i>
ABE/ASE %	36.6%	24.8%	3.0%	0.6%	0.6%	64.4%
Number	19,305	13,103	925	150	336	33,819
ESL %	1.5%	69.4%	6.9%	1.3%	0.1%	79.5%
Number	1,113	51,278	5,091	983	101	58,566

SOURCE OF DATA: Annual Enrollment and Completion (A1)

Table 3 illustrates the distribution of Minority students enrolled in baccalaureate/transfer and career/technical programs. During fiscal year 2004, Minorities comprised more than one-quarter (28.0 percent) of baccalaureate/transfer enrollees whose ethnicity was known. An examination of each Minority racial/ethnic group's representation across the baccalaureate/transfer program area indicates that African-American students accounted for the largest Minority group enrollments (14.4 percent), followed by Latino students (7.9 percent), Asian students (4.8 percent), Nonresident Alien students (0.5 percent), and Native American students (0.4 percent). Table 3 also shows that more than one quarter of students enrolled in career and technical programs were members of a Minority group (28.7 percent). African-American students had the highest representation among Minorities in career/technical programs and accounted for 15.7 percent of the population. Latino students had the second largest career/technical program enrollment (7.9 percent), followed by Asian students (4.2 percent), Nonresident Alien students (0.4 percent), and Native American students (0.4 percent).

Table 3
Fiscal Year 2004 Minority Students Enrolled in
Baccalaureate Transfer and Career/Technical Programs

<i>Program</i>	<i>African American</i>	<i>Latino</i>	<i>Asian</i>	<i>Nonresident Alien</i>	<i>Native American</i>	<i>Minority Subtotal</i>
Bacc./ Transfer%	14.4%	7.9%	4.8%	0.5%	0.4%	28.0%
Number	37,791	20,702	12,711	1,208	898	73,310
Career/Tech. %	15.7%	7.9%	4.2%	0.4%	0.4%	28.7%
Number	29,992	15,005	8,061	820	759	54,637

SOURCE OF DATA: Annual Enrollment and Completion (A1)

The following section of the report supplies information about the racial/ethnic characteristics of students who graduated in fiscal year 2004. It provides a point in time or cross cutting count of the latest number of degrees and certificates awarded to Minority students within the Illinois Community College System during fiscal year 2004. One component of the next major section of the report looks at Graduation Rates. By definition a rate is a percentage. Graduation Rates provide information about a selected cohort of students who have been identified based on a set of common characteristics. The cohort is tracked over a specified period of time and their outcomes identified at the agreed upon reporting out point. Both sets of figures provide useful information.

During fiscal year 2004, more than four times as many Minorities completed Career/Technical programs as completed Baccalaureate/Transfer programs.

Across all Minority groups in 2004, Career/Technical program graduates far outnumbered Baccalaureate/Transfer program graduates. Table 4 shows that during fiscal year 2004, more than four times as many Minorities completed Career/Technical programs (N = 11,242) as completed Baccalaureate/Transfer programs (N = 2,724). Minority students accounted for 34.1 percent of all

Career/Technical graduates, compared to 19.5 percent of Baccalaureate/Transfer graduates. Slightly less than 20 percent of Career/Technical program completers were African-American (17.5 percent), followed by Latino (8.7 percent), Asian (6.9 percent), Native-American (0.5 percent), and Nonresident Alien (0.4 percent). African-American students represented a much smaller proportion of the Baccalaureate/Transfer graduates (8.6 percent). Latino students accounted for the second largest group of Baccalaureate/Transfer Minority graduates (6.8 percent), followed by Asian students (3.2 percent), Nonresident Alien students (0.5 percent), and Native American students (0.2 percent).

Table 4
Fiscal Year 2004 Minority Student Completers in
Baccalaureate Transfer and Career and technical Programs

<i>Program</i>	<i>African American</i>	<i>Latino</i>	<i>Asian</i>	<i>Alien</i>	<i>Native American</i>	<i>Minority Subtotal</i>
Bacc./Transfer %	8.6%	6.8%	3.2%	0.5%	0.2%	19.5%
Number	1,212	955	448	74	35	2,724
Career/Tech. %	17.5%	8.7%	6.9%	0.4%	0.5%	34.1%
Number	5,791	2,893	2,269	120	169	11,242

SOURCE OF DATA: Annual Enrollment and Completion (A1)

In fiscal year 2004, Minority faculty accounted for 13.5 percent of full-time and 14.2 percent of part-time Illinois community college faculty whose ethnicity was known.

Table 5 shows that in fiscal year 2004, Minority faculty accounted for 13.5 percent of full-time and 14.2 percent of part-time Illinois community college faculty whose ethnicity was known. Compared to last year, Minority representation among full-time faculty remained about the same (up 0.1 percent) and was up close to one percent (0.8 percent) among part-time faculty.

Humphreys (1999) and the American Council on Education/ American Association of University Professors (2000) found that a diverse faculty promotes a positive learning environment for both Minorities and Caucasians.

Table 5
Fiscal Year 2004 Minority Faculty in
Illinois Community Colleges

<i>Program</i>	<i>African American</i>	<i>Latino</i>	<i>Asian</i>	<i>Native American</i>	<i>Alien</i>	<i>Minority Subtotal</i>
Full-time %	7.6%	1.7%	3.7%	0.2%	0.2%	13.5%
Number	338	75	166	11	6	596
Part-time %	7.9%	3.2%	2.6%	0.3%	0.1%	14.2%
Number	925	377	308	40	14	1,664

SOURCE OF DATA: Faculty, Staff and Salary (C1)

Faculty, staff, administrators, and board members at each community college accept the responsibility of meeting the needs and demands of the area community and their constituents. To thrive in the competitive higher education marketplace, community colleges adopt a strong customer and community focus. Hence, the colleges tend to reflect the communities in which they are located. Interest in creating a diverse environment is common to all colleges across the system. Strengths and opportunities for improvement may differ by locality.

FOCUS TOPIC:
ACADEMIC ACHIEVEMENT OF PERSONS WITH DISABILITIES,
WOMEN, AND MINORITIES

Furnishing information about multiple outcome measures provides a more complete picture of results achieved by students than does focusing on a single outcome measure like graduation alone.

Community colleges track student progress and document their outcomes. Local and state officials have a strong interest in these topics. Additionally, there is an elevated emphasis on assessment and outcomes reporting in the North Central Association of Schools and Colleges (NCA) accreditation process. Furnishing information about multiple outcome measures provides a more complete picture of results achieved by students

than does focusing on a single outcome measure like graduation alone. Included in this section of the report are a national Graduation Rate measure and a Combined Outcome Rate measure. Fall to Fall retention rates are also referenced, which offers another perspective on student attainment.

Federal officials have developed an approach for looking at selected educational outcomes called the Graduate Rate Survey (GRS), which is part of the nationwide Integrated Postsecondary Data System (IPEDS) initiative. The IPEDS GRS survey includes a Graduation Rate for full-time, first-time, degree or certificate-seeking students in a specified year and provides a count of the number completing within 150 percent of "catalog" time; and a Combined Outcome Rate figure can be calculated for those who either graduated, transferred to other institutions, or were still enrolled at the end of the observation period. The Combined Rate more fully reflects the range of academic outcomes sought by community college students than does the Graduation Rate.

Exploring the concept of "Catalog" time a little further is worthwhile since it is a central component of all related GRS rate calculations. "Catalog" time refers to the amount of time an individual enrolled full-time on a continuous basis during each academic year could complete degree or certificate requirements. For example, an Associate Degree is classified as a two-year program and results are determined at the end of three years. Therefore, for Associate Degree completion, students attending fall and spring semesters only – summers off – have six semesters to complete what is typically about a 60 semester hour degree. At a minimum, to meet the

reporting deadline students need to pass the equivalent of ten credit hours of required coursework for their chosen major within six semesters. Intermittent and part-time attendance are common among community college students. Course taking not related to the student's major or changing majors would lengthen time to completion as well. Many community college students are simultaneously working and enrolled in college or have other family responsibilities so part-time attendance is common.

Further complicating rate calculations is that there are instances where students are required to identify themselves as program participants rather than course takers to be financial aid eligible. Unfortunately, some individuals who are not genuinely interested in pursuing a certificate or degree – often they are seeking skills for immediate employment – but need financial aid to attend college are included in these calculations. Similar problems exist nationwide.

The reader should be aware of the limitations of the IPEDS GRS related measures. IPEDS GRS related calculations can provide comparative national information based on commonly defined measurement approaches. Through IPEDS, breakouts are available for student subpopulations, including gender and selected racial/ethnic groups. Additional data analyses were done by the ICCB to track outcomes for Students with Disabilities based on information provided by the colleges in the Annual Enrollment and Completion (A1) submission. National GRS data for Students with Disabilities are not available.

Although the Combined Rate is better than the Graduation Rate alone, it also has limitations. For example, successful employment outcomes are not recognized. Additionally, the figures for students who left in good standing are not reported in the Combined Rate. For Illinois, transfer information is limited to in-state public institutions and DePaul University (Chicago) during the period covered by this report. Other states have similar limitations on transfer tracking. Illinois has made progress in using the National Student Clearinghouse to collect additional private and in-state and out-of-state transfer data. Future IPEDS submissions will include expanded transfer information. Placement in employment and employment retention measures are used in conjunction with other federal initiatives. Therefore, even the Combined Outcome Rate reported to IPEDS under reports the array of positive student achievements.

Illinois Community College Board staff use data supplied through routine submissions to provide federal officials with IPEDS Graduation Rate Survey results for all Illinois public community colleges. This approach can be taken because local community college officials furnish accurate and complete information through regularly scheduled ICCB data submissions. Production of IPEDS outcomes data by ICCB staff reduces the reporting burden for community colleges. One set of computer programs is used to produce results for all Illinois community colleges to provide consistent statewide data. IPEDS GRS reports for fiscal years 1999 through 2003 are provided in Tables 6 through 8. The year labels identify the end year through which students are tracked.

The statewide tables with Combined Outcome results – graduation, transfer, and still enrolled – and Graduation-only outcomes contain a substantial amount of information covering five years. Initial information is provided on Students with Disabilities. Next, analysis based on Gender with an emphasis on Female students is furnished. These initial tables and analysis contain relatively straightforward comparisons. Outcomes for Minority Students overall and for the largest racial/ethnic groups are provided in the third subsection. The racial/ethnic tables and accompanying analysis are more complex due to the number of subgroups involved. Addressing the racial/ethnic information last, gives the reader an opportunity to gain familiarity with the approach taken before additional levels of complexity are introduced.

Terminology used in the IPEDS GRS section of the report includes a Combined Outcome Rate or Combined Rate, which reflects students who graduated, transferred, or were still enrolled at the end of the GRS observation time frame. The time frame varies somewhat based on the length of the program a student is pursuing. The longest period is three years for individuals seeking an Associate Degree. The Graduation Rate includes only individuals who earned a certificate or degree within the prescribed time frame.

The Combined Rate, reflects students who graduated, transferred, or were still enrolled at the end of the GRS observation time frame. . . .The Graduation Rate includes only individuals who earned a certificate or degree within the prescribed time frame.

Additionally, counts are provided of the number of colleges where the rate of students within a designated category either increased (1 percent or more), decreased (1 percent or more) or showed little or no change (less than 1 percent) over the last five years. The college count provides one measure of how the system is moving ahead, losing some ground, or remaining relatively steady with an emphasis on progress at the institutional level.

STUDENTS WITH DISABILITIES COMBINED OUTCOMES

Table 6 contains information about students in the entering cohort who self reported that they have a disability. As is the case with GRS outcomes for all student groups, the Students with Disabilities in the table are individuals who have arrived prepared to perform college-level work. It is important to recognize that these calculations are based on the IPEDS definition, which includes college-level, first-time, full-time, and degree and certificate seeking students and records results within 150 percent of “catalog” time.

Average Students with Disabilities Combined Outcome Results

Over the last five years, on average more than one-third (36.2 percent) of the self-reported Disabled students identified as college ready in the Annual Enrollment and Completion (A1) submission either **graduated, transferred, or were still enrolled** – **Combined Rate** – at the end of the GRS observation period. During the same five-year period, the Combined Outcome average was 63.0 percent for students without a self-reported disability. Recent data show more highly positive results for Students with Disabilities.

Table 6
Fiscal Year 1999 through 2003
IPEDS Graduation Rate Survey Results for Students Based on
Reported Disability Status in Illinois Community College

	Students with Disabilities	Other Students	Overall
Initial Cohort 2001 - 2003	418	24,887	25,305
Number Graduated	78	5,878	5,956
Number Graduated/Transferred/Still Enrolled	248	16,638	16,886
Percent Graduated	18.7%	23.6%	23.5%
Percent Graduated/Transferred/Still Enrolled	59.3%	66.9%	66.7%
Initial Cohort 2000 - 2002	503	26,206	26,709
Number Graduated	86	5,838	5,924
Number Graduated/Transferred/Still Enrolled	145	16,386	16,531
Percent Graduated	17.1%	22.3%	22.2%
Percent Graduated/Transferred/Still Enrolled	28.8%	62.5%	61.9%
Initial Cohort 1999 - 2001	552	26,564	27,116
Number Graduated	89	5,993	6,082
Number Graduated/Transferred/Still Enrolled	142	16,576	16,718
Percent Graduated	16.1%	22.6%	22.4%
Percent Graduated/Transferred/Still Enrolled	25.7%	62.4%	61.7%
Initial Cohort 1998 - 2000	487	25,678	26,165
Number Graduated	71	5,828	5,899
Number Graduated/Transferred/Still Enrolled	162	15,600	15,762
Percent Graduated	14.6%	22.7%	22.5%
Percent Graduated/Transferred/Still Enrolled	33.3%	60.8%	60.2%
Initial Cohort 1997 - 1999	509	26,012	26,521
Number Graduated	96	6,027	6,123
Number Graduated/Transferred/Still Enrolled	197	16,337	16,534
Percent Graduated	18.9%	23.2%	23.1%
Percent Graduated/Transferred/Still Enrolled	38.7%	62.8%	62.3%
5 Year Average (# based)	17.0%	22.9%	22.7%
Percent Graduated/Transferred/Still Enrolled	36.2%	63.0%	62.5%
2003 versus 2002 Graduated (1 Year)			
Percent Difference	1.6%	1.3%	1.3%
Number Difference	-8	40	32
2003 versus 2002 Graduated/Transferred/Still Enrolled			
Percent Difference	30.5%	4.4%	4.8%
Number Difference	103	252	355

Table 6
Fiscal Year 1999 through 2003
IPEDS Graduation Rate Survey Results for Students Based on
Reported Disability Status in Illinois Community College

	Students with Disabilities	Other Students	Overall
2003 versus 1999 Graduated (5 Year)			
Percent Difference	-0.2%	0.4%	0.4%
Number Difference	-18	-149	-167
2003 versus 1999 Graduated/Transferred/Still Enrolled			
Percent Difference	20.6%	4.1%	4.4%
Number Difference	51	301	352

SOURCE OF DATA: Fall Enrollment (E1) and Annual Enrollment and Completion (A1).

Most Recent Students with Disabilities Combined Outcome Results

The Combined Rate – graduation/transfer/still enrolled results – for the latest cohort (59.3 percent) were about twice as high as last year’s results (28.8 percent). This substantial percentage increase can be partially attributed to a decrease in the number of Students with Disabilities in the latest cohort (N = 418) compared to last year (N = 509), while 103 additional Students with Disabilities reported either graduating, transferring or continuing their enrollment in the latest results.

Colleges With Increases, Decreases, or Little Change in Overall Students with Disabilities Combined Outcomes Over Five Years

Thirty-three colleges experienced increases (1 percent or more) in the rate of Students with Disabilities who graduated, transferred, or were still enrolled compared to five years ago. Ten colleges reported decreases (1 percent or more) in the Combined Outcome Rate for Students with Disabilities. Five colleges saw little or no change in the percent of Students with Disabilities who graduated, transferred, or were still enrolled.

Students with Disabilities Graduation Rates

Based on the IPEDS methodology, over the last five years Graduation Rates for Students with Disabilities averaged 17.0 percent.

Average Graduation Students with Disabilities Results

IPEDS also includes a **Graduation Rate**, which as the name implies is a subset of the graduation/transferred/ still enrolled Combined Rate calculation. Based on the IPEDS methodology, over the last five years Graduation Rates for Students with Disabilities averaged 17.0 percent. Over the same time period, the Graduation Rates for

Students without disabilities averaged 22.9 percent. National comparative data can provide a useful reference point when available. The National Center for Higher Education Management Systems (NCHEMS) and The National Information Center for Higher Education Policymaking and Analysis provide nationwide 2003 IPEDS Graduation Rate summary data for selected student groups from two-year public institutions, including gender and breakouts for the numerically larger racial/ethnic groups. However, as previously noted, a national reference is not readily available since, unfortunately, no data for Students with Disabilities are available from IPEDS or NCHEMS. Additionally, no

Combined Rate for graduation/transferred/still enrolled is available at the NCHEMS site for any student groups. (http://www.higheredinfo.org/raceethnicity/2003_Graduation_Rates_by_State_Sector_Level_Race_Gender.xls)

Latest Graduation Results for Students with Disabilities

The most recent Graduation Rate for Students with Disabilities was 18.7 percent. The latest results are higher than the results achieved in four of the last five years. The Combined Rate shows that many of the Students with Disabilities are being retained within higher education. Retention of Students with Disabilities within higher education is evidenced by the 40.6 percent of students who either were still enrolled or transferred to another institution (Combined Rate minus Graduation Rate). The rate of Students with Disabilities who either graduated, transferred, or were still enrolled was 7.6 percent lower compared to all other students.

The Combined Rate shows that many Students with Disabilities are being retained within higher education.

Colleges With Increases, Decreases, or Little Change in Students with Disabilities Graduation Rates Over Five Years

Eighteen colleges experienced increases (1 percent or more) in the percent of Students with Disabilities who graduated. Nineteen colleges experienced decreases (1 percent or more) in the percent of Students with Disabilities who graduated . Eleven colleges experienced little or no change in Students with Disabilities Graduation Rates.

Table 7 provides statewide IPEDS GRS outcome information by gender.

Table 7
Fiscal Year 1999 through 2003
IPEDS Graduation Rate Survey Results for Illinois Community Colleges

	Male	Female	Overall*
Initial Cohort 2001 - 2003	12,541	12,764	25,305
Number Graduated	2,616	3,340	5,956
Number Graduated/Transferred/Still Enrolled	8,114	8,772	16,886
Percent Graduated	20.9%	26.2%	23.5%
Percent Graduated/Transferred/Still Enrolled	64.7%	68.7%	66.7%
Initial Cohort 2000 - 2002	13,346	13,363	26,709
Number Graduated	2,580	3,344	5,924
Number Graduated/Transferred/Still Enrolled	7,883	8,648	16,531
Percent Graduated	19.3%	25.0%	22.2%
Percent Graduated/Transferred/Still Enrolled	59.1%	64.7%	61.9%
Initial Cohort 1999 - 2001	13,257	13,859	27,116
Number Graduated	2,585	3,497	6,082
Number Graduated/Transferred/Still Enrolled	7,863	8,855	16,718
Percent Graduated	19.5%	25.2%	22.4%
Percent Graduated/Transferred/Still Enrolled	59.3%	63.9%	61.7%

Table 7
Fiscal Year 1999 through 2003
IPEDS Graduation Rate Survey Results for Illinois Community Colleges

	Male	Female	Overall*
Initial Cohort 1998 - 2000	12,986	13,179	26,165
Number Graduated	2,567	3,332	5,899
Number Graduated/Transferred/Still Enrolled	7,482	8,280	15,762
Percent Graduated	19.8%	25.3%	22.5%
Percent Graduated/Transferred/Still Enrolled	57.6%	62.8%	60.2%
Initial Cohort 1997 - 1999	13,187	13,334	26,521
Number Graduated	2,663	3,460	6,123
Number Graduated/Transferred/Still Enrolled	7,955	8,579	16,534
Percent Graduated	20.2%	25.9%	23.1%
Percent Graduated/Transferred/Still Enrolled	60.3%	64.3%	62.3%
5 Year Average (# Based)			
Percent Graduated	19.9%	25.5%	22.7%
Percent Graduated/Transferred/Still Enrolled	60.2%	64.9%	62.5%
2003 versus 2002 Graduated (1 Year)			
Percent Difference	1.6%	1.2%	1.3%
Number Difference	36	-4	32
2003 versus 2002 Graduated/Transferred/Still Enrolled			
Percent Difference	5.6%	4.0%	4.8%
Number Difference	231	124	355
2003 versus 1999 Graduated (5 Year)			
Percent Difference	0.7%	0.3%	0.4%
Number Difference	-47	-120	-167
2003 versus 1999 Graduated/Transferred/Still Enrolled			
Percent Difference	4.4%	4.4%	4.4%
Number Difference	159	193	352

SOURCE OF DATA: Fall Enrollment (E1) and Annual Enrollment and Completion (A1).

GENDER COMBINED OUTCOMES

Average Combined Student Outcome Results by Gender

Table 7 shows that the five-year average Combined Rate performance for Female students was about 65 percent and 60 percent for Male students at the end of the time frame specified by IPEDS. Hence, five-year average graduated/transferred/still enrolled results attained by Female students were about 5 percent higher than the results attained by Male students. Over the last five years, Female students have consistently outperformed Male students, achieving between 4.0 and 5.6 percent higher rates.

Compared to last year, Female student Combined Outcomes increased 4.0 percent and Male student outcomes increased 5.6 percent, indicating that Male students are gaining some ground.

Latest Combined Student Outcome Results by Gender

Current Combined Outcomes for both Female (68.7 percent) and Male (64.7 percent) students were the highest over the five-year period. Compared to last year, Female student Combined Outcomes increased 4.0 percent and Male student outcomes increased 5.6

percent, indicating that Male students are gaining some ground.

Changing the focus to the number of students who achieved these results reinforces the conclusion that Male students have demonstrated recent gains. While the total number of Female students (N = 8,772) who graduated, transferred, or were still enrolled remains greater than the total number of Male students (N = 8,114), there was a smaller increase in the Female student count. Nearly twice as many additional Male students (N = 231) than Female students (N = 124) achieved Combined Outcome results compared to the prior year.

Colleges With Increases, Decreases, or Little Change in Female Combined Outcomes Over Five Years

Advances lead declines by over three to one in the number of colleges with Female Combined Rate percent increases over the last five years. Thirty-three colleges experienced increases (1 percent or more) in Female students who graduated, transferred, or were still enrolled; ten colleges experienced decreases (1 percent or more); and five colleges experienced little or no change in Female student Combined Rate results.

GENDER GRADUATION RATES

Average Graduation Results by Gender

Based on the IPEDS Graduation Rate calculation, Female students averaged a 25.5 percent Graduation Rate over the past five years and Male students averaged 19.9 percent – a little more than 5.5 percent lower.

Latest Graduation Results by Gender

The most recent graduation outcomes were above average. In the 2003 results, just over one-quarter of Female (26.2 percent) and one-fifth of Male (20.9 percent) students graduated. The National Center for Higher Education Management Systems (NCHEMS) and The National Information Center for Higher Education Policymaking and Analysis provide nationwide 2003 IPEDS Graduation Rate summary data for Female and Male students at two-year public institutions. No Combined Rate for graduation/ transferred/still enrolled is available at the site. According to NCHEMS, the latest available national figures for two-year public colleges show a Female student Graduation Rate of 24.7 percent and a Male student Graduation Rate of 23.5 percent. Hence, the Illinois Female student Graduation Rate was slightly higher (1.5 percent) than the corresponding national rate. Conversely, the Illinois Male student Graduation Rate trailed the national rate by 2.6 percent. (http://www.higheredinfo.org/raceethnicity/2003_Graduation_Rates_by_State_Sector_Level_Race_Gender.xls) Compared to last year, the percentage of Female students graduating increased by 1.2 percent, while the percent of Male students graduating increased by 1.6 percent.

The 2003 Illinois Female student Graduation Rate was slightly higher than the corresponding national rate.

Colleges With Increases, Decreases, or Little Change in Female Graduates Over Five Years

Shifting the focus to the number of colleges reporting growth, decline, or continuity in the percent of Female students who graduated over the past five years yields the following results. Among the 48 community colleges, 23 colleges reported decreases, 21 colleges reported increases, and four colleges experienced little or no change in Female student graduates over the five-year period being reviewed.

OVERALL MINORITY STUDENT COMBINED OUTCOME RATES

Table 8 contains information about student outcomes by racial/ethnic group and includes a Combined Minority outcomes column.

Average Overall Minority Student Combined Outcome Rate Results

Over the last five years, on average nearly 55 percent of the Minority students statewide had graduated, transferred, or were still enrolled at the end of the observation period. To provide a reference point, almost two-thirds of the White students achieved this Combined Outcome. Table 8 shows that graduated/transferred/still enrolled five-year average results for White students (64.8 percent) were about 10 percent higher than average results for combined Minority students (54.9 percent). Variation was evident among the largest racial/ethnic Minority groups. Additional details about students from the three largest Minority groups appear later in this report.

<i>Table 8 Fiscal Year 1999 through 2003 IPEDS Graduation Rate Survey Results By Racial/Ethnic Group for Illinois Community Colleges</i>										
	White	African American	Latino	Asian	Non-resident Alien	Native American	Unknown	Overall*	Combined Minority	
Initial Cohort 2001 - 2003	19,184	3,063	1,807	877	84	71	219	25,305	5,902	
Number Graduated	5,170	331	262	127	20	16	30	5,956	756	
Number Grad./Transferred/ Still Enrolled	13,166	1,713	1,158	615	50	44	140	16,886	3,580	
Percent Graduated	26.9%	10.8%	14.5%	14.5%	23.8%	22.5%	13.7%	23.5%	12.8%	
Percent Grad./Transferred/ Still Enrolled	68.6%	55.9%	64.1%	70.1%	59.5%	62.0%	63.9%	66.7%	60.7%	
Initial Cohort 2000 - 2002	20,420	3,144	1,876	965	61	75	168	26,709	6,121	
Number Graduated	5,182	304	263	126	16	11	22	5,924	720	
Number Grad./Transferred/ Still Enrolled	13,146	1,494	1,091	647	36	41	76	16,531	2,706	
Percent Graduated	25.4%	9.7%	14.0%	13.1%	26.2%	14.7%	13.1%	22.2%	11.8%	
Percent Grad./Transferred/ Still Enrolled	64.4%	47.5%	58.2%	67.0%	59.0%	54.7%	45.2%	61.9%	44.2%	
Initial Cohort 1999 - 2001	20,642	3,273	1,885	954	88	84	190	27,116	6,284	
Number Graduated	5,333	296	272	117	15	12	37	6,082	712	
Number Grad./Transferred/ Still Enrolled	13,279	1,481	1,123	631	42	43	119	16,718	3,320	

Table 8
Fiscal Year 1999 through 2003
IPEDS Graduation Rate Survey Results By Racial/Ethnic Group
for Illinois Community Colleges

	White	African American	Latino	Asian	Non-resident Alien	Native American	Unknown	Overall*	Combined Minority
Percent Graduated	25.8%	9.0%	14.4%	12.3%	17.0%	14.3%	19.5%	22.4%	11.3%
Percent Grad./Transferred/ Still Enrolled	64.3%	45.2%	59.6%	66.1%	47.7%	51.2%	62.6%	61.7%	52.8%
Initial Cohort 1998 - 2000	20,575	2,881	1,587	853	90	68	111	26,165	5,479
Number Graduated	5,254	296	200	110	12	11	16	5,899	629
Number Grad./Transferred/ Still Enrolled	12,823	1,369	888	538	42	35	67	15,762	2,872
Percent Graduated	25.5%	10.3%	12.6%	12.9%	13.3%	16.2%	14.4%	22.5%	11.5%
Percent Grad./Transferred/ Still Enrolled	62.3%	47.5%	56.0%	63.1%	46.7%	51.5%	60.4%	60.2%	52.4%
Initial Cohort 1997 - 1999	20,573	3,109	1,676	838	108	85	132	26,521	5,816
Number Graduated	5,326	367	272	105	25	13	15	6,123	782
Number Grad./Transferred/ Still Enrolled	13,288	1,473	1,010	590	60	49	64	16,534	3,182
Percent Graduated	25.9%	11.8%	16.2%	12.5%	23.1%	15.3%	11.4%	23.1%	13.4%
Percent Grad./Transferred/ Still Enrolled	64.6%	47.4%	60.3%	70.4%	55.6%	57.6%	48.5%	62.3%	54.7%
5 Year Avg (# Based)									
Percent Graduated	25.9%	10.3%	14.4%	13.0%	20.4%	16.4%	14.6%	22.7%	12.2%
Percent Grad./Transferred/ Still Enrolled	64.8%	48.7%	59.7%	67.3%	53.4%	55.4%	56.8%	62.5%	54.9%
2003 vs. 2002 Graduated (1 Yr.)									
Percent Difference	1.5%	1.1%	0.5%	1.4%	-2.4%	7.8%	0.6%	1.3%	-0.6%
Number Difference	-12	27	-1	1	4	5	8	32	-26
Grad./Transf./Still Enrolled									
Percent Difference	4.2%	8.4%	5.9%	3.1%	0.5%	7.3%	18.7%	4.8%	6.6%
Number Difference	20	219	67	-32	14	3	64	355	271
2003 vs. 1999 Graduated (5 Yr.)									
Percent Difference	1.0%	-1.0%	-1.7%	2.0%	0.7%	7.2%	2.3%	0.4%	-0.6%
Number Difference	-156	-36	-10	22	-5	3	15	-167	-26
Grad./Transf./Still Enrolled									
Percent Difference	4.0%	8.5%	3.8%	-0.3%	3.9%	4.4%	15.4%	4.4%	5.9%
Number Difference	-122	240	148	25	-10	-5	76	352	398

SOURCE OF DATA: Fall Enrollment (E1) and Annual Enrollment and Completion (A1).

Latest Overall Minority Student Combined Outcomes Rate Results

Across the board progress is noted, as the latest percentage Combined Outcomes Rates for Minority (60.7 percent) and White (68.6 percent) students were the highest for both groups over the five-year period. The gap between Minority and White student performance, which averaged nearly 10 percent, narrowed to about 8 percent in the latest results.

In the latest results, the number of individuals who graduated, transferred, or were still actively pursuing education was at an all-time high for Minority students.

Changing the focus to the number of individuals who achieved the results provides a different perspective. In the latest results, the number of individuals who graduated, transferred, or were still actively pursuing education was at an all-time high for Minority students (N = 3,580). The number of White students achieving the Combined Outcome has been relatively

stable over the past five years. Latest results for the number of White students (N = 13,166) achieving Combined results was mid-pack (3rd out of 5) over the observation period. The latest results show that 3.7 times as many White students graduated, transferred, or were still enrolled as Minority students. Some slippage is noted as the number of White students (N = 19,184) was 3.3 times larger than the number of Minority students (N = 5,902) in the entering cohort.

Hence, Minority students were underrepresented in the entering full-time, college-going cohort and somewhat more underrepresented among the students who showed positive movement in the Combined Outcome Rate. Steps to assist more Minority students in their efforts to arrive college-ready and enroll full-time would be beneficial for individuals. Expanding partnerships with secondary education and financial aid are keys to achieving further success in helping students arrive fully prepared for college with the ability to afford to pursue their studies full-time. College officials have more control over the delivery and composition of support programs and services on campus and at college-affiliated sites. However, elimination of the Special Populations Grant has severely limited available funding for these supplemental support services.

Colleges With Increases, Decreases, or Little Change in Overall Minority Combined Outcomes Over Five Years

Over the last five years, more than two thirds of all community colleges in Illinois (N = 37) experienced an increase in the percent of Minority students who graduated, transferred, or were still enrolled. Eight colleges reported decreases in the percent of Minority students achieving the Combined Rate. Three colleges experienced little or no change (less than 1 percent) in their Minority student Combined Outcomes Rate.

OVERALL MINORITY STUDENT GRADUATION RATES

This section of the report shifts the focus exclusively to Graduation Rate information looking at Minority Students overall.

Average Minority Graduation Rate Results

Over the last five years, the Graduation Rate for Minority students averaged 12.2 percent using the IPEDS Graduation Rate methodology. Over the same time period, the completion Rate for White students averaged 25.9 percent. Hence, the White student Graduation Rate averaged twice as high as the overall Minority student Graduation Rate.

Latest Minority Graduation Rate Results

The most recent Graduation Rate results were better than average for both groups – Minority (12.8 percent or one out of every 7.8 students in the cohort) and White (26.9 percent or one out of every 3.7 students). The gap between White student and Minority student Graduation Rate outcomes (14.1) in the latest cohort was similar to the five-year average (13.7 percent). Results for both groups would improve if the observation period were lengthened. Patterns of intermittent full- and part-time attendance are common in community colleges, which lengthens the time to certificate and degree completion for individuals who are pursuing this goal.

The National Center for Higher Education Management Systems (NCHEMS) and The National Information Center for Higher Education Policymaking and Analysis provide nationwide 2003 IPEDS Graduation Rate summary data for the following racial/ethnic groups: African-American, Latino, White, and all other students combined. A Minority Graduation Rate was calculated based on data provided by NCHEMS.

According to NCHEMS, the Minority student Graduation Rate for two-year public institutions nationwide was 19.1 percent, which is about 1.5 times the latest Illinois Minority student Graduation Rate (12.8 percent). The national Graduation Rate for White students was 25.7 percent, which is similar to the corresponding rate (25.9 percent) for White students in Illinois. (http://www.higheredinfo.org/raceethnicity/2003_Graduation_Rates_by_State_Sector_Level_Race_Gende_r.xls)

The Minority student Graduation Rate for two-year public institutions nationwide was 19.1 percent, which is about 1.5 times the latest Illinois Minority student Graduation Rate (12.8 percent).

The number of graduates from the GRS cohorts varied somewhat over the last five years for both Minority and White students. The latest Illinois data reveal that there were 756 Minority student graduates, which was the second largest number of Minority graduates over the last five years. The Minority student graduate headcount ranged from 629 to 782. The most recent White student graduate count of 5,170 was the lowest during the five-year period. The highest White student graduate count during the same period was 5,333. The most current data show White students outnumbering Minority students more than three to one in the entering full-time cohort. The latest graduation counts show a larger margin with White graduates outnumbering Minority student graduates nearly seven to one.

Colleges With Increases, Decreases, or Little Change in Overall Minority Graduation Rates Over Five Years

Twenty-seven community colleges in Illinois experienced increases (1 percent or more) in the percent of Minority students who graduated. Eighteen colleges reported decreases (1 percent or more) in the percent of Minority students who graduated. Three colleges experienced little or no change in the percent of Minority students who graduated.

COMBINED OUTCOMES FOR AFRICAN-AMERICAN STUDENTS

Within the statewide GRS data, African-American students accounted for the largest Minority group in terms of the number of students in the college-ready cohort, those achieving Combined Rate results, and those Graduating.

African-American Average Student Combined Outcome Rate Results

Over the last five years, on average nearly one-half (48.7 percent) of the African-American students either graduated, transferred, or were still enrolled at the end of the GRS observation period. This is about 6 percent lower than the corresponding Combined Rate for Minority students overall (54.9 percent) and approximately 16 percent below the average White student Combined Rate (64.8 percent). More recent data show additional positive movement in GRS outcomes among African-American students.

The latest data show that African-American students have made some recent strides in narrowing the gap in Combined Outcome performance. Transfer and retention are the areas where improvement has been noted.

Latest African-American Student Combined Outcome Rate Results

Progress is evident, as the latest percentage Combined Rates for African-American (55.9 percent) and White (68.6 percent) students were the highest for both groups over the last five years. Compared to last year, the rate of growth was twice as high for African American students (8.4 percent) as it was for White (4.2 percent) students. This is also evident when

focusing on the one-year increase in the number of African- American students (N = 219) compared to the number of White students (N = 20) achieving these results. The latest performance gap between African-American and White students (12.7 percent) was the smallest difference over each of the last five years. Hence, the latest data show that African- American students have made some recent strides in narrowing the gap in Combined Outcome performance with White students. Transfer and retention are the areas where improvement has been noted.

Colleges With Increases, Decreases, or Little Change in Overall African-American Combined Outcomes Over Five Years

All 48 colleges showed either positive or negative movement in the Combined Rate measure over the five-year period for African-American students, with advances leading declines more than four to one. A total of 39 colleges registered increases (1 percent or more) in the percent of African-American students who graduated, transferred, or were still enrolled. Only nine colleges experienced decreases (1 percent or more) in the percent of African-American students achieving the Combined Outcome.

AFRICAN-AMERICAN STUDENT GRADUATION RATES

Average African-American Student Graduation Rate Results

Based on the IPEDS Graduation Rate methodology – three-year graduation time frame maximum – across the last five groups tracked, Graduation Rates among African-American students averaged 10.3 percent compared to 12.2 percent for all Minority students and 25.9 percent for White students. Over the last five years, the percent of African-American students graduating decreased slightly (10.8 percent in FY 2003 versus 11.8 percent in FY 1999), while the percent of White students graduating increased slightly (26.9 percent in FY 2003 versus 25.9 percent in FY 1999).

Latest African-American Student Graduation Rate Results

The most recent graduation results were slightly above average within racial/ethnic category for both African American (10.8 percent) and White (26.9 percent) students. These results clearly highlight the difference between the two types of Student Outcome Results available through IPEDS. Based on the limited GRS time frame, just over one in ten African-American students graduated, while nearly one out of two either graduated, transferred, or were still enrolled. Likewise, during the same measurement time frame, slightly more than one in four White students graduated, while nearly two out of three demonstrated progress by graduating, transferring, or continuing to actively pursue their education.

Based on the limited GRS time frame, just over one in ten African-American students graduated, while nearly one out of two either graduated, transferred, or were still enrolled.

The latest graduation results show the percent of African-American students graduating was 1.1 percent higher and the percent of White students graduating was 1.5 percent higher than the previous year. Hence, the latest results do not narrow the graduation gap between African-American and White students. At 16.1 percent, the latest Graduation Rate outcomes gap between African-American (10.8 percent) and White (26.9 percent) students was greater than five years ago (14.1 percent), and very similar to the previous year gap (15.7 percent), as well as the five-year average gap (16.1 percent).

According to NCHEMS, the national completion rate among African-American students for two-year public institutions was 17.7 percent, which is more than 1.6 times higher than the Illinois completion rate (10.8 percent) among African-American students. (http://www.higheredinfo.org/raceethnicity/2003_Graduation_Rates_by_State_Sector_Level_Race_Gender.xls).

Colleges With Increases, Decreases, or Little Change in African-American Graduation Rates Over Five Years

Twenty-two community colleges in Illinois experienced increases (1 percent or more) in the percent of African-American graduates, nine showed little or no change, and 18 colleges reported decreases (1 percent or more). These results mirror Latino student completion outcomes, as discussed in the next section.

COMBINED OUTCOMES FOR LATINO STUDENTS

Latino students were consistently the second largest Minority student group in terms of the entering cohort, Combined Outcome and Graduation counts.

Recent results show that Latino student Combined Outcomes are improving as measured through the GRS calculations.

Average Latino Student Combined Outcome Rate Results

Over the past five years, on average nearly six out of ten (59.7 percent) Latino students in the GRS tracking cohort graduated, transferred, or were still enrolled at the end of the observation period. This is almost 5 percent higher than the corresponding

Combined Outcome Rate for Minority students (54.9 percent) overall and approximately 5 percent below the average for White students (64.8 percent). Recent results show that Latino student Combined Outcomes are improving as measured through the GRS calculations.

Latest Latino Student Combined Outcome Rate Results

Progress is evident, as the latest results for Latino students represents the best results over the last five years, with nearly two-thirds (64.1 percent) achieving the Combined Outcome. Compared to last year, the rate of growth approached 1.5 times as high for Latino (5.9 percent) as White (4.2 percent) students.

Compared to one year earlier, the increase in the number of Latino students (N = 67) who graduated, transferred, or were still enrolled was three times higher than the increase in the number of White students (N = 20) who showed positive movement. The latest performance gap between Latino and White students (4.5 percent) was the smallest difference over each of the last five years. Hence, the latest data show that Latino students have made some recent strides in narrowing the gap with White students in Combined Outcome performance. Transfer and persistence are the areas where most improvement was made.

Colleges With Increases, Decreases, or Little Change in Overall Latino Student Combined Outcomes Over Five Years

Among Latino students, 30 colleges reported increases in their Combined Outcome Rates and eight showed little or no change. Eleven colleges reported decreases in the percent of Latino students graduating, transferring, or continuing their education. About three colleges saw increases for every college with a decrease in the Combined Rate for Latino students.

About three colleges saw increases for every college with a decrease in the Combined Rate for Latino students.

LATINO STUDENT GRADUATION RATES

This section of the report narrows the focus to Graduation Rate outcomes for Latino students.

Average Latino Student Graduation Rate Results

Over the last five years, Graduation Rates – based on the IPEDS approach – for Latino students averaged 14.4 percent compared to 12.2 percent for all Minority students and 25.9 percent for White students. Over the last five years, the percent of Latino students graduating decreased slightly (14.5 percent in FY 2003 versus 16.2 percent in FY 1999).

Latest Latino Student Graduation Rate Results

The most recent graduation results were about average for Latino (14.5 percent in FY 2003 versus a 14.4 percent five-year average). Just over one in seven Latino students graduated, while nearly two out of three Latino students either graduated, transferred, or were still enrolled.

According to the latest graduation results, the percent of Latino students graduating was 0.5 percent higher than the previous year.

According to the latest graduation results, the percent of Latino students graduating was 0.5 percent higher and the percent of White students graduating was 1.5 percent higher than the previous year. Hence, while some improvement is noted, the latest results do not narrow the graduation rate gap between Latino and White students.

The latest gap between Latino and White students in Graduation Rate outcomes (12.4 percent) was greater than the previous year (11.4 percent), five years ago (9.7 percent) and the five-year average (11.4 percent).

According to NCHEMS, the national Latino student completion rate for two-year public institutions was 16.8 percent, compared to the 14.5 percent Illinois Latino student completion rate. (http://www.higheredinfo.org/raceethnicity/2003_Graduation_Rates_by_State_Sector_Level_Race_Gender.xls)

Colleges With Increases, Decreases, or Little Change in Latino Graduation Rates Over Five Years

Twenty-two colleges reported increases in Latino student Graduation Rates, 18 colleges reported decreases (1 percent or more), and nine showed little or no change. The number of colleges exhibiting Graduation Rate changes was the same for Latino and African-American students.

COMBINED OUTCOMES FOR ASIAN STUDENTS

Asian students accounted for the third largest number of Minority students in terms of the entering cohort size, Combined Rate results, and Graduation Rate results.

Average Combined Student Outcome Results for Asian Students

Over the last five years, on average Asian students registered the highest outcomes of any racial/ethnic group. Just over two-thirds (67.3 percent) of Asian students and almost two-thirds (64.8 percent) of White students either graduated, transferred, or were still enrolled at the end of the observation period. Hence, the five-year average results for Asian students was 2.5 percent higher than the average results for White students. Asian students achieved the highest Combined Rates of all racial/ethnic groups in each of the last five years.

Asian students achieved the highest Combined Rates of all racial/ethnic groups in each of the last five years.

Latest Combined Asian Student Outcome Results

The latest Combined Outcome Rate for Asian students (70.1 percent) showed little change (-0.3 percent) compared to five years ago. The latest Combined Outcome Rate for White students (68.6 percent) was 4.0 percent higher than five years ago. Hence, the latest rates show White students closing the performance gap and attaining outcomes closer to Asian students than in previous years.

Focusing on the numbers, the latest data show that relatively few Asian students are included in the cohort (N = 877) and, therefore, few subsequently graduated, transferred, or were continuing their education (N = 615). White students outnumbered Asian students nearly twenty-two to one in the cohort as well as in the Combined Outcome Rate measure.

Asian students included in the GRS cohort performed well. Looking for opportunities to increase the number of full-time, first-time Asian students in the entering cohort would benefit more individuals and could enhance overall statewide rates.

Colleges With Increases, Decreases, or Little Change in Overall Asian Student Combined Outcomes Over Five Years

Eighteen colleges reported increases (1 percent or more) in the percent of Asian students who graduated, transferred, or were still enrolled. Twenty-two colleges experienced decreases (1 percent or more) in the percent of Asian students who graduated, transferred, or were still enrolled. Nine colleges saw little or no change in the percent of Asian students who achieved the Combined Outcomes.

ASIAN STUDENT GRADUATION RATES

This section of the report narrows the focus to Graduation Rate outcomes for Asian students.

Average Asian Student Graduation Results

Based on the IPEDS Graduation Rate methodology, over the last five years Graduation Rates for Asian students averaged 13.0 percent, overall Minority students averaged 12.2 percent, and Graduation Rates for White students averaged 25.9 percent. Over the last five years, the percent of Asian students graduating increased by 2.0 percent and the number of Asian students who graduated increased by 22 (from 105 to 127). National Graduation Rates for Asian students were not provided by NCHEMS.

Latest Asian Student Graduation Results

The most recent graduation results were above average for both Asian (14.5 percent) and White (26.9 percent) students. The percent of Asian students graduating was 1.4 percent higher than the previous year (13.1 percent). Over the last year, the number of Asian students graduating was about the same (FY 2003 = 127 versus FY 2002 = 126).

Based on the GRS approach, approximately one out of seven Asian students graduated, while more than two out of three Asian students either graduated, transferred, or were still enrolled at the end of the observation time.

Results achieved by Asian student highlight the difference between the two types of GRS student outcome measures. Based on the GRS approach, approximately one out of seven Asian students graduated, while more than two out of three Asian students either graduated, transferred, or were still enrolled at the end of the observation time.

Colleges With Increases, Decreases, or Little Change in Asian Student Graduation Rates Over Five Years

Graduation Rates for Asian students increased (1 percent or more) at 18 colleges, decreased at 13 colleges (1 percent or more), and saw little or no change at 17 colleges.

FALL TO FALL STUDENT RETENTION

Retention Rates provide a measure of student attachment to college. First-year retention is particularly important since new students – especially recent high school graduates – need to successfully transition to college and the accompanying elevated academic and personal responsibility expectations if they intend to pursue a degree or certificate. Elevated Retention Rates show an ongoing engagement in the educational process and student behavior demonstrates an attachment to the college. Elevated Retention Rates are typically associated with individuals who are making academic progress and improve the individual's chances of completing a certificate or degree.

Elevated Retention Rates are typically associated with individuals who are making academic progress and improve the individual's chances of completing a certificate or degree.

Statewide full-time student Fall to Fall Retention Rates were calculated for the most recent three years. Note that the time frames for the GRS related measures and the more recent Fall to Fall Retention Rates differ so the numbers will not track across unrelated GRS and Fall to Fall tables. The GRS figures by definition require three years of retrospective data. Fall to Fall Retention Rates can be calculated after a single year passes.

Retention Rates are always expressed as a percentage. Two percentage figures are provided in the accompanying tables. A **Retention Rate** that only includes individuals who re-enrolled the following fall and an **Adjusted Retention Rate** which includes individuals who re-enrolled the next fall plus those individuals who graduated during the intervening or returning year. Part of the reason for adjustment is that a variety of community college certificate programs can be completed within one year. In the tables, each student can only generate one positive outcome (unduplicated). The Adjusted Retention Rate reflects a more comprehensive perspective and will be the focus of the analysis provided. The differences between these two rates are typically small. Tables also include the unadjusted Retention Rate as another point of reference for interested readers. Statewide retention data are furnished for Students with Disabilities, by Gender, for Minority Students Overall, and by Racial/Ethnic Group with additional analysis provided on the larger racial ethnic groups.

OVERALL ADJUSTED RETENTION RATES

Table 9 contains Retention Rate and Adjusted Retention Rate information from three years: Fall 2000 to Fall 2001, Fall 2001 to Fall 2002, and Fall 2002 to Fall 2003. The overall statewide Adjusted Retention Rates have been relatively stable over the past three years, as just over six out of every ten full-time, first-time college-level students either returned or completed within the next year. Table 9 shows the overall fiscal year 2004 Adjusted Rate was 61.6 percent, as 16,625 out of 26,969 students in the cohort demonstrated progress.

The unadjusted overall statewide Retention Rate for Illinois compares favorably with the national figure.

An overall national comparative first to second year Fall Retention Rate (unadjusted) is available from the 2004 ACT Institutional Data Questionnaire based on information accumulated through 12/21/2004 from 423 two-year public colleges. According to ACT, the national first to second year Retention Rate for full-time, first-time

freshmen was 51.3 percent (http://www.act.org/path/policy/pdf/retain_2004.pdf). ACT does not calculate an Adjusted Retention Rate at their website. The unadjusted overall statewide Retention Rate for Illinois – 59.8 percent – compares favorably with this national figure.

Colleges With Increases, Decreases, or Little Change in Overall Adjusted Retention Rates Over Three Years

Background materials contain Retention Rate information by college. For the Adjusted Retention Rate, 18 colleges displayed positive movement, while the same number (N = 18) exhibited decreases during the observation period. The remaining dozen colleges showed little or no change in their overall Adjusted Retention Rate over the last three years.

ADJUSTED RETENTION RATES FOR STUDENTS WITH DISABILITIES

The latest results (fall 2002 to fall 2003) from Table 9 show that Students with Disabilities had an Adjusted Retention Rate of 59.2 percent. The Adjusted Retention Rate for Students with Disabilities in the most recent year was comparable to, and just slightly lower (2.5 percent) than, the rate

The latest results (fall 2002 to fall 2003) show that Students with Disabilities had an Adjusted Retention Rate of 59.2 percent.

for Students without Disabilities (61.7 percent). These results are slightly below average for Students with Disabilities, as the three-year average Adjusted Retention Rate was 62.4 percent. The latest performance for Students without Disabilities mirrors the long-term average (61.7 percent).

In the two earlier years tracked in Table 9, the Adjusted Retention Rate for Students with Disabilities were higher than Students without Disabilities. The Adjusted Retention Rate for Students with Disabilities was 3.5 percent higher from fall 2002 to fall 2003 and 1.4 percent higher from fall 2001 to fall 2002 than the rate for Students without Disabilities.

Colleges With Increases, Decreases, or Little Change in Adjusted Retention Rates for Students with Disabilities Over Three Years

Nineteen colleges showed an increase in their Adjusted Retention Rate over the last three years. There were 23 colleges that exhibited a decrease in their Adjusted Retention Rate over the same time frame, while the remaining half-dozen colleges displayed little or no change.

Table 9
Fall 2000 (FY2001) through Fall 2003 (FY2004)
Statewide Student Retention Results Including Disability Status
for Illinois Community Colleges

	Students With Disabilities	Other Students	Overall
Fall 2002 Retained in Fall 2003			
New Full-time Entering Cohort	640	26,329	26,969
Returned (E1)	370	15,761	16,131
Completed FY2003 or FY2004 (A1)	<u>9</u>	<u>485</u>	<u>494</u>
Returned or Completed	379	16,246	16,625
Not Returning, Not Completed	261	10,083	10,344
Retention	57.8%	59.9%	59.8%
Adjusted Retention	59.2%	61.7%	61.6%

Fall 2001 Retained in Fall 2002			
New Full-time Entering Cohort	567	24,914	25,481
Returned (E1)	366	14,978	15,344
Completed FY2002 or FY2003 (A1)	<u>6</u>	<u>492</u>	<u>498</u>
Returned or Completed	372	15,470	15,842
Not Returning, Not Completed	195	9,444	9,639
Retention	64.6%	60.1%	60.2%
Adjusted Retention	65.6%	62.1%	62.2%

Fall 2000 Retained in Fall 2001			
New Full-time Entering Cohort	445	25,103	25,548
Returned (E1)	277	14,977	15,254
Completed FY2001 or FY2002 (A1)	<u>3</u>	<u>450</u>	<u>453</u>
Returned or Completed	280	15,427	15,707
Not Returning, Not Completed	165	9,676	9,841
Retention	62.2%	59.7%	59.7%
Adjusted Retention	62.9%	61.5%	61.5%

3 Year Average (# Based)			
New Full-time Entering Cohort	551	25,449	25,999
Returned (E1)	338	15,239	15,576
Completed (A1)	<u>6</u>	<u>476</u>	<u>482</u>
Returned or Completed	344	15,714	16,058
Not Returning, Not Completed	207	9,734	9,941
Retention	61.3%	59.9%	59.9%
Adjusted Retention	62.4%	61.7%	61.8%

1 Year Difference			
Retention	-6.7%	-0.3%	-0.4%
Adjusted Retention	-6.4%	-0.4%	-0.5%

2 Year Difference			
Retention	-3.5%	-0.0%	-0.1%
Adjusted Retention	-3.2%	-0.0%	-0.1%

SOURCE OF DATA: Fall Enrollment (E1) and Annual Enrollment and Completion (A1).

ADJUSTED RETENTION RATES BY GENDER

Adjusted Retention Rates have been consistently higher for Female students than for Male students over the last three years.

Table 10 shows that the most recent Adjusted Retention Rate for Female students (63.7 percent) was higher than for Male students (59.5 percent). Adjusted Rates have been consistently higher for Female students than for Male students over the last three years. The latest results were on par with the three-year average for Male students and very

similar to the three-year average for Female students (64.0 percent).

Table 10
Fall 2000 (FY2001) through Fall 2003 (FY2004)
Statewide Student Retention Results by Gender
for Illinois Community Colleges

	Male	Female	Overall
Fall 2002 Retained in Fall 2003			
New Full-time Entering Cohort	13,265	13,704	26,969
Returned (E1)	7,662	8,469	16,131
Completed 2003 or 2004	<u>232</u>	<u>262</u>	<u>494</u>
Returned or Completed	7,894	8,731	16,625
Not Returning, Not Completed	5,371	4,973	10,344
Retention	57.8%	61.8%	59.8%
Adjusted Retention	59.5%	63.7%	61.6%
Fall 2001 Retained in Fall 2002			
New Full-time Entering Cohort	12,545	12,936	25,481
Returned (E1)	7,258	8,086	15,344
Completed 2002 or 2003	<u>258</u>	<u>240</u>	<u>498</u>
Returned or Completed	7,516	8,326	15,842
Not Returning, Not Completed	5,029	4,610	9,639
Retention	57.9%	62.5%	60.2%
Adjusted Retention	59.9%	64.4%	62.2%
Fall 2000 Retained in Fall 2001			
New Full-time Entering Cohort	12,605	12,943	25,548
Returned (E1)	7,207	8,047	15,254
Completed 2001 or 2002	<u>224</u>	<u>229</u>	<u>453</u>
Returned or Completed	7,431	8,276	15,707
Not Returning, Not Completed	5,174	4,667	9,841
Retention	57.2%	62.2%	59.7%
Adjusted Retention	59.0%	63.9%	61.5%

Table 10
Fall 2000 (FY2001) through Fall 2003 (FY2004)
Statewide Student Retention Results by Gender
for Illinois Community Colleges

	Male	Female	Overall
3 Year Average (# Based)			
New Full-time Entering Cohort	12,805	13,194	25,999
Returned (E1)	7,376	8,201	15,576
Completed	238	244	482
Returned or Completed	7,614	8,444	16,058
Not Returning, Not Completed	5,191	4,750	9,941
Retention	57.6%	62.2%	59.9%
Adjusted Retention	59.5%	64.0%	61.8%

1 Year Difference

Retention	-0.1%	-0.7%	-0.4%
Adjusted Retention	-0.4%	-0.7%	-0.5%

2 Year Difference

Retention	0.6%	-0.4%	0.1%
Adjusted Retention	0.6%	-0.2%	0.2%

SOURCES OF DATA: Fall Enrollment (E1) and Annual Enrollment and Completion (A1)

Colleges With Increases, Decreases, or Little Change in Adjusted Retention Rates by Gender Over Three Years

Colleges reported the following results for three-year percent differences in the Male student Adjusted Retention Rate. The Adjusted Retention Rate increased at 21 colleges, seven colleges exhibited little or no change, and 20 colleges experienced decreases in the Male student Adjusted Retention Rate during the observation period. The Adjusted Retention Rate trend for Female students was slightly less positive. Nineteen colleges showed increases in the Adjusted Retention Rate for Female students, while 21 colleges exhibited decreases. Eight colleges showed little or no change in the Adjusted Retention Rate for Female students during the last three years.

ADJUSTED RETENTION AMONG RACIAL/ETHNIC GROUPS

The latest data in Table 11 show White students (64.6 percent) had higher Adjusted Retention Rates than did Minority students (53.8 percent). This pattern was consistent over the three years tracked in Table 11. The latest results are identical to the three-year average for White students and consistent with the average for Minority students (53.6 percent).

Among the largest groups, the latest racial/ ethnic breakouts of the data show that Asian (69.0 percent) and White (64.6 percent) students demonstrated the highest Adjusted Retention Rates. The Adjusted Retention Rate for Latino students was 61.2 percent. The Adjusted Retention Rate for African-American students (45.9 percent) was substantially lower. Results were similar across the three-year observation period.

The latest Adjusted Retention Rate for Asian students was 69.0 percent and the corresponding rate for Latino students was 61.2 percent.

Looking at the groups with the most students, Asian students demonstrated the highest three-year average Adjusted Retention Rate, with over two-thirds (67.6 percent) of these students returning or completing. White students reported a similar average Adjusted Retention Rate (64.6 percent). Hispanic students followed, with a three-year average Adjusted Retention Rate of 60.7 percent. African-American students had a three-year average Adjusted Retention Rate of 45.8 percent.

Over the last year, short-term Asian students reported an improvement in the Adjusted Retention Rate (+2.0 percent). Compared to last year, Minority students combined (-0.8 percent), African-American (-0.6 percent) students, and White (-0.2 percent) students reported little change with Adjusted Retention Rate decreases of less than 1 percent. Latino students reported a more sizable Adjusted Retention Rate reduction (-1.9 percent). The overall student Adjusted Retention Rate saw little change as it decreased by .5 percent compared to last year.

Table 11
Fall 2000 (FY2001) through Fall 2003 (FY2004)
Statewide Student Retention Results by Racial/Ethnic Group
for Illinois Community Colleges

	White	African American	Latino	Asian	Non-resident Alien	Native American	Unknown	Overall	Combined Minority
Fall 2002 Retained in Fall 2003									
New Full-time Entering Cohort	19,479	3,904	2,268	973	82	99	164	26,969	7,326
Returned (E1)	12,212	1,705	1,362	659	46	41	106	16,131	3,813
Completed 2003 or 2004	363	86	27	12	1	5	0	494	131
Returned or Completed	12,575	1,791	1,389	671	47	46	106	16,625	3,944
Not Returning, Not Completed	6,904	2,113	879	302	35	53	58	10,344	3,382
Retention	62.7%	43.7%	60.1%	67.7%	56.1%	41.4%	64.6%	59.8%	52.0%
Adjusted Retention	64.6%	45.9%	61.2%	69.0%	57.3%	46.5%	64.6%	61.6%	53.8%
Fall 2001 Retained in Fall 2002									
New Full-time Entering Cohort	18,975	3,339	1,940	857	110	87	173	25,481	6,333
Returned (E1)	11,911	1,470	1,201	565	59	50	88	15,344	3,345
Completed 2002 or 2003	381	82	24	9	0	2	0	498	117
Returned or Completed	12,292	1,552	1,225	574	59	52	88	15,842	3,462
Not Returning, Not Completed	6,683	1,787	715	283	51	35	85	9,639	2,871
Retention	62.8%	44.0%	61.9%	65.9%	53.6%	57.5%	50.9%	60.2%	52.8%
Adjusted Retention	64.8%	46.5%	63.1%	67.0%	53.6%	59.8%	50.9%	62.2%	54.7%
Fall 2000 Retained in Fall 2001									
New Full-time Entering Cohort	19,322	3,174	1,857	808	110	76	201	25,548	6,025
Returned (E1)	12,125	1,355	1,042	528	60	45	99	15,254	3,030
Completed 2001 or 2002	337	70	27	9	5	2	3	453	113
Returned or Completed	12,462	1,425	1,069	537	65	47	102	15,707	3,143
Not Returning, Not Completed	6,860	1,749	788	271	45	29	99	9,841	2,882
Retention	62.8%	42.7%	56.1%	65.3%	54.5%	59.2%	49.3%	59.7%	50.3%
Adjusted Retention	64.5%	44.9%	57.6%	66.5%	59.1%	61.8%	50.7%	61.5%	52.2%
3 Year Average (# Based)									
New Full-time Entering Cohort	19,259	3,472	2,022	879	101	87	179	25,999	6,561
Returned (E1)	12,083	1,510	1,202	584	55	45	98	15,576	3,396
Completed (A1)	360	79	26	10	2	3	1	482	120
Returned or Completed	12,443	1,589	1,228	594	57	48	99	16,058	3,516
Not Returning, Not Completed	6,816	1,883	794	285	44	39	81	9,941	3,045
Retention	62.7%	43.5%	59.4%	66.4%	54.6%	51.9%	54.5%	59.9%	51.8%

Table 11
Fall 2000 (FY2001) through Fall 2003 (FY2004)
Statewide Student Retention Results by Racial/Ethnic Group
for Illinois Community Colleges

	White	African American	Latino	Asian	Non-resident Alien	Native American	Unknown	Overall	Combined Minority
Adjusted Retention	64.6%	45.8%	60.7%	67.6%	56.6%	55.3%	55.0%	61.8%	53.6%

1 Year Difference

Retention	-0.1%	-0.4%	-1.9%	1.8%	2.5%	-16.1%	13.8%	-0.4%	-0.8%
Adjusted Retention	-0.2%	-0.6%	-1.9%	2.0%	3.7%	-13.3%	13.8%	-0.5%	-0.8%

2 Year Difference

Retention	-0.1%	1.0%	3.9%	2.4%	1.6%	-17.8%	15.4%	0.1%	1.8%
Adjusted Retention	0.1%	1.0%	3.7%	2.5%	-1.8%	-15.4%	13.9%	0.2%	1.7%

SOURCES OF DATA: Fall Enrollment (E1) and Annual Enrollment and Completion (A1)

Colleges With Increases, Decreases, or Little Change in Adjusted Retention Rates Over Three Years by Racial/Ethnic Group

In Table 11, results are furnished for all racial/ethnic groups. Narrative is provided on the four largest racial/ethnic groups regarding the number of colleges with increases, decreases, or little change in their Adjusted Retention Rates over the last recent three years. For White students, the same number of colleges (N = 21) showed positive and negative results in their Adjusted Retention Rates over the last three years. The remaining six colleges showed little or no change (less than 1 percent) for White students.

Thirty colleges registered increases in their Latino student Adjusted Retention Rates during the time frame under study.

Twenty-five colleges posted positive Adjusted Retention Rate results for African-American students during the three-year observation period. One college exhibited little or no change, while the remaining 22 colleges reported a decrease in their African-American student Adjusted Retention Rates.

Thirty colleges registered increases in their Latino student Adjusted Retention Rates during the time frame under study. Fifteen colleges experienced decreases in their Latino student Adjusted Retention Rates over the last three years. Hence, increases outnumbered the declines by two to one. The few remaining colleges showed little or no actual change in their Latino student Adjusted Retention Rates.

Twenty-six colleges reported increases in their Adjusted Retention Rates for Asian students over the last three years, 14 colleges exhibited decreases, and eight colleges displayed little or no change. Advances lead declines by nearly two to one.

WHAT WORKS: PROMISING PRACTICES FOR UNDERREPRESENTED GROUPS AT COMMUNITY COLLEGES

All Illinois community colleges provide special programs and services that aim to increase participation and achievement among students, faculty, and staff from traditionally underrepresented groups in higher education. Many colleges reported how Student Success Centers, Early Alert Initiatives, and Transfer Centers help to improve the quality of education for students. Other colleges reported on high impact strategies and initiatives that assist Minorities, Students with Disabilities, and Females with their academic endeavors.

What Works: Sample Student Success Center Initiatives

Centralized Student Success Centers are widely used in the community college system to provide special support services to all students, particularly those who possess characteristics which increase the likelihood that they could experience academic difficulty. Student Success Centers typically provide services such as tutoring, advising and counseling, test proctoring, study skills workshops, note taking assistance, peer mentoring, and tutor training. Among the community colleges that included information about their Student Success Centers in this year's report were **Kaskaskia College, John A. Logan College, Parkland College, Prairie State College, Rock Valley College, Carl Sandburg College, Sauk Valley Community College, Southwestern Illinois College, and Triton College.**

John A. Logan College's Student Success Center serves primarily first generation college students, students who receive financial aid, and Students with Disabilities. The Center houses Disability Support Services, Deaf and Hard-of-Hearing Services, Tutoring, and the federal TRIO program. Staff in the Student Success Center employ an advisement technique called Intrusive Advisement, which is based on the philosophy that the advisor and student jointly share responsibility for the student's academic success or failure.

John A. Logan College's Student Success Center includes four academic advisors who have practiced Intrusive Advisement for approximately four years with positive results. The Center currently monitors retention, graduation, academic standing, and grade-point averages of the students who are intrusively advised. Parallel data are monitored for the entire student body. Table 12 shows the Center's results in these areas for the past three academic years. The results exceed the campus averages for retention (78 percent in 2002-2003 as compared to the college's 60 percent rate) and graduation (60 percent as compared to the college's overall rate of 27 percent in 2000-2001).

John A. Logan College's Student Success Center currently monitors retention, graduation, academic standing, and grade-point averages of the students who are intrusively advised.

Table 12
Student Success Center Participant Student Outcomes
John A. Logan College

	2000 – 2001	2001 – 2002	2002 – 2003
Retention*	87%	81%	78%
Graduation**	60%	53%	N/A
Good Academic Standing ***	88%	87%	87%
Average GPA (based on 5.0 scale)	3.730	3.814	3.732

*Measured from fall to subsequent fall semester.

**Defined as graduating within 150 percent of catalog time.

***Defined as having a GPA of 3.0 or higher.

Even while serving an at-risk population, retention and completion rates for Center participants have been higher than rates achieved by the overall general college population. Since the Intrusive Advisement technique was implemented in the Student Success Center, the system has been well received by students, faculty, administrators, and staff.

Prairie State College's Student Success Center initiatives provide individualized and small group tutoring to improve skills, positive reinforcement, and classroom instruction support.

Prairie State College's Student Success Center (SSC) is a resource used by both the Minority Student Affairs/Transfer Center and the Office of Disability Services for students who require academic assistance. All services are provided on a no-cost basis to currently enrolled Prairie State College students. Center initiatives provide

individualized and small group tutoring to improve skills, positive reinforcement, and classroom instruction support. The Student Success Center staff include part-time faculty and peer tutors who are trained to address student needs and help them fulfill their potential. The Student Success Center also periodically conducts workshops on topics such as overcoming math anxiety, writing research papers, strengthening study skills, and improving time management. In spring 2004, Prairie State College's Student Success Center tutored 222 students, of whom 59 percent were African-American, 26 percent were White, and 9 percent were Hispanic. Seventy-six percent of the White students, 60 percent of the African-American students, and 50 percent of the Hispanic students received a passing grade ("C" or better) in the courses for which they received tutoring from Center staff.

Similar to the Student Success Centers, **Southeastern Illinois College's Wrap Around Services (WRAP)** aim to quickly identify students who are eligible for assistance and guide those students to the services best tailored to meet their needs. The ultimate aim of WRAP, which was implemented three years ago, is to ensure that students succeed at Southeastern Illinois College to the best of their ability. This is accomplished by offering students an early, seamless menu of accommodations and support services – such as tutoring, talking books, specialized equipment, etc. – to help them be successful in their academic coursework. During the current tight budgetary times, the college pools its resources from an array of special assistance programs such as Literacy, Displaced Homemakers, Student Support Services, Perkins, and Adult Education to maintain the availability of services that students need to succeed. This collaboration allows WRAP to be responsive and flexible when addressing the needs of students with special needs. Each WRAP entity has kept anecdotal and numerical records of intervention impact and success. Retention results provide quantitative evidence that WRAP is making a difference. For instance, fall 2003 data show that there were 122 students who were assisted through the WRAP initiative and 58 students completed the semester successfully. During spring 2004, 153 students successfully completed the semester as a result of retention efforts.

At **Parkland College**, the **Academic Development Center** promotes the success of students enrolled in developmental classes through curriculum development, intensive support services, the provision of professional development opportunities for faculty and staff, and provides ongoing program evaluation services. The unit has been in existence since fall 2002. However, the unit has been able to increase staff and services since receiving a five-year grant award from the U.S. Department of Education's Title III Strengthening Institutions Program in fall 2003. Grant funds have supported faculty and staff exchanges with district high schools; faculty and staff development activities pertaining to the needs of developmental learners; curricular innovation, particularly with developmental writing, summer bridge classes, and learning communities; intensive individual and small-group instruction for students with histories of learning difficulties or learning disabilities; faculty-facilitated study groups targeting developmental courses with low success rates; expanded outreach, counseling, and follow-up with students in developmental courses; onsite assessment offered at district high schools; and facility improvement, such as smart classrooms, increased assistive technology, and classroom equipment to facilitate collaborative learning.

At Parkland College, the Academic Development Center promotes the success of students enrolled in developmental classes through curriculum development, intensive support services, the provision of professional development opportunities for faculty and staff, and provides ongoing program evaluation services.

While this breadth of services has been in place only since spring 2004, preliminary data for **Parkland College's** Academic Development Center are promising. The unit's Student Development Advocates are persistent in their outreach to students assessing into the lowest levels of developmental reading, to students assessing into multiple developmental courses, and to those referred by concerned instructors of developmental courses. The number of students served by the Advocates has increased by 36 percent with the addition of a grant-funded Advocate, and while the spring-to-fall persistence rate of developmental students was 47 percent in fiscal year 2003, those served by the Advocates persisted at a rate of 55 percent from spring to fall 2004. While the fall-to-spring persistence of developmental students was 56 percent in fiscal year 2003 and, as noted above, 47 percent from spring to fall, students working with the new full-time Academic Development Specialist persisted at a rate of 71 percent from spring to fall 2004. One other example of the Academic Development Center's effectiveness is being seen in the implementation of facilitated study groups, a type of faculty-led supplemental instruction, for students in developmental mathematics courses. Students using this service persisted at a rate of 72 percent from spring to fall 2004.

What Works: Sample Early Alert Initiatives

At many community colleges, including **Kankakee Community College, Shawnee Community College, Southwestern Illinois College, and John Wood Community College**, Early Alert (EA) initiatives have been implemented to quickly identify academically at-risk students and jointly develop an action plan to improve results by assessing deficiencies, building skills, and coordinating the delivery of available support services. Students

Within the first four weeks of the semester, participating faculty refer students who are experiencing academic problems and at risk of failing their course to the Director of Learning Services who coordinates Kankakee Community College's Early Alert Program.

identified through Early Alert systems are exhibiting academic performance at the beginning of a given course that would lead to failure if continued without corrective action.

For example, the **Early Alert Program** at **Kankakee Community College** was piloted during spring 2002 and implemented in fall 2003. Within the first four weeks of the semester, participating faculty refer students who are experiencing academic problems and at risk of failing their course to the Director of Learning Services who coordinates the program. At-risk students are assigned to a designated group of program advisors. The advisor and student collaborate to develop a plan, which may include activities such as enhancing study techniques, using the tutor labs, refining test-taking strategies, or reducing external commitments. Once a plan has been developed, the advisor shares this information with the referring faculty member. The faculty, advisors, and student work together to help implement the plan and stay on course. Student progress is monitored throughout the semester and final results are shared with advisers and faculty at the end of each semester. In fall 2003, faculty referred 267 students to the Early Alert advising staff. Of these students, eighty-nine (33 percent) passed the Early Alert course with a grade of C or higher and 78 registered for the next semester. Ninety-five (36 percent) recognized the need to reduce their course load to achieve success in other courses and withdrew from the Early Alert course in a timely manner. Of this group, 39 were registered for the next semester. Overall, 171 students (64 percent) participating in the Early Alert program were retained and registered for the next semester.

The **Early Alert System (EAS)** at **Southwestern Illinois College** is based on a computerized, web-based program that assists faculty in their efforts to identify students who are at risk of failure. The Assistant Director of Success Programs coordinates the program and adjunct faculty counselors serve as EAS Assistants during peak referral weeks. Most students require assistance with time management, study skills, and tutoring or supplemental instruction. Faculty are notified of the students' participation in the interventions and provided with a copy of the success recommendations created with the students. During fall 2003 and spring 2004 semesters, there were 1,154 students referred to the EAS program, of whom 40 percent were Minority students. Forty one percent of these Minority students attended interventions. Twenty seven percent of the Minority students who attended interventions successfully completed the course for which they were referred. During the same time frame, 57 students (5 percent) who were referred to EAS reported having a disability. Thirty eight students (67 percent) received interventions and ten students (26 percent) successfully completed the course for which they were referred. Students with Disabilities attended interventions at a higher rate than the whole population, but their successful completion rates were somewhat lower.

What Works: Sample Transfer Center Initiatives

Transfer Centers have become an integral part of community college efforts to improve the academic and transfer success of all students, with an emphasis on promoting positive movement for Minority students. Community colleges reporting on achievements of their Transfer Centers included the **College of DuPage, Kishwaukee College, Lincoln Land Community College, John A. Logan College, Shawnee Community College, Southwestern Illinois College, and Triton College.**

The Kishwaukee College Transfer Center typically serves approximately 2,500 transfer-oriented students, nearly half of whom are Minority students.

The **Kishwaukee College Transfer Center** aims to improve the academic and transfer success of Minority and other students. The Center typically serves approximately 2,500 transfer-oriented students, nearly half of whom are Minority students. The Transfer Center positively impacts Retention and Graduation Rates. The Transfer Center grant supports three related

initiatives: the Achieving Success in College Settings (ASICS) peer mentoring program, the Black Student Union, and the Latinos Unidas student organization. The ASICS program is a peer-mentoring program designed to increase retention among students who demonstrate limited attachment to the college and their academic studies, to promote the academic success of these students, and to assist in their successful transfer to four-year colleges and universities. This program pairs returning sophomores with incoming freshmen from similar backgrounds. These trained peer mentors provide strong positive role models and help guide new students

through available support programs and services.

Two student organizations initiated through the **Kishwaukee College Transfer Center** include the Black Student Union (BSU) and Latinos Unidas. The BSU provides support to, helps solve problems for, and strives to create a more positive welcoming campus climate for African American students. To promote diversity and create an inviting climate, the BSU has sponsored Kwanza celebrations, Open Mic forums, Poetry Jams, Black History Month activities, African-American Reading Day, and a Bridge Program with the BSU at DeKalb High School. The BSU has sponsored a Minority Career Fair, showcasing successful Minorities in a variety of careers in order to promote connections with professionals in the community and inspire Minority students to continue pursuing their goals. Latinos Unidas provides similar support for Latino/Hispanic students on campus. Latinos Unidas participates in campus Hispanic Heritage Month activities; hosts the Hispanic Open House, where students discuss their college experiences and how to be successful; sponsors Cinco de Mayo celebrations; and assists in community activities throughout the district. Surveys indicate a high satisfaction rate with the services presented by the Center and with the Minority student organizations it helps sponsor.

The purpose of the **College of DuPage's Multi-cultural Student Center (MSC)** is to provide educational assistance for ethnically underrepresented students by providing a bridge from high school to the College of DuPage and from the college to four-year, degree-granting institutions. The MSC is a collaboration of four individual programs which became one unified initiative in fall 2002. While evolving as a comprehensive Multi-cultural Center, MSC staff evaluated programs and initiatives. Several programming initiatives were changed in order to better serve underrepresented students, as well as to improve intake, tracking methods, and processes. Programs are designed to assist students in reaching their full potential and academic goals through the following services: a Summer bridge seminar for incoming freshmen (graduated high school seniors), intensive academic and personal advising, field trips to in- and out-of-state four-year colleges and universities, academic workshops (two per term), cultural events, and a library of college resources (catalogs, literature, and applications).

The College of DuPage's Multi-cultural Student Center uses intensive case management advising to provide structure for students and to better monitor academic goals and progress.

The **College of DuPage's Multi-cultural Student Center** uses intensive case management advising to provide structure for students and to better monitor academic goals and progress. This method also contributes to improved student retention and matriculation rates. From fall 2003 to spring 2004, the average enrollment for MSC students was 153 out of 164. The MSC has maintained an average Retention Rate of 93 percent. The total contacts for this period were 782, including repeat students. The average time spent with a student was 45 minutes. Quarter to quarter, over 85 percent of the college's student population consisted of returning students continuing their enrollment.

One student participating in Lake Land College's Learning Instrument For Education program increased his GPA from a 1.3 to a 2.3 in spring 2004, which placed him in good academic standing.

What Works: Sample Initiatives to Serve Students with Disabilities

The **Learning Instrument for Education (LIFE)** program at **Lake Land College** promotes student achievement by offering more intensive disability support services to students with a documented need. Implemented in spring 2004, the LIFE program offers more intensive disability support services to

individuals with diagnosed learning disabilities. These support services are coordinated by staff and include mailboxes to keep students informed of campus and community events, weekly appointments to assist students with any questions and concerns regarding academic and other issues, and monthly progress checks with faculty in the courses these students are pursuing, in addition to regular accommodations such as extended time on tests and assignments, test readers, books on tape, note takers, tape recorded classes, and tutoring. Of the seven students who utilized the services through LIFE, five either increased or maintained their GPA. One student increased his GPA from a 1.3 to a 2.3, which placed him in good academic standing. These students also had a 23 percent higher rate of completion with a "C" or better in spring 2004 when compared to fall 2003.

Due to the growing need for accommodated testing services, the **Special Services Center Testing Lab** at **Southwestern Illinois College** was created and implemented in spring 2004. The Testing Lab is physically connected to the Special Services Center, which makes it completely accessible and convenient for students utilizing support services. Adjustable desks are used in the Lab so that students using wheelchairs can easily adapt the height of the table to their specific needs. Computers and access equipment, such as magnification systems, large print/speech software and a reading machine, are available for students so they can operate as independently as possible. In addition, the Special Services Center has a Resource Lab from which the access equipment can be moved to the Testing Lab in order to provide the needed student accommodations. Special Services staff monitor all accommodated tests and provide specific accommodations such as reader and scribe services on an as-needed basis. A Test Accommodation Form has been designed and will be utilized beginning in spring 2005. This form outlines a three-step process that will enhance communication among students, instructors, and the Special Services Center staff. Success of the **Special Services Center Testing Lab** initiative is reflected in the number of students requesting and utilizing testing accommodations. In fiscal year 2001, there were 243 accommodated tests administered, while in fiscal year 2004, a total of 715 accommodated tests were provided, which represents an increase of 294 percent.

At **Danville Area Community College**, the **Fostering Academic Achievement in Students with Disabilities** program's objective is to foster academic achievement in Students with Disabilities by providing a comprehensive academic support system. The program was initiated in fall 2001 and fully implemented in fall 2002. The foundation of the program is intrusive developmental academic advising specifically tailored to the unique needs of Students with Disabilities. The secret to success lies in the highly collaborative nature of the program. The program involves building a supportive network of

Danville Area Community college's Fostering Academic Achievement in Students with Disabilities program involves building a supportive network of relationships with on-campus faculty and staff, as well as coordinating services with local disability service providers and community agency personnel.

relationships with on-campus faculty and staff, as well as coordinating services with local disability service providers and community agency personnel. The scope of the program is far reaching. It begins by reaching prospective students while they are still in high school and continues beyond community college graduation by facilitating transfer to four-year institutions. A system of case management has been developed whereby student academic progress is tracked through midterm progress reports and end of term follow-up. Interventions are

then implemented with those students who are struggling personally and/or academically. As student needs are uncovered, staff collaboratively decide on the best course of action to take and appropriate referrals are made, both on and off campus. Evidence of this program's success can be seen in the exponential increase in the number of Students with Disabilities who self identify and request academic accommodations and services at Danville Area Community College, as well as an increase in the number of Students with Disabilities who are persisting to graduation and/or transferring to four-year institutions.

The **Center for Students with Disabilities (CSD)** at **Triton College** supports academic achievement of the students who seek and use accommodative services from its center through a number of workshops, training sessions, and cooperative work with other campus departments. The center provides academic accessibility to empower Students with Disabilities so that they can become independent, successful students at Triton College. Among the services provided by the center are assessments, academic accommodations, access services coordination, advocacy, and referral services. Note takers, readers, scribes, and sign language interpreters are also available to assist students who request services. New students at Triton College who apply for services through the CSD attend an orientation during the first semester. This orientation includes college study skill techniques, time and material organizational management, an assessment of the student's own learning style, and development of techniques to accommodate each student both academically and emotionally. Students are also strongly encouraged to utilize the services offered by the Academic Success Center on campus, which offers a number of study and writing skill workshops each semester as well as one-on-one tutoring for students. CSD works closely with the Advising and Transfer Centers and cooperatively with faculty across the institution.

To serve the increasing population of Students with Disabilities, **Kishwaukee College** designed new office space to house the **Assistive Resources Center/Disability Services (ARC/DS) office**. This office provides an adaptive equipment lab for students and the director works with students to determine accommodations for documented disabilities. Two programs have been particularly successful for Students with Disabilities. The first is

Sixty percent of the recent group of students at Kishwaukee College deemed to be in need of the Learning Skills Center's One-on-One Tutoring completed their courses successfully and reported they would not have succeeded without the individual tutoring.

the work by the director to improve college transition services for students at district high schools. The second is the expansion of tutoring services offered by the college's **Learning Skills Center** to include a **One-on-One Tutoring program** for Students with Disabilities who need more intensive tutoring. Sixty percent of the recent group of students deemed to be in need of this One-on-One Tutoring completed their courses successfully and reported they would not have succeeded without the individual tutoring. Due to the success of this program, another tutor has been added to assist Students with Disabilities in Biology, Psychology, Sociology, and English courses. Kishwaukee College believes its 83.3 percent Adjusted Retention Rate for Students with Disabilities is largely due to the increase in services available from the ARC/DS office that assist instructors with accommodations and provide new programs such as the One-On-One Tutoring.

What Works: Sample Initiatives to Serve Minority Students

Richard J. Daley College's Society of Hispanic Professional Engineers (Daley – SHPE) is a recognized student organization whose mission is to promote Hispanics in engineering, science, and other technical professions and help Hispanic students achieve educational excellence and socioeconomic equality. As of November 2003, Daley – SHPE had 20 members. The organization promotes professional growth and development among its members. For example, members met with SHPE chapters from other two- and four-year colleges across the Midwest region, attended seminars, and attended a career fair. Daley – SHPE also reached out to the community in 2003 through the Academic Olympiad. The group sponsored a team that participated in a technical competition for engineering, science, and math students at two-year colleges.

Performance on a written exam determined the three-person teams that advanced to the oral examination. Success of the Daley – SHPE organization is evident in its national recognition. It was named the Student Organization of the Year by the national umbrella organization in 2001 and 2002 and awarded second place as National Small Chapter of the Year in 2002.

The **Kennedy-King College (KKC) Illinois Louis Stokes Alliance for Minority Participation (IL-LSAMP) Science Program** was established through a cooperative agreement and is funded by the National Science Foundation. The Alliance for Minority Participation (AMP) is a consortium of colleges and universities in the United States and Puerto Rico, whose goal is to increase the number of undergraduate degrees awarded to underrepresented Minorities in science, mathematics, engineering, and technology (SMET). The Illinois branch of the National AMP consortium consists of nine Illinois universities, nine regional community colleges, and several research organizations. Members of this consortium collaborate to improve the quality of education for Minority students in SMET disciplines. Through these collaborations, Minority students are made aware of opportunities such as hands-on research programs, scholarship programs, science and technology conferences, facilitated study group sessions, peer mentoring activities, summer bridge programs, tutoring programs, internships, and visits to four-year institutions. Success of the KKC IL-LSAMP program is demonstrated through the number of participants who have transferred into four-year institutions. Sixteen KKC students who participated in this program graduated between 2001 and 2004. Four graduated in 2002 and transferred to the Illinois Institute of Technology, the University of Illinois at Chicago, Northern Illinois University, and the University of the Virgin Islands. Six graduated in 2003 and transferred to Chicago State University, the University of Illinois at Chicago, Tennessee State University, and Saint Xavier University. Six also graduated in 2004 and, thus far, four of them have been accepted at the University of Illinois at Chicago, Chicago State University, Loyola University, and Saint Xavier University.

Moraine Valley Community College's Directing Results through Educational and Academic Monitoring (DREAM) program ensures that participating students identify and utilize support services, decide on their career goals, and achieve a 2.0 minimum grade point average (GPA).

Moraine Valley Community College's Directing Results through Educational and Academic Monitoring (DREAM) program is designed to enable Minority students and students whose primary language is not English achieve their educational and career goals through a mentoring relationship with faculty and staff. The objective of this program is to ensure that students who participate in the DREAM program identify and utilize support services, decide on their career goals,

and achieve a 2.0 minimum grade point average (GPA). During the 2003-2004 academic year, 24 students participated in the DREAM program, of whom 67 percent achieved the minimum GPA of 2.0 in fall 2003. In spring 2004, 60 percent achieved the 2.0 minimum GPA. Ten participants achieved a 2.5 GPA or higher in the fall and ten also achieved a 2.5 GPA or higher in the spring. In terms of retention, 98 percent of the fall participants returned to enroll in the spring semester. Five of the 24 participants were also enrolled in alternative programs such as English as a Second Language, Intensive Language Program, and Adult Basic Education. Because these programs do not receive grades, they were not included in the students' GPA calculations. By spring 2004, 21 participants had decided on a college major or identified a career they plan to pursue.

In summer 2003, Promoting Latino Achievement in College Education (PLACE) at **Sauk Valley Community College** began a **Bilingual Mothers with Daughters Program**. The program focused on building self-esteem, establishing meaningful achievable goals, and promoting positive family activities. Mothers and daughters received information about accessing community resources, increasing self-esteem, strengthening communication, and promoting a healthy lifestyle. Sauk Valley Community College organized an outing designed for participants to explore higher education options. The Bilingual Mothers with Daughters Program was expanded to include the entire family in fall 2004 and Families United for a Strong Education started. Goals of the family program are to increase awareness of higher education in the Latino/Hispanic community, increase knowledge of the positive impacts Hispanic/Latino culture has had on the local community, increase knowledge of how cultural heritage impacts people's daily lives, start a sustainable bilingual 4-H Community Club, and promote positive relationships between parents and children. The family program meets once a month to introduce family activities that encourage communication, promote education, and reinforce the value that Latino culture brings to the local community.

The Sauk Valley Community College Bilingual Mothers with Daughters Program was expanded to include the entire family in fall 2004.

The goal of **Project Achieve at Joliet Junior College** is to increase the Retention and Graduation Rates of its participants and facilitate the process of transition from one level of higher education to the next. Started in 1983, Project Achieve has served around 200 students from low-income and Minority student populations each year. While only enough money has been allocated to serve 200 students, more than 500 students have been referred to Project Achieve to participate in the Student Support Service (SSS) program each year. Referrals have been received from student service programs including ENLACE, Early School Leavers, StAR, the Division of Adult and Family Services and the Office of Minority Student Affairs. Students enrolled in developmental courses also have been placed in the program. Sixty two percent of program participants came from Minority populations in 2003-2004 and 68 percent were Female. Ninety percent of SSS participants were classified as first-generation and 60 percent were classified as low-income as well as first-generation in 2003-2004. All SSS participants receive individualized "Academic Service Plans." These plans, constructed collaboratively between SSS staff and participants, outline expectations and service opportunities relating to course and transfer requirements, tutorial plans, housing needs, grade point average requirements, disability services, financial aid, study skills, and time management. Each student is required to meet regularly (usually monthly) with a mentor to monitor progress on the Service Plan. Tutorial and mentor journals are kept on file.

Ninety percent of **Joliet Junior College's Project Achieve Student Support Service** program participants returned from fall 2003 to enroll in spring 2004.

The overall SSS **Project Achieve** participant grade point average for fall 2003 was 2.74, compared to 3.12 for all **Joliet Junior College** students. Individual SSS participants received recognition on the Bilingual Mothers with Daughters Program which was expanded to include the entire family in fall 2004, President's Roll of Excellence, JJC Roll of

Honor, and JJC Roll of Merit. Others joined national honor societies, including Sigma Delta Mu, Phi Theta Kappa, Delta Psi Omega, Kappa Pi, Alpha Mu Gamma, and Psi Beta. At the end of the 2003-2004 academic year, 178 (89 percent) of all SSS participants were in good academic standing, possessing a grade point average of 2.0 or higher. Ninety percent of SSS participants returned from fall 2003 to enroll in spring 2004. During the 2003-2004 academic year, a total of 64 associates degrees were awarded to students who had participated in SSS at some point in their academic career over a four-year period.

Illinois Central College's New World Academic Support Program has performed well in promoting the academic success of and providing support services to underrepresented groups. The mission of the New World program is to enhance academic, personal, and professional development by increasing student retention, graduation, and transfer rates. New World enrolls first-generation, low-income, and disabled college students having a documented need for academic support. Services offered by the program include Free Tutoring; Financial Aid Assistance; Transfer Scholarship; Academic Advising; Laptop Loan Program; Academic Transfer Assistance; Cultural Enrichment Workshops; Achievement Recognition; Academic Study Skills Development; and Personal Development Workshops. Program outcomes show that 100 percent of transfer-ready participants successfully transferred to a four-year college, 87 percent of the participants remained in good academic standing, 85 percent of the graduation-ready participants graduated with an associated degree or certificate, and 76 percent of the program participants were retained from the previous year.

What Works: Sample Initiatives to Serve Female Students

At **Lincoln Land Community College (LLCC)**, empowering women is the central mission of the **Women's Center**. The LLCC Women's Center provides opportunities for all women and participates in their development, growth, and empowerment. The Women's Center promotes respect for diversity among women, as well as supporting their individual and mutual advancement. The Women's Center provides educational opportunities, resources for personal development, networking access, referrals, and counseling through available social services, career development information, and academic support for Lincoln Land Community College women.

William Rainey Harper College's Women's Program Life Skills Discussion Group series was launched in July 2004 to cultivate peer support among the Women's Program participants while teaching life and academic success skills. Participants gather twice a month for an hour and a half of informal group activities and discussion on a relevant life skills topic. Topics include goal-setting, time management, stress management, confidence-building, and a job search toolbox. Participants are awarded a recognition certificate and commemorative lapel pin for attending all five sessions. Program success is measured through a pre- and post-assessment of participants to determine any increase in their knowledge of topics being discussed. All individuals who completed the series in fiscal year 2004 indicated an increased understanding within each topic area. Participants also comment directly on what the group has contributed to their academic success. They appreciate the opportunity to get together with peers for information sharing, belonging to a group that supports their educational goals, and the insights they receive on enhancing their academic success.

Promising Practices Conclusion

Student Success Centers, Early Alert Initiatives, and Transfer Centers are some of the broad services offered at many colleges where students can be supervised, advised, mentored, and receive the individual support needed to succeed in college. Many other high impact special initiatives and activities for Minority students, Students with Disabilities, and Female students facilitate their success in higher education. The success of underrepresented groups continues to be a high priority for community colleges in Illinois.

PROVIDING RESOURCES TO PROMOTE STUDENT SUCCESS

Recent state-level funding losses are impacting community college efforts to serve individuals with disabilities and other underrepresented groups. Resources are needed to provide Students with Disabilities and other underrepresented groups with the support systems required for success. Community colleges have a proud tradition of providing access to higher education to all individuals who can benefit and are challenged by the current fiscal climate, which makes it increasingly difficult to meet the need for support services.

The cost of providing appropriate services to Students with Disabilities ranges from modest to substantial based on the needs of each particular student. Historically, the Illinois Community College System's Special Populations Grant was one important source of funding to furnish needed services. However, due to fiscal constraints, dedicated funding for the community college system's Special Population Grant was discontinued in fiscal year 2003. The Special Populations Grant was restricted funding that provided special support services to assist special population students to initiate, continue, or resume their education. It supported services to individuals in need of academic skill enrichment to remedy educational deficiencies. For other students, these funds were used to provide accommodations for their special needs and provide educational opportunity. The Special Populations Grant, nearly \$13 million in fiscal year 2002, was eliminated in the fiscal year 2003 budget and has not been restored. The impact of and colleges' responses to these cuts can be summarized as follows: Many colleges have noted that the elimination of the Special Populations Grant has been detrimental to students who were provided services through grant funding. Colleges have reported that state- and federal-mandated services to Students with Disabilities that were funded through the Special Populations Grant are now being paid for out of operating budgets, which further reduces service capabilities to students in other areas. Colleges have also reported that the loss of the Special Populations Grant impedes their ability to provide other nonmandated education services.

Table 13
Illinois Community College
Special Populations Grant Funding
Fiscal Year 1995 - 2005

<i>Fiscal Year</i>	<i>Grant Amount</i>
2006*	\$0
2005	\$0
2004	\$0
2003	\$0
2002	\$12,982,200
2001	\$13,000,000
2000	\$12,711,800
1999	\$12,300,000
1998	\$12,300,000
1997	\$11,700,000
1996	\$11,700,000
1995	\$10,100,000

*Disadvantaged Student Success Grant

SOURCE OF DATA: ICCB Financial Records

Funding gaps continue to plague community college programs and services for underrepresented groups. Funding sources for Students with Disabilities are drying up. During fiscal years 2004 and 2005, cooperative agreements between community colleges and the Department of Human Services' Division of Rehabilitation Services (DRS) have changed substantially, and available funding from DRS for the partnership has been greatly reduced. In fiscal year 2004, DRS pledged to pay one-half of documented needed services for Students with Disabilities within a series of cooperative agreements. Local community colleges contributed the remaining half of these costs. Due to further shortfalls in the vocational rehabilitation services budget, in fiscal year 2005 DRS placed a cap on their payments for services provided to Students with Disabilities. DRS agreed to pay half of the capped amount which, in many instances, increased the community college's monetary contribution required to provide needed services to disabled individuals.

Future reductions in the amount of the cap to be paid by DRS are being encountered as plans are being finalized for fiscal year 2006, along with revised priority eligibility requirements. An eligibility model proposed by DRS creates a deficit-based model of service delivery. Many students will have to prove they are the "most" disabled rather than be part of a system that looks at the strengths of the individual. Individuals requiring relatively small interventions to be successful may not be eligible for payment in the revised system. Community colleges must serve individuals with disabilities in order to be in compliance with federal law. Individuals with disabilities are part of the communities the colleges serve, and providing needed services to individuals with the ability to benefit is a foundational aspect of the Illinois Community College System's mission. Decreased funding, combined with mandates from the American with Disabilities Act, Vocational Rehabilitation Act, and Illinois

Human Rights Act, exacerbates the challenges colleges are facing to serve Students with Disabilities. In spite of the continuing rise in the number of students to be served (10,683 in FY 2003 and 11,639 in FY 2004) and the continuing decline of funding, community colleges remain dedicated to providing needed services to eligible Students with Disabilities.

Disadvantaged Student Success Grant Proposed. The Illinois Community College Board fiscal year 2006 operating budget request included a Disadvantaged Student Success Grant proposal to address students in need of special support. Due to budgetary constraints, the proposal was not funded. This grant was designed to provide extra services to assist disadvantaged students to initiate, continue, or resume their education and to offer courses designed to provide the academic skills necessary to remedy or correct educational deficiencies. The fiscal year 2006 proposal sought \$2.5 million to fund this grant. The basis for the allocation was a \$10,000 flat grant per district, with the remaining funds to be distributed on the basis of Minority student enrollments, Students with Disabilities enrollments, the number of remedial hours being generated, and the number of Pell Grants.

Community colleges continue to serve individuals with disabilities, but the challenges are much greater without Special Populations Grant funds. With additional resources, more individuals with disabilities and under-prepared students could be served and their needs more fully accommodated. Efforts to restore funding to better serve special populations should continue.

SUMMARY

Demographics Illinois Community College System demographic data on credit students are gathered through the Annual Enrollment and Completion (A1) submission. These data illustrate that Illinois community colleges serve a broad cross section of the general population.

During fiscal year 2004, Illinois community colleges served approximately 11,639 Students with Disabilities (1.7 percent of all credit students). The latest comparative data are from the 2000 census data, which shows that 17 percent (1.2 million) of all Illinoisans between the ages of 21 and 64 years of age reported having a disability.

The Male/Female distribution of all students in the Illinois Community College System typically fluctuates little from year to year. Females comprised 55.9 percent of the student population in fiscal year 2004. Census data show little change in the proportion of Females in Illinois with 51.1 percent in 2003 versus 51.4 percent in 1990.

In fiscal year 2004, the average age of Illinois community college credit students was 30.9 while the median age was 26.3. According to 2003 census data, the median age of all Illinoisans was 35.3 years.

According to 2003 census data, Minorities accounted for 25.5 percent of the total Illinois population. Student racial/ethnic representation varies across broad program levels. During fiscal year 2004, Minorities comprised 28.0 percent of baccalaureate/transfer enrollees whose ethnicity was known. An examination of each Minority racial/ethnic group's representation across the baccalaureate/transfer program area indicates that African-American (14.4 percent) students accounted for the largest Minority group, followed by Latino (7.9 percent), Asian (4.8 percent), Nonresident Alien (0.5 percent), and Native American (0.4 percent) students.

Minority students accounted for 28.7 percent of the career and technical enrollments. African-American students had the highest representation among Minorities in career/technical programs and accounted for 15.7 percent of the population. Latino students had the second largest career/technical program enrollment (7.9 percent), followed by Asian students (4.2 percent), Nonresident Alien students (0.4 percent), and Native American students (0.4 percent).

Minority students accounted for nearly two-thirds (64.4 percent) of the individuals enrolled in community college Adult Education coursework whose ethnicity was known in fiscal year 2004. Almost eight out of ten students were Minorities in English as a Second Language programs.

Minority students accounted for 34.1 percent of career/technical graduates, compared to 19.5 percent of baccalaureate/transfer graduates. Minority faculty accounted for 13.5 percent of full-time and 14.2 percent of part-time Illinois community college faculty whose ethnicity was known.

ACADEMIC ACHIEVEMENT

IPEDS Graduation Rate Survey – Federal officials have developed an approach for looking at selected educational outcomes called the Graduate Rate Survey (GRS) which is part of the nationwide Integrated Postsecondary Data System (IPEDS) initiative. The IPEDS GRS survey provides a **Graduation Rate** for full-time, first-time, degree or certificate-seeking students in a specified year and provides a count of the number completing within 150 percent of "catalog" time (i.e., three years for a two-year Associate Degree); and a **Combined Rate** for those who either graduated, transferred to other postsecondary institutions, or were still enrolled at the end of the observation period. Although still limited in the range of potential results tracked, the Combined Outcome Rate measure more fully reflects the range of academic outcomes sought and progress being made by community college students. Even the Combined Outcome Rate reported still undercounts the positive achievements of the community college students.

Retention Rates provide a measure of student attachment to college. First-year retention is particularly important since new students – especially recent high school graduates – need to successfully transition to college and the accompanying elevated academic and personal responsibility expectations if they intend to pursue a degree or certificate. Elevated Retention Rates show an ongoing engagement in the educational process and the student's persistence demonstrates an attachment to the college. Elevated Retention Rates are typically associated with individuals who are making academic progress and improve the individual's chances of completing a certificate or degree.

Statewide full-time student Fall to Fall Retention Rates were calculated for the most recent three years. Note that the time frames for the GRS related measures and the more recent Retention Rates differ so the numbers will not track across GRS and Fall to Fall retention tables. The GRS figures by definition require three years of retrospective data. Fall to Fall Retention Rates can be calculated after a single year passes.

Retention Rates are always expressed as a percentage. Two percentage figures are provided in the accompanying report: a Retention Rate that includes only individuals who re-enrolled the following fall and an **Adjusted Retention Rate** which includes individuals who re-enrolled the next fall plus those individuals who graduated during the intervening or returning year. Part of the reason for the adjustment is that a variety of community college short-term intensive certificate programs can be completed within one year. In the tables, each student can only generate one positive outcome (unduplicated results). The Adjusted Retention Rate reflects a more comprehensive perspective and will be the focus of the analysis provided. The differences between these two rates tend to be small. Tables also include the unadjusted Retention Rate as another point of reference for interested readers. Statewide retention data are furnished for Students with Disabilities, by

Gender, for Minority Students Overall, and by Racial/Ethnic Group for the larger groups.

Having a sense of how the system is making progress at the college level provides a useful point of reference. Hence, counts of colleges reporting increases (1 percent or more), decreases (1 percent or more) and little or no change (less than 1 percent) are provided across the student outcome portions of the report. The Combined Rate and Graduation Rate looks back five years. The Fall to Fall Adjusted Retention is based on a three-year horizon.

Students with Disabilities Outcomes

Over the last five years, on average more than one-third (36.2 percent) of the Students with Disabilities (self reported) who were identified as college ready either graduated, transferred, or were still enrolled – **Combined Rate** -- at the end of the observation period.

Combined Rate results for the latest cohort (59.3 percent) were twice as high as last year's results (28.8 percent). This substantial increase can be partially attributed to a decrease in the number of Students with Disabilities in the latest cohort (N = 418) compared to last year (N = 503) while 103 additional Students with Disabilities reported either graduating, transferring, or continuing their enrollment in the latest results. Latest Combined Rate results for students without disabilities show that about two-thirds demonstrated documented progress (7.6 percent over Students with Disabilities).

Shifting emphasis to the number of institutions reporting progress, shows that over the five-year period studied, colleges reporting increases in the Combined Rate for Students with Disabilities outnumbered colleges with declines three to one. A handful of colleges (N = 5) reported little or no change.

Narrowing the focus to Students with Disabilities who completed programs within the GRS time frame shows the following results. Over the last five years, **Graduation Rates** for Students with Disabilities averaged 17.0 percent. The most recent Graduation Rate results for Students with Disabilities (18.7 percent) were higher than the results achieved in four of the last five years. IPEDS does not provide national comparable information on Graduation Rates for Students with Disabilities. The number of colleges reporting Graduation Rate losses (N = 19) for Students with Disabilities and gains (N = 18) were about the same, and eleven colleges reported little or no change.

Academic achievement for Students with Disabilities as reflected in the latest Combined Rate – graduation/retention and transfer – shows that many of the Students with Disabilities are being retained within higher education. Breaking apart the GRS, latest GRS Combined Rate results shows that 40.6 percent of Students with Disabilities either were still enrolled or had transferred to another institution. The latest Combined Rate for Students with Disabilities was 7.6 percent lower compared to all other students.

The latest Fall to Fall **Adjusted Retention Rate** results from fall 2002 to fall 2003 show that Students with Disabilities had an Adjusted Retention Rate of 59.2 percent. The Adjusted Retention Rate for Students with Disabilities in the most recent year was comparable to, and just slightly lower (2.5 percent) than, students without disabilities (61.7 percent). The most recent Students with Disabilities results are slightly below the three-year average (62.4 percent). The latest performance of students without disabilities (61.7 percent) mirrors their long-term average.

Nineteen colleges showed increases in their Adjusted Retention Rate over the last three years, 23 colleges registered decreases, and the remaining half-dozen colleges displayed little or no change.

Bottom Line on Academic Achievement Measures for Students with Disabilities – The latest results for college ready Students with Disabilities compared to five years ago show positive movement for the Combined

Outcome Rate (59.3 percent versus 38.7 percent in 1999) and little change in the Graduation Rate (18.7 percent versus 18.9 percent in 1999). Students with Disabilities Combined Outcome Rates were improving, and the number of colleges showing gains over the last five years outnumbered those with declines 3 to 1. Graduation Rates within 150 percent of catalog time for Students with Disabilities were less positive with some recent improvement noted. The most recent Graduation Rate results for Students with Disabilities (18.7 percent) were higher than the results achieved in four of the last five years. The latest Graduation Results for Students with Disabilities show progress in narrowing the gap with individuals who did not self report as having a disability. Over the last five years, the number of colleges reporting Graduation Rate reductions (M = 19) for Students with Disabilities and increases (N = 18) were about the same, and eleven colleges reported little or no change.

The latest Adjusted Retention Rate at 59.3 percent was down compared to 2001 (62.9 percent), but remains competitive with the latest Adjusted Rate for students who did not self identify as having a disability (61.7 percent). Trends at the college level were mixed, with the number of colleges showing increases in Adjusted Transfer Rates over the last five years slightly below the number of colleges with decreases.

Female Student Outcomes

Five-year average **Combined Rate** – graduated/ transferred/still enrolled – results for Female (64.9 percent) students were about 5 percent higher than the results attained by Male (60.2 percent) students. Over the last five years, Females consistently outperformed Males by achieving between 4.0 and 5.6 percent higher rates.

The latest Combined Rate outcomes for both Female (68.7 percent) and Male (64.7 percent) students were the highest over the five-year period. Males students have demonstrated recent gains in reducing the performance gap.

Looking at progress at the institutional level, the number of colleges with Female Combined Rate percent increases over the last five years shows that advances lead declines by over three to one.

Female students averaged a 25.5 percent **Graduation Rate** over the past five years and Male students averaged 19.9 percent – a little more than 5.5 percent lower.

The most recent Graduation Rate outcomes were above the five-year average. In the 2003 results, just over one-quarter of Female (26.2 percent) and one-fifth of the Male (20.9 percent) students graduated. According to the National Center for Higher Education Management Systems (NCHEMS), the latest available national figures for two-year public colleges show a Female Graduation Rate of 24.7 percent and a Male Graduation Rate was 23.5 percent. Hence, the Illinois Female Graduation rate was slightly higher (1.5 percent) than the national rate. Conversely, Illinois' Male Graduation Rate trailed the national rate by 2.6 percent.

Among the 48 community colleges, 23 colleges reported decreases, 21 colleges reported increases in Female graduates over the five-year period being reviewed, and four colleges experienced little or no change in the percent of Female graduates.

The latest **Adjusted Retention Rate** for Females (63.7 percent) were higher than Males (59.5 percent). Female Adjusted Rates have been consistently higher over the last three years. The latest results were on par with the three-year average for Males and very similar to the three-year average for Females (64.0 percent). Compared to a couple of years ago, 19 colleges showed increases in the Adjusted Retention Rate for Female students, 21 colleges exhibited decreases, and eight colleges showed little or no change.

Bottom Line on Academic Achievement Measures for Female Students – The latest Combined Outcome Rate results were very positive for Female students compared to five years ago (68.7 percent in 2003 versus 64.3 percent in 1999) and the Graduation Rate for Female students showed little change (26.2 percent in 2003 versus 25.9 percent in 1999). Looking at progress at the institutional level, the number of colleges with Female Combined Rate percent increases over the last five years shows that advances lead declines by over three to one.

The Female Graduation Rate for Illinois (26.2 percent) was above corresponding national Graduation Rates (24.7 percent) as reported by the National Center for Higher Education Management Systems (NCHEMS). Among the 48 community colleges, Female student Graduation Rates decreased at 23 colleges, increased at 21 colleges, and were fundamentally unchanged at four colleges.

The latest Adjusted Retention Rate for Female (63.7 percent) students were higher than Males (59.5 percent). Female Adjusted Rates have been consistently higher over the last three years. Compared to a couple years ago, Female student Adjusted Retention Rates were up at 19 colleges, down at 21 colleges, and relatively unchanged at eight colleges.

The most recent comprehensive all student data show that 390,628 Female students were enrolled in Illinois community colleges in fiscal year 2004. Female enrollments increased 5.1 percent compared to five years ago and are fairly consistent with last year (0.6 percent). With 27,365 graduates in 2004, Female completion counts are up 30.2 percent over the past five years. Female completions were up 4.6 percent compared to last year.

Minority Students Overall Outcomes

Over the last five years statewide, on average nearly 55 percent of the Minority students either graduated, transferred, or were still enrolled at the end of the observation period.

Across the board progress is noted as the latest percentage Combined Rates for Minority (60.7 percent) students and White (68.6 percent) students were the highest for both groups over the five- year period. The gap between Minority and White student performance which averaged nearly 10 percent over five years, narrowed to about 8 percent in the latest results.

Over the last five years, more than two thirds of all community colleges in Illinois (N = 37) experienced Combined Rate increases in Minority Graduation Rates, eight colleges reported decreases, and three colleges reported little or no change.

Over the last five years Graduation Rates for Minority students averaged 12.2 percent. The most recent graduation results were better than average for Minority Students (12.8 percent or one out of every 7.8 students in the cohort). According to NCHEMS, the Minority student completion rate for two- year public institutions nationwide was 19.1 percent, which is about 1.5 times the Illinois Graduation Rate (12.2 percent).

White students outnumbered Minority students over three to one in the entering full-time cohort. Looking at the latest data, Minority student representation among graduates was lower with White completers outnumbering Minority graduates almost seven to one. The latest GRS results show that White students were twice as likely to graduate within the observation period as Minority students.

Colleges showing increases in Minority Graduation Rate performance outnumbered decreases 1.5 to one. Twenty-seven colleges reported increases in Minority graduates, 18 colleges saw decreases in Minority student Graduation Rates, and three colleges experienced little or no change in Minority completers.

The latest data show overall Minority (53.8 percent) students registered lower **Adjusted Retention Rates** than were recorded in the White (64.6 percent) student results. This pattern was consistent over the three years. The latest results are identical to the three-year average for White students and about the same as the overall average for Minority (53.6 percent) students. Compared to last year, Minority students Combined Rate results (-0.8 percent) experienced little change.

Bottom Line on Academic Achievement Measures for Minority Students Compared to five years ago, the most recent Combined Rate results for Minority students were very positive (60.7 percent in 2003 versus 54.7 percent in 1999) and Graduation Rate results for Minority students were about .5 percent lower than five years ago (12.8 percent in 2003 versus 13.4 percent in 1999). The latest Combined Rate for Minority (60.7 percent) students was the highest during the five-year period. Advances led declines by more than four to one in the number of community colleges reporting increases in overall Minority Student Combined Outcomes over the five-year period.

According to NCHEMS the Minority student Graduation Rate for two-year public institutions nationwide was 19.1 percent, which is about 1.5 times the Illinois Minority student Graduation Rate (12.8 percent). In Illinois, compared to five years ago, 27 colleges reported increases in Minority Graduation Rates, 18 colleges saw decreases, and three colleges experienced little or no change

The latest data show an **Adjusted Retention Rate for** overall Minority was 53.8 percent, which is above performance levels from two years ago (52.2 percent).

Overall, the most recent comprehensive fiscal year 2004 data show that Minority enrollments increased 8.9 percent compared to five years ago (N = 248,275 in 2004 versus N = 227,997 in 2000). Over the last year, Minority student enrollments showed little change (0.4 percent, N = 248,275 in 2004 versus N = 247,338 in 2003). The number of Minority student completers increased 63.6 percent compared to five years ago (N = 14,285 in 2004 versus N = 8,733 in 2000). Minority completers increased 9.8 percent over the past year (N = 14,285 in 2004 versus N = 13,012 in 2003).

African-American Student Outcomes

Over the last five years, on average nearly one-half (48.7 percent) of the African-American students either graduated, transferred, or were still enrolled at the end of the observation period. The African- American student Combined Rate was lower than the corresponding average overall Minority Combined Rate (54.9 percent) and average results for White (64.8 percent) students.

Progress is evident as the latest percentage Combined Rates for African-American (55.9 percent) and White (68.6 percent) students were the highest for both groups over the last five years. Compared to last year, the rate of growth was twice as high for African-American (8.4 percent) students as White (4.2 percent) students. The latest data show that African-American students have made some recent strides in narrowing the Combined Rate outcome performance gap with White students. Transfer and retention are the areas where improvement has been noted.

For African-American students, all 48 colleges showed either positive or negative movement in the Combined Rate measure over the five-year period with advances leading declines at more than four to one.

Over the last five years, Graduation Rates among African-American students have averaged 10.8 percent compared to 12.2 percent for all Minorities and 25.9 percent for White students. Compared to five years ago, the African-American student Graduation Rates decreased 1 percent (FY 1999 = 11.8 percent versus FY 2003 = 10.8 percent), Minority student Graduation Rates were largely unchanged (FY 1999 = 13.4 percent versus FY 2003 = 12.8 percent), and White student Graduation Rates increased 1 percent (FY 1999 = 25.9 percent versus FY 2003 = 26.9 percent).

At 16.1 percent, the latest in Graduation Rate outcomes gap between African-American (10.8 percent) and White (26.9 percent) students was greater than five years ago (14.1 percent) and very similar to the previous year (15.7 percent) and the five-year average (15.9 percent).

According to NCHEMS, the national completion rate among African-American students for two-year public institutions was 17.7 percent, which is more than 1.6 times higher than the Illinois completion rate (10.8 percent) among African-American students

The latest results highlight the difference between the two types of Student Outcome measures available through IPEDS. Just over one in ten African-American (10.8 percent) students Graduated, while just over one out of two African-American (55.9 percent) students either graduated, transferred, or were still enrolled.

Twenty-two community colleges in Illinois experienced increases in African-American Student Graduation Rates, nine showed little or no change, and 18 colleges reported decreases.

The most current Adjusted Retention Rates for African American students (45.9 percent) were substantially lower than those registered by other large racial/ethnic groups and the overall rate. The latest African-American Student Adjusted Retention Rate was up 1 percent compared to 2001 (44.9 percent).

Twenty-five colleges posted positive Adjusted Retention Rates for African-American students over the last three years, 22 colleges reported decreases, and one college exhibited little or no change.

Bottom Line on Academic Achievement Measures for African-American Students The latest results for college-ready African-American Students compared to five years ago show strong positive movement for the Combined Outcome Rate (55.9 percent versus 47.4 percent in 1999) and a reduction of 1 percent in the Graduation Rate (10.8 percent versus 11.8 percent in 1999). The latest Combined Rate for African-American Students was the highest over the time frame reviewed. For African-American Students, persistence and transfer were up while graduation was down compared to five years ago. Just over one in ten African-American (10.8 percent) students Graduated, while just over one out of two African-American (55.9 percent) Students either graduated, transferred, or were still enrolled. Compared to five years ago, colleges with African-American Students Combined Rate increases outnumbered those with decreases by more than four to one.

While the latest African-American Student Graduation Rate was higher than four of the last five years, national data indicate that further improvement is warranted. According to NCHEMS, the national completion rate among African-American students for two-year public institutions was 17.7 percent, which is more than 1.6 times higher than the Illinois completion rate (10.8 percent) among African-American students. Compared to five years ago, colleges reporting increases (N = 22) in African-American Student Graduation Rates narrowly outnumbered those reporting decreases (N = 17). Nine colleges reported little or no change in African-American Student Graduation Rates.

The latest Adjusted Retention Rate at 45.9 percent was up 1 percent compared to 2001, but is not competitive with the latest Adjusted Rate for all students (61.6 percent). Trends at the college level were mixed with 25 colleges showing increases in Adjusted Transfer Rates compared to five years ago with 22 colleges reporting decreases and one college reporting little change. The latest Adjusted Retention Rate shows that almost one out of two African-American Students returned or completed in the subsequent year.

In absolute terms, both enrollment and completion are increasing for African-American Students. In fiscal year 2004, there were a total of 101,453 African-American Students attending an Illinois community college. Over the last five years, enrollment by African-American Students is up 9.4 percent and enrollments grew 2.1 percent over the last year. There were 7,229 African-American graduates in fiscal year 2004, which is up 49.5 percent over the last five years and 7.7 percent compared to last year.

Latino Student Outcomes

Over the past five years on average, nearly six out of ten (59.7 percent) Latino students in the GRS tracking cohort graduated, transferred, or were continuing their education. This is almost 5 percent higher than the corresponding Combined Overall Minority Rate (54.9 percent) and approximately 5 percent below the average results for White (64.8 percent) students.

Progress is evident as the latest Combined Rate for Latino students. Nearly two-thirds (64.1 percent) of the Latino students graduated, transferred, or were still pursuing their education, which represents the best results over the last five years.

Over the last five years, approximately three colleges reported increases for every college with a decrease in the Combined Rate for Latino students.

Over the last five years Graduation Rates -- based on the IPEDS approach -- among Latino students averaged 14.4 percent compared to 12.2 percent for all Minorities and 25.9 percent for White students.

The most recent graduation results were about average for Latino students (FY 2003 = 14.5 percent and five-year average = 14.4 percent).

According to NCHEMS, nationally the Latino student completion rate for two-year public institutions was 16.8 percent compared to 14.5 percent in Illinois.

For Latino students, 22 colleges reported Graduation Rates increases, 18 colleges reported decreases, and nine showed little or no change.

The gap between the latest Latino Combined Outcome Rate and Graduation Rate was 49.6 percent, which is second largest of any racial/ethnic group. The Graduation Rate for Latino students in Illinois was 2.3 percent behind the national Graduation Rate. Based on the latest results, in Illinois just over one in seven Latino students graduated, while nearly two out of three Latino students either graduated, transferred, or were still enrolled.

The latest Fall to Fall Adjusted Retention Rate for Latino students was 61.2 percent. Latino students reported an Adjusted Retention Rate reduction (-1.9 percent) in Fall to Fall retention over the last year.

Among Latino students, colleges with Adjusted Retention Rate increases over the last three years outnumbered colleges that exhibited declines by two to one. The three remaining colleges showed little or no actual change in Latino student Adjusted Retention

Bottom Line on Academic Achievement Measures for Latino Students The latest results for college-ready Latino students compared to five years ago show increased results for the Combined Rate (64.1 percent in 2003 versus 60.3 percent in 1999) and a reduction of 1.7 percent in the Graduation Rate (14.5 percent in 2003 versus 16.2 percent in 2003). Progress is evident in the Combined Rate as nearly two-thirds of the Latino students graduated, transferred, or were still pursuing their education, which was the best results over the last five years.

According to NCHEMS, nationally the Latino student completion rate for two-year public institutions was 16.8 percent compared to 14.5 percent in Illinois. Among Latino students in Illinois, over the last five years, 30 colleges reported Combined Rate increases, 11 reported decreases, and eight demonstrated little or no change. Almost three colleges saw Latino student Combined Rate increases for every college with a decrease.

The latest Fall to Fall **Adjusted Retention Rate** for Latino students was 61.2 percent. Latino students reported an Adjusted Retention Rate increase of 3.7 percent over the last three years. Among Latino students, 30 colleges reported Adjusted Retention Rate increases, 15 reported decreases, and three showed little or no change. Hence, two colleges saw increases for every college with a decrease in the Latino student Adjusted Retention Rate.

A comprehensive look at all student enrollment and completion data show increases among Latino students compared to five years ago. In fiscal year 2004, overall 109,782 Latino students attended an Illinois community college. Over the last five years, enrollment by Latino Students is up 14.1 percent. Latino student enrollments showed little change from the previous year. There were 3,917 graduates in fiscal year 2004, which is an increase of 64.2 percent compared to five years ago and up 6.8 percent compared to last year.

Asian Student Outcomes

Asian students registered the highest five-year average Combined Rate outcomes of any racial/ethnic group. Just over two-thirds (67.3 percent) of the Asian students and almost two-thirds (64.8 percent) of the White students either graduated, transferred, or were still enrolled. Furthermore, Asian students achieved the highest Combined Outcome Rate in each of the last five years. The latest rate for Asian students (70.1 percent) showed little change (-0.3 percent) compared to five years ago.

While Asian students included in the GRS cohort performed well, there were relatively few individuals included (N = 877 in latest data). Looking for opportunities to increase the number of full-time, first time Asian students in the entering cohort would benefit more individuals and could enhance overall statewide rates.

Eighteen colleges reported increases in the rate of Asian students who graduated, transferred, or were still enrolled, 22 colleges experienced decreases, and nine colleges saw little or no change in Asian student Combined Rate results.

Over the last five years, Graduation Rates for Asian students averaged 13.0 percent across the five-year period, the percent of Asian students graduating increased by 2.0 percent, and the number of Asian students who graduated increased by 22 (from 105 to 127). National Graduation Rates for Asian students were not provided by NCHEMS.

The most recent Asian student Graduation Rate results were above average (14.5 percent) and 1.4 percent higher than the previous year (13.1 percent).

Results attained by Asian students highlight the difference between the two types of GRS student outcome measures. Approximately one out of seven Asian students graduated, while over two out of three Asian students either graduated, transferred, or were still enrolled,

Over the last five years, 18 colleges saw increases in Asian student Graduation Rates, 13 colleges experienced decreases, and 18 colleges saw little or no change.

Combined Rates for Asian students were strongly positive. Asian student Graduation Rates leave room for additional improvement.

Among the largest groups, the latest racial/ethnic breakouts of the data show that Asian (69.0 percent) students demonstrated the highest Fall to Fall **Adjusted Retention Rates**. Over the last year, short-term Asian students reported an improvement in the Adjusted Retention Rate (2.0 percent). Over the last three years, 26 colleges reported increases in their Fall to Fall Adjusted Retention Rates for Asian students, 14 colleges exhibited decreases, and eight colleges displayed little or no actual change.

Bottom Line on Academic Achievement Measures for Asian Students – The latest results for college-ready Asian students compared to five years ago show little change in the Combined Rate (70.1 percent versus 70.4 percent in 1999) and gains in the Graduation Rate (14.5 percent versus 12.5 percent in 1999) with additional room for further upward movement in completions. Note that Asian students had the highest Combined Rate during each of the last five years. Institutional Combined Rate outcomes for Asian students were mixed compared to five years ago, as 22 colleges posted declines, 18 colleges reported increases, and eight colleges saw little or no change.

The most recent Graduation Rate results for Asian (14.5 percent) students were the highest achieved over the last five years, but were not competitive with the overall Graduation Rate results (23.5 percent). College-level results were mixed. Compared to five years ago, 18 colleges recorded Graduation Rate gains among Asian students, 17 reported little or no change, and 13 colleges saw losses.

The latest Adjusted Retention Rate for Asian students increased compared to two years ago (69.0 percent in 2003 versus 66.5 percent in 2001). Adjusted Retention Rates for Asian students were consistently higher than the all student overall Adjusted Retention Rate (61.6 percent in 2003 and 61.5 percent in 2001). College-level data show that 26 colleges experienced increases in the Adjusted Retention for Asian students and advances outnumbered losses nearly two to one.

The latest comprehensive data show both enrollment and completion are increasing for Asian students. In fiscal year 2004, overall 31,185 Asian students attended an Illinois community college. Over the last five years, enrollment by Asian Students is up slightly (1.4 percent) and enrollments grew 1.2 percent over the last year. There were 2,734 Asian graduates in fiscal year 2004, which is up 116.6 percent over the last five years and 20.9 percent compared to last year.

PROMISING PRACTICES SUMMARY

All Illinois community colleges provide special programs and services that aim to increase participation and achievement among students, faculty, and staff from traditionally underrepresented groups in higher education. Many colleges reported how Student Success Centers, Early Alert Initiatives, and Transfer Centers help to improve the quality of education for students and increase retention and graduation rates. Other colleges reported on high impact strategies and initiatives that assist Minorities, Students with Disabilities, and Females with their academic endeavors.

Centralized Student Success Centers are widely used in the Illinois Community College System to provide special support services to all students, particularly those who possess characteristics which increase the likelihood that they could experience academic difficulty. Student Success Centers typically provide services such as tutoring, advising and counseling, test proctoring, study skills workshops, note taking assistance, peer mentoring, and tutor training. Student Success Center services have been effective in increasing the retention, graduation, academic standing, and grade-point averages of the students that utilized the resources. The **Early Alert (EA) initiatives** also are highly successful in helping at-risk students succeed in community colleges. EA initiatives have been implemented to quickly identify academically at-risk students and jointly develop an action plan to improve results by assessing deficiencies, building skills, and coordinating the delivery of available support services. Students identified through EA systems are exhibiting academic performance at the beginning of a given course that would lead to failure if continued without corrective action. Another service that enables positive student outcomes and increases retention and graduation rates at community colleges are **Transfer Centers**. Transfer Centers have become an integral part of community college efforts to improve the academic and transfer success of all students, with an emphasis on promoting positive movement for Minority students. Programs in Transfer Centers include summer bridge seminars for incoming freshmen, intensive academic and personal advising, academic workshops, and cultural events.

To serve the increasing numbers of students in Underrepresented Groups, many community colleges reported on unique strategies, programs, and services to help Minorities, Students with Disabilities, and Females succeed in higher education. Among those intense services for Disability Students included the **Fostering Academic Achievement in Students with Disabilities** at Danville Area Community College. The foundation of the program is intrusive developmental academic advising specifically tailored to the unique needs of Students with Disabilities. The secret to success lies in the highly collaborative nature of the program. The program involves building a supportive network of relationships with on-campus faculty and staff, as well as coordinating services with local disability service providers and community agency personnel. Many strong support services for Minority students have been implemented in community colleges statewide. The **Directing Results Through Educational and Academic Mentoring (DREAM)** at Moraine Valley Community College is designed to enable Minority students and students whose primary language is not English achieve their educational and career goals through a mentoring relationship with faculty and staff. The objective of this program is to ensure that students who participate in the DREAM program identify and utilize support services, decide on their career goals, and achieve a 2.0 minimum grade point average. The programs and services specifically designed for Females at community colleges foster growth academically and in their personal lives as well. The **Women's Program Life Skills Discussion Group** series at William Rainey Harper College was launched in July 2004 to cultivate peer support among the Women's Program participants while teaching life and academic success skills. Participants gather twice a month for an hour and a half of informal group activities and discussion on a relevant life skills topic. Topics include goal-setting, time management, stress management, confidence-building, and a job search toolbox.

Community colleges continue to offer a multitude of unique programs and services for Minority students, Students with Disabilities, and Female students. The high impact initiatives facilitate their success in higher education. The achievement of Underrepresented Groups remains a top priority for community colleges statewide.

PROVIDING RESOURCES TO PROMOTE STUDENT SUCCESS

Recent state-level funding losses are impacting community college efforts to serve individuals with disabilities and other underrepresented groups. Historically, the Illinois Community College System's Special Populations Grant was one important source of funding to furnish needed services. However, due to fiscal constraints, dedicated funding for the Illinois Community College System's Special Population Grant was discontinued in fiscal year 2003, which was a nearly \$13 million loss. It provided support services to individuals in need of academic skill enrichment to remedy educational deficiencies. Many colleges have noted that the elimination of the Special Populations Grant has been detrimental to students who were provided services through grant funding. Colleges have reported that state- and federal-mandated services to Students with Disabilities that were funded through the Special Populations Grant are now being paid for out of operating budgets, which further reduces service capabilities to students in other areas. Colleges have also reported that the loss of the Special Populations Grant impedes their ability to provide other nonmandated education services. The Illinois Community College System sought \$2.5 million for a Disadvantaged Student Success Grant for fiscal year 2006, but no funds were appropriated due to state budgetary constraints. Efforts to restore funding to better serve underrepresented groups should continue.

Funding sources for Students with Disabilities are drying up. During fiscal years 2004 and 2005, cooperative agreements between community colleges and the Department of Human Services' Division of Rehabilitation Services (DRS) have changed substantially. Available funding from DRS for the partnership has been greatly reduced, payment caps implemented, and future eligibility requirements revised upward potentially excluding many Students with Disabilities. Community colleges must serve individuals with disabilities in order to be in compliance with federal law. Individuals with disabilities are part of the communities the colleges serve, and providing needed services to individuals with the ability to benefit is a foundational aspect of the Illinois Community College System's mission. Decreased funding, combined with mandates from the American with Disabilities Act, Vocational Rehabilitation Act, and Illinois Human Rights Act, exacerbates the challenges colleges are facing to serve Students with Disabilities. In spite of the continuing rise in the number of students to be served (10,683 in FY 2003 and 11,639 in FY 2004) and the continuing decline of funding, community colleges remain dedicated to providing needed services to eligible Students with Disabilities.

FUTURE DIRECTIONS

The structure of the Underrepresented Groups Report continues to evolve in an effort to focus activities and resources on high impact initiatives. A series of focused topics has been identified structured around a three-year repeating cycle. Topics scheduled to be addressed to increase participation of minorities, women, and persons with disabilities include:

Fall 2005: Recruitment and Preparation - Programs and initiatives related to the recruitment and retention of diverse student, faculty, and staff, as well as activities related to the student transition (high school to college, adult education to college, developmental education to college, etc.), and public-private partnerships are scheduled to be addressed.

Fall 2006: Campus Climate - Programs and initiatives associated with diversifying campus academic and social environments have been identified for emphasis. A group of college and university representatives plan to meet during summer 2005 (FY 2006) to provide additional guidance as college officials continue looking at Campus Climate. Colleges will receive additional advanced notice on this topic to allow necessary survey initiatives to occur prior to the fall 2006 (FY 2007) submission date.

Fall 2007: Academic Achievement - Initiatives related to college success and transition to the workplace are scheduled for examination (i.e., persistence, completion, time to degree, programmatic diversity, etc.).

A set of review questions will be furnished each year. An additional topic may be added periodically to address emerging priority issues or concerns as they arise.

RECOMMENDATIONS

1. The Illinois Community College Board and colleges should make the pursuit of additional funding to provide services and support to underrepresented groups a priority.

Historically, the Illinois Community College System's Special Populations Grant was one important source of funding to furnish needed services. However, due to fiscal constraints, dedicated funding for the community college system's Special Population Grant was discontinued in fiscal year 2003. The Special Populations Grant was restricted funding that provided special support services to assist special population students to initiate, continue, or resume their education. It supported services to individuals in need of academic skill enrichment to remedy educational deficiencies. For other students, these funds were used to provide accommodations for their special needs and provide educational opportunity. The Special Populations Grant, nearly \$13 million in fiscal year 2002, was eliminated in the fiscal year 2003 budget and has not been restored. Although the current fiscal climate is challenging, the need for programs and services to serve these individuals continues to be strong.

2. Steps to assist additional Minority and other underrepresented students in their efforts to arrive college ready and enroll full-time would benefit all students. Better secondary academic preparation can position students for more timely degree or certificate completion for those individuals interested in pursuing formal awards. Similarly, better secondary preparation provides individuals seeking workplace skills the opportunity to reach their goals at an accelerated pace

For younger students, building on and expanding partnerships with secondary education and for all students expanding financial aid are keys to achieving further success. It will take collaborative efforts to help students arrive fully prepared for college with the ability to afford to pursue their studies full-time. Recently passed legislation at the state level to elevate high school graduation standards provides positive movement in this area. Additional support services at the secondary level will most likely be needed to assist students in their efforts to meet these elevated standards. Dual enrollment and dual credit opportunities can be used as an incentive for students to attain higher level skills while still enrolled in secondary school.

3. The Illinois Community College Board and partners should collaboratively pursue with the Department of Human Services' Division of Rehabilitation Services additional funding to provide the assistive technology and auxiliary services necessary for individuals with disabilities to more fully participate in higher education opportunities.

Illinois community colleges have a proud tradition of providing access to higher education to all individuals who can benefit and are challenged by the current fiscal climate, which makes it increasingly difficult to meet the needs for support services. The cost of providing appropriate services to Students with Disabilities ranges from modest to substantial based on the needs of each particular student. Colleges also have reported that the loss of the Special Populations Grant impedes their ability to provide other nonmandated education services.

4. State and local discussions aimed at dedicating additional resources to support Students with Disabilities in the community college system should continue. A return to funding levels by the Department of Human Services' Division of Rehabilitation Services (DHS DRS) similar to what was available two years ago would be a positive step. Earlier funding levels represented a more balanced partnership between the colleges and DHS DRS collaborators and Students with Disabilities benefitted.

External funding sources to serve Students with Disabilities is drying up. During fiscal years 2004 and 2005, cooperative agreements between community colleges and the Department of Human Services' Division of Rehabilitation Services (DRS) have changed substantially, and available funding from DRS for the partnership has been greatly reduced. Due to budgetary constraints within the agency, in fiscal year 2004 DRS pledged to pay one-half of documented needed services for Students with Disabilities within a series of cooperative agreements. In fiscal year 2004, local community colleges contributed the remaining half of these costs. Due to further shortfalls in the vocational rehabilitation services budget, in fiscal year 2005 DRS placed a cap on their payments for services provided to Students with Disabilities. DRS agreed to pay half of the capped amount which, in many instances, increased the community college's monetary contribution required to provide needed services to disabled individuals. Future reductions in the amount of the cap to be paid by DRS are being encountered as plans are being finalized for fiscal year 2006, along with elevated eligibility requirements where students will need to prove they are the "most" disabled rather than be part of a system that looks at the strengths of the individual. Individuals with disabilities are part of the communities the colleges serve, and providing needed services to individuals with the ability to benefit is a foundational aspect of the Illinois Community College System's mission. Decreased funding, combined with mandates from the

American with Disabilities Act, Vocational Rehabilitation Act, and Illinois Human Rights Act, exacerbates the challenges colleges are facing to serve Students with Disabilities. In spite of the continuing rise in the number of students to be served (10,683 in FY 2003 and 11,639 in FY 2004) and the continuing decline of funding, community colleges remain dedicated to providing needed services to eligible Students with Disabilities.

5. College officials are encouraged to fully cooperate with additional information requests about the types of disabilities which individuals possess who are enrolled in community colleges.

Accurate and completion information about the types of disabilities community college students possess are important to developing a more complete understanding of the volume of students being served and the types of needs being addressed. Documenting unmet services needs in the community also provides valuable information.

6. College officials are asked to develop action plans and continue efforts to improve underrepresented student performance on outcome measures at the local level, including Graduation Rates, Combined Outcome Rates (graduation, transfer, and persistence), and Fall to Fall Adjusted Retention Rates.

Comparing local results with statewide results as colleges did in their reports can help officials identify those areas where additional progress is needed most at the local level. College officials are encouraged to develop high impact action plans to address those measures – Graduation Rates, Combined Rates (graduation, transfer, and retention), and Fall to Fall Adjusted Retention where opportunities exist. Academic Achievement is scheduled to be the focus topic in the Underrepresented Groups Report again in three years, and colleges will be asked to describe progress made during the intervening period.

The Postsecondary Perkins Performance Enhancement Grant is one available resource that colleges have used effectively to develop, implement, and improve computerized automated degree and certificate audit systems. These funds offer colleges the opportunity to build on past accomplishments and further refine their degree audit systems to the point where they can be used to both recognize student accomplishments and prompt positive actions by students. Highly developed degree audit systems can allow students to monitor their own progress to degree and certificate completion via the internet. Additionally, colleges can use these systems to identify students who are close to graduating, inform them of their status as being on the verge of completing a program, generate letters or emails welcoming these individuals back to campus, and then provide these students with priority registration for the remaining classes they need to graduate.

7. The colleges and the Illinois Community College Board should continue collaborating with partners in the delivery of high skills, high demand education and training programs. As a part of these initiatives, an emphasis should be placed on expanding access and revitalizing support systems that promote student success particularly for those individuals from traditionally Underrepresented Groups who can benefit.

The Critical Skills Shortage Initiative is one important collaborative education and training effort in Illinois that is mobilizing resources to identify and address occupations where the demand for skilled workers is outpacing the supply. Opportunity Returns is another regional initiative aimed at providing tailored economic development opportunities to Illinoisans. Providing training in areas related to Homeland Security is a third statewide priority initiative. Community colleges have the expertise, interest in collaboration, and the mix of programs and courses to help the state take action on high impact projects.

CONCLUSION

Demographic shifts and increasing workplace skill demands are challenging states and the nation to address shortages of educated and trained workers. Community colleges take pride in playing a pivotal role in educating and training a broad cross section of the population. Providing additional opportunities to individuals from traditionally underrepresented groups to participate and succeed in postsecondary education is in the best interests of these individuals and society as a whole. Carnevale & Desrochers (2003) make a strong case about the foundational importance of the skills building programs available through community colleges in preparing individuals for high wage careers.

With the retirement of the baby boomers and increases in jobs requiring college-level knowledge and skills, the nation (*and the state*) faces a prospective shortage of workers needed for economic growth and competitiveness. . . The skills essential to success in college are much the same as those it takes to get ahead in the workplace. Just as educators have learned that courses like Algebra II are the gatekeepers to higher education, everyone must now come to understand that they are gatekeepers to well-paying jobs, as well. . . There is an increasing convergence between the skills needed to succeed in college and those necessary to succeed in the workplace. . .

In the United States, the increasing divide between those with skills at the “some college” level and those with skills typical of people with high school or less has increased income dispersion to the point where the United States has the widest income differences among the world’s advanced economies. Currently, about 40 percent of American adults do not have skills typical of those with some college, but the fastest job growth will occur in those jobs in which incumbent workers currently have skill levels that reflect at least some postsecondary education or training. Looking into the future, there is every reason to believe that the demand for college-educated workers will continue to grow along with the income divide between those who have some postsecondary education and those who do not. Carnevale & Desrochers (2003). *Standards for What? The Economic Roots of K-16 Reform*. Princeton, NJ: Educational Testing Service.

http://www.ets.org/research/dload/standards_for_what.pdf

Illinois has recognized these problems and is responding. The Critical Skills Shortage Initiative is one important collaborative education and training effort in Illinois that is mobilizing resources to address high demand areas for high skills workers. The Governors Office, Department of Commerce and Economic Development, Illinois Community College System, Department of Employment Security, Illinois State Board of Education, and Illinois Board of Higher Education are key collaborators in successful partnerships emerging through this initiative. The Critical Skills Shortage Initiative includes state and local processes to identify areas where the need for trained new and replacement workers is growing, and the number of available workers is not keeping

pace with demand.

According to the U.S. Department of Labor, Hecker (2004) reports that through 2012 the need for workers will increase most in the service industries and the professions and related occupations. Individuals choosing and succeeding in postsecondary education position themselves for high wage, high skills careers. Individuals choosing to skip college will be limited in their future employment options and are more likely to fill lower compensated service industry positions. Fortunately, community colleges offer flexible training and education opportunities that allow individuals to upgrade their skills on an as-needed basis. According to the Department of Labor, these two broad occupational areas will provide more than half of the job growth through 2012. Individuals and the state as a whole can benefit if more individuals from underrepresented groups enter and succeed in higher education.

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APPENDIX A

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF AT ILLINOIS COMMUNITY COLLEGES
FISCAL YEARS 2003 AND 2004

Illinois Community College Board

Appendix A

**DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2003 AND 2004**

<u>Program</u>	<u>Staff Years Budgeted</u>		<u>Total Dollars Budgeted</u>		<u>Breakouts for Total Dollars Budgeted</u>				<u>FY04 Change in Dollars Budgeted</u>		
	<u>FY03</u>	<u>FY04</u>	<u>FY03</u>	<u>FY04</u>	<u>State</u>	<u>Other</u>	<u>FY03</u>	<u>FY04</u>	<u>State</u>	<u>Other</u>	
BLACK HAWK COLLEGE											
Programs											
Access to Education & Employment	**	2.00	2.00	\$59,462	\$47,026	\$0	\$0	\$59,462	\$47,026	\$0	(\$12,436)
English as a Second Language	**	2.50	2.50	140,215	138,446	0	0	140,215	138,446	0	(1,769)
Bridges Program	*	0.00	0.00	0	0	0	0	0	0	0	0
Gender Equity Coordinator	*	1.00	1.00	30,511	30,511	0	0	30,511	30,511	0	0
Adjunct Faculty Job Fair	*	0.00	0.00	0	0	0	0	0	0	0	0
Minority Transfer Center	*	2.00	2.00	36,713	28,330	0	0	36,713	28,330	0	(8,383)
Disability Service	*	2.00	2.00	81,831	61,124	0	0	81,831	61,124	0	(20,707)
Office of Intercultural & Community Affairs	*	3.00	3.00	170,000	138,058	0	0	170,000	138,058	0	(31,942)
Student Success Center	**	3.00	3.00	7,056	86,104	0	0	7,056	86,104	0	79,048
TRIO Program	**	4.00	4.00	213,024	222,217	0	0	213,024	222,217	0	9,193
Scholarships											
Commitment to Diversity (MLK)	*	----	----	9,341	31,488	0	0	9,341	31,488	0	22,147
(1) Bridges Scholarship	*	----	----	18,425	16,838	0	0	18,425	16,838	0	(1,587)
NTO Scholarships New in FY2005	*	0.00	0.00	0	0	0	0	0	0	0	0
(2) International Student Scholarships	*	----	----	31,845	21,756	0	0	31,845	21,756	0	(10,089)
Brotherhood on Campus (BOC)	*	0.00	0.00	0	0	0	0	0	0	0	0
Association of Latin American Students (ALAS)	*	0.00	0.00	0	0	0	0	0	0	0	0
Sisterhood on Campus (SOC)	*	0.00	0.00	0	0	0	0	0	0	0	0
African-American Student Union	*	0.00	0.00	0	0	0	0	0	0	0	0
Black Hawk College Soccer Club	*	0.00	0.00	0	0	0	0	0	0	0	0
Buddy Mentoring Club	*	0.00	0.00	0	0	0	0	0	0	0	0
Voices on Campus	*	0.00	0.00	0	0	0	0	0	0	0	0
Black Hawk College Bridges Club	*	0.00	0.00	0	0	0	0	0	0	0	0
League of Native Americans Club	*	0.00	0.00	0	0	0	0	0	0	0	0
International Student Association	*	0.00	0.00	0	0	0	0	0	0	0	0
Students with Disabilities Club	*	0.00	0.00	0	0	0	0	0	0	0	0
CHICAGO – DALEY COLLEGE, RICHARD J.											
Adult Education Advisors (reorganized from Adult Ed. Counseling)	**	2.00	2.00	85,673	89,982	0	0	85,673	89,982	0	4,309
CBO-WSTI Advisors (reorganized from CBO Program)	**	2.00	2.00	73,957	78,455	0	0	73,957	78,455	0	4,498
College Advisors (reorganized from Faculty Advising)	**	4.58	4.66	174,537	139,375	0	0	174,537	139,375	0	(35,162)
National Youth Sports	**	2.65	2.28	56,957	47,697	0	0	56,957	47,697	0	(9,260)
NovaNET	**	0.83	2.35	21,489	45,712	0	0	21,489	45,712	0	24,223
Placement & Transfer Services (reported on separate lines prior to in FY03)	**	2.21	1.57	79,554	39,445	0	0	79,554	39,445	0	(40,109)
Special Needs Services	*	1.58	1.00	45,818	40,087	0	0	45,818	40,087	0	(5,731)
Student Facilitators	**	3.72	2.13	57,353	33,014	0	0	57,353	33,014	0	(24,339)
Upward Bound	**	5.64	4.23	146,530	139,065	0	0	146,530	139,065	0	(7,465)
CHICAGO – KENNEDY-KING COLLEGE											
Project Transfer	**	1.75	1.75	48,500	49,300	48,500	49,300	0	0	800	0
Talents Search	**	4.00	4.00	285,615	285,615	0	0	285,615	285,615	0	0
National Youth Sport Program	**	26.50	27.00	65,533	80,500	0	0	65,533	80,500	0	14,967
Headstart Child Care	**	13.50	15.00	167,960	223,949	0	0	167,960	223,949	0	55,989

Illinois Community College Board

Appendix A

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2003 AND 2004

Program	Staff Years Budgeted		Total Dollars Budgeted		Breakouts for Total Dollars Budgeted				FY04 Change in Dollars Budgeted		
	FY03	FY04	FY03	FY04	State		Other		State	Other	
					FY03	FY04	FY03	FY04			
CHICAGO – MALCOLM X COLLEGE											
AAWCC	*	0.10	0.00	1,225	0	0	0	1,225	0	0	(1,225)
Academic Support Center	**	13.50	10.80	278,087	215,136	278,087	0	0	215,136	(278,087)	215,136
CBO Program	**	0.55	1.45	12,000	11,450	12,000	11,450	0	0	(550)	0
Future Teachers	**	0.00	0.00	0	0	0	0	0	0	0	0
Latino Center	*	0.00	0.00	0	0	0	0	0	0	0	0
NYSP	**	3.50	3.62	92,500	121,238	0	0	92,500	121,238	0	28,738
Placement Center	**	3.30	4.16	112,000	136,843	55,000	0	57,000	136,843	(55,000)	79,843
Special Needs	*	5.00	2.83	140,278	171,155	86,278	109,155	54,000	62,000	22,877	8,000
Transfer Center	**	7.50	7.50	360,673	376,250	170,982	49,000	189,691	327,250	(121,982)	137,559
TRIO Educational Opportunity Centers (EOC) Program	**	4.00	4.00	200,000	204,000	0	0	200,000	204,000	0	4,000
TRIO Talent Search (TS) Program	**	4.00	4.00	200,000	204,000	0	0	200,000	204,000	0	4,000
TRIO Upward Bound (UB) Program	**	0.00	4.00	0	220,000	0	0	0	220,000	0	220,000
Title V Hispanic Serving Institution Development Program	*	2.50	2.50	441,000	450,000	0	0	441,000	450,000	0	9,000
Early School Leaver	**	0.00	1.00	0	68,573	0	0	0	68,573	0	68,573
CHICAGO – OLIVE-HARVEY COLLEGE											
Academic Advisement (1)	**	4.50	5.00	214,674	228,935	----	----	214,674	228,935	0	14,261
Academic Computing Center(2)	**	1.40	1.40	17,216	18,371	----	----	17,216	18,371	0	1,155
AMPS Program(3)	*	0.30	0.30	6,000	6,000	----	----	6,000	6,000	0	0
Assessment and Testing(4)	**	2.28	2.28	63,900	67,840	----	----	63,900	67,840	0	3,940
CBO Project Grant (5)	*	0.44	0.44	5,000	11,450	----	----	5,000	11,450	0	6,450
Computerized Tutoring Services(6)	**	1.10	1.30	17,513	22,346	----	----	17,513	22,346	0	4,833
Disability Services(Special needs)(7)	*	1.40	3.23	46,874	88,016	----	----	46,874	88,016	0	41,142
Middle College(8)	*	18.09	18.00	1,295,000	1,156,777	----	----	1,295,000	1,156,777	0	(138,223)
Transfer Center(9)	*	1.75	1.75	96,000	89,205	----	----	96,000	89,205	0	(6,795)
Tutoring Services(10)	**	6.50	8.32	234,918	153,330	----	----	234,918	153,330	0	(81,588)
CHICAGO – TRUMAN COLLEGE, HARRY S											
Admissions & Advising Center	**	8.00	11.00	406,645	621,599	----	----	406,645	621,599	0	214,954
Computerized Testing Center	**	5.00	8.00	130,495	130,495	----	----	130,495	130,495	0	0
Special Services for Disabled Students/Touch Club	*	1.00	0.00	63,049	0	----	0	63,049	0	0	(63,049)
Career Planning and Placement	**	3.00	2.00	60,734	60,734	----	----	60,734	60,734	0	0
College Level Tutoring Services	**	8.00	8.00	231,992	231,992	----	----	231,992	231,992	0	0
Computerized Tutoring Center	**	3.00	1.50	155,068	130,940	----	----	155,068	130,940	0	(24,128)
Lakeview Learning Center	*	20.00	0.00	394,468	0	394,468	0	0	0	(394,468)	0
Truman Middle College Alternative High School (04 Staff est)	**	25.00	20.00	746,488	585,169	----	----	746,488	585,169	0	(161,319)
Workforce Development Business and Industry Services	**	3.00	4.00	168,690	170,471	----	----	168,690	170,471	0	1,781
Title V Hispanic Serving Institution Development Program	*	0.00	2.00	0	281,079	----	----	0	281,079	0	281,079
Gear Up	**	0.00	7.00	0	69,825	----	----	0	69,825	0	69,825
CHICAGO – WASHINGTON COLLEGE, HAROLD											
AAWCC	*	0.00	0.00	0	0	0	0	0	0	0	0
African Student Association	*	0.50	0.50	1,000	1,000	1,000	1,000	0	0	0	0
Black Student Union	*	0.50	0.50	500	500	500	500	0	0	0	0
Black Women's Caucus	*	0.00	0.00	0	0	0	0	0	0	0	0
Career Planning & Placement	**	2.50	2.50	98,883	104,187	98,883	104,187	0	0	5,304	0
CBO Program	**	1.00	1.00	14,000	14,000	0	0	14,000	14,000	0	0
CLIMB	*	0.50	0.50	0	0	0	0	0	0	0	0
Common Ground Project (Pluralism)	**	0.00	0.00	0	0	0	0	0	0	0	0
Computer-Assisted Instruction	**	7.55	7.55	96,000	96,000	----	----	96,000	96,000	0	0
Individual Needs (IN) Program	**	0.00	0.00	0	0	0	0	0	0	0	0
Organization of Latin American Students	*	0.50	0.50	1,500	1,500	0	0	1,500	1,500	0	0
Pre-Collegiate Program	**	1.00	1.00	100,000	100,000	0	0	100,000	100,000	0	0

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DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
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AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2003 AND 2004

Program	Staff Years Budgeted		Total Dollars Budgeted		Breakouts for Total Dollars Budgeted				FY04 Change in Dollars Budgeted		
	FY03	FY04	FY03	FY04	State		Other		State	Other	
					FY03	FY04	FY03	FY04			
CHICAGO – WASHINGTON COLLEGE, HAROLD (cont.)											
Supported Employment (IL Dept. of Human Services)	*	6.30	5.25	268,195	282,454	268,195	282,454	0	0	14,259	0
Special Needs Center	*	2.98	4.10	118,000	100,170	0	42,700	118,000	57,470	42,700	(60,530)
Transfer Center	**	1.00	1.00	49,300	49,300	49,300	49,300	----	----	0	0
Tutoring Services	*	13.00	13.00	105,000	105,000	----	----	105,000	105,000	0	0
Vocational Development Program, IDHS	*	3.90	3.05	223,934	235,840	223,934	235,840	0	0	11,906	0
CHICAGO – WRIGHT COLLEGE, WILBUR											
African American History Month	*	0.20	0.20	500	2,500	0	0	500	2,500	0	2,000
Annual African Am Student Awards Luncheon	*	0.10	0.10	500	0	0	0	500	0	0	(500)
Future Teachers of Chicago/Illinois Bilingual Education of Chicago	*	0.05	0.05	2,000	1,000	0	0	2,000	1,000	0	(1,000)
Hispanic Heritage Month Activities	*	1.00	1.00	1,000	2,500	0	0	1,000	2,500	0	1,500
Minority Health Programs	*	0.02	0.02	3,000	0	0	0	3,000	0	0	(3,000)
National Women's History Month Activities	*	0.02	0.02	1,000	2,500	0	0	1,000	2,500	0	1,500
Resurrection Minority Scholarship	*	0.01	0.01	25,000	1,500	0	0	25,000	1,500	0	(23,500)
Special Needs Office	*	2.50	2.50	45,000	107,700	0	0	45,000	107,700	0	62,700
Teaching Certificate Program	*	2.00	2.00	95,000	0	0	0	95,000	0	0	(95,000)
Adult Education Support Services	**	3.00	3.00	117,100	148,448	117,100	148,448	0	0	31,348	0
Annual Ethnic Food Festival	**	0.00	0.00	0	0	0	0	0	0	0	0
Clerical Excellence Awards	**	0.05	0.05	1,000	1,000	0	0	1,000	1,000	0	0
College Bridge Program	**	3.00	3.00	60,000	60,000	0	0	60,000	60,000	0	0
Displaced Homemaker Program	**	4.50	4.50	50,000	58,058	0	0	50,000	58,058	0	8,058
Job Training - Bank Teller	**	0.50	0.50	20,000	0	0	0	20,000	0	0	(20,000)
Job Training - Computer Certificates	**	0.50	0.50	30,000	65,936	0	0	30,000	65,936	0	35,936
Multi Cultural Community Events	*	0.15	0.15	8,400	10,000	0	0	8,400	10,000	0	1,600
NovaNET	**	8.00	8.00	39,030	0	39,030	0	0	0	(39,030)	0
Project Excel	**	3.50	3.50	15,000	0	0	0	15,000	0	0	(15,000)
Recruitment, Marketing, & Partnering	**	2.00	2.00	225,367	687,000	0	0	225,367	687,000	0	461,633
Sitter Service	**	1.00	1.00	15,610	36,000	0	0	15,610	36,000	0	20,390
Student Awards	**	0.05	0.05	1,000	10,000	0	0	1,000	10,000	0	9,000
Student Clubs & Assoc. (SGA)	**	0.40	0.40	38,000	77,610	0	0	38,000	77,610	0	39,610
Untenured Faculty Dinner	**	0.04	0.04	400	5,000	0	0	400	5,000	0	4,600
DANVILLE AREA COMMUNITY COLLEGE											
Diversity Team	*	0.00	0.00	5,375	5,375	0	0	5,375	5,375	0	0
Minority Scholarship/Foundation	*	0.00	0.00	15,000	20,000	0	0	15,000	20,000	0	5,000
Perkins III / Special Populations	**	1.75	1.50	254,624	265,265	0	0	254,624	265,265	0	10,641
Project Excel	**	1.50	0.00	35,000	0	35,000	0	0	0	(35,000)	0
Special Populations / Disabled Students	*	0.50	0.00	56,054	30,000	56,054	0	0	30,000	(56,054)	30,000
Teen Parent Services / IDHS	**	1.00	0.00	46,000	0	46,000	0	0	0	(46,000)	0
The Learning Community / TRIO	**	4.00	3.50	260,079	260,181	0	0	260,079	260,181	0	102
Welfare-to-Work / ICCB	*	1.40	0.00	66,144	40,316	66,144	40,316	0	0	(25,828)	0
Youth Employment & Education Program / JTP-WIA	*	0.25	0.00	15,000	0	15,000	0	0	0	(15,000)	0
DUPAGE, COLLEGE OF											
Health & Special Services	*	3.00	3.00	287,681	295,603	150,231	153,653	137,450	141,950	3,422	4,500
International Student Advising	*	2.50	2.50	89,972	86,733	0	0	89,972	86,733	0	(3,239)
Minority Transfer Program (includes Minority Articulation)	*	2.00	0.00	116,696	0	37,000	0	79,696	0	(37,000)	(79,696)
Project SELF	*	0.00	0.00	0	0	0	0	0	0	0	0
ABE/ASE/ESL including ESL Development (04 Staff est)	*	17.00	17.00	2,300,000	2,380,000	1,400,000	1,400,000	900,000	980,000	0	80,000
CREATE	*	0.00	0.00	0	0	0	0	0	0	0	0
Multicultural Center	*	3.00	5.50	166,196	217,398	0	32,000	166,196	185,398	32,000	19,202
Developmental Edu. Advising & NSO	**	3.50	4.00	217,141	219,076	0	0	217,141	219,076	0	1,935

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DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
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AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2003 AND 2004

Program		Staff Years Budgeted		Total Dollars Budgeted		Breakouts for Total Dollars Budgeted				FY04 Change in Dollars Budgeted	
		FY03	FY04	FY03	FY04	State		Other		State	Other
						FY03	FY04	FY03	FY04		
ELGIN COMMUNITY COLLEGE											
ABE/ESL	**	7.00	8.00	1,325,364	1,583,162	448,841	555,943	876,523	1,027,219	107,102	150,696
ADAPT (Disabled Student Organization)	*	0.00	0.00	350	300	0	0	350	300	0	(50)
Affirmative Action	*	0.10	0.10	4,979	5,197	0	0	4,979	5,197	0	218
BSA (Black Student Association)	*	0.25	0.25	2,625	2,600	0	0	2,625	2,600	0	(25)
Foundation Minority Scholarships	*	0.10	0.10	15,750	20,825	0	0	15,750	20,825	0	5,075
Learning Skills Center	*	4.00	4.00	122,955	201,191	0	0	122,955	201,191	0	78,236
Minority Transfer Center	*	1.00	1.00	41,600	41,600	0	0	41,600	41,600	0	0
Muslim Student Association	*	0.00	0.00	800	775	0	0	800	775	0	(25)
Office of Multi cultural Admissions	*	5.00	2.00	178,567	110,000	0	0	178,567	110,000	0	(68,567)
OLAS (Organization of Latin American Students)	*	0.25	0.25	5,800	6,200	0	0	5,800	6,200	0	400
Project STEP/Career Ladder	**	3.00	2.00	321,372	232,409	0	0	321,372	232,409	0	(88,963)
Student Services Support	**	4.50	5.30	386,851	398,156	0	0	386,851	398,156	0	11,305
United Students of All Cultures	*	0.00	0.00	3,675	4,000	0	0	3,675	4,000	0	325
Welfare to Work	**	1.50	1.50	86,991	29,308	86,991	29,308	0	0	(57,683)	0
2000 Intensive English Program	*	1.00	0.75	186,722	102,494	0	0	186,722	102,494	0	(84,228)
Perkins	**	1.50	0.70	205,420	227,266	0	0	205,420	227,266	0	21,846
Youth Leadership Academy	**	0.00	0.00	90,000	82,500	----	----	90,000	82,500	0	(7,500)
Upward Bound	**	5.00	5.00	272,232	277,677	----	----	272,232	277,677	0	5,445
Upward Bound Science/Math	**	5.00	5.00	218,545	222,956	----	----	218,545	222,956	0	4,411
WIA LWIB 5 In School & Out of School	**	2.00	2.00	131,352	299,250	----	----	131,352	299,250	0	167,898
WIA LWIB 8 Out of School	**	1.00	1.00	102,998	194,974	----	----	102,998	194,974	0	91,976
LWIB8 Adult (Workforce Development Council)	**	----	1.00	----	15,766	----	----	----	15,766	0	15,766
HARPER COLLEGE, WILLIAM RAINEY											
Access and Disabilities	*	23.00	24.00	758,111	853,842	326,806	325,782	431,305	528,060	(1,024)	96,755
Minority Student Transfer Center	*	1.00	1.50	45,500	45,500	45,500	45,500	0	0	0	0
Women's Program	*	5.00	5.00	249,911	281,420	80,804	61,170	169,107	220,250	(19,634)	51,143
Center for Multicultural Learning	*	9.00	9.00	353,795	446,523	0	0	353,795	446,523	0	92,728
Admissions Outreach	**	0.50	0.75	20,809	32,900	0	0	20,809	32,900	0	12,091
Diversity and Organizational Development	**	2.00	2.00	239,407	239,407	0	0	239,407	239,407	0	0
Adult Education Development	**	15.00	15.00	1,155,012	1,334,860	446,460	405,160	708,552	929,700	(41,300)	221,148
ESL	**	17.00	15.00	1,322,665	1,410,310	0	0	1,322,665	1,410,310	0	87,645
HEARTLAND COMMUNITY COLLEGE											
Special Populations (including Disability Services)	*	0.00	0.00	100,936	0	0	0	100,936	0	0	(100,936)
Disability Services	*	1.00	1.00	55,423	51,300	0	0	55,423	51,300	0	(4,123)
Carl D. Perkins (Student Support Only)	**	0.75	0.60	64,500	37,852	0	0	64,500	37,852	0	(26,648)
Community Action Block	**	----	0.00	0	21,072	0	0	0	21,072	0	21,072
Education to Careers	**	2.00	0.50	89,270	51,132	89,270	51,132	0	0	(38,138)	0
Welfare to Work	**	1.00	0.50	61,886	40,867	61,886	40,867	0	0	(21,019)	0
Accelerated College Enrollment	**	0.00	0.00	31,569	19,718	17,813	17,700	13,756	2,018	(113)	(11,738)
Investing in Child & Parents	**	----	0.00	0	23,225	0	0	0	23,225	0	23,225
CAMPIS	**	----	0.00	0	8,462	0	0	0	8,462	0	8,462
TRIO (SSS Grant) - Project Rise	**	3.50	3.50	195,700	203,404	0	0	195,700	203,404	0	7,704
HIGHLAND COMMUNITY COLLEGE											
Title IV, Student Support Services	**	----	----	263,346	266,652	----	0	263,346	266,652	0	3,306
Title IV, Upward Bound	**	4.00	4.00	293,362	306,407	----	0	293,362	306,407	0	13,045
ISBE Carl Perkins Grant	**	1.30	1.50	173,424	185,856	----	0	173,424	185,856	0	12,432
ICCB Welfare to Work Grant	**	1.00	1.00	49,341	37,942	----	37,942	49,341	0	37,942	(49,341)
P-16	**	----	----	15,000	15,000	----	15,000	15,000	0	15,000	(15,000)
Dual Credit	**	0.10	0.25	6,000	6,180	----	0	6,000	6,180	0	180
Affirmative Action/Diversity	*	0.20	0.25	12,000	12,360	----	0	12,000	12,360	0	360

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**DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
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AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2003 AND 2004**

Program	Staff Years Budgeted		Total Dollars Budgeted		Breakouts for Total Dollars Budgeted				FY04 Change in Dollars Budgeted	
	FY03	FY04	FY03	FY04	State		Other		State	Other
					FY03	FY04	FY03	FY04		
ILLINOIS EASTERN - WABASH COMMUNITY COLLEGE (cont.)										
International/ English as a Sec Lang	**	----	----	----	----	----	----	----	0	0
Job Location Development (JLD)	**	1.00	1.00	10,952	12,500	7,017	10,000	3,935	2,500	2,983 (1,435)
Literacy	**	----	----	----	----	----	----	----	0	0
Perkins(Disadvantaged Students)	**	2.00	2.00	58,059	59,854	36,524	37,687	21,535	22,167	1,163 632
Single Parent/Displaced Homemaker	**	----	----	----	----	----	----	----	0	0
Student Success Network	**	1.00	1.00	17,031	20,105	17,031	20,105	0	0	3,074 0
Talent Search	**	----	----	----	----	----	----	----	0	0
Upward Bound Program	**	----	----	----	----	----	----	----	0	0
Welfare to Work	**	----	----	----	----	----	----	----	0	0
ICCB Restricted Tech Support	**	1.00	----	24,992	25,879	24,992	0	0	25,879	(24,992) 25,879
ILLINOIS VALLEY COMMUNITY COLLEGE										
Student Support Services (TRIO)	**	4.00	4.00	259,389	259,389	0	0	259,389	259,389	0 0
Adult Education (ABE/GED/ESL)	**	3.25	5.00	361,534	318,032	----	0	361,534	318,032	0 (43,502)
Hola, Mendota	*	0.25	0.00	3,890	0	----	0	3,890	0	0 (3,890)
Alma Latina	*	0.25	0.00	500	0	----	0	500	0	0 (500)
People of the World End Racism (POWER)	*	0.25	0.25	1,600	1,700	----	0	1,600	1,700	0 100
Carl Perkins	**	1.75	1.75	44,043	38,027	----	0	44,043	38,027	0 (6,016)
Academic Dev Center/Special Needs	**	7.26	8.25	76,000	247,305	0	0	76,000	247,305	0 171,305
JOLIET JUNIOR COLLEGE										
Multi-Cultural Transfer Center	*	----	----	84,400	111,738	42,200	42,000	42,200	69,738	(200) 27,538
Joliet Area Math, Science, & Computer Education	**	----	----	118,200	27,373	76,000	27,373	42,200	0	(48,627) (42,200)
Project Achieve	**	----	----	363,835	347,900	347,835	0	16,000	347,900	(347,835) 331,900
StAR Program	**	----	----	248,624	211,822	156,989	178,268	91,635	33,554	21,279 (58,081)
Carl Perkins	**	----	----	80,949	95,094	80,949	95,094	0	0	14,145 0
Division of Adult and Family Services	**	----	----	2,209,925	2,258,487	1,176,726	1,062,041	1,033,199	1,196,446	(114,685) 163,247
Opportunities Program	**	----	----	58,510	58,510	0	0	58,510	58,510	0 0
SOS Volunteer Literacy Tutorials	**	----	----	45,000	67,618	45,000	45,000	0	22,618	0 22,618
Special Populations	**	----	----	50,000	130,638	0	0	50,000	130,638	0 80,638
Welfare to Work	**	----	----	63,030	44,452	63,030	44,452	0	0	(18,578) 0
Learning for Earning	**	----	----	0	52,888	0	52,888	0	0	52,888 0
Learning for Earning	**	----	----	0	25,279	0	25,279	0	0	25,279 0
Career Planning & Placement (Carl Perkins)	**	----	----	55,043	162,689	37,927	31,851	17,116	130,838	(6,076) 113,722
Tech Prep	**	----	----	267,737	311,328	267,737	173,874	0	137,454	(93,863) 137,454
Education to Careers	**	----	----	91,908	59,957	91,908	59,957	0	0	(31,951) 0
ENLACE	**	----	----	92,528	36,315	46,080	0	46,448	36,315	(46,080) (10,133)
Project Success	**	----	----	24,852	18,842	0	0	24,852	18,842	0 (6,010)
Minority Student Affairs	*	----	----	31,500	95,294	0	0	31,500	95,294	0 63,794
Family Literacy	**	----	----	0	240	0	0	0	240	0 240
Women's College	*	----	----	27,000	15,240	0	0	27,000	15,240	0 (11,760)
Diversity Committee	*	----	----	0	0	0	0	0	0	0 0
Summer Program	**	----	----	0	30,000	0	0	0	30,000	0 30,000
Build Success	**	----	----	0	104,000	0	0	0	104,000	0 104,000
Early School Leavers	**	----	----	67,337	70,772	36,362	38,217	30,975	32,555	1,855 1,580
KANKAKEE COMMUNITY COLLEGE										
Affirmative Action	**	0.00	----	2,000	2,000	0	0	2,000	2,000	0 0
Transfer Center	*	1.00	1.00	27,300	27,300	0	0	27,300	27,300	0 0
Literacy Programs	**	3.00	3.00	115,682	58,000	115,682	58,000	0	0	(57,682) 0
Office of Special Populations	**	2.00	2.00	64,894	64,894	64,894	64,894	0	0	0 0
Ounce of Prevention	**	4.00	4.00	191,851	52,000	0	0	191,851	52,000	0 (139,851)
Parent Support/DFI	**	2.00	2.00	40,830	40,830	40,830	40,830	0	0	0 0

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Program	Staff Years Budgeted		Total Dollars Budgeted		Breakouts for Total Dollars Budgeted				FY04 Change in Dollars Budgeted		
	FY03	FY04	FY03	FY04	State		Other		State	Other	
					FY03	FY04	FY03	FY04			
KANKAKEE COMMUNITY COLLEGE (cont.)											
Parent Training Initiative	**	2.00	2.00	31,000	22,269	31,000	22,269	0	0	(8,731)	0
Workforce Prep Liaison; WTW	*	1.00	1.00	41,771	41,771	41,771	41,771	0	0	0	0
Healthy Families	**	3.00	3.00	139,851	139,851	139,851	139,851	0	0	0	0
Upward Bound	**	4.00	4.00	372,875	287,703	0	0	372,875	287,703	0	(85,172)
Educational Talent Search	**	3.00	3.00	245,354	250,261	0	0	245,354	250,261	0	4,907
Youth Program Services	**	3.00	3.00	121,594	121,594	0	0	121,594	121,594	0	0
Workforce Investment Act	**	23.00	21.00	3,299,586	2,534,228	0	0	3,299,586	2,534,228	0	(765,358)
Workforce Development	**	0.00	2.00	0	153,009	0	153,009	0	0	153,009	0
Young Parents Program	**	6.00	6.00	168,433	168,433	168,433	168,433	0	0	0	0
Gear Up	**	0.00	4.00	0	144,000	0	0	0	144,000	0	144,000
P-16 Initiative	**	0.00	1.00	0	15,459	0	15,459	0	0	15,459	0
TRAIN	*	1.00	1.00	45,600	45,600	45,600	45,600	0	0	0	0
Minority Achievement Experience	**	0.00	----	0	0	0	0	0	0	0	0
CITE	**	0.00	----	0	0	0	0	0	0	0	0
Bridge to Opportunity	*	0.00	----	0	0	0	0	0	0	0	0
KASKASKIA COLLEGE											
Affirmative Action	*	0.35	0.35	26,000	27,040	0	0	26,000	27,040	0	1,040
Black Student Association	*	0.50	0.50	2,417	2,363	0	0	2,417	2,363	0	(54)
TRIO/Student Success Program	*	4.67	4.67	247,096	237,607	0	0	247,096	237,607	0	(9,489)
Perkins Special Populations	*	2.25	3.50	194,934	237,253	194,934	237,253	0	0	42,319	0
Reading Link	**	11.00	11.00	160,560	180,130	160,560	180,130	0	0	19,570	0
P-16 Initiative	**	0.20	0.02	20,000	15,000	20,000	15,000	0	0	(5,000)	0
Dual Credit/Dual Enrollment	**	1.50	1.50	87,000	90,000	12,000	12,000	75,000	78,000	0	3,000
KICK Program (Kids in College at Kaskaskia College)	**	8.50	8.50	11,277	11,728	0	0	11,277	11,728	0	451
Students with Disabilities	**	0.35	0.35	12,450	14,000	0	0	12,450	14,000	0	1,550
Job Skills	**	5.20	6.00	21,654	23,054	21,654	23,054	0	0	1,400	0
Success Center	**	----	2.50	----	83,118	----	0	----	83,118	0	83,118
KISHWAUKEE COLLEGE											
Spanish General Ed. Development Classes	*	0.35	0.35	5,694	6,054	5,694	6,054	0	0	360	0
Spanish General Ed. Development Testing	*	0.10	0.05	1,949	1,344	1,949	0	0	1,344	(1,949)	1,344
Special Needs Counseling Services	*	0.40	0.40	24,174	25,140	0	0	24,174	25,140	0	966
Minority Transfer Center	*	2.00	2.00	82,560	87,800	38,300	38,300	44,260	49,500	0	5,240
Assistive Resources Center/Disability Services	*	1.00	1.00	58,240	58,792	58,240	58,042	0	750	(198)	750
Adult Basic Education Program	**	2.00	2.00	93,590	103,002	93,590	103,002	0	0	9,412	0
Adult Student Connections	*	1.00	0.50	44,470	38,214	44,470	38,214	0	0	(6,256)	0
Bilingual Counseling/Hispanic Outreach	*	0.75	1.00	25,125	36,001	25,125	36,001	0	0	10,876	0
English as a Second Language Program	*	3.00	3.00	127,247	105,898	127,247	105,898	0	0	(21,349)	0
Family Literacy Program	*	2.00	1.50	130,000	130,000	130,000	130,000	0	0	0	0
Literacy Program	**	1.00	1.00	45,000	45,000	45,000	45,000	0	0	0	0
P-16 Initiative (ACE)	**	0.05	0.05	14,250	14,700	14,250	14,700	0	0	450	0
Public Assistance Program	**	1.00	1.00	38,080	35,091	38,080	35,091	0	0	(2,989)	0
Teen Parent Services Program	**	0.25	0.15	10,000	11,000	10,000	11,000	0	0	1,000	0
Welfare to Work	**	0.50	0.50	60,916	37,589	60,916	37,589	0	0	(23,327)	0
Dekalb County	**	0.63	1.20	72,995	103,569	72,995	103,569	0	0	30,574	0
Ogle County	**	0.63	0.85	67,356	55,387	67,356	55,387	0	0	(11,969)	0
IETC Services	**	0.75	0.50	50,090	43,385	3,810	25,540	46,280	17,845	21,730	(28,435)
LAKE COUNTY, COLLEGE OF											
ABE/ESL Federal Grant	**	22.00	16.50	306,983	275,645	0	0	306,983	275,645	0	(31,338)
Mentoring & Retention for Minorities (Academic Support for Athletes)	**	0.05	1.00	4,064	39,490	0	0	4,064	39,490	0	35,426
Adult Education Performance	**	8.00	9.00	350,004	309,134	0	0	350,004	309,134	0	(40,870)

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DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2003 AND 2004

Program		Staff Years Budgeted		Total Dollars Budgeted		Breakouts for Total Dollars Budgeted				FY04 Change in Dollars Budgeted		
		FY03	FY04	FY03	FY04	State		Other		State	Other	
						FY03	FY04	FY03	FY04			
LAKE COUNTY, COLLEGE OF (cont.)												
Adult Education State Grant	**	15.00	15.50	261,178	276,768	0	0	261,178	276,768	0	15,590	
Afro-Fest	*	0.10	0.10	790	800	0	0	790	800	0	10	
Allied Health	**	1.40	3.00	215,753	127,115	0	0	215,753	127,115	0	(88,638)	
Back to School Rally	**	0.10	0.10	2,792	3,635	0	0	2,792	3,635	0	843	
Black Diamonds	*	0.10	0.00	4,185	0	0	0	4,185	0	0	(4,185)	
Black History Month	*	0.10	0.10	1,058	1,100	0	0	1,058	1,100	0	42	
Black Student Union	*	0.20	0.20	4,115	6,000	0	0	4,115	6,000	0	1,885	
Bridges (Combined with Project Win)	**	1.05	0.00	45,000	0	0	0	45,000	0	0	(45,000)	
Character Matters	**	0.10	0.10	8,996	8,996	0	0	8,996	8,996	0	0	
Cinco De Mayo	*	0.00	0.25	0	2,500	0	0	0	2,500	0	2,500	
Common Break	**	0.10	0.05	1,242	1,560	0	0	1,242	1,560	0	318	
Conversation Café	**	0.25	0.50	6,498	4,813	0	0	6,498	4,813	0	(1,685)	
Diversity Scholarships	*	0.00	0.20	0	8,000	0	0	0	8,000	0	8,000	
Drop-In Center	**	0.10	0.00	631	0	0	0	631	0	0	(631)	
ELCIVICS (New)	**	0.50	0.00	20,000	18,875	0	0	20,000	18,875	0	(1,125)	
ENLACE	**	1.00	1.00	53,352	53,352	0	0	53,352	53,352	0	0	
ESL Vocational Support	**	0.75	0.00	17,500	0	0	0	17,500	0	0	(17,500)	
Faculty and Staff Diversity Project	*	1.50	1.50	19,395	19,395	0	0	19,395	19,395	0	0	
Future Teachers	**	0.50	0.00	5,273	0	0	0	5,273	0	0	(5,273)	
Getting it Together / Summer Youth Institute 03	**	0.50	0.25	24,098	5,675	0	0	24,098	5,675	0	(18,423)	
Gospel Choir	**	0.25	0.75	22,909	21,675	0	0	22,909	21,675	0	(1,234)	
Grill Day on the Mall	**	0.10	0.10	938	1,345	0	0	938	1,345	0	407	
Harambee Bookshelf & Forum	**	0.10	0.25	8,114	4,000	0	0	8,114	4,000	0	(4,114)	
Hispanic Club	*	0.20	0.20	6,800	11,000	0	0	6,800	11,000	0	4,200	
ESL Vocational Support Courses	**	0.25	0.25	5,000	5,000	0	0	5,000	5,000	0	0	
Historically Black College Tour	*	0.10	0.00	2,616	0	0	0	2,616	0	0	(2,616)	
IETC Services	**	0.50	0.50	30,000	30,000	0	0	30,000	30,000	0	0	
Kwanzaa	*	0.10	0.25	2,601	3,000	0	0	2,601	3,000	0	399	
Lakeshore Welcome Week	**	0.25	0.00	1,544	0	0	0	1,544	0	0	(1,544)	
Latino Day on the Mall	*	0.10	0.10	3,082	2,100	0	0	3,082	2,100	0	(982)	
Learning Assistance Center	**	1.00	1.00	26,000	28,000	0	0	26,000	28,000	0	2,000	
Literacy Café	**	0.00	0.25	0	8,760	0	0	0	8,760	0	8,760	
Martin Luther King	*	0.05	0.05	4,585	5,650	0	0	4,585	5,650	0	1,065	
Minority Teachers	*	0.10	0.10	2,024	2,024	0	0	2,024	2,024	0	0	
Minority Transfer Center	*	0.00	0.50	0	20,348	0	0	0	20,348	0	20,348	
New Student Orientation	**	2.25	2.25	56,872	55,320	0	0	56,872	55,320	0	(1,552)	
Perkins Grant	**	2.50	2.50	336,899	392,147	0	0	336,899	392,147	0	55,248	
Public Assistance	**	5.00	6.00	152,322	155,456	0	0	152,322	155,456	0	3,134	
Red Black Green	**	0.00	0.05	0	3,100	0	0	0	3,100	0	3,100	
Salute to Gospel	**	0.25	0.15	28,312	3,297	0	0	28,312	3,297	0	(25,015)	
Saturday Youth Institute	**	0.25	0.25	24,098	18,000	0	0	24,098	18,000	0	(6,098)	
Special Needs Disabled	*	7.50	7.50	212,731	308,715	0	0	212,731	308,715	0	95,984	
Student Retention Program	**	2.00	1.00	105,216	40,000	0	0	105,216	40,000	0	(65,216)	
Summer Tech Workshop-Talent Srch	**	0.26	0.26	3,000	3,000	0	0	3,000	3,000	0	0	
Talent Search	**	5.00	4.00	287,147	280,000	0	0	287,147	280,000	0	(7,147)	
US Hispanic Leadership Conference	*	0.05	0.05	0	1,550	0	0	0	1,550	0	1,550	
Welfare to Work	**	2.00	3.00	67,848	43,594	0	0	67,848	43,594	0	(24,254)	
Women's Center	*	0.00	1.25	0	59,355	0	0	0	59,355	0	59,355	
Youth Level Violence	**	0.25	0.75	32,812	23,987	0	0	32,812	23,987	0	(8,825)	

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DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2003 AND 2004

Program	Staff Years Budgeted		Total Dollars Budgeted		Breakouts for Total Dollars Budgeted				FY04 Change in Dollars Budgeted		
	FY03	FY04	FY03	FY04	State		Other		State	Other	
					FY03	FY04	FY03	FY04			
LAKE LAND COLLEGE											
Special Needs Counselor & Services	*	2.00	2.50	81,879	85,246	0	0	81,879	85,246	0	3,367
Perkins Services	*	1.50	2.00	131,000	132,000	131,000	132,000	0	0	1,000	0
English as a Second Language	*	1.75	1.25	17,789	16,243	0	0	17,789	16,243	0	(1,546)
International Studies	*	1.00	1.00	74,807	83,478	0	0	74,807	83,478	0	8,671
Intensive English Language	*	1.00	1.00	28,390	25,600	0	0	28,390	25,600	0	(2,790)
Academic Advisement for Athletes	**	1.00	1.00	39,989	42,089	0	0	39,989	42,089	0	2,100
Accelerated College Enrollment	**	1.00	1.00	47,791	47,791	21,716	21,716	26,075	26,075	0	0
Tech Prep	**	1.50	1.50	203,954	111,179	109,241	0	94,713	111,179	(109,241)	16,466
Welfare to Work	**	1.00	1.00	61,024	44,069	61,024	44,069	0	0	(16,955)	0
Career Services (College/Career Day; 8th Grade Career Conference)	**	0.15	0.15	4,800	4,800	0	0	4,800	4,800	0	0
College for Kids	**	0.50	0.50	9,000	9,000	0	0	9,000	9,000	0	0
Pathways	**	13.00	12.50	311,193	287,308	311,193	109,841	0	177,467	(201,352)	177,467
LEWIS & CLARK COMMUNITY COLLEGE											
Black Student Association	*	0.00	0.00	0	0	0	0	0	0	0	0
Student Support Services	*	4.73	5.03	261,503	269,238	0	0	261,503	269,238	0	7,735
Supported School-to-Work Transition	*	10.55	10.20	379,178	375,964	220,000	220,000	159,178	155,964	0	(3,214)
S-JET	*	0.00	----	0	----	0	----	0	----	0	0
Talent Search	**	4.24	4.28	276,971	286,864	0	0	276,971	286,864	0	9,893
Upward Bound	**	4.88	5.05	264,471	286,427	0	0	264,471	286,427	0	21,956
Teen Parent	**	7.60	7.10	268,791	257,300	268,791	257,300	0	0	(11,491)	0
Minority Affairs	*	1.06	0.71	41,520	34,966	0	0	41,520	34,966	0	(6,554)
Student Athletics	*	3.55	3.57	181,440	180,131	0	0	181,440	180,131	0	(1,309)
Special Learning Needs	*	0.20	0.20	8,009	9,345	0	0	8,009	9,345	0	1,336
Perkins (Tutoring, Math Lab, Spec Pops)	*	4.75	4.75	161,848	130,145	0	0	161,848	130,145	0	(31,703)
Online Writing Lab	*	0.25	0.40	2,167	4,934	0	0	2,167	4,934	0	2,767
Special Populations	*	0.00	0.00	0	0	0	0	0	0	0	0
LINCOLN LAND COMMUNITY COLLEGE											
LLCC Summer College for Kids	**	0.50	1.00	8,325	31,500	----	0	8,325	31,500	0	23,175
LLCC Trustee Tuition Waivers	**	0.00	0.00	49,470	50,893	0	0	49,470	50,893	0	1,423
Minority Transfer Center	*	1.00	0.00	42,200	20,000	42,200	20,000	0	0	(22,200)	0
Special Needs Program	*	6.00	5.00	149,375	140,000	83,503	140,000	65,872	0	56,497	(65,872)
Springfield Learning Center	*	4.00	2.00	300,000	100,000	300,000	100,000	0	0	(200,000)	0
Women's Center	*	1.00	0.50	5,954	9,750	0	0	5,954	9,750	0	3,796
Urban League Tuition Waivers	*	0.00	0.00	57,964	56,021	0	0	57,964	56,021	0	(1,943)
ABE/GED (03 est)	**	27.00	26.00	261,587	253,968	0	0	261,587	253,968	0	(7,619)
ESL (03 est)	*	11.00	11.00	83,892	81,449	0	0	83,892	81,449	0	(2,443)
LOGAN COLLEGE											
Disabled Student Services	*	1.00	1.00	134,063	132,059	134,063	132,059	0	0	(2,004)	0
Deaf and Hard of Hearing Services	*	1.00	1.00	107,631	107,631	107,631	107,631	0	0	0	0
Minority Transfer Center	*	2.00	2.00	32,500	32,500	32,500	32,500	0	0	0	0
Black Student Association	*	0.00	0.00	550	550	0	0	550	550	0	0
International Club	*	0.00	0.00	300	300	0	0	300	300	0	0
MCHEMRY COLLEGE											
Students with disabilities (03 est)	*	2.00	2.00	200,505	206,706	36,855	37,995	163,650	168,711	1,140	5,061
Multicultural (03 est)	*	20.00	21.00	116,400	120,000	50,000	50,000	66,400	70,000	0	3,600

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DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
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AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2003 AND 2004

Program		Staff Years Budgeted		Total Dollars Budgeted		Breakouts for Total Dollars Budgeted				FY04 Change in Dollars Budgeted		
		FY03	FY04	FY03	FY04	State		Other		State	Other	
						FY03	FY04	FY03	FY04			
MORAIN VALLEY COMMUNITY COLLEGE												
	ABE/GED/ESL/Literacy	**	10.00	10.00	715,706	725,077	0	0	715,706	725,077	0	9,371
	African American History Month	*	0.00	0.00	0	0	0	0	0	0	0	0
	Alliance of African American Students	*	0.00	0.00	500	500	0	0	500	500	0	0
	Alliance of Latin American Students	*	0.00	0.00	500	500	0	0	500	500	0	0
	Arab Student Union	*	0.00	0.00	500	500	0	0	500	500	0	0
	College Prep Workshops at High Schools	**	0.00	0.00	0	0	0	0	0	0	0	0
	Community Nights/Information Sessions	**	0.00	0.00	0	0	0	0	0	0	0	0
	Cultural Diversity Programs: College Activities	*	0.00	0.00	0	0	0	0	0	0	0	0
	Cultural Diversity Center	**	0.00	0.00	0	0	0	0	0	0	0	0
	Developmental Education/Academic Skills Center	**	16.00	18.00	1,354,336	1,433,595	0	0	1,354,336	1,433,595	0	79,259
	Special Service Coordinator for WIA	**	7.00	0.00	93,916	0	0	0	93,916	0	0	(93,916)
	Higher Education Issues for Latin American Students	*	0.00	0.00	0	----	0	0	0	0	0	0
	Displaced Homemaker	*	0.00	1.00	----	61,170	0	0	0	61,170	0	61,170
	Indian/Pakistani Student Union	*	0.00	0.00	0	----	0	0	0	0	0	0
	JTPA Title-3A (WIA Title 1D)	**	1.90	1.90	100,000	106,667	0	0	100,000	106,667	0	6,667
	JTPA Title-2A (WIA Title 1A)	**	1.50	1.20	80,000	85,333	0	0	80,000	85,333	0	5,333
	Jump Start	**	0.00	0.00	58,287	59,206	0	0	58,287	59,206	0	919
	Latin Cultural Awareness Month	*	0.00	0.00	500	500	0	0	500	500	0	0
	LEAP	*	1.00	1.00	65,000	45,000	0	0	65,000	45,000	0	(20,000)
	Learning Development Support System	*	0.00	0.00	----	----	0	0	0	0	0	0
	Minority Student Achievement	*	0.50	0.50	29,735	29,448	0	0	29,735	29,448	0	(287)
	Minority Student Transfer Center	*	1.00	1.00	16,365	16,652	0	0	16,365	16,652	0	287
	Multicultural Student Affairs	*	1.50	1.50	114,311	125,860	0	0	114,311	125,860	0	11,549
	Nursing (Mentoring Program/Tutoring)	**	1.00	0.00	22,000	22,000	0	0	22,000	22,000	0	0
	Off-Campus, Eisenhower Center	**	1.00	1.00	21,000	21,000	0	0	21,000	21,000	0	0
	Physically Handicapped Support Services	*	2.00	0.00	89,565	113,516	0	0	89,565	113,516	0	23,951
	Returning Woman	*	0.00	0.00	1,465	1,465	0	0	1,465	1,465	0	0
	Sensitivity to Diversity Workshop	*	0.00	0.00	0	----	0	0	0	0	0	0
	Student Support Services/Trio	**	4.00	4.00	199,614	199,614	0	0	199,614	199,614	0	0
	Summer Youth Training program (see next row)	**	----	----	----	----	0	0	0	0	0	0
	WIA Youth Training Program	**	7.00	7.00	116,390	116,039	0	0	116,390	116,039	0	(351)
	Welfare to Work	*	1.00	1.00	46,704	54,819	0	0	46,704	54,819	0	8,115
	Women's History Month Program	*	----	----	300	300	0	0	300	300	0	0
MORTON COLLEGE												
	Hispanic American Leadership Organization	*	0.25	0.00	1,500	0	0	0	1,500	0	0	(1,500)
	Arab American Diversity	**	1.00	0.00	400	0	0	0	400	0	0	(400)
	Campus Activity Board	**	1.00	1.00	19,000	19,000	0	0	19,000	19,000	0	0
	Soccer Club	**	1.00	1.00	400	400	0	0	400	400	0	0
	Lillian Baar Scholarship	*	----	0.25	1,110	1,600	0	0	1,110	1,600	0	490
	Mid America Bank	**	----	0.25	961	1,422	0	0	961	1,422	0	461
	SOS Volunteer Adult Literacy	**	0.50	----	44,000	0	44,000	0	0	0	(44,000)	0
	Special Populations Coordinator	*	1.00	1.00	35,422	36,734	35,422	36,734	0	0	1,312	0
	Title V Student Support-Hispanic- Serving Institution	*	2.00	2.00	350,000	350,957	350,000	350,957	0	0	957	0
	ACS/ESL Specialist	**	1.00	----	20,712	0	20,712	0	0	0	(20,712)	0
	ABE/ESL/GED Specialist	**	----	1.00	0	44,200	0	0	0	44,200	0	44,200
	Carl Perkins Bilingual Students Services	*	1.00	1.00	17,950	12,740	17,950	12,740	0	0	(5,210)	0
	Peer Tutors/Math-Writing Lab Tutors	**	1.50	1.00	69,199	71,923	0	0	69,199	71,923	0	2,724
	Public Assistance	*	1.00	1.00	20,800	30,624	20,800	30,624	0	0	9,824	0
	Special Needs Academic Advisor	**	1.00	1.00	36,774	37,877	36,774	37,877	0	0	1,103	0
	Special Needs Testing Specialist	**	1.00	1.00	36,422	37,150	36,422	37,150	0	0	728	0

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AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2003 AND 2004

Program	Staff Years Budgeted		Total Dollars Budgeted		Breakouts for Total Dollars Budgeted				FY04 Change in Dollars Budgeted		
	FY03	FY04	FY03	FY04	State		Other		State	Other	
					FY03	FY04	FY03	FY04			
MORTON COLLEGE (cont.)											
Adult Education Testing Specialist	*	0.00	0.00	35,022	0	35,022	0	0	0	(35,022)	0
Adult Education Program Specialist	*	1.00	1.00	29,311	31,950	29,311	31,950	0	0	2,639	0
Women/Minority Scholarships	*	-----	-----	14,450	0	0	0	14,450	0	0	(14,450)
OAKTON COLLEGE											
ASSIST Services for students with disabilities	*	2.00	2.00	127,456	131,050	0	0	127,456	131,050	0	3,594
Black Student Union	*	0.00	0.00	0	0	0	0	0	0	0	0
BN/AT (Basic Nurse Assistant Training Program)	**	3.50	0.50	110,000	39,036	0	0	110,000	39,036	0	(70,964)
Cultures Week	**	0.00	0.00	6,775	2,284	0	0	6,775	2,284	0	(4,491)
Educational Programming	**	0.40	0.40	22,360	22,155	0	0	22,360	22,155	0	(205)
Family Literacy	**	0.25	0.25	32	32,065	0	0	32	32,065	0	32,033
Futures	**	0.15	0.15	5,000	5,000	0	0	5,000	5,000	0	0
High Risk Nursing Program	**	1.50	0.75	24,000	9,359	0	0	24,000	9,359	0	(14,641)
HCOP (Health Career Opportunity Program)	**	3.00	2.00	156,000	47,494	0	0	156,000	47,494	0	(108,506)
JVS Medical Billing	**	0.00	0.00	0	0	0	0	0	0	0	0
Japanese Club	*	0.00	0.00	1,962	0	0	0	1,962	0	0	(1,962)
SOS/Library Literacy	**	1.30	1.30	70,000	70,000	0	0	70,000	70,000	0	0
STEPS (Services to Establish Patterns of Success)	**	3.50	3.50	206,665	206,665	0	0	206,665	206,665	0	0
Transit	**	0.00	0.00	0	0	0	0	0	0	0	0
Middle Eastern Club	*	0.00	0.00	0	0	0	0	0	0	0	0
Minority Leadership Conference	*	0.00	0.00	0	0	0	0	0	0	0	0
Minority Transfer Center	*	1.25	1.25	70,043	107,743	0	0	70,043	107,743	0	37,700
Pnyozone (Filipino club)	*	0.00	0.00	0	0	0	0	0	0	0	0
South Asian Association	*	0.00	0.00	2,692	0	0	0	2,692	0	0	(2,692)
Spanish Club	*	0.00	0.00	680	800	0	0	680	800	0	120
Transfer Club	*	0.00	0.00	0	1,628	0	0	0	1,628	0	1,628
Women's Day	*	0.20	0.20	9,900	9,900	0	0	9,900	9,900	0	0
French Club	*	0.00	0.00	522	402	0	0	522	402	0	(120)
International Students	**	0.00	0.00	525	2,047	0	0	525	2,047	0	1,522
Oakton Pride	**	0.00	0.00	100	0	0	0	100	0	0	(100)
Todos Unidos	*	0.00	0.00	100	0	0	0	100	0	0	(100)
PARKLAND COLLEGE***											
Center for Excellence in Teaching and Learning	*	1.00	8.00	58,118	121,503	0	0	58,118	121,503	0	63,385
Disability Services (Student Support/Counseling)	*	2.50	2.50	63,891	73,874	0	0	63,891	73,874	0	9,983
Diversity/Prof Scholar (Faculty Hiring Initiative)	*	4.00	3.00	153,112	112,656	0	0	153,112	112,656	0	(40,456)
Transfer Center (HECA Grant)	*	1.00	1.00	40,900	40,900	40,900	40,900	0	0	0	0
Voc Ed - Perkins	**	3.00	3.40	464,077	485,225	0	0	464,077	485,225	0	21,148
Women's Program/Services	*	0.50	0.10	24,650	6,800	0	0	24,650	6,800	0	(17,850)
Cooperative Learning Center	**	12.80	13.50	164,140	180,374	0	0	164,140	180,374	0	16,234
Intensive English Program	*	6.60	6.40	251,739	307,657	0	0	251,739	307,657	0	55,918
TRIO/Student Support Services	**	4.00	4.00	222,948	260,181	0	0	222,948	260,181	0	37,233
College For Kids program ***	**	2.75	2.00	107,171	98,408	0	0	107,171	98,408	0	(8,763)
TRIO/Educational Talent Search ***	**	5.00	5.00	245,354	250,261	0	0	245,354	250,261	0	4,907
Academic Development Center	**	2.50	6.50	101,304	84,374	0	0	101,304	84,374	0	(16,930)
PRAIRIE STATE COLLEGE											
Affirmative Action/Equal Opportunity	*	0.10	0.10	7,653	7,883	0	0	7,653	7,883	0	230
Disabled Student Services	*	0.30	1.00	65,037	68,289	0	0	65,037	68,289	0	3,252
Student Success Center	**	4.00	4.00	205,886	227,251	205,886	227,251	0	0	21,365	0
HECA Transfer Center	*	2.00	1.00	46,800	46,800	0	0	46,800	46,800	0	0
Office of Minority Student Affairs	*	1.00	1.00	66,019	63,081	0	0	66,019	63,081	0	(2,938)
Returning Woman's Program	*	0.20	0.20	9,236	9,513	0	0	9,236	9,513	0	277

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**DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2003 AND 2004**

Program	Staff Years Budgeted		Total Dollars Budgeted		Breakouts for Total Dollars Budgeted				FY04 Change in Dollars Budgeted		
	FY03	FY04	FY03	FY04	State		Other		State	Other	
					FY03	FY04	FY03	FY04			
PRAIRIE STATE COLLEGE (cont.)											
Workforce Training and Services (WIA)	**	6.00	6.00	283,345	308,782	283,345	308,782	0	0	25,437	0
Student Activities	**	1.00	1.00	99,567	97,319	0	0	99,567	97,319	0	(2,248)
Learning In Context	**	0.25	0.25	40,000	38,800	0	0	40,000	38,800	0	(1,200)
Early Alert	**	0.25	0.25	9,962	10,260	0	0	9,962	10,260	0	298
Outcomes Assessment Initiative	**	0.50	0.50	23,500	24,500	0	0	23,500	24,500	0	1,000
Diversity Learning Circle	**	0.10	0.10	4,769	5,007	0	0	4,769	5,007	0	238
Kids@ College	**	4.00	4.00	28,720	28,142	0	0	28,720	28,142	0	(578)
Child Care Center	**	5.50	5.50	266,607	299,632	0	0	266,607	299,632	0	33,025
Displaced Homemakers Grant	*	1.00	1.00	61,170	61,170	61,170	61,170	0	0	0	0
Developmental Studies Dean	**	1.00	1.00	72,120	74,284	0	0	72,120	74,284	0	2,164
International Students	**	0.10	0.10	4,690	4,363	0	0	4,690	4,363	0	(327)
Adult Education (ABE/GED, ESL)	**	15.00	15.00	245,395	141,325	0	0	245,395	141,325	0	(104,070)
Intercollegiate Athletics	**	2.00	2.00	300,727	294,063	0	0	300,727	294,063	0	(6,664)
Extracurricular Activities	**	0.50	0.50	18,000	26,800	0	0	18,000	26,800	0	8,800
REND LAKE COLLEGE											
Affirmative Action Office	*	0.00	0.00	0	1,600	0	0	0	1,600	0	1,600
STARS (TRIO)	**	1.50	1.50	88,525	203,435	0	0	88,525	203,435	0	114,910
Teen Parent Services	**	2.75	2.75	181,000	177,000	0	0	181,000	177,000	0	(4,000)
Vocational Special Pop/Tutoring	*	0.00	0.00	20,000	177,901	0	0	20,000	177,901	0	157,901
Skills Center-Adult Ed	**	0.00	0.00	0	287,740	0	0	0	287,740	0	287,740
Even Start-Family Literacy	**	2.00	2.00	110,000	110,000	110,000	110,000	0	0	0	0
SOS-Literacy	**	0.00	0.00	0	65,000	0	0	0	65,000	0	65,000
Welfare to Work	**	0.33	0.33	13,685	0	13,685	0	0	0	(13,685)	0
Counseling-Special Needs	*	0.10	0.10	5,650	500	0	0	5,650	500	0	(5,150)
Alternative Education	**	0.00	0.00	0	53,440	0	0	0	53,440	0	53,440
Future Focus	**	2.00	2.00	126,000	115,500	0	0	126,000	115,500	0	(10,500)
Upward Bound (TRIO)	**	2.00	1.00	76,486	180,095	0	0	76,486	180,095	0	103,609
In-Focus (Abstinence)	**	0.00	1.50	0	272,693	0	0	0	272,693	0	272,693
Youth Enhancement Services	**	0.00	1.50	0	58,575	0	0	0	58,575	0	58,575
RICHLAND COMMUNITY COLLEGE											
Black Student Association	**	0.00	0.00	2,300	825	0	0	2,300	825	0	(1,475)
Displaced Homemakers	**	2.00	1.50	68,000	61,000	68,000	61,000	0	0	(7,000)	0
Transfer Center	*	2.00	2.00	68,000	44,800	68,000	44,800	0	0	(23,200)	0
Disability Accommodations Services	*	1.50	2.00	72,000	100,950	0	0	72,000	100,950	0	28,950
NAACP College Chapter	*	0.00	0.00	1,200	2,800	0	0	1,200	2,800	0	1,600
Black Drama Club	*	0.00	0.00	0	600	0	0	0	600	0	600
ROCK VALLEY COLLEGE											
Adult Education Center (ABE/GED/ESL)	**	8.50	7.00	583,286	415,848	248,148	178,364	335,138	237,484	(69,784)	(97,654)
Association for Asian Students	*	0.00	0.00	0	0	0	0	0	0	0	0
Association for Latin American Students	*	0.00	0.00	7,300	4,426	0	0	7,300	4,426	0	(2,874)
Black Student Alliance	*	0.00	0.00	11,600	11,195	0	0	11,600	11,195	0	(405)
Disability Support Services	*	1.00	1.00	105,911	126,400	0	0	105,911	126,400	0	20,489
High School Connections	**	0.00	3.00	0	167,000	0	0	0	167,000	0	167,000
International Program	*	0.50	0.75	17,378	22,677	0	0	17,378	22,677	0	5,299
Minority Transfer Center	*	1.00	1.00	50,000	31,802	0	0	50,000	31,802	0	(18,198)
Perkins Support Services	**	2.25	2.00	251,129	60,000	0	0	251,129	60,000	0	(191,129)
Services to Women (Displaced Homemaker, Advancing Opps)	*	6.00	17.00	390,352	763,047	31,604	0	358,748	763,047	(31,604)	404,299
Upward Bound	**	3.00	3.00	234,600	284,624	0	0	234,600	284,624	0	50,024
Refugee and Immigrant Services	*	10.50	9.00	401,552	371,830	0	0	401,552	371,830	0	(29,722)
Multicultural Initiatives	**	1.00	1.00	46,327	48,411	0	0	46,327	48,411	0	2,084

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**DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2003 AND 2004**

Program	Staff Years Budgeted		Total Dollars Budgeted		Breakouts for Total Dollars Budgeted				FY04 Change in Dollars Budgeted		
	FY03	FY04	FY03	FY04	State		Other		State	Other	
					FY03	FY04	FY03	FY04			
SANDBURG COLLEGE, CARL											
Disabilities Support Services/Student Peer Tutor	**	2.00	2.00	114,000	120,000	114,000	120,000	0	0	6,000	0
GED, ABE	**	7.00	7.00	372,542	349,060	327,542	294,060	45,000	55,000	(33,482)	10,000
ESL	*	0.50	0.50	24,000	22,800	20,000	18,800	4,000	4,000	(1,200)	0
Gale Scholars Program (partnership with public schools)	**	----	----	0	0	0	0	0	0	0	0
TRIO (Student Support Services)	**	3.00	3.00	164,354	167,641	0	0	164,354	167,641	0	3,287
Upward Bound	**	3.00	3.00	234,624	239,316	0	0	234,624	239,316	0	4,692
SAUK VALLEY COMMUNITY COLLEGE											
Special Needs Coordinator	**	1.00	1.00	78,295	78,295	0	0	78,295	78,295	0	0
Title IV, Student Support Services	**	4.00	4.00	240,262	240,262	0	0	240,262	240,262	0	0
Peer Tutors (Sp. Pops & Perkins)	**	----	----	28,000	39,500	0	0	28,000	39,500	0	11,500
Coordinator (Peer Tutors)	**	1.25	0.50	65,000	15,000	0	0	65,000	15,000	0	(50,000)
SHAWNEE COMMUNITY COLLEGE											
Academic Enhancement	*	6.00	6.00	263,293	263,179	0	0	263,293	263,179	0	(114)
Carl Perkins Special Needs	*	6.00	6.00	219,197	226,963	0	0	219,197	226,963	0	7,766
Minority Transfer Center	*	1.00	1.00	29,200	29,200	0	0	29,200	29,200	0	0
Gear UP	**	5.00	5.00	436,946	413,916	0	0	436,946	413,916	0	(23,030)
ETC	**	3.00	3.00	91,256	----	91,256	----	----	----	(91,256)	0
Talent Search	**	4.00	4.00	200,000	229,045	0	0	200,000	229,045	0	29,045
SOUTH SUBURBAN COLLEGE OF COOK COUNTY											
Academic Assistance Center	**	5.00	5.00	427,599	435,579	42,935	48,833	384,664	386,746	5,898	2,082
LS-AMP Grant	*	2.00	2.00	6,479	6,654	6,479	6,654	0	0	175	0
Cultural Diversity	*	0.50	0.50	35,599	36,560	0	0	35,599	36,560	0	961
Disabled Student Services	*	2.00	2.00	136,220	139,898	0	0	136,220	139,898	0	3,678
Returning Adult Programming	**	1.20	1.20	37,812	38,838	0	0	37,812	38,838	0	1,026
Special Needs	*	2.50	2.50	147,411	151,391	147,411	151,391	0	0	3,980	0
Student Support Services	**	5.25	5.25	292,174	300,063	292,174	300,063	0	0	7,889	0
Minority Transfer Center	*	2.00	2.00	129,751	133,254	42,900	44,054	86,851	89,200	1,154	2,349
Job Training	**	8.00	8.00	526,663	540,882	526,663	540,882	0	0	14,219	0
New Student Center	**	6.00	6.00	347,992	357,388	0	0	347,992	357,388	0	9,396
Educational Talent Search	**	4.25	4.25	251,518	258,309	251,518	258,309	0	0	6,791	0
SOUTHEASTERN ILLINOIS COLLEGE											
Developmental Studies	**	0.00	0.00	52,651	0	0	0	52,651	0	0	(52,651)
Education to Careers	**	1.50	1.00	90,740	52,013	90,740	52,013	0	0	(38,727)	0
Welfare to Work	**	1.50	1.00	60,350	39,121	60,350	39,121	0	0	(21,229)	0
Special Needs (Perkins)	**	3.00	3.00	190,632	170,842	190,632	170,842	0	0	(19,790)	0
Student Support Services	**	4.00	4.00	295,514	264,609	295,514	264,609	0	0	(30,905)	0
ADA	*	0.00	0.00	866	2,300	0	2,300	866	0	2,300	(866)
P-16 Initiative	**	0.00	0.00	15,000	15,000	15,000	15,000	0	0	0	0
SOUTHWESTERN ILLINOIS COLLEGE											
Minority Transfer Center	*	2.25	3.00	102,262	101,068	37,700	37,700	64,562	63,368	0	(1,194)
Special Services Center	*	7.00	7.00	285,270	297,680	225,270	135,383	60,000	162,297	(89,887)	102,297
Career Center	**	7.50	9.00	351,537	348,721	296,537	209,931	55,000	138,790	(86,606)	83,790
Personal Advocate Program	**	3.50	3.50	137,247	137,247	137,247	137,247	0	0	0	0
Minority Science Program	*	0.00	----	0	----	0	----	0	----	0	0
Adult Basic Education	**	53.00	53.00	1,530,117	2,283,467	793,272	1,325,467	736,845	958,000	532,195	221,155
East St. Louis Success Center	**	1.38	----	39,410	----	0	----	39,410	----	0	(39,410)
East St. Louis One-Stop	**	0.25	----	11,875	----	11,875	----	0	----	(11,875)	0
Success Centers (4 locations - Belleville, Granite City, Red Bud, E. St. Loui	**	----	16.95	----	444,323	----	0	0	444,323	0	444,323

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**DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2003 AND 2004**

Program		Staff Years Budgeted		Total Dollars Budgeted		Breakouts for Total Dollars Budgeted				FY04 Change in Dollars Budgeted		
		FY03	FY04	FY03	FY04	State		Other		State	Other	
						FY03	FY04	FY03	FY04			
SPOON RIVER COLLEGE												
Welfare-to-Work	**	1.50	1.00	61,967	38,339	61,967	38,339	0	0	(23,628)	0	
Disability Support Services	*	0.70	0.70	28,912	33,771	0	0	28,912	33,771	0	4,859	
Education to Careers	**	1.70	1.50	90,147	51,818	90,147	51,818	0	0	(38,329)	0	
ABE/ASE/ESL	*	6.40	6.00	317,707	289,370	317,707	289,370	0	0	(28,337)	0	
Teen Services	**	0.60	0.80	36,000	47,236	36,000	47,236	0	0	11,236	0	
Literacy Program	**	2.00	1.50	105,000	74,800	105,000	74,800	0	0	(30,200)	0	
TRITON COLLEGE												
ABE Job Placement Services	**	1.00	1.00	34,193	37,119	34,193	37,119	0	0	2,926	0	
Academic Success Center	**	8.00	10.00	300,198	439,993	0	0	300,198	439,993	0	139,795	
Access to Allied Health Careers	**	1.00	0.00	120,000	0	0	0	120,000	0	0	(120,000)	
Black Academic Student Association	*	0.00	0.00	500	500	0	0	500	500	0	0	
Center for Students with Disabilities	*	2.00	2.00	226,534	233,815	0	0	226,534	233,815	0	7,281	
English as a Second Language, GED and High School Completion Program	**	4.00	----	1,025,190	1,815,528	604,337	739,446	420,853	1,076,082	135,109	655,229	
Latin American Club	*	0.00	0.00	500	500	0	0	500	500	0	0	
Literacy Program	**	1.00	1.00	68,813	68,813	68,813	68,813	0	0	0	0	
MathPower Headquarters (Merged with the Academic Success Center)	**	2.00	0.00	98,000	0	0	0	98,000	0	0	(98,000)	
Minority Transfer Center and Transfer Center	*	3.00	3.00	125,240	153,014	0	0	125,240	153,014	0	27,774	
Multi cultural Center	*	1.00	1.00	13,395	13,395	0	0	13,395	13,395	0	0	
Nuevos Horizontes	*	6.00	6.00	125,624	128,830	0	0	125,624	128,830	0	3,206	
Pre-Nursing Learning Community	**	0.00	0.00	12,000	0	12,000	0	0	0	(12,000)	0	
Project Student Success	**	0.25	0.25	9,535	9,535	9,535	9,535	0	0	0	0	
Public Assistance Coordination Special Project	**	1.00	1.00	59,010	77,725	59,010	77,725	0	0	18,715	0	
Spanish Literacy/ESL Preparation	*	0.75	0.75	18,551	18,551	13,371	13,371	5,180	5,180	0	0	
Summer Bridge/Tech-Prep Bridge Program	**	0.00	2.00	119,534	99,297	111,534	38,125	8,000	61,172	(73,409)	53,172	
Triton College/Westlake Hospital Scholarship Program.	**	1.50	2.00	140,678	140,667	0	0	140,678	140,667	0	(11)	
Upward Bound	**	4.00	4.00	287,705	287,705	0	0	287,705	287,705	0	0	
Workforce Development Center/Welfare to Work	**	1.50	0.00	91,853	0	91,853	0	0	0	(91,853)	0	
WAUBONSEE COMMUNITY COLLEGE												
Learning Enhancement Center	**	8.73	9.00	435,378	545,337	0	0	435,378	545,337	0	109,959	
Access Center for Disabled Students	*	10.00	10.00	354,501	354,501	247,426	247,426	107,075	107,075	0	0	
Adult Education	**	10.00	10.00	432,719	432,719	0	0	432,719	432,719	0	0	
Career Services	**	1.50	1.50	99,275	63,275	99,275	54,125	0	9,150	(45,150)	9,150	
Innovative Tech Design Center	**	1.50	1.00	61,752	38,983	61,752	38,983	0	0	(22,769)	0	
Student Support Services	**	12.00	12.00	263,858	268,278	232,652	0	31,206	268,278	(232,652)	237,072	
Transfer Center	*	1.00	0.75	47,941	38,200	43,119	37,700	4,822	500	(5,419)	(4,322)	
Transition Program	**	1.50	1.50	127,446	0	127,446	0	0	0	(127,446)	0	
Youth Services	**	2.00	1.50	92,350	104,177	92,350	0	0	104,177	(92,350)	104,177	
Literacy	**	2.00	2.00	70,000	70,000	70,000	70,000	0	0	0	0	
Mutual Learning	**	0.25	0.25	10,000	10,000	10,000	10,000	0	0	0	0	
Cultural Events/Student Organization	**	1.50	1.50	116,922	0	0	0	116,922	0	0	(116,922)	
Family Literacy	**	0.50	0.50	19,000	19,447	0	0	19,000	19,447	0	447	
Latino Youth	*	0.00	0.25	0	920	0	920	0	0	920	0	
ESL Apprent/Parapro Test Prep	**	0.00	0.25	0	15,000	0	0	0	15,000	0	15,000	
WOOD COMMUNITY COLLEGE, JOHN												
Perkins III	**	3.95	4.20	261,346	265,486	0	0	261,346	265,486	0	4,140	
Educational Talent Search	**	5.50	5.50	294,450	294,450	0	0	294,450	294,450	0	0	

Illinois Community College Board

Appendix A

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2003 AND 2004

Program	Staff Years Budgeted		Total Dollars Budgeted		Breakouts for Total Dollars Budgeted				FY04 Change in Dollars Budgeted	
	FY03	FY04	FY03	FY04	State		Other		State	Other
WOOD COMMUNITY COLLEGE, JOHN (cont.)										
Student Support Services	** 5.80	5.75	291,314	291,314	0	0	291,314	291,314	0	0
Upward Bound	** 0.00	2.70	\$0	\$220,000	\$0	\$0	\$0	\$220,000	\$0	\$220,000
Total***	1,402	1,393	\$69,620,234	\$72,981,071	\$20,453,380	\$17,761,049	\$49,166,854	\$55,220,022	(\$2,692,331)	\$6,053,168

* Programs whose primary purpose is to serve a specific race/ethnic group, gender, or persons with disabilities to further advance the goal of diversity.

** Programs not specifically targeted for minorities, women, and persons with disabilities but serves significant numbers of a particular race/ethnic group, gender, or persons with disabilities.

*** Reflects updated information.

---- Data Not Available

APPENDIX B

STUDENTS WITH DISABILITIES TABLES
FOR INDIVIDUALS IN ILLINOIS COMMUNITY COLLEGES
FISCAL YEAR 2004

Illinois Community College Board

FISCAL YEAR 2004
UNDUPLICATED COUNT OF STUDENTS WITH DISABILITIES

<u>Dist.</u> <u>No.</u>	<u>College</u>	<u>Unduplicated</u>
50301	Black Hawk	96
50800	Chicago	(2,415)
50806	Chicago Daley*	335
50801	Chicago Kennedy-King*	102
50803	Chicago Malcolm X*	224
50805	Chicago Olive-Harvey*	224
50804	Chicago Truman*	358
50802	Chicago Washington*	162
50807	Chicago Wright*	1,010
50701	Danville	66
50201	DuPage	1,237
50901	Elgin	252
51201	Harper	601
54001	Heartland	145
51901	Highland*	144
51401	Illinois Central	256
52900	Illinois Eastern	(169)
52904	Illinois Eastern Frontier	13
52901	Illinois Eastern Lincoln Trail	7
52902	Illinois Eastern Olney Central	125
52903	Illinois Eastern Wabash Valley	24
51301	Illinois Valley	24
52501	Joliet	422
52001	Kankakee*	175
50101	Kaskaskia	104
52301	Kishwaukee	135
53201	Lake County	352
51701	Lake Land	171
53601	Lewis & Clark	389
52601	Lincoln Land*	214
53001	Logan*	124
52801	McHenry	373
52401	Moraine Valley	427
52701	Morton	5
53501	Oakton	436
50501	Parkland	522
51501	Prairie State	111
52101	Rend Lake*	65
53701	Richland*	257
51101	Rock Valley	201
51801	Sandburg	56
50601	Sauk Valley*	119
53101	Shawnee	16
51001	South Suburban*	345
53301	Southeastern	38
52201	Southwestern**	737
53401	Spoon River	57
50401	Triton	9
51601	Waubonsee	317
53901	Wood*	<u>57</u>
	Totals	11,639

** Formerly Belleville Area College

SOURCE OF DATA: Annual Enrollment and Completion (A1) or
 *Underrepresented Groups Report Submission

Illinois Community College Board

Underrepresented Groups Report
 Students With Disabilities
 Duplicated Count of Unregistered Students Who Self-Reported
 Fiscal Year 2004

Dist. No.	College	Type of Disability									Duplicated Total
		Learning	ADHD	Psychological	Developmental	Mobility	Blind/ Low Vision	Deaf/Hard of Hearing	Systemic/Chronic Health Problems	Other	
50301	Black Hawk (2)	35	0	3	1	5	3	3	0	5	55
50800	Chicago	(448)	(0)	(1)	(9)	(164)	(232)	(686)	(230)	(645)	(2,415)
50806	Chicago Daley (2)	61	0	0	0	23	34	72	0	145	335
50801	Chicago Kennedy-King (2)	36	0	1	9	8	4	11	26	7	102
50803	Chicago Malcolm X (2)	32	0	0	0	19	19	38	62	54	224
50805	Chicago Olive-Harvey (2)	33	0	0	0	18	24	58	52	39	224
50804	Chicago Truman (2)	80	0	0	0	13	36	69	43	117	358
50802	Chicago Washington (2)	23	0	0	0	12	35	25	47	20	162
50807	Chicago Wright (2)	183	0	0	0	71	80	413	0	263	1,010
50701	Danville (2)	0	0	0	0	0	0	0	0	0	0
50201	DuPage (2)	0	0	0	0	0	0	0	0	0	0
50901	Elgin (2)	0	0	0	0	0	0	0	0	0	0
51201	Harper (2)	0	0	0	0	0	0	0	0	0	0
54001	Heartland (2)	0	0	0	0	0	0	0	0	0	0
51901	Highland (2)	5	2	0	0	2	0	1	0	0	10
51401	Illinois Central	0	0	0	0	0	0	0	0	0	0
52900	Illinois Eastern	(12)	(0)	(1)	(1)	(3)	(0)	(1)	(1)	(0)	(19)
52904	Illinois Eastern Frontier	0	0	0	0	0	0	0	0	0	0
52901	Illinois Eastern Lincoln Trail (2)	2	0	1	0	3	0	0	1	0	7
52902	Illinois Eastern Olney Central (2)	1	0	0	0	0	0	0	0	0	1
52903	Illinois Eastern Wabash Valley (2)	9	0	0	1	0	0	1	0	0	11
51301	Illinois Valley (2)	37	0	12	0	9	13	14	0	16	101
52501	Joliet (2)	195	79	58	33	24	13	20	31	187	640
52001	Kankakee	0	0	0	0	0	0	0	0	0	0
50101	Kaskaskia (2)	0	0	0	0	0	0	0	0	0	0
52301	Kishwaukee (2)	81	4	14	6	27	49	0	31	212	212
53201	Lake County (2)	81	16	11	4	1	0	1	14	0	128
51701	Lake Land (2)	0	0	0	0	0	0	0	0	0	0
53601	Lewis & Clark (2)	59	0	0	0	2	11	1	10	36	119
52601	Lincoln Land (2)	0	0	0	0	0	0	0	0	0	0
53001	Logan (2)	0	0	0	0	0	0	0	0	0	0
52801	McHenry	213	58	65	11	17	16	10	26	0	416
52401	Moraine Valley (2)	0	0	0	0	0	0	0	0	0	0
52701	Morton (2)	13	0	4	0	1	0	0	2	0	20
53501	Oakton (1)	0	0	0	0	0	0	0	0	0	0
50501	Parkland	0	0	0	0	0	0	0	0	0	0
51501	Prairie State (2)	6	0	4	6	1	1	0	5	7	30
52101	Rend Lake (2)	0	0	0	0	0	0	0	0	0	0
53701	Richland (2)	0	0	0	0	0	0	0	0	0	0
51101	Rock Valley (2)	0	0	0	0	0	0	0	0	0	0
51801	Sandburg (2)	0	3	1	0	0	0	0	0	0	4
50601	Sauk Valley (2)	14	3	0	0	0	0	0	0	0	17
53101	Shawnee	0	0	0	0	0	0	0	0	0	0
51001	South Suburban (2)	0	0	0	0	0	0	0	0	0	0
53301	Southeastern (2)	58	1	0	0	2	1	0	1	4	67
52201	Southwestern* (2)	137	0	33	68	57	61	73	70	49	548
53401	Spoon River (2)	21	0	2	0	1	0	0	2	0	26
50401	Triton	17	11	2	4	1	1	0	2	0	38
51601	Waubonsee	0	0	0	0	0	0	0	0	0	0
53901	Wood (2)	0	0	0	0	0	0	0	0	0	0
	Totals	1,432	173	201	151	296	379	859	394	980	4,865

* Formerly Belleville Area College

(1) Data based on A1 submission unduplicated count.

(2) Data based on reported number of students who used services.

SOURCE OF DATA: Underrepresented Groups Report Submission

Illinois Community College Board

Underrepresented Groups Report

Students With Disabilities

Duplicated Count of Unregistered and Registered Students Who Self-Reported
Fiscal Year 2004

Dist. No.	College	Type of Disability								Duplicated Total	
		Learning	ADHD	Psychological	Developmental	Mobility	Blind/Low Vision	Deaf/Hard of Hearing	Systemic/Chronic Health Problems		Other
50301	Black Hawk (2)	143	15	12	3	20	8	8	3	5	217
50800	Chicago	(844)	(30)	(48)	(54)	(229)	(312)	(770)	(326)	(834)	(3,447)
50806	Chicago Daley (2)	134	0	0	0	27	37	76	0	255	529
50801	Chicago Kennedy-King (2)	64	0	3	34	23	17	34	62	33	270
50803	Chicago Malcolm X (2)	50	1	2	2	22	23	51	62	60	273
50805	Chicago Olive-Harvey (2)	125	13	15	2	28	33	69	86	59	430
50804	Chicago Truman (2)	111	8	0	0	19	41	75	55	131	440
50802	Chicago Washington (2)	85	1	6	2	27	61	39	52	31	304
50807	Chicago Wright (2)	275	7	22	14	83	100	426	9	265	1,201
50701	Danville (2)	46	6	7	11	8	3	8	8	3	100
50201	DuPage (2)	400	250	100	100	200	20	25	100	46	1,241
50901	Elgin (2)	139	0	32	14	13	6	11	16	21	252
51201	Harper (2)	329	145	73	0	30	14	59	39	52	741
54001	Heartland (2)	83	25	16	1	21	7	6	9	0	168
51901	Highland (2)	44	31	9	10	14	7	3	19	7	144
51401	Illinois Central	312	0	0	0	46	15	41	26	0	440
52900	Illinois Eastern	(167)	(4)	(14)	(13)	(11)	(9)	(9)	(13)	(20)	(260)
52904	Illinois Eastern Frontier	13	0	0	0	2	0	0	0	2	17
52901	Illinois Eastern Lincoln Trail (2)	4	1	1	1	3	0	0	1	0	11
52902	Illinois Eastern Olney Central (2)	134	0	13	9	5	7	7	10	1	186
52903	Illinois Eastern Wabash Valley (2)	16	3	0	3	1	2	2	2	17	46
51301	Illinois Valley (2)	77	3	21	4	13	15	16	5	60	214
52501	Joliet (2)	412	173	148	69	49	27	44	67	610	1,599
52001	Kankakee	61	0	21	0	13	27	14	0	39	175
50101	Kaskaskia (2)	50	8	14	0	8	4	6	19	31	140
52301	Kishwaukee (2)	121	11	21	21	11	32	54	0	41	310
53201	Lake County (2)	285	54	66	26	18	19	26	56	10	560
51701	Lake Land (2)	122	7	21	0	9	7	6	5	22	199
53601	Lewis & Clark (2)	265	0	0	55	24	21	19	10	96	490
52601	Lincoln Land (2)	101	20	16	5	33	10	19	0	10	214
53001	Logan (2)	78	0	9	0	2	4	5	23	3	124
52801	McHenry	426	116	130	22	34	32	20	52	0	832
52401	Moraine Valley (2)	229	46	49	24	42	19	24	25	21	479
52701	Morton (2)	45	2	9	0	4	0	2	4	2	68
53501	Oakton (1)	0	0	0	0	0	0	0	0	436	436
50501	Parkland	320	46	36	0	18	19	17	33	34	523
51501	Prairie State (2)	35	3	14	9	16	5	7	19	12	120
52101	Rend Lake (2)	31	8	3	1	3	1	2	4	12	65
53701	Richland (2)	85	36	61	5	2	6	10	44	8	257
51101	Rock Valley (2)	101	7	14	0	38	12	30	54	17	273
51801	Sandburg (2)	24	7	14	3	3	4	0	3	2	60
50601	Sauk Valley (2)	59	9	3	0	24	7	6	11	0	119
53101	Shawnee	15	0	0	0	1	0	0	0	0	16
51001	South Suburban (2)	74	5	24	35	37	8	15	32	115	345
53301	Southeastern (2)	69	1	2	0	7	4	1	2	5	91
52201	Southwestern* (2)	348	0	57	104	92	77	107	138	154	1,077
53401	Spoon River (2)	50	2	7	0	5	1	2	9	0	76
50401	Triton	109	57	23	15	15	10	9	9	0	247
51601	Waubonsee	167	40	79	11	41	8	20	15	0	381
53901	Wood (2)	<u>15</u>	<u>1</u>	<u>8</u>	<u>1</u>	<u>16</u>	<u>3</u>	<u>2</u>	<u>9</u>	<u>2</u>	<u>57</u>
Totals		6,281	1,168	1,181	616	1,168	783	1,423	1,207	2,730	16,557

* Formerly Belleville Area College

(1) Data based on A1 submission unduplicated count.

(2) Data based on reported number of students who used services.

SOURCE OF DATA: Underrepresented Groups Report Submission

Illinois Community College Board

Underrepresented Groups Report
 Students With Disabilities
 Duplicated Count of Students Who Used Special Support Services
 Fiscal Year 2004

Dist. No.	College	Type of Disability									Duplicated Total
		Learning	ADHD	Psychological	Developmental	Mobility	Blind/ Low Vision	Deaf/Hard of Hearing	Systemic/Chronic Health Problems	Other	
50301	Black Hawk (2)	108	15	9	2	15	5	5	3	0	162
50800	Chicago	(332)	(26)	(34)	(39)	(55)	(67)	(78)	(70)	(181)	(882)
50806	Chicago Daley (2)	73	0	0	0	4	3	4	0	110	194
50801	Chicago Kennedy-King (2)	28	0	2	25	15	13	23	36	26	168
50803	Chicago Malcolm X (2)	17	1	2	1	3	4	13	0	5	46
50805	Chicago Olive-Harvey (2)	75	11	10	2	5	9	11	22	13	158
50804	Chicago Truman (2)	15	8	0	0	4	0	4	0	14	45
50802	Chicago Washington (2)	62	1	6	2	15	26	14	5	11	142
50807	Chicago Wright (2)	62	5	14	9	9	12	9	7	2	129
50701	Danville (2)	43	6	7	11	8	3	8	8	3	97
50201	DuPage (2)	400	250	100	100	200	20	25	100	46	1,241
50901	Elgin (2)	139	0	32	14	13	6	11	16	21	252
51201	Harper (2)	262	117	58	0	24	13	59	30	42	605
54001	Heartland (2)	83	25	16	1	21	7	6	9	0	168
51901	Highland (2)	16	10	1	1	8	3	0	8	0	47
51401	Illinois Central	312	0	0	0	46	15	41	26	0	440
52900	Illinois Eastern	(154)	(4)	(8)	(10)	(6)	(6)	(7)	(10)	(18)	(223)
52904	Illinois Eastern Frontier	12	0	0	0	2	0	0	0	0	14
52901	Illinois Eastern Lincoln Trail (2)	2	1	0	1	0	0	0	0	0	4
52902	Illinois Eastern Olney Central (2)	133	0	8	7	3	5	6	8	1	171
52903	Illinois Eastern Wabash Valley (2)	7	3	0	2	1	1	1	2	17	34
51301	Illinois Valley (2)	40	3	9	4	4	2	2	5	44	113
52501	Joliet (2)	217	94	90	36	25	14	24	36	423	959
52001	Kankakee	23	0	10	0	6	7	8	0	17	71
50101	Kaskaskia (2)	50	8	14	0	8	4	6	19	31	140
52301	Kishwaukee (2)	35	8	16	7	3	5	5	0	7	86
53201	Lake County (2)	181	34	47	21	17	19	23	38	9	389
51701	Lake Land (2)	122	7	21	0	9	7	6	5	22	199
53601	Lewis & Clark (2)	206	0	0	55	22	10	18	0	60	371
52601	Lincoln Land (2)	101	20	16	5	33	10	19	0	10	214
53001	Logan (2)	78	0	9	0	2	4	5	23	3	124
52801	McHenry	111	30	34	9	10	9	7	14	0	224
52401	Moraine Valley (2)	229	46	49	24	42	19	24	25	21	479
52701	Morton (2)	32	2	5	0	3	0	2	2	2	48
53501	Oakton (2)	0	0	0	0	0	0	0	0	436	436
50501	Parkland	134	20	15	0	3	9	4	15	10	210
51501	Prairie State (2)	25	3	9	2	13	3	6	12	2	75
52101	Rend Lake (2)	25	6	3	0	3	1	2	2	5	47
53701	Richland (2)	39	12	22	3	2	3	6	26	7	120
51101	Rock Valley (2)	101	7	14	0	38	12	30	54	17	273
51801	Sandburg (2)	24	4	13	3	3	4	0	3	2	56
50601	Sauk Valley (2)	45	6	3	0	3	7	6	11	0	81
53101	Shawnee	15	0	0	0	1	0	0	0	0	16
51001	South Suburban (2)	74	5	24	35	37	8	15	32	115	345
53301	Southeastern (2)	11	0	2	0	5	3	1	1	1	24
52201	Southwestern* (2)	211	0	24	36	35	16	34	68	105	529
53401	Spoon River (2)	29	2	5	0	4	1	2	7	0	50
50401	Triton	88	42	17	8	11	7	8	5	0	186
51601	Waubonsee	167	40	79	11	41	8	20	15	0	381
53901	Wood (2)	11	1	1	1	14	2	2	6	1	45
Totals		4,273	853	822	438	793	339	525	704	1,661	10,408

* Formerly Belleville Area College

(1) Data based on A1 submission unduplicated count.

(2) Data based on reported number of students who used services.

SOURCE OF DATA: Underrepresented Groups Report Submission

APPENDIX C

DEFINITIONS FOR THE
ANNUAL REPORT ON UNDERREPRESENTED GROUPS

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

Caucasian/White (not of Latino origin): A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

African American/Black (not of Latino origin): A person having origins in any of the Black racial groups of Africa. African American.

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

Asian or Pacific Islander : A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. The area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

Native American/American Indian/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.

Attention Deficit Disorder: A neurological disorder or syndrome of disordered learning that is not caused by any serious underlying physical or mental disorder and that has several subtypes characterized primarily by inattentiveness or primarily by hyperactivity and impulsive behavior or by the significant expression of both; ADD may produce symptoms such as destructibility, forgetfulness, inability to concentrate, and poor attention span; students with ADD (without hyperactivity) can be shy, withdrawn, overly quiet and obedient.

Attention Deficit Hyperactive Disorder: A subtype of ADD usually characterized by impulsiveness and hyperactivity; ADHD.

Blind: Sightless, having less than 1/10 of normal vision in the more effective eye when refractive defects are fully corrected by lenses; included under visual impairment; eligible for Social Security Income or Social Security Disability Insurance as determined by the Social Security Administration.

Deaf: A hearing impairment so severe or profound that the individual experiences difficulty in processing speech through hearing, with or without amplification, that affects a student's educational performance; eligible for Social Security Income or Social Security Disability Insurance as determined by the Social Security Administration.

Deaf-blindness: Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that cannot be accommodated in programs solely for students with deafness or students with blindness.

Department of Human Services: An Illinois state agency established to oversee and administer (in partnership with community agencies and others) human services programs for persons meeting established eligibility criteria through a family-focused, integrated approach; DHS.

Developmental Disability: Mental retardation or a related condition.

Division of Rehabilitation Services: One of the divisions of the Department of Human Services responsible for overseeing and administering programs for persons with disabilities, including but not limited to, programs under the federal Vocational Rehabilitation Act; DHS-DRS.

Duplicated Count: Total number of Students with Disabilities, who may have multiple disabilities, requiring more than one type of service.

Hard of Hearing: A hearing impairment which falls in the mild to moderately severe range and may prevent development of full awareness of environmental sounds and spoken language, with or without a hearing aid. Normal language acquisition and reading achievement may be limited; eligible for Social Security Income or Social Security Disability Insurance as determined by the Social Security Administration.

Individual Education Program: A written plan developed by parents and school's special education team that specifies a student's academic goals and methods to obtain these goals.

Learning Disabilities: Difficulty in learning a basic scholastic skill because of a disorder (i.e., dyslexia) that interferes with the learning process.

Medical Disabilities: A medical disability means having limited strength, vitality or alertness due to chronic or acute health problems, such as asthma, diabetes, epilepsy, hemophilia, lead poisoning or sickle cell anemia.

Mental Illness: A mental or emotional disorder that substantially impairs a person's thought, perception of reality, emotional process, judgment, behavior or ability to cope with the ordinary demands of life, but does not include a developmental disability, dementia or Alzheimer's disease absent psychosis, a substance abuse disorder, or an abnormality manifested only by repeated criminal or otherwise antisocial conduct.

Mental Retardation: Significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested before the age of 18 years. Significantly sub-average is defined as an intelligence quotient of 70 or below on standardized measures of intelligence. This upper limit could be extended upward, depending upon the reliability of the intelligence test used.

Multiple Disabilities: Concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairments, etc.) the combination of which causes such severe educational needs that they cannot be accommodated in programs or services solely designed for one of the impairments. The term does not include deaf-blindness.

One-Stop Career Center: Employment and training centers established by private and public sector partners as per the requirements of the federal Workforce Investment Act to improve access to education, training, career and labor market information, job development and job placement, and other workforce development activities.

Other : A disability due to a factor not identified among the listed items which requires support to fully participate in major life activities (e.g., domestic, leisure, community use, vocational).

Outreach: An activity or program with the purpose of seeking out target group population members who may need services to ensure that they are informed about available services and the proper procedures to follow to avail themselves of those services.

Physical Impairment: Functional limitations in at least two activities of daily living as a result of a physical impairment; eligible for Social Security Income or Social Security Disability Insurance as determined by the Social Security Administration.

Psychological Disabilities: Emotional disturbance includes one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a student's educational performance. This includes the student's inability to learn, but cannot be explained by intellectual, sensory or health factors.

Transition Planning Committee: A group established in law to perform a series of functions to help ensure the smooth transition of Students with Disabilities among levels of education and into the adult world.

Typically: The usual or customary method of occurrence.

Unduplicated Count: Total number of students served as defined by their primary disability.

Visually Impaired: Having central visual acuity of 20/200 or less in the better eye with best correction; or central visual acuity of better than 20/100 in the better eye with best correction, but a limitation in the visual field of 20 degrees or less; eligible for Social Security Income or Social Security Disability Insurance as determined by the Social Security Administration.