

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

**FOCUS AREA: CAMPUS CLIMATE
FISCAL YEAR 2001**

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MAY 2002

Acknowledgments

Efforts by officials at Illinois community colleges to produce the information for this report are recognized and appreciated. Community College System Underrepresented Groups Report Coordinators and MIS Coordinators were particularly helpful in report production.

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INTRODUCTION

The Promise for Illinois – the statewide strategic plan for the Illinois Community College System – promotes the need and value of providing programs, services, and events to encourage diversity and foster knowledge of other cultures. *The Promise* notes that postsecondary education can empower individuals to live and work in a multi-cultural society and thrive in a competitive international economy. Illinois community colleges are committed to fostering campus environments where equity and diversity are respected, encouraged, and valued. A diverse and inclusive college community provides an enriching atmosphere for learning and growth among all students, faculty, and staff.

Campus diversity provides educational benefits for all students—minority and Caucasians alike. . . these benefits cannot be duplicated in a racially and ethnically homogeneous academic setting. These findings should cause us to take a fresh look at efforts . . . to increase diversity, viewing them not only as a means of providing equal opportunity, but as a critical academic tool in offering students the best education possible. – Stanley O. Ikenberry, commenting on *Does Diversity Make a Difference?* (2000)

Efforts and strategies to increase participation and achievement among minorities, women, and individuals with disabilities are reported upon annually through the Underrepresented Groups Report.

Report production is required through legislation (Public Act 85-283) and provides community colleges with an opportunity to furnish updated information on activities and initiatives aimed at strengthening participation and progress among traditionally underrepresented student populations. Community colleges blanket the state and provide affordable high quality educational opportunities to individuals very close to home and work. Illinois Community College Board staff furnish summary information from community colleges to officials from the Illinois Board of Higher Education where it is combined with materials from the public universities and presented to the Governor and General Assembly.

The report begins with an overview of the demographics of community college students with external comparative information furnished where available. Next the focus topic in this year's Underrepresented Groups Report – Campus Climate – is addressed. This section of the report includes selected college responses to the request for climate information. Additional report sections highlight selected community college programs and services for minorities, women, and individuals with disabilities. Appendix tables are included which contain additional information.

DEMOGRAPHIC INFORMATION

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

Gender. In the Illinois Community College System the overall male/female distribution of students typically fluctuates little from year to year. Females comprised 55.3 percent of the student population in fiscal year 2001. The percentage of male students has averaged 44.3 percent over the past five years. Census data show a slight reduction in the proportion of females in Illinois with 51.0 percent in 2000 versus 51.4 percent in 1990.

Disability Status. Illinois Community Colleges served 9,988 students with disabilities. This figure represents the number of individuals who self-identified their disability status on official college records. In the 2000 census data, seventeen 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. <http://www.illinoisbiz.biz/2000census/04017.pdf> Census figures show a substantial Illinois population of individuals with disabilities.

Age. The average age of Illinois community college credit students was 31.3 years in fiscal year 2001, slightly lower than in fiscal year 2000. The median age was 26.8 years, which is slightly younger than last year as well. According to the 2000 census, the median age of all Illinoisans was 34.7 years. The latest census data also show that nearly three-quarters of all Illinoisans were 18 years of age or above (9.2 million). <http://www.illinoisbiz.biz/2000census/04017.pdf>

Racial/Ethnic Distribution. According to the state census website, Illinois' population grew to nearly 12.42 million in 2000 compared to 11.43 million in 1990 (http://www.state.il.us/2000census/1990_2000_IL_Profile.xls). Detailed Illinois census data indicate that the state's population grew 8.6 percent over the decade. Illinois' 2000 census data in Table 1 show that Caucasians remained the largest racial/ethnic group. However, minorities were responsible for Illinois' population growth over the last ten years as the percent of Caucasians decreased from 78.3 percent to 73.5 percent of the population. The racial/ethnic data collection methodology changed for the 2000 census. In 2000, approximately two percent of all Illinoisans indicated two or more races on their census forms and this percentage is 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 Hispanic ethnicity was asked independently from an individual's race in 2000. The 1990 census data were adjusted to allow for comparisons. The Hispanic** figure is a duplicated count for both years. These duplicated Hispanic population counts show substantial growth from 904,446 in 1990 to 1,530,262 in 2000. Growth definitely occurred in Illinois' Hispanic population between 1990 and 2000. 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>Caucasian</i>	<i>African American</i>	<i>Asian American</i>	<i>Native American</i>	<i>Some Other Race*</i>	<i>Hispanic** (Duplicated)</i>
1990	78.3%	14.8%	2.5%	0.2%	4.2%	7.9%
2000	73.5%	15.1%	3.4%	0.2%	7.8%	12.3%

Overall in fiscal year 2001, minorities accounted for just over one-third of the individuals enrolled in credit coursework in the Illinois Community College System. Current data show that minority representation increased slightly (0.9 percent) over last year (35.1 percent non-Caucasian). During the past five years, minorities have comprised an average of about one-third (34.1 percent) of the student population. The overall fiscal year 2001 minority participation increase is largely due to a proportionate increases in the Hispanic (9.3 percent) student participation. Students identifying themselves as of a Hispanic heritage (now 105,124) became the largest minority group in 2000 followed by African American students (currently 91,860). In fiscal year 2001, proportionate representation by African American students was at its lowest (13.8 percent) level in the past five years down from 14.9 percent in 1997.

Additional Student racial/ethnic representation varies across broad program levels. For example, Tables 2 contains information about the racial/ethnic distribution of adult education and English-as-a-Second Language enrollments. Minority students accounted for nearly two-thirds of the individuals enrolled in adult education coursework in fiscal year 2001. African American students account for just over one-third of the adult education enrollments. Hispanic students account for approximately one-quarter of the individuals enrolled in adult education coursework. Hispanic students accounted for two-thirds of the ESL students enrolled in community colleges. Across all types of program offerings, about one-half of all the Hispanic students community colleges serve participate in ESL coursework.

Table 2
Fiscal Year 2001 Minority Students Enrolled in
Adult Education (ABE/ASE) and English as a Second Language (ESL)

Program	African American	Hispanic	Asian	Native American	Alien	Minority Subtotal
ABE/ASE %	36.1%	24.5%	2.6%	0.6%	0.6%	64.4%
Number	20,212	13,701	1,426	348	355	36,042
ESL %	1.2%	68.6%	7.6%	0.1%	2.4%	79.9%
Number	897	51,995	5,739	95	1,854	60,580

Table 3 illustrates the distribution of minorities in baccalaureate/transfer and occupational programs. During fiscal year 2001, about one-quarter of baccalaureate/transfer enrollees were minority students. An examination of each racial/ethnic group's representation across the baccalaureate/transfer program area indicates that African-American (13.2 percent) students accounted for the largest minority group enrollments followed by Hispanic (7.2 percent), Asian (4.6 percent), Nonresident Alien (0.4 percent), and Native American (0.3 percent) students. Table 3 shows that just over one fourth of students enrolled in occupational programs were members of minority groups. African-Americans had the highest representation among minorities in occupational programs and accounted for 14.9 percent of the population. Hispanics (6.9 percent) had the second largest enrollment in occupational programs followed by Asian (4.1 percent), Nonresident Alien (0.5 percent), and Native American (0.4 percent) students.

Table 3
Fiscal Year 2001 Minority Students Enrolled in
Baccalaureate Transfer and Occupational Programs

Program	African American	Hispanic	Asian	Native American	Alien	Minority Subtotal
Baccalaureate Transfer %	13.2%	7.2%	4.6%	0.3%	0.4%	25.7%
Number	30,700	16,659	10,679	753	849	59,640
Occupational %	14.9%	6.9%	4.1%	0.4%	0.5%	26.8%
Number	26,543	12,323	7,201	661	929	47,657

Across all racial/ethnic groups, in 2001 there were twice as many occupational completers as baccalaureate/transfer graduates. Table 4 shows that during fiscal year 2001, a larger number of minorities completed occupational (8,409) than baccalaureate/transfer programs (2,080). Minority students accounted for 35.2 percent of occupational completers compared to 16.2 percent of the baccalaureate/transfer graduates. About one out of five occupational program graduates was African-American. The distribution for the remaining minority occupational graduates included Hispanic (7.9 percent), Asian (6.5 percent), Native-American (0.4 percent), and Nonresident Aliens (0.3 percent). African-Americans represented a much smaller proportion of the baccalaureate/transfer completers at 7.2 percent (N = 928). Hispanics (5.6 percent) accounted for the second largest group of baccalaureate/transfer minority completers followed by Asians (2.7 percent), Nonresident Aliens (0.4 percent), and Native American (0.2 percent).

Table 4
Fiscal Year 2001 Minority Student Completers in
Baccalaureate Transfer and Occupational Programs

Program	African American	Hispanic	Asian	Native American	Alien	Minority Subtotal
Baccalaureate Transfer %	7.2%	5.6%	2.7%	0.2%	0.4%	16.2%
Number	928	720	349	32	51	2,080
Occupational %	20.1%	7.9%	6.5%	0.4%	0.3%	35.2%
Number	4,963	1,951	1,600	89	76	8,679

Analysis by Humphreys (1999) and American Council on Education/American Association of University Professors (2000) indicate that a diverse faculty promotes a positive learning environment for minorities and Caucasians. Table 5 shows that in fiscal year 2001 minority faculty accounted for 16.1 percent of the full-time and 19.2 percent of the part-time faculty.

Table 5
Fiscal Year 2001 Minority Faculty in
Illinois Community Colleges

Program		African American	Hispanic	Asian	Native American	Alien	Minority Subtotal
Full-time	%	8.2%	1.5%	6.1%	0.2%	0.2%	16.1%
Number		370	66	276	9	8	729
Part-time	%	11.1%	3.6%	3.8%	0.4%	0.2%	19.2%
Number		1443	471	491	53	23	2,481

SOURCE OF DATA: IPEDS

Collectively, the Illinois Community College System serves a diverse student population with an array of education and training interests. Each institution takes the responsibility to meet the needs and demands of area communities and constituents very seriously. Each college's livelihood depends on meeting customer needs.

Community colleges are all similar to each other yet each college is unique. While this may appear to be a contradiction, it is not. Illinois Community colleges share a common mission. They prepare people for college, for transfer to other colleges or universities, and for good paying jobs that demand high skills. Community colleges also provide adult, literacy and continuing education and services. What makes each college unique is how the college responds to the communities it serves.

Promise for Illinois: Illinois Community College System Strategic Plan (2001)

The colleges tend to reflect the communities in which they are located rural to urban, small to large, and from predominantly homogeneous to multicultural, etc. The interest in fostering a campus climate founded on acceptance and integration is common across the system. Strengths and opportunities for improvement may differ by locality.

CAMPUS CLIMATE

Campus climate and cultural diversity related topics commonly addressed by the colleges include age, ethnicity, gender, sexual orientation, disability, and religious affiliation. Community colleges primarily serve commuter students and are challenged to develop a sense of community for a diverse student body. The goal is to foster and further a community that supports underrepresented student efforts to meet their goals and improve the quality of life on campus for all students, faculty and staff. Colleges provide programs and services to educate the campus community about minority student concerns and issues, provide support structures for underrepresented students, and design outreach, early access and recruitment programs to promote involvement. Colleges also provide networking opportunities, cultural heritage programs, educational support programs, counseling, leadership development and enhancement, mentoring, workshops and academic support. Professional development activities are furnished in areas such as promoting diversity in the classroom, developing an inclusive curriculum, and adopting a range of approaches to instructional delivery that accommodate diverse learning styles and learner needs.

Tinto (1993) identifies an inclusive campus educational and social learning community as a key to reducing student attrition. He emphasizes the importance of supportive communities for minority

students and adult learners who may encounter challenges making the transition to college and feeling a part of the community. Frequent and meaningful contact between faculty and students outside the formal classroom setting is beneficial. Maxwell (1998) cautions that applying four-year integration theories to community college students can yield mixed results due to the heterogeneity of the community college population. A welcoming, engaging, and accepting campus environment plays a role in fostering student involvement, academic success, and persistence for many students in a variety of campus settings.

In recognition of local expertise and with an appreciation that improvement initiatives will be undertaken at the campus level, institutions had the flexibility to choose a campus climate assessment approach that best met local needs. Sample surveys were provided. Colleges also had the option of using another appropriate survey or analytical approach of their choosing. When examining campus climate it is important to establish baseline information at the local level, identify areas for improvement, develop action plans to address challenges that arise, and revisit the topic after allowing time for interventions to have an impact. Focus groups, targeted surveys or internet-based data collection strategies can also be useful in gaining a more complete understanding of issues that arise. Since several community colleges have recently carried out campus climate studies, they either reported those results, where timely, or re-administered a similar survey to measure progress since the last study was undertaken.

Three-quarters of the colleges (N = 36) used surveys alone to examine campus climate issues. Many colleges used adaptations of the sample surveys provided by Kishwaukee College or Southern Illinois University at Carbondale. Other surveys used by colleges included ACT/AACC's Faces of the Future, Noel-Levitz's Student Satisfaction Inventory, the Intercultural Development Inventory, ACT's Student Opinion Survey, an adaptation of the Student Campus Climate Survey developed by The University of Illinois at Springfield as well as locally developed instruments. Five community colleges used a combination of surveys and focus groups. Three colleges relied exclusively on focus groups. Four colleges took other approaches. The campus climate topic itself, diversity of approaches used, and varied reporting styles used across the system makes a summary highlighting local results and initiatives undertaken on the campuses appropriate.

Topical areas colleges used to respond to the statewide campus climate analysis included the following:

- Demographic Information
- Institutional Attractiveness (Factors influencing the decision to attend)
- Institutional Attractiveness (Factors influencing the decision to re-enroll)
- Student Racial Climate
- Institutional Racial Climate
- Racial Relations
- Faculty and Classroom Behavior
- Student Needs and Concerns
- Institutional Responsiveness
- Student Life

There is a degree of overlap among these categories. These categories correspond with the sections in Southern Illinois University at Carbondale's Campus Climate Survey designed by Seymour Bryson, Ph.D. Depending on the particular survey component, the intentional overlap in the survey allows for an examination of consistency across related survey items or tracking the growth and maturation which occurs during college attendance. The sections with the largest degree of overlap are grouped together in this report to improve readability. Results from selected colleges are presented in this report as examples of local community college analysis.

Institutional Attractiveness – Decision to Attend. Students choose to enroll at their local community college for a variety of reasons including quality of instruction, institutional reputation, proximity to home or work, affordability, and availability of financial aid. Information supplied by college officials follows which highlights what some institutions acquired additional knowledge about through their campus climate studies.

Several community colleges administered the Southern Illinois University at Carbondale Campus Climate Survey, which includes 23 college characteristics that can influence a student's enrollment decision. Students indicate the significance of each characteristic on a 5-point scale ranging from Not Significant (1) to Very Significant (5).

Officials from one Illinois college report the following college characteristics rated as significantly attractive: college academic and overall reputation and financial aid, preferred major and degree program availability. Students rated the presence of minority staff, minority administrators, and a minority community as areas for further improvement. These are areas of continuing concern for college officials. There is a very small minority population in the both the larger community where the college is located as well as within the student body (each about 5 percent). The College's Strategic Plan includes a goal to improve minority staffing levels and minority recruiting is a priority of the college Human Resources office. Outreach efforts are underway to recruit and encourage minority students to attend the college.

Officials from another Illinois community college provided information from the locally administered commercially produced Noel Levitz Student Satisfaction Inventory. Each item on the Satisfaction Inventory survey describes an expectation about student campus experiences. See http://www.noellevitz.com/ret_satisfaction.asp for additional information. Respondents rate how important it is for the institution to meet this expectation (1 = not important at all to 7 = very important). Respondents also indicate how satisfied they are that the institution has met the expectation. (1 = not satisfied at all to 7 = very satisfied). Means for the relative importance and levels of satisfaction with functions or services are calculated. The difference (gap) between importance and satisfaction are measured and reported. Items rated of high importance with relatively large satisfaction gaps offer high impact opportunities for improvement. National comparison group means are provided and breakouts for selected sub-populations can be furnished.

Overall, officials from the college reported very positive campus climate results from the Noel Levitz Student Satisfaction Inventory. Items related to the following topics received excellent scores and would help attract individuals to the college: registration process; computer labs; helpful registration personnel; academic advisement; and knowledgeable faculty. Areas for further improvement included: earlier student notification of poor class performance; convenient class scheduling; parking; financial aid; and faculty interaction with individual students. Note that students still rated the preceding items in the satisfied range. However, they were even more highly rated in terms of their importance. This situation produces the potential for high impact returns when narrowing the performance gap between satisfaction and importance. In an effort to address the areas for further improvement, results were shared with the entire faculty during the Fall In-service. Follow-up responsibilities were assigned to the Vice-Presidents who worked with student government, student services, and faculty to gather additional information through student focus groups; a moderated interactive web site/chat room; an open-ended survey on the web site; a telephone survey; and paper surveys distributed on campus. Efforts to gain a better understanding of campus needs and improve the climate are well underway and strategies for addressing issues are being developed.

Another Illinois community college reported results of focus groups and charrettes which included primarily younger, on-campus minority students and students with disabilities. Academically, focus

group participants indicated that the central Illinois community college had a good reputation, provided a quality education, and assisted with the transferability of credits to other colleges and universities through the Transfer Center. Likewise, focus group participants were aware of the educational opportunities available to minority students through the Transfer Center, New World Academic Program, and Tomorrow's Black Leaders Program.

Institutional Attractiveness – Retention. Reasons for choosing to remain at an institution can differ from those which lead an individual to enroll initially. Overall colleges report a high degree of consistency between reasons cited for deciding to enroll initially and continuing at the same institution. Adaptations of materials from college reports highlight particular local situations.

Officials from one community college conducted a survey of returning students during the Fall 2001 Open Registration period inquiring about the factors influencing their decision to re-enroll at the college. Results indicate a high degree of congruency between those factors that attracted students to enroll initially. Returning students at the college cited location, program quality, and college mission as important factors in returning to continue their studies. The one stop convenience of a location close to work, with child care, and quality education opportunities in one facility was cited as a plus. Respondents cited the reputation of several healthcare related programs as particularly appealing. The faculty and staff were recognized for their helpfulness in assisting each individual achieve whatever goal he or she establishes. The results from the college's Fall 2001 Open Registration Survey indicated that students were satisfied with the college racial climate.

Another community college structured their research design to generate an over representation of minority student participants and sought to identify differences in opinions and attitudes between minority and Caucasian students. Most minority students (65.1 percent) and white students (71.3 percent) rate "Reasonable Cost of Classes" as very important in their decision to stay at the college. Minority students were significantly more likely than Caucasians to rate "Better Chance for a Good Job" as very important while Caucasians were more likely than minority students to rate "Flexible Class Scheduling" as very important. Consistent with their ratings of factors in their initial choice to attend that college, minority students are significantly more likely than Caucasians to rate "Multicultural Atmosphere," "Presence of Faculty/staff of Various Racial/ethnic Groups" and "Presence of Students of Various Racial/ethnic Groups" as very important in their decision to stay. Other positive comments mentioned multiple times included the Flexible Scheduling, a Convenient Campus Location, Small Class Sizes and the Comfortable Environment. Approximately two out of three of both minority and white students intend to return to that particular community college next semester. However, minority student respondents were significantly more likely than Caucasians to be undecided about returning. Caucasians were more likely than minority students to be definitive regarding their intention to not return next semester. Minority students respondents were more likely than Caucasian participants to be in their first semester at that community college. Caucasian students are more likely than minority students to have been enrolled at the college for more than four semesters.

Student Racial Climate. Generally responses included information about the extent to which the climate was accepting of individuals of different racial/ethnic backgrounds and the level of integration evident at the college. Multiple colleges used surveys similar to the Racial Climate Survey from Southern Illinois University at Carbondale which includes items containing extreme ends of a spectrum. A pair of opposite words or phrases ask how the respondent experiences the racial climate at the college such as – Tense to Relaxed, Hostile to Friendly, Disrespectful to Respectful to Worsening to Improving, and Racially Intolerant to Racially Tolerant. Examples of analysis of Student Racial Climate at selected colleges are provided.

The racial climate on campus at another Illinois community college was rated on the positive end of the scale 90 percent of the time or higher in all categories with a few exceptions: concerned (87 percent), socially integrated (83 percent), and supportive of my race (73 percent). Seventy-eight percent of the respondents agreed that positive interactions exist between minority and non-minority students and among different minority groups. Nearly two-thirds of the students agreed that open discussion of racial/ethnic issues occurred. A small contingent of the respondents felt pressure from members of their own racial/ethnic group to limit socializing with members of other racial/ethnic groups. Although students ranked the racial climate positively in many regards there is still work to further improve racial relations.

The survey administered at a different college asked students on a continuum (1 to 5 with the highest ranking being positive) to rate the climate of the institution for students of color. Students at the college believed the institution was friendly ($M = 4.05$), racially relaxed ($M = 4.00$), socially integrated ($M = 3.66$) and helpful ($M = 3.67$). In another portion of the survey conducted at that urban/suburban college, respondents reported a generally favorable racial climate among students. For example, many students reported there was a great deal to quite a bit of friendships among white students and students of color. Furthermore, most respondents indicated that they noticed friendships on campus among students from various races (i.e., African American and Latino). Some students indicated there were limited opportunities to discuss racial issues and concerns on campus. College officials plan to be more proactive in informing students about the varied services and programs available on campus where they can voice concerns about issues related to ethnic/racial affairs as well as other issues important to their collegiate experience.

Institutional Racial Climate. This section of the report includes information about commitments by institutions to promote positive relations, employ minority members in visible faculty, staff, and administrative positions, and show minorities in positive roles. Approaches to studying the institutional racial climate by selected colleges are provided.

Officials from another Illinois community college are in the midst of an effort to improve intercultural communications and competencies. Two workshops were conducted by Milton Bennett who is a noted expert in the field. The workshops included approximately 300 members of the campus community and the community at large with excellent evaluations. The campus community is moving toward a full appreciation of diversity. In fiscal year 2001, the Intercultural Development Inventory was administered to faculty, staff and students at the college as a follow-up to baseline results established in 1999. Overall results show positive movement in the campus climate for diversity with a growing knowledge of other cultures noted. College officials report a strength of the college is its ability to communicate effectively among cultures and an ability to organizationally adapt cultural based behavior.

Officials from a different Illinois college reported that 80 percent of the underrepresented students surveyed agreed that the college is sensitive to the needs of students of all race/ethnic groups. When asked if courses, events, and programs reflect the perspectives of racial/ethnic minorities and women, nearly three-quarters of respondents agreed or strongly agreed. More than 8 out of 10

students indicated that they feel comfortable at the community college and feel a sense of belonging. Ninety percent of the underrepresented students surveyed indicated that if they were starting over they would still attend the same college. Overall, college officials reported a positive institutional racial climate and are planning to build on successes achieved so far.

At another college, the institutional racial climate assessment included surveying students about how individuals were portrayed in campus publications and about the inclusion of minority perspectives and the perspectives of women in college courses, events and programming. Results were highly positive with 92 percent or more of the respondents agreeing that, “all individuals on campus are portrayed in a positive manner in campus publications.” Ninety-two percent of respondents agreed that “college courses, events, and programs do include the perspectives of racial/ethnic minorities and women.”

One community college’s survey asked students to react to the following statements regarding staffing patterns and their relationship to the institution’s racial climate: “The Ethnic Makeup of College Staff Reflects the Cross-cultural Composition of the Student Body. The Ethnic Makeup of College Faculty Reflects Cross-cultural Composition of the Student Body. Students of Color Would Be More Comfortable on Campus If College Employees Had a More Diverse Cultural and Ethnic Background.” Three-quarters of the students thought the college’s staff and faculty adequately reflect the cross-cultural composition of the student body. Nearly one-half of the respondents agreed that students of color would be more comfortable if college employees backgrounds were more diverse. Students of color expressed the greatest interest in moving toward a more diverse faculty and staff. As the community college’s student population has become more diverse, the college has attempted to attract a staff and faculty which reflects the student body’s diversity. Diversifying the staff remains an ongoing challenge and adding a new full-time Multicultural Affairs Coordinator has been an important step in the process. The recruitment and hiring of talented administrators, staff, and faculty of color will remain a top priority for the college in the coming year.

Racial Relations. This topic refers to positive interactions between individuals from different racial/ethnic groups and an appreciation of diversity.

The survey administered by officials from one college, asked students to indicate whether they felt the campus climate was conducive to positive relations between students of different racial and ethnic backgrounds. Over 79 percent of students agreed that students support the cultural and racial diversity among the student body. In addition, approximately 85 percent of students agreed or strongly agreed that students at the college respect one another.

Officials from a different college report a positive racial climate based on questions from the Faces of the Future Survey. The American Association of Community Colleges (AACC) and ACT, partnered to develop the annual Faces of the Future Survey to assess the state of the community college population including: access and purpose, learning and satisfaction; expected outcome and intent and transitions. Several questions on the Faces of the Future were designed to probe campus life and climate, both within and outside the classroom. See <http://www.aacc.nche.edu/> for additional information. Using a scale of 5 = strongly agree to 1 = strongly disagree, students rated the following statements. When measured against a national comparison group, the Illinois urban/suburban college’s ratings were generally comparable and slightly exceeded the national ratings for three of five statements.

Faces of the Future Survey		
	<i>Local Rating</i>	<i>National Rating</i>
Survey Item		
<i>Instructors treat students in my racial/ethnic group with respect.</i>	4.19	4.07
<i>Instructors and non-teaching staff treat students in my racial/ethnic group with respect.</i>	4.15	4.12
<i>Students in my racial/ethnic group are treated with respect by students in other racial/ethnic groups</i>	3.93	3.96
<i>Concern is shown for students as individuals</i>	3.86	3.81
<i>I feel that I fit in at this college</i>	3.84	3.92

Faculty and Classroom Behavior. Generally, this section contains information about the extent to which faculty and students of different racial/ethnic groups and genders treat one another with respect in the classroom.

Overall, community college students from a college agreed that faculty members “Show Personal Interest in Students Regardless of Race/ethnicity Group, Gender, or Disability” and showed even stronger agreement that “Faculty Members Treat Students in Class the Same Way Regardless of Race/ethnicity Group, Gender, or Disability.” Students surveyed were in agreement that “Academic Courses at the College Maintain a Climate That Supports Diversity.” College officials examined responses to the items grouped under “Instructional Effectiveness” in responding to the faculty and classroom behavior inquiry. Overall results from an analysis based on selected Noel Levitz’s Student Satisfaction Inventory items indicate that respondents are satisfied with faculty and classroom behavior. The five items that students expressed the highest levels of student satisfaction with include: Knowledgeable Faculty, Variety of Courses, Ability to Experience Intellectual Growth, Clear and Reasonable Program Requirements, and Quality of Instruction.

Another Illinois college examined faculty and classroom behavior Using the Southern Illinois University – Carbondale Institutional Racial Climate Survey. Nine survey items address different ways in which faculty might treat minority students differently than other students inside and outside of the classroom. Students could indicate simply that the faculty seldom interacted with any students at all or indicate a level of interaction on what is effectively a four point scale. The overall mean of the students over the nine items was 3.24 indicating about the same for all students to somewhat more interaction with minority students. All of the individual item means were at or near this overall mean.

Results from a Campus Climate Survey conducted at an Illinois community college showed positive results. Ninety-three percent of the respondents reported good interaction between faculty and students within the classroom environment. Eighty-six percent of the students thought that faculty showed a personal interest in all students. Ninety percent of the respondents felt all students were treated the same by faculty. Students were very positive about how the faculty treated and interacted with the students.

Student Needs and Concerns. Community colleges reflect the communities they serve and are challenged to anticipate and react to emerging needs and issues. Colleges furnished extensive information about existing mechanisms and structure for delivering services to students.

Officials from one college, report that administrators, faculty, and staff are exceptionally “tuned in” to minority student needs and concerns. From survey data, student forums, and informal discussions, college officials know that many students succeed at the institution despite substantial financial, social, and prior educational disadvantages. College officials reported Illinois Census data showing the disadvantaged status of the community served by the college. Nearly three-quarters of the credit students receive some form of financial assistance. Placement testing results for newly matriculated students reveal that approximately seven out of ten have deficiencies in college-level writing and reading skills and 97 percent require remediation in mathematics. Faculty, staff, and administrators at the college understand that dangerous neighborhoods; poor transportation; inadequate health care; unreliable child care; and low-level, service sector jobs paying below self-sufficient wages present students with significant challenges. The college provides a “safe haven” for these students to acquire skills for entry and advancement in the workforce and further education.

An Illinois college’s Student Campus Climate Survey was modeled after one created at the University of Illinois at Springfield. The college’s analysis identified the “top-five” areas of importance to students as: Experiencing Intellectual Growth, Feeling Comfortable and Having a Sense of Belonging, That Classes Do Not Perpetuate Stereotypes, Being Sensitive to the Needs of Disabled Students, and Having Equal Opportunity to Hold Leadership Positions. In all of these areas, the vast majority of the respondents thought that these positive conditions exist on campus. Nearly all of the students surveyed thought that the institution was sensitive to the needs of all ethnic/racial groups, females, males, disabled students, gay/lesbian/bisexual /transgender students, and students with various religious affiliations. Likewise, the majority of respondents considered sensitivity by the College important. On the socialization questions in the Climate Survey, the majority of students at the college do not feel pressure to socialize with members of their racial/ethnic, religious group, or with those with the same sexual orientation. Furthermore, students feel it is equally important to them to socialize with members of their own ethnic/racial group as well as other groups. Students generally felt it was more important to socialize with members of the opposite sex or different religions than their own gender or religion.

Institutional Responsiveness. Institutional responsiveness reflects student perceptions of the extent to which college faculty and staff are responsive to the needs and concerns of diverse populations.

The climate survey administered by an Illinois community college measured institutional responsiveness to diverse student populations. Results show that 85 percent of the respondents agreed or strongly agreed that, “The institution is sensitive to needs of ethnic/racial groups.” Approximately three-quarters of the respondents agreed that the institution is sensitive to needs of females and sensitive to disabled persons’ needs.

A locally developed Campus Climate Survey at another college was strongly influenced by the sample materials furnished by Southern Illinois University at Carbondale and Kishwaukee College. Eighty-five percent of students agreed that “The college is sensitive to the needs of all race/ethnic groups.” There was widespread agreement among respondents that the institution is sensitive to the needs of both females and students with disabilities.

The measurement of institutional responsiveness at another Illinois college involved a broader statement than at many other institutions. In the survey the statement posed to the respondents was, “This institution is sensitive to the needs of students of all race/ethnic groups.” More than three-quarters of the respondents agreed with the statement.

Student Life. This section of the report includes information about campus activities for

community college students. Community college student life differs from traditional four-year undergraduate colleges in that students at community colleges include students of diverse ages, commuters, individuals that are in different stages of their careers with most working full or part-time who must balance academic, personal, and professional life. Still, participation in student organizations is supported and encouraged by community college faculty and staff. These activities can help students who are at an appropriate life stage develop skills such as leadership, cooperation, and teamwork and can further integrate the student into the framework of the institution. Overall, students think community colleges offer many opportunities to be involved in student life (i.e., organizations, clubs, government, committee work, etc.).

At an Illinois community college, students reported that the student organizations are instrumental in creating a positive racial climate. The Association of Latin American Students, Black Student Alliance, and Asian Student Organization are active groups that provide educational and social programming for students. There is a strong feeling of comrade among the students in these organizations as they provide support networks for one another.

Survey respondents from another college indicated that having more socially ethnically/racially inclusive campus activities was important to three-quarters of the students. Furthermore, 8 out of 10 agreed that these organizations are important for the college's campus climate be racially and ethnically welcoming for students of color.

At another college the majority of students agree that there are many opportunities for students to become involved in student life. Survey data show that 8 out of 10 students agree that many opportunities exist to become involved in student life. Opportunities for participation in organizations offered to the student body are expected to increase as a new Student Activity and Cultural Club corridor will be located adjacent to the college's Student Activities Center and Student Government Association offices. The goal of this project is to improve visibility of the student organizations and increase participation.

Climate Summary. Community colleges strive to provide a welcoming, accepting, inclusive learning community for diverse student populations. Colleges will continue addressing issues surrounding diversity in age, ethnicity, gender, sexual orientation, disability, and religious affiliation both in and out of the classroom. Three-quarters of the colleges (N = 36) relied exclusively on survey data in their current effort to examine campus climate issues. Five community colleges used a combination of surveys and focus groups. Three college relied exclusively on focus groups. Four colleges took other approaches. Topical areas colleges structured their analysis of the local campus climate around included: Demographic Information; Institutional Attractiveness (Factors influencing the initial and re-enrollment decision); Student and Institutional Racial Climate; Racial Relations; Faculty and Classroom Behavior; Student Needs and Concerns; Institutional Responsiveness; and Student Life.

The campus climate topic, diversity of approaches used to address the subject, and varied reporting styles adopted across the system makes a summary highlighting local results and initiatives undertaken on the campuses appropriate. Progress will only occur at the local level and the commitment and expertise exists throughout the system to identify challenges and successfully address them. The flexibility colleges exercised in their analysis allows local professionals to identify opportunities for further development and then to move forward with purposeful improvement strategies. When examining campus climate it is important to establish baseline information at the local level, identify areas for improvement, develop action plans to address challenges that arise, and revisit the topic after allowing time for interventions to have an impact. Focus groups, targeted surveys or internet based data collection strategies can also be useful in gaining a more complete understanding of issues that arise. While colleges exercised substantial latitude in their approaches

to campus climate analysis, they remain responsible and accountable both locally and at the state level for creating appropriate action plans to address issues that arise. Approaches undertaken by colleges have been highlighted in this report and complete reports are on file. The next time in the review cycle that campus climate is addressed institutions will be expected to reference the baseline comparative data collected through their current efforts.

SELECTED PROGRAMS AND SERVICES FOR MINORITY STUDENTS

All Illinois community colleges provide special programs and services to encourage student success among minority students. Activities and initiatives can include but are not limited to the following: focused outreach and recruitment, tutoring, academic advisement, counseling, mentoring recognition and celebration of diversity, student organizations, student support groups, transfer centers, etc. A small number of these initiatives are highlighted in this section of the report.

Officials from **Danville Area Community College** are collaborating to better address minority student needs and foster an inclusive campus climate. A collegewide Diversity Team was formed and sponsored a Mentoring Program which paired 120 student participants with 90 interested faculty and staff volunteers. Other Diversity Team sponsored activities throughout the year included Presentations on the Holocaust, participation in the National Campus Week of Dialogue on Race Relations; and guest presentations on Latin Heritage. Relatedly, during FY 2001, college officials created and filled the Student Diversity Advocate position. The responsibilities of the Student Diversity Advocate include chairing the Diversity Team and developing and implementing new programs to promote a climate of unity and inclusiveness. The Student Diversity Advocate served as a resource to students, faculty, and staff members and participated on multiple search committees. Additionally, the Diversity Advocate conducted site visits to several Historically Black Colleges and Universities to establish initial contacts and build relationships with colleagues at these institutions. The potential exists to increase inter-institutional transfer for current students and develop another avenue for attracting minority faculty and staff to Danville Area Community College.

Kankakee Community College officials are actively involved in helping welfare clients gain skills for self sufficient employment and are collaborating to move individuals from welfare to work. Recent activities have involved outreach to African American female populations in the district. Stronger relationships have been established with partners at the local Department of Human Services, WIA Welfare-to-Work, and at the Illinois Employment and Training Center offices as well as officials from the Kankakee County Housing Authority. Intensive short-term training programs have been implemented in areas such as Certified Nursing Assistant, Phlebotomy, Office Assistant, and Licensed Day Care Provider. Welfare reform encourages “work first” so developing workplace skills on an accelerated timeframe and job placement are particularly important. The college also links short duration training programs into career ladder arrangements which provide individuals with an opportunity for career advancement and improved wages.

Triton College's Nuevos Horizontes Community Center serves as a stepping stone for new immigrants and residents in the western Chicago suburbs. Nuevos Horizontes recently moved to a larger location and can now provide better services to students and the community at large. The Center promotes and facilitates access to higher education particularly among Hispanic community members, furnishes education and training programs and services to enable immigrants to adjust to and become more fully integrated in all aspects of their new community, and provides information about educational and cultural opportunities available (<http://www.triton.cc.il.us/community/nuevos/english/index.html>). Nuevos Horizontes partners with local schools, community agencies,

churches, and businesses to provide workshops on education, culture, health, consumerism, immigration and other issues. Nuevos Horizontes was recognized by the University of Pennsylvania as a model program for minority recruitment and academic success.

Oakton Community College offers programs to assist individuals from disadvantaged backgrounds enter the allied health field. Information from *The 2002-03 Career Guide to Industries* indicates that 13 percent of all the jobs that will be created between 2000 and 2010 will occur in health service occupations. The general population is aging and the number of healthcare specialty services available is increasing. *The Guide* also reports that 9 of the 20 fastest growing occupations are concentrated in health services with most jobs requiring less than 4 years of college education (<http://www.bls.gov/oco/cg/cgs035.htm>) The Oakton Community College Basic Nurse Assistant Training program provides intensive vocational training and support services to approximately 80 students in the daytime program and 30 participants in the weekend program. Students come from a variety of cultural and economic backgrounds obtain Illinois Department of Public Health certification as Nurse Assistants. In addition to technical skill development, the curriculum focuses on cultural diversity issues in the workplace, resume writing, and effective interviewing skills. To facilitate the important first job after training, the college coordinates an Allied Health Career and Placement Event with approximately 20 local health care providers who have been known to make nursing assistant job offers on the spot. The college also offers more advanced healthcare training programs so graduates may return for skill upgrading.

Community colleges have implemented numerous projects to increase minority student opportunities to transfer to baccalaureate-degree granting institutions. The **College of DuPage** and **Triton College** reports each mentioned their Minority Transfer Programs/Centers which facilitate minority student transfer to four-year institutions through site visits, workshops, and college fairs. The Minority Transfer program is designed to help under-represented students achieve their goals. Services offered include presentations on core academic skills such as note taking, goal setting, time management; sponsored trips to potential destination colleges and universities; personalized attention from Transfer Specialist to successfully navigate through the transfer process; offer advice in selecting appropriate community college courses that will count toward the completion of an Associate degree and transfer as intended. The centers also assist with locating scholarship information. (http://www.cod.edu/service1/CTA/Transfer/Min_Tran.htm)

Oakton Community College's "Services To Establish Patterns of Success " (STEPS) program promotes student success among first generation, low-income students and students with disabilities. In the most recent cohort, nine out of ten program participants were minority students. Special events designed to build academic skills and foster academic achievement are furnished. The retention rate at year end for STEPS participants was 87 percent. According to the college website, STEPS helps students manage the demands of college life by providing a support system of caring professionals and students. The program provides services including tutoring, academic advising, career development, transfer assistance, and assistance in locating financial aid to help students reach their goals. The Peer Mentoring component of the program links new STEPS students with continuing students who provide advice and camaraderie and help as the first-time student rises to the challenges of college-level work. (<http://www.oakton.edu/resource/iss/stepservices.htm>)

SELECTED PROGRAMS AND SERVICES FOR WOMEN

In keeping with federal Postsecondary Carl Perkins legislation, community colleges all have initiatives specifically designed to serve the needs of women who are seeking employment in occupations that are non-traditional for their gender. Statewide databases were used to identify occupations where females are underrepresented and related training programs were identified. Wage and growth data supplied from state databases help individuals and institutions target high wage, high growth opportunities. **Joliet Junior College's** Tech Prep Program is actively addressing low representation of minorities and females in several technical specialty fields in the area including CISCO networking and computer repair. In partnership with local employers, the Tech Prep students participate in job shadowing and career mentoring relationships. Joliet Junior College's Tech Prep programs have outreach initiatives extending into area junior high schools. Individuals with a specific career and technical program interest can follow a specified course sequence in grades 9-12 that includes the level of math, English, and science which prepares them for a career. The Joliet Central Partnership Academy in conjunction with the college's Tech Prep program helps orient high school study toward careers and success after college. Certainly, the Tech Prep articulation agreements have helped to align the college and high school curricula. These initiatives facilitate a smoother transition between high school, college, and employment.

Rend Lake College's Upward Bound program targets pre-college female students and promotes access to postsecondary educational opportunities and exposure to nontraditional employment opportunities. Participants learn about the wide range of career options that exist for women in the workforce with an emphasis on nontraditional fields. According to the Institute for Women In Trades, Technology and Science, women employed in positions which are nontraditional for their gender earn higher wages than women employed in traditionally female occupations. Additionally, the same source indicates that many women show an interest in nontraditional occupations when actively recruited. http://www.iwitts.com/html/stw_fact_sheet.htm During fiscal year 2001, Rend Lake College's Upward Bound program served 40 female high school students in both academic year and summer components. The students participated in approximately 29,000 hours of instruction and support services during the fiscal year. The academic year component emphasizes academic achievement and goal setting and includes: weekly tutorial sessions at the student's high school; monthly "Saturday College" at Rend Lake College for career planning, assessment testing, and enrichment classes; site visits including cultural/social/educational enrichment; and academic, career, personal, college, and financial aid counseling. The summer component is the most intensive aspect of the program and includes: five weeks of academic enrichment classes on the Rend Lake College campus (math, English, foreign language, lab science, electives); career-related site visits; and a week-long residential program at Southern Illinois University – Carbondale. All activities are provided at no cost to the participant.

SELECTED PROGRAMS AND SERVICES FOR ACADEMIC ENHANCEMENT OF STUDENTS

Parkland College's Learning Lab in conjunction with the TRIO/Project G.O.A.L.S, developed a supplemental instructional course for selected students enrolled in remedial courses. Project G.O.A.L.S. created a math-oriented study skills credit-bearing supplemental instruction course. This course is taken concurrently with remedial-level math courses throughout the semester. The course was developed after a high withdrawal rate was noticed even when individual tutoring in math was being provided. The additional drill and practice and time on task appears to be having a positive affect. Once this approach was implemented, nearly 80 percent of the students who completed both courses earned a "C" or better grade in their remedial math class.

Harry S Truman College has embarked on a process to elevate and enhance tutoring services available to students. With the College-Level Tutoring Services Program, the college initiated a plan to rehire and retrain the tutors that previously worked at the college. All tutors previously employed at the college concluded their contracts and were invited to reapply for a tutoring position. Those who were hired participated in a comprehensive professional development program facilitated by a consultant brought to the campus. New and continuing tutors were evaluated, and a new team was created through this process. The college recognized the need for providing more academic support for students in the areas of math, science, and technology and hired tutors accordingly. A portion of the tutoring program, and the redesign of its new location, was funded by the college's Hispanic Serving Institutions grant which strives to increase the enrollment, retention, and completion rate of minority students in the fields of math, science, and technology.

SELECTED PROGRAMS AND SERVICES FOR STUDENTS WITH DISABILITIES

During fiscal year 2001, 9,988 students with disabilities were served in Illinois community colleges. According to Barnett and Li (1997), more than 53 percent of postsecondary education students attend community colleges. The number of students with disabilities entering colleges is expected to increase due to mainstreaming in secondary schools, efforts by postsecondary officials to make programs and facilities more accessible, and accompanying increases in opportunities for employment and independence (Flick-Hruska and Blyth, 1992).

Educational opportunities for students with disabilities has increased due to the following legislation: the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act of 1975, and the Americans with Disabilities Act of 1990. The 1973 Rehabilitation Act opened up educational opportunities to disabled persons at all levels. The Individuals with Disabilities Education Act went further by requiring the mainstreaming of disabled students into classrooms, as appropriate, and established individualized educational programs for students with disabilities. The passage of the Americans with Disabilities Act of 1990 reinforced the common goals of full participation in American society for people with disabilities. <http://www.ed.gov/offices/OCR/disabilityoverview.html> and <http://www.ed.gov/offices/OSERS/Policy/IDEA/overview.html>

In 1999, the Olmstead Supreme Court decision challenged restrictions by federal, state, and local governments and furthered the ultimate goal of promoting equality of opportunity individuals with disabilities. State funded schools – universities, community colleges, and vocational schools – must provide the most integrated setting appropriate to meet the needs of individuals with disabilities. <http://www.cms.hhs.gov/olmstead/>

All Illinois community colleges offer programs specifically designed to serve the needs of students with disabilities. For example, **Joliet Junior College** offers its special needs program through the Student Accommodations and Resources (StAR) department. StAR supplies individuals with documented disabilities the academic support and classroom aids to promote student success (i.e., placement testing, tutoring, note takers, magnification software, taped textbooks, extended-time testing; accessible seating, interpreters; assistance acquiring handicapped parking stickers, etc.) (<http://www.jjc.cc.il.us/StAR/serv.html>). StAR counselors and advisors logged approximately 5,000 contact hours of tutoring in FY 2001.

Addressing remedial education and providing services to individuals with disabilities are priorities at **South Suburban College**. During FY 2001, the quality and extent of tutoring and other academic assistance was improved. Students enrolled in remedial Mathematics, Reading, or English and individuals with a disability were provided with augmented services. The Academic

Assistance Center hired additional tutors to give faculty members from the Mathematics, Reading and English departments release time to coordinate tutor training, lend support to tutors, and provide direct services to students. This aspect of the Academic Assistance Center services has been jointly coordinated by the

During FY 2001, activities of the Special Needs Office at **Lake Land College** focused on providing information about disability services and related issues campus wide. Informational presentations were provided and an Attention-Deficit-Hyperactivity Disorder Conference held. A Special Needs website was also developed during FY 2001. This site highlights the services Lake Land College offers to students with disabilities and includes links to “Student Resources” and “Faculty Resources” to allow easier access to useful information.

John A. Logan College’s Deaf and Hard-of-Hearing Services program and Disabled Student Services are part of the Student Success Center which provide reasonable accommodations to students with disabilities. The services in the Center assist those students likely to encounter difficulty in the educational setting due to a disability (i.e., preferential advisement, mentoring, tutoring, and financial aid assistance, etc.).

In FY 2001 at **Kishwaukee College**, the facility design was completed for a new disability services office and the accompanying adaptive equipment (i.e., JAWS software enabling auditory computer access for students with vision and learning disabilities). Construction was scheduled to conclude in early 2002. The facility provides needed space for the delivery of services to students with a disability and is expected to improve student success. It will also improve the campus climate for disability students by providing an identifiable facility that recognizes their needs and importance. The continued purchase and upgrading of adaptive equipment is essential to providing accommodations to students with disabilities.

McHenry County College (MCC) and the Special Education District of McHenry County (SEDOM) collaborated for the fourth year on a transition program that brought 12 young adults who had not yet graduated from high school to the campus five days a week. In addition to the academic, life skills, and recreational components on campus, the students received vocational training while working at a variety of jobs in the community. Four of these students graduated in June. The Special Needs Action Program (SNAP) continued to provide leadership opportunities for students with disabilities through campus and community involvement.

At **Lewis and Clark Community College**, the Supported School-to-Work Transition Project (SSTWTP) serves students with developmental disabilities who are seeking postsecondary experiences beyond the traditional community sheltered workshop/supported employment option. Lewis and Clark’s project includes career exploration, basic academic skills instruction, physical fitness, vocational orientation, individualized accommodations, and selections of regular career classes.

During FY 2001 at **Richland Community College**, the Woodcock-Johnson assessment was given to 60 of the 152 students served by the Disabilities Accommodation Services (DAS) office to identify common academic challenges and accommodations needed. Materials, videos and computer software were ordered and units developed to address identified needs. Additionally, special sections of Personal Development 100 and 101 (one credit-hour classes) were offered to help students with disabilities develop the skills and confidence needed for success.

In order to further address the needs of students with disabilities, since FY 2000, the Illinois Community College Board, in conjunction with the Illinois Board of Higher Education, the Office of

Rehabilitation Services, and several colleges and universities worked together to jointly serve mutual customers/students. This initiative funds needed auxiliary aids for disability students through a cost sharing process among local Vocational Rehabilitation offices and colleges and universities. Currently, 27 out of 48 community colleges have agreements with the local Office of Rehabilitation Services offices.

At **Lincoln Land Community College** during FY 2001, Agency Representative Nights and the Springfield Area Special Education District (SASED) produced open forums for community agencies, parents, students, to discuss the needs of entering students with disabilities. Collaboration with Office of Rehabilitation led to the development of a statewide memorandum that stressed the need to more fully plan and deliver services to students with disabilities. Increased financial resources support needed services. A forum with members of the Illinois Association for College Admission Counseling and High School Guidance Counseling on diversity and “what can be done to fill the gaps” enhanced the commitment to prepare entering college freshmen with disabilities. Collaboration with the Springfield Center for Independent Living (SCIL) raised awareness of the importance of reduced course loads and use of assistive technology to improve student success.

Additional Student Service Instruction Support Team (ASSIST), along with the ASSIST Advisory Committee at **Oakton Community College**, provides accommodations and services for students with documented disabilities (i.e., orientation, tutoring, extended time on exams, career exploration, academic advising, readers and adaptive technology). Some of the initiatives to advance participation, retention, and achievement of disabled students and staff include ASSIST disability services web page, connection with Oakton’s Education to Careers coordinator to provide internships, screen reader and voice recognition software adaptive and adaptive mouse, additional part-time Special Needs Coordinator, high school outreach visits, increased research on adaptive technology, and collaboration with Office of Rehabilitation Services for services for students with disabilities.

Colleges furnish an array of programs and initiatives to provide equal access to students with disabilities while maintaining academic standards.

FUTURE DIRECTIONS

The structure of the Underrepresented Groups Report is evolving in an effort to focus activities and resources on high impact initiatives. A series of focused topics have 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 2002: 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 2003: 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.).

Fall 2004: Campus Climate – Programs and initiatives associated with diversifying campus academic and social environments have been identified for emphasis.

Beginning in fall 2005, the cycle will start repeating. A set of review questions will be furnished each year. An additional topic may be added periodically to address other priority issues or concerns as they arise.

RECOMMENDATIONS

Colleges are encouraged to create and strengthen initiatives, programs, and services which make the local college learning environment one where equity and diversity are respected, encouraged, and valued.

College officials are encouraged to address those areas identified in local analysis that provide the greatest opportunity to improve the campus climate. Campus climate will be re-visited in the fall 2004 submission, and college officials will be expected to reference and assess progress against the baseline comparative data collected through their current efforts.

Efforts to facilitate and encourage women to pursue high wage, high demand (need for growth and replacement worker) nontraditional occupations are encouraged. Research suggests that women employed in nontraditional careers generally earn higher wages than those employed in traditionally female occupations.

Encourage and expand the number and scope of cooperative agreements between the Illinois Department of Human Services Office of Rehabilitation Services and community colleges to promote student achievement and employability among individuals with disabilities.

Collaboratively pursue additional funding to provide the assistive technology and auxiliary services necessary for individuals with disabilities to more fully participate in higher education opportunities.

Fully cooperate with additional information requests about the types of disabilities which individuals possess who are enrolled in community colleges.

Higher education institutions exist to equip, enable, and empower individuals to function effectively in a multi-cultural society which through advances in technology is becoming increasingly interrelated. Cultivating an understanding of diverse cultures and heritages is a part of the community college mission. The colleges accept the challenge to foster a campus climate where an appreciation of diversity exists and students can more fully develop their academic, life, citizenship, career, and technical skills.

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Appendix

Illinois Community College Board

SUMMARY OF STUDENTS WITH DISABILITIES
ENROLED IN ILLINOIS PUBLIC COMMUNITY COLLEGES, FY 2001

<u>District</u> <u>Number</u>	<u>Name</u>	<u>Count of</u> <u>Students with Disabilities</u>
501	Kaskaskia	21
502	DuPage	1,311
503	Black Hawk	95
504	Triton	20
505	Parkland	370
506	Sauk Valley	128
507	Danville	75
508	Chicago	(2,106)
	Kennedy-King	322 *
	Washington	348 *
	Malcolm X	130 *
	Truman	305 *
	Olive-Harvey	176 *
	Daley	295 *
	Wilbur Wright	530 *
509	Elgin	198
510	South Suburban	259
511	Rock Valley	57
512	Harper	466 *
513	Illinois Valley	89 *
514	Illinois Central	191
515	Prairie State	190
516	Waubonsee	242
517	Lake Land	192 *
518	Sandburg	41
519	Highland	60
520	Kankakee	189
521	Rend Lake	21
522	Southwestern	606
523	Kishwaukee	61
524	Moraine Valley	370
525	Joliet	821 *
526	Lincoln Land	155
527	Morton	14 *
528	McHenry	276
529	Illinois Eastern	(139)
	Lincoln Trail	4
	Olney Central	100
	Wabash Valley	21
	Frontier	14
530	Logan	53
531	Shawnee	14
532	Lake County	133
533	Southeastern	26
534	Spoon River	53
535	Oakton	387 *
536	Lewis & Clark	138 *
537	Richland	183
539	Wood	65
540	Heartland	<u>173</u>
	TOTAL	9,988

SOURCE OF DATA: Annual Enrollment (A1) Records

* Figure taken from college's Underrepresented Groups Report

Illinois Community College Board

Appendix Table 2

**DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2000 AND 2001***

Program	Staff Years Budgeted		Total Dollars Budgeted		Change In Dollars Budgeted	Special Populations		
	FY00	FY01	FY 00	FY01		FY 00	FY01	
SOUTHWESTERN ILLINOIS COLLEGE								
Minority Transfer Center	3.00	2.00	\$73,299	\$80,000	\$6,701	\$0	\$0	
Special Services Center	8.00	8.00	\$207,994	\$234,214	\$26,220	\$0	\$0	
Special Populations Programs	10.00	10.00	\$1,462,983	\$1,070,359	(\$392,624)	\$290,941	\$300,359	
BLACK HAWK COLLEGE								
Special Populations Grants	7.51	7.51	\$300,486	\$300,693	\$207	\$300,486	\$300,693	
Access to Education & Employment	5.00	5.00	\$71,000	\$70,000	(\$1,000)	\$71,000	\$70,000	
English as a Second Language	0.00	2.50	\$0	\$115,162	\$115,162	\$0	\$115,162	
CITY COLLEGES OF CHICAGO DALEY COLLEGE, RICHARD J.								
ALSP Counseling	1.00	1.00	\$41,100	\$43,524	\$2,424	\$41,100	\$43,524	
ALSP Tutoring	5.00	0.23	\$74,000	\$36,160	(\$37,840)	\$0	\$36,160	
CBO Program	0.33	1.32	\$35,000	\$40,800	\$5,800	\$0	\$40,800	
Continuing Education	0.00	1.00	\$240,500	\$34,592	(\$205,908)	\$0	\$25,944	
Faculty Advising	1.50	3.00	\$46,000	\$114,705	\$68,705	\$0	\$47,705	
National Youth Sports	1.00	1.00	\$66,900	\$50,632	(\$16,268)	\$0	\$0	
NovaNET	1.67	1.00	\$102,000	\$49,106	(\$52,894)	\$102,000	\$24,553	
Opportunities Program*	2.00	0.00	\$156,500	\$0	(\$156,500)	\$0	\$0	
Placement Services	1.50	1.66	\$46,900	\$23,853	(\$23,047)	\$0	\$23,853	
Special Needs Services	1.00	1.00	\$33,500	\$33,500	\$0	\$0	\$0	
Student Facilitators	2.00	6.21	\$34,000	\$89,532	\$55,532	\$0	\$83,382	
Title III Program*	1.75	0.00	\$348,400	\$0	(\$348,400)	\$0	\$0	
Transfer Center	2.00	4.35	\$85,900	\$124,935	\$39,035	\$0	\$1,022	
Upward Bound	0.00	7.52	\$240,400	\$123,000	(\$117,400)	\$0	\$0	
* discontinued								
KENNEDY-KING COLLEGE								
Benjamin E. Mays Academy	10.25	9.25	\$700,000	\$684,220	(\$15,780)	\$0	\$0	
Building Opportunities*	4.00	0.00	\$10,000	\$0	(\$10,000)	\$0	\$0	
Future Teachers	1.00	0.00	\$100	\$0	(\$100)	\$0	\$0	
Opportunities Program*	7.25	4.50	\$650,000	\$93,329	(\$556,671)	\$0	\$0	
Project Transfer	1.75	1.75	\$86,000	\$87,166	\$1,166	\$0	\$0	
Special Populations Grant**		15.50	\$0	\$462,190	\$462,190	\$0	\$462,190	
Talents Search**		4.00	\$0	\$236,362	\$236,362	\$0	\$0	
* discontinued								
** programs to be listed beginning this year								

Illinois Community College Board

Appendix Table 2

**DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2000 AND 2001***

Program	Staff Years Budgeted		Total Dollars Budgeted		Change In Dollars Budgeted	Special Populations	
	FY00	FY01	FY 00	FY01		FY 00	FY01
MALCOLM X COLLEGE							
AAWCC	0.25	0.25	\$1,725	\$1,225	(\$500)	\$0	
Academic Support Center	29.37	34.30	\$1,041,571	\$734,399	(\$307,172)	\$1,041,571	\$734,399
CBO Program	0.25	0.25	\$46,300	\$57,850	\$11,550	\$0	\$0
Future Teachers	0.35	0.35	\$4,400	\$4,400	\$0	\$0	\$0
Latino Center	1.25	1.00	\$59,810	\$63,356	\$3,546	\$0	\$11,421
NYSP	4.20	4.29	\$117,500	\$120,500	\$3,000	\$0	\$0
Opportunities Program	4.29	2.33	\$232,160	\$84,327	(\$147,833)	\$0	\$0
Placement Center	3.00	2.80	\$82,420	\$82,508	\$88	\$40,660	\$25,778
Special Needs	5.27	5.20	\$200,600	\$156,060	(\$44,540)	\$68,904	\$82,025
Transfer Center	6.00	5.90	\$242,763	\$230,961	(\$11,802)	\$156,803	\$122,235
OLIVE-HARVEY COLLEGE							
Academic Computing Center	4.33	2.16	\$109,500	\$47,450	(\$62,050)	\$102,200	\$46,900
CBO Program	1.50	2.00	\$71,000	\$23,140	(\$47,860)	\$0	\$0
College Academy (formerly Bridge Program)	1.75	1.75	\$33,000	\$71,000	\$38,000	\$0	\$0
Future Teachers	0.50	0.25	\$6,300	\$2,000	(\$4,300)	\$0	\$0
Job Placement Center	1.50	1.50	\$45,600	\$58,340	\$12,740	\$45,600	\$58,340
Latino Service Center	0.25	0.00	\$0	\$0	\$0	\$0	\$0
Middle College	14.00	15.00	\$800,000	\$992,000	\$192,000	\$0	\$0
NovaNET	3.80	1.44	\$94,800	\$40,230	(\$54,570)	\$94,800	\$39,960
Opportunities Program	6.50	3.12	\$256,300	\$100,000	(\$156,300)	\$0	\$0
Science Resource Center/ChAMPS	0.25	0.25	\$10,000	\$3,000	(\$7,000)	\$0	\$0
Special Needs	9.50	7.00	\$58,100	\$133,600	\$75,500	\$37,600	\$98,240
Transfer Center	1.75	1.75	\$85,900	\$87,000	\$1,100	\$0	\$0
Tutoring Services	16.18	28.70	\$109,000	\$571,301	\$462,301	\$77,000	\$321,031
TRUMAN COLLEGE, HARRY S							
Admissions	5.00	7.00	\$135,000	\$160,000	\$25,000	\$54,000	\$160,000
Adult Education Counseling	2.00	2.00	\$120,000	\$120,000	\$0	\$120,000	\$120,000
Career Planning and Placement	2.00	6.00	\$70,000	\$140,000	\$70,000	\$70,000	\$140,000
College Level Tutoring Services	16.00	14.00	\$200,000	\$200,000	\$0	\$145,000	\$200,000
Computerized Tutoring Center	8.00	8.00	\$215,000	\$215,000	\$0	\$160,000	\$215,000
Counseling Department	7.00	7.00	\$350,000	\$300,000	(\$50,000)	\$10,000	\$300,000
Institute for Native American Development	4.00	3.00	\$125,000	\$80,000	(\$45,000)	\$100,000	\$80,000
International Student Center	3.00	2.00	\$40,000	\$25,000	(\$15,000)	\$40,000	\$25,000
Lakeview Learning Center	20.00	12.00	\$450,000	\$300,000	(\$150,000)	\$75,000	\$300,000
Latin American Student Center	2.00	1.00	\$70,000	\$60,000	(\$10,000)	\$70,000	\$60,000
Opportunities Program	6.00	0.00	\$130,000	\$0	(\$130,000)	\$50,000	\$0
Refugee Assistance Center	5.00	4.00	\$160,000	\$100,000	(\$60,000)	\$160,000	\$100,000
Special Services for Disabled Students/Touch Club	4.00	3.00	\$90,000	\$100,000	\$10,000	\$40,000	\$100,000
Technical Center - Counseling & Tutorial Services	4.00	1.00	\$90,000	\$35,000	(\$55,000)	\$90,000	\$35,000
Teen Parent Services	4.00	2.00	\$150,000	\$100,000	(\$50,000)	\$20,000	\$100,000
Testing Center	5.00	5.00	\$100,000	\$150,000	\$50,000	\$100,000	\$150,000
Truman Middle College Alternative High School	18.00	18.00	\$400,000	\$0	(\$400,000)	\$45,000	\$0

Illinois Community College Board

Appendix Table 2

**DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2000 AND 2001***

Program	Staff Years Budgeted		Total Dollars Budgeted		Change In Dollars Budgeted	Special Populations		
	FY00	FY01	FY 00	FY01		FY 00	FY01	
WASHINGTON COLLEGE, HAROLD								
AAWCC	0.00	0.00	\$5,000	\$5,000	\$0	\$0	\$0	
African Student Association	0.50	0.50	\$1,000	\$1,000	\$0	\$0	\$0	
Black Student Union	0.50	0.50	\$1,500	\$1,500	\$0	\$0	\$0	
Black Women's Caucus	0.00	0.00	\$1,000	\$1,000	\$0	\$0	\$0	
Career Planning & Placement	3.00	2.50	\$85,000	\$87,000	\$2,000	\$10,000	\$0	
CBO Program	0.50	0.50	\$38,000	\$23,140	(\$14,860)	\$0	\$0	
CLIMB	0.50	0.50	\$10,000	\$10,000	\$0	\$0	\$0	
Common Ground Project (Pluralism)	0.25	0.00	\$3,000	\$3,000	\$0	\$0	\$3,000	
Compter-Assisted Instruction	7.31	7.80	\$91,700	\$107,635	\$15,935	\$91,700	\$107,635	
Dept of Mental Health Voc Training***								
Individual Needs (IN) Program	0.50	0.00	\$20,000	\$0	(\$20,000)	\$0	\$0	
Opportunities Program*	7.00	0.00	\$245,600	\$0	(\$245,600)	\$0	\$0	
Organization of Latin American Students	0.50	0.50	\$1,500	\$1,500	\$0	\$0	\$0	
Pre-Collegiate Program	1.00	1.00	\$29,600	\$28,000	(\$1,600)	\$19,600	\$22,400	
Supported Employment (IL Dept. of Human Services)***	5.69	5.68	\$246,000	\$252,173	\$6,173	\$0	\$0	
Special Needs Center	3.50	3.41	\$133,200	\$149,138	\$15,938	\$80,200	\$85,945	
Transfer Center	2.00	2.00	\$82,500	\$87,166	\$4,666	\$0	\$0	
Tutoring Services	13.00	15.00	\$132,700	\$123,915	(\$8,785)	\$108,600	\$0	
Vocational Transition Program, DOMH	3.98	3.59	\$205,400	\$210,556	\$5,156	\$0	\$0	
* discontinued								
** program inactive during FY01								
*** program renamed Supported Employment (IDHS)								
WRIGHT COLLEGE, WILBUR								
Adult Education Support Services	3.00	3.00	\$125,000	\$120,000	(\$5,000)	\$125,000	\$120,000	
African American History Month	0.21	0.20	\$2,500	\$2,000	(\$500)	\$0	\$0	
Annual African Am Student Awards Luncheon	0.12	0.10	\$2,500	\$2,000	(\$500)	\$0	\$0	
Annual Ethnic Food Fest	0.25	0.20	\$500	\$500	\$0	\$0	\$0	
Clerical Excellence Awards	0.05	0.05	\$1,200	\$1,200	\$0	\$0	\$0	
Hispanic Heritage Month Activities	0.25	1.00	\$5,000	\$4,500	(\$500)	\$0	\$0	
Job Training - Bank Teller	0.70	0.50	\$21,200	\$20,000	(\$1,200)	\$0	\$0	
Job Training - Computer Certificates	0.70	0.50	\$23,000	\$25,000	\$2,000	\$0	\$0	
Minority Health Programs	0.02	0.02	\$3,000	\$3,000	\$0	\$0	\$0	
Multicultural Community Events	0.15	0.15	\$25,000	\$20,000	(\$5,000)	\$0	\$0	
National Women's History Month Activities	0.25	0.02	\$5,000	\$4,500	(\$500)	\$0	\$0	
NovaNET	8.00	8.00	\$40,000	\$40,000	\$0	\$40,000	\$0	
Opportunities Program	1.60	1.00	\$94,000	\$50,000	(\$44,000)	\$0	\$0	
Recruitment, Marketing, & Partnering	2.50	2.00	\$310,500	\$300,000	(\$10,500)	\$0	\$0	
Resurrection Minority Scholarship	0.01	0.01	\$25,000	\$25,000	\$0	\$0	\$0	
Sitter Service	2.50	2.20	\$110,000	\$110,000	\$0	\$0	\$0	
Special Needs Office	2.75	2.50	\$94,000	\$90,000	(\$4,000)	\$67,000	\$65,000	
Student Awards	0.05	0.05	\$1,200	\$1,200	\$0	\$0	\$0	
Student Clubs & Assoc. (SGA)	0.40	0.40	\$32,000	\$30,000	(\$2,000)	\$0	\$0	
Untenured Faculty Dinner	0.04	0.04	\$700	\$700	\$0	\$0	\$0	

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Appendix Table 2

**DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2000 AND 2001***

Program	Staff Years Budgeted		Total Dollars Budgeted		Change In Dollars Budgeted	Special Populations	
	FY00	FY01	FY 00	FY01		FY 00	FY01
DANVILLE AREA COMMUNITY COLLEGE							
Black Student Union	0.00	0.00	\$200	\$0	(\$200)	\$0	\$0
Career Directions/Gender Equity	0.52	0.00	\$32,000	\$10,000	(\$22,000)	\$0	\$0
Minority Scholarship/Foundation	0.00	0.00	\$8,500	\$10,303	\$1,803	\$0	\$0
Opportunities Program	4.66	4.00	\$172,500	\$109,000	(\$63,500)	\$0	\$0
Project Excel	1.50	1.50	\$50,000	\$48,000	(\$2,000)	\$0	\$0
Special Populations/Disabled Students	1.50	1.50	\$75,815	\$74,499	(\$1,316)	\$9,200	\$0
Student Human Relations Council	0.00	0.00	\$4,600	\$0	(\$4,600)	\$0	\$0
Teen Parent Services / IDHS	1.30	1.75	\$69,500	\$87,500	\$18,000	\$0	\$0
The Learning Community/TRIO	3.50	4.00	\$194,700	\$198,582	\$3,882	\$0	\$0
Perkins III / Special Populations	1.50	1.50	\$232,832	\$221,237	(\$11,595)	\$0	\$0
Diversity Team	0.00	0.00	\$0	\$4,600	\$4,600	\$0	\$0
DUPAGE, COLLEGE OF							
Health & Special Services	3.50	3.50	\$117,500	\$123,375	\$5,875	\$0	\$0
International Student Advising	1.00	1.00	\$54,079	\$56,783	\$2,704	\$0	\$0
Minority Transfer Program (includes Minority Articulation)	2.25	2.25	\$188,662	\$198,095	\$9,433	\$0	\$0
Project SELF	2.50	2.50	\$127,037	\$133,389	\$6,352	\$0	\$0
ABE/ASE/ESL	24.00	24.00	\$675,500	\$2,060,000	\$1,384,500	\$0	\$250,000
ESL Development	21.00	21.00	\$401,500	\$450,000	\$48,500	\$95,300	\$250,800
ELGIN COMMUNITY COLLEGE							
ABE/ESL	12.00	12.00	\$220,927	\$838,524	\$617,597	\$0	\$0
ADAPT (Disabled Student Organization)	0.00	0.00	\$75	\$75	\$0	\$0	\$0
Advancing Opportunities	2.50	2.50	\$210,000	\$73,913	\$136,087	\$0	\$0
Affirmative Action	0.10	0.10	\$14,040	\$41,635	\$27,595	\$0	\$0
BSA (Black Student Association)	0.25	0.25	\$2,450	\$2,250	(\$200)	\$0	\$0
Displaced Homemakers	0.75	1.25	\$59,000	\$57,736	(\$1,264)	\$0	\$0
Foundation Minority Scholarships	0.00	0.00	\$20,000	\$20,000	\$0	\$0	\$0
Learning Skills Center	4.00	4.00	\$291,453	\$332,920	\$41,477	\$0	\$0
Minority Transfer Center	1.00	1.50	\$65,500	\$65,000	(\$500)	\$0	\$0
Multi-Cultural Exchange Presentations & Training	0.33	0.00	\$27,000	\$17,000	(\$10,000)	\$0	\$0
Muslim Student Association	0.00	0.00	\$0	\$575	\$475	\$0	\$0
Office of Multicultural Admissions	2.00	2.00	\$99,953	\$103,287	\$3,334	\$0	\$0
OLAS (Organization of Latin American Students)	0.25	0.25	\$5,300	\$5,700	\$400	\$0	\$0
Pakastani Students Association (New)	0.00	0.00	\$500	\$0	(\$500)	\$0	\$0
Parents and Kids	0.00	0.00	\$250	\$0	(\$250)	\$0	\$0
Project Escalara	1.00	1.50	\$204,957	\$209,360	\$4,403	\$0	\$0
Special Populations Assistance	1.00	1.00	\$0	\$0	\$0	\$235,932	\$254,041
Student Services Support	44.00	4.50	\$292,809	\$196,000	(\$96,809)	\$0	\$0
United Students of All Cultures	0.00	0.00	\$3,575	\$3,625	(\$50)	\$0	\$0
Welfare-to-Work	1.50	1.50	\$68,800	\$100,711	\$31,911	\$0	\$0
2000 Intensive English Program	1.00	1.00	\$68,239	\$92,165	\$23,926	\$0	\$0
Perkins	2.00	1.50	\$163,612	\$183,540	\$19,928	\$0	\$0
Youth Leadership Academy	0.00	1.50	\$80,000	\$80,000	\$0	\$0	\$0
Upward Bound	11.00	5.00	\$238,044	\$255,000	\$16,956	\$0	\$0
Upward Bound Science/Math	0.00	5.00	\$200,000	\$185,713	\$16,000	\$0	\$0

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Appendix Table 2

**DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2000 AND 2001***

Program	Staff Years Budgeted		Total Dollars Budgeted		Change In Dollars Budgeted	Special Populations	
	FY00	FY01	FY 00	FY01		FY 00	FY01
HARPER COLLEGE, WILLIAM RAINEY							
Center for Disabilities	25.00	25.00	\$739,100	\$792,900	\$53,800	\$322,600	\$0
Minority Student Transfer Center	3.00	1.50	\$67,500	\$70,000	\$2,500	\$0	\$0
Project HOPE	1.80	0.00	\$0	\$0	\$0	\$0	\$0
Resources for Women	6.00	6.00	\$319,700	\$276,900	(\$42,800)	\$0	\$0
Center for Multicultural Affairs and Counseling	0.00	9.00	\$0	\$381,300	\$381,300	\$0	\$0
HEARTLAND COMMUNITY COLLEGE							
Special Populations	0.50	0.50	\$81,344	\$89,598	\$8,254	\$81,344	\$89,598
Special Needs		0.03	\$0	\$969	\$969	\$0	\$969
HIGHLAND COMMUNITY COLLEGE							
DAVTE Special Populations	4.00	4.00	\$45,500	\$94,000	\$48,500	\$45,500	\$94,000
Title IV, Student Support Services	4.00	4.00	\$73,605	\$125,000	\$51,395	\$0	\$0
Title IV, Upward Bound	2.00	2.00	\$68,670	\$69,000	\$330	\$0	\$0
Carl Perkins	1.50	1.50	\$0	\$40,000	\$40,000	\$0	\$0
ILLINOIS CENTRAL COLLEGE							
Disability Services	1.00	1.00	\$58,884	\$92,856	\$33,972	\$32,945	\$60,000
Minority Transfer Center	2.50	2.50	\$66,000	\$65,000	(\$1,000)	\$0	\$0
Opportunities Program	9.00	6.50	\$473,057	\$441,505	(\$31,552)	\$0	\$0
Special Academic Services	1.00	1.00	\$190,253	\$173,841	(\$16,412)	\$0	\$0
Student Support Services	5.00	5.00	\$247,892	\$256,867	\$8,975	\$0	\$0
Caterpillar Young Scholars	0.25	0.25	\$25,000	\$25,000	\$0	\$0	\$0
AES/ CILCO College Yes	0.25	0.50	\$60,000	\$60,000	\$0	\$0	\$0
ILLINOIS EASTERN COMMUNITY COLLEGES							
ICCB Special Populations	7.55	6.14	\$145,155	\$142,565	(\$2,590)	\$145,155	\$142,565
Adult Basic/Adult Secondary Ed	3.00	----	\$253,048	----	----	----	----
Education to Careers	1.05	----	\$98,534	----	----	----	----
IL Employment Training Cntr (IETC)	1.00	----	\$65,800	----	----	----	----
International/ English as a Sec Lang	11.00	----	\$254,800	----	----	----	----
Job Location Development (JLD)	1.86	----	\$30,000	----	----	----	----
Literacy	2.00	----	\$50,000	----	----	----	----
Perkins(Disadvantaged Students)	7.85	----	\$328,434	----	----	----	----
Single Parent/Displaced Homemaker	0.62	----	\$54,271	----	----	----	----
Student Success Network	6.00	----	\$203,282	----	----	----	----
Talent Search	4.76	----	\$197,676	----	----	----	----
Upward Bound Program	5.29	----	\$248,413	----	----	----	----
Welfare to Work	7.00	----	\$254,000	----	----	----	----
ILLINOIS VALLEY COMMUNITY COLLEGE							
Academic Dev Center/Special Needs	7.26	7.26	\$108,630	\$108,630	\$0	\$0	\$39,500

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**DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2000 AND 2001***

Program	Staff Years Budgeted		Total Dollars Budgeted		Change In Dollars Budgeted	Special Populations		
	FY00	FY01	FY 00	FY01		FY 00	FY01	
JOLIET JUNIOR COLLEGE								
Multicultural Transfer Center	1.75	1.75	\$65,000	\$64,000	(\$1,000)	\$0	\$0	
Joliet Area Math, Science and Computer Educational	2.00	2.00	\$90,400	\$85,000	(\$5,400)	\$0	\$0	
Project Achieve\Student Support Svc	6.00	6.00	\$262,611	\$267,683	\$5,072	\$0	\$0	
Special Needs (Now StAR Program)	10.00	8.25	\$186,067	\$231,776	\$45,709	\$50,000	\$0	
Carl Perkins			\$248,080	\$236,788	(\$11,292)	\$0	\$0	
Division of Adult and Family Services	53.00	60.00	\$609,372	\$622,702	\$13,330	\$69,961	\$0	
Opportunities Program	4.00		\$283,000	\$1,110,374	\$827,374	\$0	\$0	
Adult Education Admin/Support/Staff		12.00	\$0	\$0	\$0	\$0	\$0	
Adult Case Managers, Outreach, and Education to Career staff		5.00	\$0	\$0	\$0	\$0	\$0	
SOS Volunteer Literacy Tutorials	80.00		\$50,000	\$45,000	(\$5,000)	\$0	\$0	
Reading Achievemnt Program		1.00	\$0	\$0	\$0	\$0	\$0	
Special Populations (Admin,Counseling, Support)		13.00	\$0	\$0	\$0	\$0	\$0	
Advancing Opportunities		2.00	\$0	\$0	\$0	\$0	\$0	
Displaced Homemakers	1.00	1.00	\$61,900	\$71,000	\$9,100	\$61,900	\$0	
Welfare to Work	2.00	1.00	\$81,000	\$77,098	(\$3,902)	\$11,000	\$0	
Learning for Earning	2.00	2.50	\$127,000	\$0	(\$127,000)	\$127,000	\$0	
Teen Reach		1.50	\$0	\$0	\$0	\$0	\$0	
Women's College	1.00	1.00	\$35,000	\$0	(\$35,000)	\$0	\$0	
Career Planning & Placement - Carl Perkins	1.67	1.88	\$30,000	\$24,630	(\$5,370)	\$0	\$0	
International/Intercultural Education (IIE)	1.00		\$0	\$0	\$0	\$0	\$0	
Tech Prep	1.00	1.00	\$0	\$246,807	\$246,807	\$0	\$0	
KANKAKEE COMMUNITY COLLEGE								
Affirmative Action	0.50	0.50	\$2,000	\$2,000	\$0			
Gender Equity	0.15		\$13,600	\$0	(\$13,600)	\$3,600	\$0	
Partners in Success	2.50		\$65,000	\$0	(\$65,000)	\$0	\$0	
Building Opportunities	0.15		\$13,600	\$0	(\$13,600)	\$3,600	\$0	
ESL/Coop/Hispanic Community	0.00		\$0	\$0	\$0	\$0	\$0	
Transfer Center	1.30	1.20	\$43,500	\$43,000	(\$500)	\$0	\$0	
Job Training Partnership	19.50		\$2,132,400	\$0	(\$2,132,400)	\$0	\$0	
Literacy Programs	4.25	3.50	\$112,000	\$84,282	(\$27,718)	\$6,000	\$0	
Office of Special Populations	6.20	6.20	\$322,900	\$336,318	\$13,418	\$256,800	\$267,958	
Ounce of Prevention	4.00		\$127,500	\$0	(\$127,500)	\$7,400	\$0	
Parent Support/DFI	2.00	2.00	\$54,900	\$54,000	(\$900)	\$0	\$0	
Parent Training Initiative	2.00	2.00	\$33,000	\$33,018	\$18	\$0	\$0	
Advancing Opportunities	4.20	3.50	\$181,500	\$117,203	(\$64,297)	\$0	\$0	
Beyond the GED	2.00	1.50	\$75,000	\$75,000	\$0	\$0	\$0	
Workforce Prep Liaison; WTW	1.50	1.50	\$72,000	\$72,000	\$0	\$0	\$0	
Healthy Families	4.00		\$136,400	\$0	(\$136,400)	\$7,400	\$0	
Public Aid Job Skills	0.00		\$0	\$0	\$0	\$0	\$0	
KCTC - Adult Education**	1.00	1.00	\$31,600	\$24,403	(\$7,197)	\$8,100	\$0	
Welfare to Work Grants**	5.00		\$291,000	\$0	(\$291,000)	\$0	\$0	
Upward Bound***	3.82	3.90	\$247,800	\$350,050	\$102,250	\$0	\$0	
Minority Achievement Experience	1.00	1.00	\$65,000	\$50,000	(\$15,000)	\$0	\$0	

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Appendix Table 2

**DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2000 AND 2001***

Program	Staff Years Budgeted		Total Dollars Budgeted		Change In Dollars Budgeted	Special Populations	
	FY00	FY01	FY 00	FY01		FY 00	FY01
KANKAKEE COMMUNITY COLLEGE (cont.)							
Educational Talent Search	4.00	4.00	\$198,600	\$197,676	(\$924)	\$0	\$0
CITE		1.00	\$0	\$60,000	\$60,000	\$0	\$0
Youth Program Services		3.00	\$0	\$140,000	\$140,000	\$0	\$0
Workforce Investment Act		21.00	\$0	\$2,634,923	\$2,634,923	\$0	\$0
Young Parents Program		9.00	\$0	\$333,284	\$333,284	\$0	\$0
KASKASKIA COLLEGE							
Affirmative Action	NA	NA	\$361,900	\$361,900	\$361,900	\$0	\$0
Black Student Association	0.50	0.50	\$1,200	\$750	(\$450)	\$0	\$0
TRIO/Student Support Services	4.00	4.00	\$194,705	\$221,454	\$26,749	\$0	\$0
Minority Awards Banquet	1.00	0.50	\$1,300	\$1,300	\$0	\$0	\$0
Perkins Special Populations	1.50	1.50	\$0	\$0	\$0	\$61,157	\$97,938
Reading Link	5.00	5.00	\$196,060	\$170,560	(\$25,500)	\$0	\$0
KISHWAUKEE COLLEGE							
Spanish General Education Development Classes	0.50	0.50	\$8,500	\$9,450	\$950	\$8,500	\$9,450
Spanish General Education Development Testing	0.05	0.05	\$450	\$300	(\$150)	\$450	\$300
Special Needs Counseling Services	0.40	0.40	\$20,900	\$21,950	\$1,050	\$0	\$0
Minority Transfer Center	2.00	2.00	\$56,000	\$56,500	\$500	\$0	\$0
Math/Science Academy for Girls	0.35	0.35	\$6,950	\$11,400	\$4,450	\$0	\$0
LAKE COUNTY, COLLEGE OF							
IETC Services	0.50	0.50	\$30,000	\$30,000	\$0	\$0	\$0
Fifty Plus Job Fair	0.25	0.25	\$12,500	\$12,500	\$0	\$0	\$0
Academic Support for Athletes	0.05	0.05	\$4,064	\$4,064	\$0	\$0	\$0
Hispanic Auto Program	0.50	0.50	\$21,000	\$21,000	\$0	\$0	\$0
Welfare to Work	2.00	1.00	\$76,799	\$74,061	(\$2,738)	\$76,799	\$74,061
Adult Education	16.41	16.50	\$653,747	\$644,564	(\$9,183)	\$653,747	\$644,564
Public Assistance Intake Referrals	2.00	2.00	\$188,874	\$179,000	(\$9,874)	\$188,874	\$179,000
Advancing Opportunities	2.50	1.00	\$248,676	\$87,844	(\$160,832)	\$248,676	\$87,844
Adult Education Performance	7.40	7.40	\$164,812	\$160,837	(\$3,975)	\$164,812	\$160,837
GED/High School Completion	15.00	15.00	\$221,249	\$201,499	(\$19,750)	\$0	\$0
ABE/ESL Federal Grant	35.00	37.00	\$246,000	\$298,000	\$52,000	\$0	\$0
Volunteer Literacy	3.50	3.50	\$74,503	\$74,545	\$42	\$0	\$0
Learning Assistance Center	0.50	1.00	\$18,000	\$25,000	\$7,000	\$0	\$0
New Student Orientation	0.66	2.25	\$37,857	\$55,115	\$17,258	\$0	\$0
Student Retention Program	3.00	3.00	\$94,001	\$103,861	\$9,860	\$73,802	\$75,807
Gospel Choir	0.50	0.50	\$17,708	\$17,708	\$0	\$17,708	\$17,708
Future Teachers	0.50	0.50	\$42,266	\$18,441	(\$23,825)	\$12,268	\$18,441
Saturday Youth Institute	1.00	1.00	\$19,174	\$20,001	\$827	\$15,199	\$23,371
Martin Luther King Wall of Respect	0.20	0.20	\$7,191	\$18,063	\$10,872	\$7,191	\$18,063
US Hispanic Leadership Conference	0.05	0.05	\$2,660	\$2,660	\$0	\$2,660	\$2,660
Special Needs Disabled	7.00	7.50	\$184,520	\$206,611	\$22,091	\$0	\$0
Black Student Union	0.20	0.20	\$4,700	\$6,400	\$1,700	\$5	\$6,400
Hispanic Club	0.20	0.20	\$7,302	\$7,302	\$0	\$7,302	\$7,302

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Appendix Table 2

**DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2000 AND 2001***

Program	Staff Years Budgeted		Total Dollars Budgeted		Change In Dollars Budgeted	Special Populations	
	FY00	FY01	FY 00	FY01		FY 00	FY01
LAKE COUNTY, COLLEGE OF (cont.)							
Historically Black College Tour	0.10	0.10	\$900	\$900	\$0	\$0	\$0
King's Dream	0.40	0.60	\$10,554	\$14,135	\$3,581	\$10,554	\$14,135
Black Diamonds	0.10	0.10	\$350	\$350	\$0	\$350	\$350
Kwanzaa	0.15	0.15	\$3,440	\$3,507	\$67	\$3,440	\$3,507
Getting it Together	0.50	0.50	\$12,572	\$11,800	(\$772)	\$7,014	\$11,800
Multicultural Mentorship	0.25	0.00	\$10,000	\$0	(\$10,000)	\$10,000	\$0
Talent Search	5.00	5.00	\$232,222	\$232,222	\$0	\$0	\$0
Faculty and Staff Diversity Project	1.00	1.00	\$76,000	\$76,000	\$0	\$18,000	\$18,000
Bridges	0.30	0.65	\$18,000	\$25,250	\$7,250	\$17,000	\$25,250
Perkins Grant	2.75	2.75	\$237,673	\$242,442	\$4,769	\$237,673	\$242,442
Project Win	0.50	0.50	\$15,000	\$15,000	\$0	\$15,000	\$15,000
Summer Tech Workshop-Talent Srch	0.20	0.20	\$3,000	\$3,000	\$0		
LAKE LAND COLLEGE							
Single Parent/Homemaker	0.50	0.00	\$20,000	\$0	(\$20,000)	\$0	\$0
Special Needs Counselor & Services	2.05	2.05	\$78,587	\$83,160	\$4,573	\$78,587	\$83,160
Perkins Services	1.50	1.50	\$82,000	\$106,000	\$24,000	\$0	\$0
LEWIS & CLARK COMMUNITY COLLEGE							
Black Student Association	1.00	1.15	\$37,100	\$56,138	\$19,038	\$32,800	\$35,625
Student Support Services	4.00	4.70	\$208,900	\$221,635	\$12,735	\$1,900	\$0
Supported School-to-Work Transition	6.00	7.50	\$220,000	\$286,500	\$66,500	\$13,700	\$26,339
S-JET	1.70	0.00	\$73,200	\$0	(\$73,200)	\$17,500	\$0
LINCOLN LAND COMMUNITY COLLEGE							
LLCC Summer College for Kids	0.51	0.51	\$6,000	\$6,000	\$0	\$0	\$0
LLCC Trustee Tuition Waivers	0.00	0.00	\$15,800	\$16,790	\$990	\$0	\$0
Minority Transfer Center	1.00	1.75	\$59,000	\$65,000	\$6,000	\$0	\$0
Special Needs Program	10.60	7.75	\$188,800	\$175,800	\$13,000	\$15,700	\$13,900
Community Technology Center	0.00	1.00	\$0	\$300,000	\$0	\$0	\$0
Women's Center	1.00	1.00	\$8,000	\$8,470	\$470	\$0	\$0
Urban League Tuition Waivers	0.00	0.00	\$24,200	\$35,500	\$11,300	\$0	\$0
LOGAN COLLEGE							
Black Student Association			\$1,000	\$700	(\$300)	\$0	\$0
Disabled Student Services	1.00	1.00	\$117,000	\$112,849	(\$4,151)	\$0	\$0
Deaf and Hard of Hearing Services	1.00	1.00	\$105,006	\$107,631	\$2,625	\$28,158	\$0
International Club			\$300	\$300	\$0	\$0	\$0
Minority Transfer Center	2.00	2.00	\$48,500	\$50,000	\$1,500	\$30,779	\$0
McHENRY COUNTY COLLEGE							
Adult Re-Entry (DEFUNCT 2001)	1.00	0.00	\$14,688	\$0	(\$14,688)	\$0	\$0
Multicultural Services and Programs	2.00	2.00	\$110,000	\$121,000	\$11,000	\$40,000	\$40,000
Special Needs	13.00	14.00	\$264,492	\$268,238	\$3,746	\$157,214	\$150,207

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Appendix Table 2

**DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2000 AND 2001***

Program	Staff Years Budgeted		Total Dollars Budgeted		Change In Dollars Budgeted	Special Populations	
	FY00	FY01	FY 00	FY01		FY 00	FY01
McHENRY COUNTY COLLEGE (cont.)							
English as a Second Language	31.00	55.00	\$381,497	\$444,906	\$63,409	\$0	\$0
Adult Basic Education	5.00	9.00	\$67,938	\$64,944	(\$2,994)	\$0	\$0
Adult Secondary Education	7.00	13.00	\$73,164	\$88,110	\$14,946	\$0	\$0
MORAIN VALLEY COMMUNITY COLLEGE							
Advancing Opportunities	0.50	0.50	\$46,294	\$22,619	(\$23,675)	\$0	\$0
African American History Month	0.50	0.50	\$6,000	\$2,500	(\$3,500)	\$0	\$0
Alliance of African American Students	0.25	0.25	\$375	\$850	\$475	\$0	\$0
Alliance of Latin American Students	0.50	0.50	\$825	\$750	(\$75)	\$0	\$0
Arab Student Union			\$0	\$400	\$400	\$0	\$0
Building Opportunity (name change to*)	1.00	1.00	\$0	\$0	\$0	\$0	\$0
College Prep Workshops at High Schools	1.00	1.00	\$2,500	\$2,500	\$0	\$0	\$0
Community Nights/Information Sessions	0.50	0.50	\$1,000	\$4,008	\$3,008	\$0	\$0
Cultural Diversity Programs: College Activities	0.50	0.50	\$3,000	\$4,000	\$1,000	\$0	\$0
Cultural Diversity Center	1.00	1.00	\$127,000	\$134,577	\$7,577	\$0	\$0
Developmental Education			\$815,000	\$926,000	\$111,000	\$209,900	\$0
Family Literacy and Public Ass. Coordinator's	1.00	1.00	\$100,500	\$97,814	(\$2,686)	\$0	\$0
Higher Education Issues for Latin American Students	0.25	0.25	\$1,800	\$300	(\$1,500)	\$0	\$0
Indian/Pakistani Student Union			\$0	\$300	\$300	\$0	\$0
JTPA Title-3A	2.00	2.00	\$242,165	\$125,000	(\$117,165)	\$0	\$0
JTPA Title-3G	1.00	1.00	\$49,600	\$0	(\$49,600)	\$0	\$0
JTPA Title-2A	0.50	0.50	\$50,000	\$50,000	\$0	\$0	\$0
Latin Cultural Awareness Month	0.25	0.25	\$5,200	\$2,500	(\$2,700)	\$0	\$0
LEAP			\$0	\$48,000	\$48,000	\$0	\$0
Learning Development Support System			\$101,840	\$101,840	\$0	\$0	\$0
Minority Student Academic Achievement	1.00	1.00	\$28,000	\$32,432	\$4,432	\$0	\$0
Minority Student Transfer Center	1.50	1.50	\$66,000	\$66,000	\$0	\$0	\$0
Nursing (Mentoring Program/Tutoring)	1.00	1.00	\$5,000	\$22,000	\$17,000	\$0	\$0
Off-Campus, Eisenhower Center	0.25	0.25	\$10,000	\$10,000	\$0	\$0	\$0
Physically Handicapped Support Services			\$79,000	\$79,200	\$200	\$0	\$0
Returning Woman			\$8,000	\$8,000	\$0	\$0	\$0
Sensitivity to Diversity Workshop	0.25	0.25	\$3,000	\$0	(\$3,000)	\$0	\$0
Single Parent	0.00	0.00	\$10,000	\$64,800	\$54,800	\$0	\$0
Summer Youth Training program	2.00	2.00	\$76,419	\$58,870	(\$17,549)	\$0	\$0
Tech Prep Transition	1.00	1.00	\$20,000	\$0	(\$20,000)	\$0	\$0
Thurgood Marshall Education Scholarship	0.00	0.00	\$0	\$0	\$0	\$0	\$0
Welfare to Work	1.25	1.25	\$81,400	\$70,527	(\$10,873)	\$0	\$0
Women's History Month Program	0.00	0.00	\$2,000	\$300	(\$1,700)	\$0	\$0
MORTON COLLEGE							
Hispanic Heritage Club	0.10	0.10	\$400	\$400	\$0	\$0	\$0
Lillian Baar Scholarship			\$325	\$1,100	\$775	\$775	\$0
Pinnacle Bank Scholarship			\$750	\$1,000	\$250	\$250	\$0
Special Populations/LD Specialist	0.65	0.50	\$34,000	\$28,562	(\$5,438)	\$28,562	\$28,562

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Appendix Table 2

**DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2000 AND 2001***

Program	Staff Years Budgeted		Total Dollars Budgeted		Change In Dollars Budgeted	Special Populations		
	FY00	FY01	FY 00	FY01		FY 00	FY01	
MORTON COLLEGE (cont.)								
Special Populations Coordinator	1.00	1.00	\$30,863	\$32,750	\$1,887	\$12,000	\$13,887	
LEP Services	1.00	0.50	\$28,212	\$14,106	(\$14,106)	\$28,212	\$14,106	
ACS/ESL Specialist	1.00	1.00	\$18,257	\$19,150	\$893	\$18,257	\$19,150	
Peer Tutors/Math-Writing Lab Tutors	1.50	1.50	\$63,900	\$63,980	\$80	\$18,980	\$63,980	
Special Needs Academic Advisor	1.00	1.00	\$33,144	\$34,000	\$856	\$33,144	\$34,000	
Special Needs Testing Specialist	1.00	1.00	\$32,724	\$33,675	\$951	\$32,724	\$33,675	
Adult Education Testing Specialist	1.00	1.00	\$32,724	\$33,675	\$951	\$0	\$0	
Adult Education Program Specialist	1.00	1.00	\$26,814	\$27,110	\$296	\$0	\$0	
OAKTON COLLEGE								
ASSIST Services for students with disabilities	2.50	2.00	\$86,262	\$74,875	(\$11,387)	\$31,727	\$0	
Black Student Union	0.00	0.00	\$2,400	\$0	(\$2,400)	\$0	\$0	
BN/AT (Basic Nurse Assistant Training Program)	3.00	3.50	\$160,000	\$110,000	(\$50,000)	\$0	\$0	
Cultures Week	0.00	0.00	\$6,775	\$6,775	\$0	\$0	\$0	
Educational Programming	0.40	0.40	\$24,225	\$21,500	(\$2,725)	\$0	\$0	
Family Literacy	0.25	0.25	\$23,300	\$32,257	\$8,957	\$0	\$0	
Futures	0.15	0.15	\$5,500	\$5,000	(\$500)	\$0	\$0	
High Risk Nursing Program	2.00	1.50	\$40,000	\$24,000	(\$16,000)	\$0	\$0	
HCOP (Earth Career Opportunity Program)	2.50	3.00	\$123,096	\$150,000	\$26,904	\$0	\$0	
JVS Medical Billing	0.00	0.00	\$0	\$0	\$0	\$0	\$0	
Japanese Club	0.00	0.00	\$1,000	\$1,962	\$962	\$0	\$0	
SOS/Library Literacy	1.30	1.30	\$70,000	\$70,000	\$0	\$0	\$0	
STEPS (Services to Establish Patterns of Success)	3.50	3.50	\$210,297	\$206,665	(\$3,632)	\$4,700	\$0	
Transit	0.00	0.00	\$0	\$0	\$0	\$0	\$0	
Middle Eastern Club	0.00	0.00	\$0	\$0	\$0	\$0	\$0	
Minority Leadership Conference	0.00	0.00	\$0	\$0	\$0	\$0	\$0	
Minority Transfer Center	1.50	1.25	\$53,500	\$54,000	\$500	\$0	\$0	
Pnyozone (Filipino club)	0.00	0.00	\$0	\$0	\$0	\$0	\$0	
South Asian Association	0.00	0.00	\$1,000	\$2,692	\$1,692	\$0	\$0	
Spanish Club	0.00	0.00	\$1,000	\$628	(\$372)	\$0	\$0	
Transfer Club	0.00	0.00	\$400	\$0	(\$400)	\$0	\$0	
Women's Day	0.20	0.20	\$12,400	\$9,500	(\$2,900)	\$0	\$0	
French Club		0.00	\$0	\$458	\$458	\$0	\$0	
International Students		0.00	\$0	\$475	\$475	\$0	\$0	
Oakton Pride		0.00	\$0	\$100	\$100	\$0	\$0	
Todos Unidos		0.00	\$0	\$100	\$100	\$0	\$0	
PARKLAND COLLEGE								
Classroom Assessment & Research Initiative	0.50	0.25	\$3,896	\$2,439	(\$1,457)	\$0	\$0	
Disability Services (Student Support/Counseling)	2.50	2.50	\$8,733	\$84,834	\$76,101	\$18,000	\$18,000	
Diversity 2000	3.00	4.00	\$12,000	\$105,191	\$93,191	\$0	\$0	
Special Populations (Preparedness/Transition/Disabilities)	4.75	4.75	\$164,901	\$168,609	\$3,708	\$146,901	\$142,109	
Transfer Center (HECA)	1.00	1.00	\$60,000	\$62,000	\$2,000	\$0	\$0	
Voc Ed - Perkins	2.00	2.00	\$390,878	\$421,977	\$31,099	\$0	\$0	

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Appendix Table 2

**DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2000 AND 2001***

Program	Staff Years Budgeted		Total Dollars Budgeted		Change In Dollars Budgeted	Special Populations		
	FY00	FY01	FY 00	FY01		FY 00	FY01	
PARKLAND COLLEGE (cont.)								
Women's Program/Services	0.50	1.25	\$45,040	\$48,770	\$3,730	\$0	\$8,500	
Learning Lab	4.80	4.80	\$153,495	\$153,367	(\$128)	\$0	\$0	
Peer Tutoring	2.90	2.90	\$22,845	\$26,166	\$3,321	\$0	\$0	
Intensive English Program	6.00	6.00	\$264,412	\$289,181	(\$59,013)	\$0	\$0	
TRIO/Student Support Services	4.50	4.50	\$195,884	\$205,399	\$9,515	\$0	\$0	
College For Kids program	1.99	2.20	\$108,453	\$130,611	\$22,158	\$0	\$0	
TRIO/Educational Talent Search	3.00	3.00	\$194,800	\$197,676	\$2,876	\$0	\$0	
*Program serving 3-12 grades								
**Program serving 6-12 grades								
PRAIRIE STATE COLLEGE								
Affirmative Action/Equal Opportunity	0.10	0.10	\$6,817	\$7,158	\$341	\$0	\$0	
Disabled Student Services	0.30	0.30	\$19,987	\$20,986	\$999	\$0	\$0	
Academic Assistance and Assessment Center	4.00	4.00	\$165,139	\$266,500	\$101,361	\$0	\$0	
HECA Transfer Center	1.00	1.00	\$65,500	\$70,000	\$4,500	\$0	\$0	
Office of Minority Student Affairs	2.00	2.00	\$57,502	\$59,153	\$1,651	\$0	\$0	
Project HOPE	3.00	3.00	\$125,000	\$120,000	(\$5,000)	\$0	\$0	
Returning Woman's Program	0.20	0.20	\$8,251	\$8,664	\$413	\$0	\$0	
Workforce Training and Services (WIA)		6.00	\$0	\$154,403	\$154,403	\$0	\$0	
Multicultural Affairs Task Force	0.25	0.25	\$8,847	\$9,289	\$442	\$0	\$0	
Office of Student Life - Clubs	0.50	0.50	\$57,536	\$37,500	(\$20,036)	\$0	\$0	
Workplace Literacy Institute	2.50	2.50	\$64,568	\$65,761	\$1,193	\$0	\$0	
Family Literacy Institute	3.00	3.00	\$85,294	\$89,985	\$4,691	\$0	\$0	
Adult Literacy Institute	3.00	3.00	\$65,944	\$69,571	\$3,627	\$0	\$0	
Learning In Context	0.25	0.25	\$45,755	\$48,245	\$2,490	\$0	\$0	
Early Alert	0.25	0.25	\$8,900	\$9,345	\$445	\$0	\$0	
Outcomes Assessment Initiative	0.50	0.50	\$20,850	\$21,893	\$1,043	\$0	\$0	
GED Program	40.00	40.00	\$98,883	\$99,100	\$217	\$0	\$0	
ESL Program	13.00	13.00	\$45,016	\$47,300	\$2,284	\$0	\$0	
Special Needs Coordinator	0.50	0.50	\$18,608	\$19,538	\$930	\$0	\$0	
International Student	1.00	1.00	\$8,000	\$5,500	(\$2,500)	\$0	\$0	
Diversity Learning Circle	0.10	0.10	\$4,160	\$4,368	\$208	\$0	\$0	
Kids@ College	4.00	4.00	\$44,750	\$52,500	\$7,750	\$0	\$0	
Child Care Center	5.50	5.50	\$220,000	\$225,000	\$5,000	\$0	\$0	
REND LAKE COLLEGE								
Affirmative Action Office	0.13	0.10	\$3,713	\$3,713	\$0	\$0	\$0	
STARS (TRIO)	3.25	3.50	\$185,620	\$188,309	\$2,689	\$0	\$0	
Single Parent	0.25	0.00	\$10,000	\$0	(\$10,000)	\$0	\$0	
Teen Parent Services	3.00	2.75	\$150,000	\$82,467	(\$67,533)	\$0	\$0	
Vocational Special Pop	1.75	1.25	\$130,879	\$104,300	(\$26,579)	\$0	\$0	
Skills Center-College Prep	4.58	4.80	\$156,129	\$211,567	\$55,438	\$38,522	\$34,272	
Skills Center-Adult Ed	4.10	6.25	\$290,217	\$333,528	\$43,311	\$31,782	\$37,122	
Even Start-Family Literacy	1.75	2.50	\$100,000	\$75,000	(\$25,000)	\$0	\$0	

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**DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2000 AND 2001***

Program	Staff Years Budgeted		Total Dollars Budgeted		Change In Dollars Budgeted	Special Populations	
	FY00	FY01	FY 00	FY01		FY 00	FY01
REND LAKE COLLEGE (cont.)							
SOS-Literacy	1.75	1.75	\$65,000	\$65,000	\$0	\$0	\$0
HUD-Family Investmetn Grt.Welfare to Work	0.35	0.75	\$55,465	\$37,000	(\$18,465)	\$0	\$0
Welfare to Work	3.00	2.00	\$275,000	\$65,738	(\$209,262)	\$0	\$0
Counseling-Special Needs	0.33	0.25	\$17,106	\$13,062	(\$4,044)	\$0	\$0
HECA-Project First Class	1.00	1.00	\$40,000	\$50,000	\$10,000	\$0	\$0
Alternative Education*	1.50	1.00	\$85,000	\$53,047	(\$31,953)	\$0	\$0
Future Focus	3.50	3.50	\$225,000	\$175,000	(\$50,000)	\$0	\$0
Upward Bound (TRIO)	2.00	3.00	\$200,000	\$203,000	\$3,000	\$0	\$0
RICHLAND COMMUNITY COLLEGE							
Black Student Association	0.12	0.12	\$2,300	\$2,300	\$0	\$0	\$0
College Futures	1.00	1.00	\$65,000	\$60,000	(\$5,000)	\$0	\$0
Displaced Homemakers	1.50	1.50	\$61,900	\$68,000	\$6,100	\$0	\$0
Families in Transition	0.00	0.00	\$265	\$268	\$3	\$0	\$0
Special Populations	1.00	1.00	\$0	\$0	\$0	\$80,416	\$85,369
Transfer Center	2.00	2.00	\$69,000	\$68,000	(\$1,000)		
Disability Accommodations Services	2.00	2.00	\$50,624	\$61,904	\$11,280		
Students Unlimited	0.12	0.12	\$500	\$500	\$0		
NAACP College Chapter	0.12	0.12	\$1,000	\$1,100	\$100		
ROCK VALLEY COLLEGE							
Targeted Populations/Vo-Tech Programs	3.50	1.50	\$113,500	\$221,709	\$108,209	\$0	\$0
Special Populations Grant	7.00	7.00	\$138,176	\$173,817	\$35,641	\$138,176	\$173,817
Special Needs Support	0.25	0.25	\$35,000	\$35,000	\$0	\$0	\$0
Upward Bound	3.00	3.00	\$1,788,000	\$2,000,000	\$212,000	\$0	\$0
Minority Transfer Center	1.00	1.00	\$60,000	\$60,000	\$0	\$0	\$0
Black Student Alliance	0.00	0.00	\$1,500	\$1,500	\$0	\$0	\$0
Association for Latin American Students	0.00	0.00	\$500	\$500	\$0	\$0	\$0
Association for Asian Students	0.00	0.00	\$500	\$500	\$0	\$0	\$0
International Program	0.00	0.50	\$0	\$10,000	\$10,000	\$0	\$0
SANDBURG COLLEGE, CARL							
Disabilities Support Services/Student Peer Tutot	1.50	1.50	\$73,649	\$100,000	\$26,351	\$0	\$75,584
GED, ABE	1.20	1.20	\$272,600	\$381,681	\$109,081	\$0	\$0
ESL	0.40	0.40	\$7,000	\$4,500	(\$2,500)	\$0	\$0
Opportunities grant	1.00	1.00	\$25,000	\$25,000	\$0	\$0	\$0
Gale Scholars Program (partnership with public schools)			\$0	\$0	\$0	\$0	\$0
TRIO (Student Support Services)	3.00	3.00	\$124,344	\$137,134	\$12,790	\$0	\$0
Upward Bound	3.00	3.00	\$205,400	\$211,562	\$6,162	\$0	\$0
SAUK VALLEY COMMUNITY COLLEGE							
Special Needs Coordinator	1.00	1.00	\$43,223	\$46,154	\$2,931	\$0	\$8,125
Title IV, Student Support Services	1.00	1.00	\$196,962	\$200,901	\$3,939	\$0	\$0
Peer Tutors (Sp. Pops & Perkins)			\$41,915	\$43,686	\$1,771	\$21,615	\$7,886

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**DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2000 AND 2001***

Program	Staff Years Budgeted		Total Dollars Budgeted		Change In Dollars Budgeted	Special Populations	
	FY00	FY01	FY 00	FY01		FY 00	FY01
SHAWNEE COMMUNITY COLLEGE							
Academic Enhancement	6.00	6.00	\$197,963	\$207,503	\$9,540		
Carl Perkins Special Needs	1.00	1.00	\$45,092	\$178,599	\$133,507		
Minority Transfer Center	2.00	2.00	\$37,005	\$40,500	\$3,495		
JTPA Grant							
SOUTH SUBURBAN COLLEGE OF COOK COUNTY							
Academic Assistance Center	5.00	5.00	\$372,800	\$395,200	\$22,400	\$17,000	\$17,000
LS-AMP Grant	2.00	2.00	\$7,500	\$3,000	(\$4,500)	\$0	\$2,500
Cultural Diversity	2.00	2.00	\$57,700	\$61,300	\$3,600	\$0	\$0
Disabled Student Services	2.00	2.00	\$55,200	\$60,400	\$5,200	\$0	\$0
Opportunities	7.00	3.00	\$380,000	\$130,600	(\$249,400)	\$0	\$0
Returning Adult Programming	1.00	1.20	\$34,400	\$36,100	\$1,700	\$0	\$0
Special Needs	3.00	3.75	\$125,000	\$133,300	\$8,300	\$0	\$0
Student Support Services	5.25	5.25	\$220,000	\$223,300	\$3,300	\$0	\$0
Minority Transfer Center	2.00	2.00	\$62,500	\$66,500	\$4,000	\$0	\$0
SOUTHEASTERN ILLINOIS COLLEGE							
Developmental Studies	1.50	1.50	\$66,600	\$58,867	(\$7,733)	\$0	\$0
Project Aspire	0.00	0.00	\$0	\$0	\$0	\$0	\$0
Single Parent/Homemaker Advancement Project	0.00	0.00	\$10,000	\$0	(\$10,000)	\$0	\$0
Special Needs (Perkins)	3.00	3.00	\$207,900	\$188,723	(\$19,177)	\$0	\$0
Student Support Services	4.00	4.00	\$202,000	\$206,073	\$4,073	\$0	\$0
SPOON RIVER COLLEGE							
Handicapped and Disadvantaged	0.75	0.75	\$26,500	\$29,293	\$2,793	\$0	\$0
Special Populations	2.00	2.00	\$43,625	\$42,147	(\$1,478)	\$0	\$0
TRITON COLLEGE							
ABE Job Placement Services	0.00	1.00	\$0	\$25,000	\$25,000	\$0	\$10,000
Access to Allied Health Careers	1.25	1.00	\$120,000	\$120,000	\$0	\$0	\$0
Black Academic Student Association	0.00	0.00	\$500	\$500	\$0	\$0	\$0
Center for Students with Disabilities	2.00	2.00	\$110,500	\$83,957	(\$26,543)	\$0	\$0
English as a Second Language	2.50	3.00	\$743,000	\$775,000	\$32,000	\$359,800	\$312,406
Latin American Club	0.00	0.00	\$500	\$500	\$0	\$0	\$0
Learning Assistance Center	12.00	12.00	\$380,500	\$362,718	(\$17,782)	\$0	\$0
MathPower Headquarters	3.00	3.00	\$65,000	\$72,000	\$7,000	\$0	\$0
Minority Transfer Center	4.00	4.00	\$166,000	\$140,000	(\$26,000)	\$0	\$0
Multicultural Center	0.75	0.75	\$14,400	\$14,400	\$0	\$0	\$0
Nuevos Horizontes	4.25	6.00	\$115,900	\$122,738	\$6,838	\$0	\$0
Project Student Success	0.50	0.50	\$25,000	\$20,000	(\$5,000)	\$18,000	\$20,000
Public Assistance Coordination Special Project	0.25	0.25	\$11,000	\$11,000	\$0	\$11,000	\$11,000
Spanish Literacy/ESL Preparation	1.00	1.00	\$18,500	\$20,000	\$1,500	\$13,500	\$13,500
Summer Bridge/Tech-Prep Bridge Program	0.50	0.50	\$86,900	\$86,900	\$0	\$0	\$0
Triton College/Westlake Hospital Scholarship Prog.	0.00	0.00	\$0	\$103,646	(\$103,646)	\$0	\$0
Upward Bound	4.00	4.00	\$247,800	\$264,000	\$16,200	\$0	\$0
Workforce Development Center/Welfare to Work	1.50	1.50	\$80,800	\$106,827	\$26,027	\$0	\$0

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Program	Staff Years Budgeted		Total Dollars Budgeted		Change In Dollars Budgeted	Special Populations	
	<u>FY00</u>	<u>FY01</u>	<u>FY 00</u>	<u>FY01</u>		<u>FY 00</u>	<u>FY01</u>
WAUBONSEE COMMUNITY COLLEGE							
Learning Enhancement Center	15.00	7.75	\$172,042	\$229,829	\$57,787	\$0	\$0
Access Center for Disabled Students	11.00	11.00	\$342,166	\$340,678	(\$1,488)	\$0	\$0
Adult Education	7.75	17.00	\$415,936	\$429,388	\$13,452	\$0	\$0
Advancing Opportunities	1.50	1.75	\$76,096	\$51,000	(\$25,096)	\$0	\$0
Career Services	2.50	2.50	\$100,389	\$99,745	(\$644)	\$0	\$0
Innovative Tech Design Center	2.50	2.00	\$78,400	\$65,168	(\$13,232)	\$0	\$0
LINC	1.00	0.00	\$18,824	\$0	(\$18,824)	\$0	\$0
Office Technology	2.50	0.00	\$135,717	\$0	(\$135,717)	\$0	\$0
Project Success	1.00	0.00	\$10,062	\$0	(\$10,062)	\$0	\$0
Student Support Services	12.00	12.00	\$242,398	\$223,121	(\$19,277)	\$0	\$0
Transfer Center	2.00	2.00	\$45,984	\$63,054	\$17,070	\$0	\$0
Transition Program	1.25	1.50	\$72,125	\$79,165	\$7,040	\$0	\$0
Workplace English	1.50	0.00	\$67,640	\$0	(\$67,640)	\$0	\$0
African-American Cultural Alliance	0.25	0.00	\$500	\$0	(\$500)	\$0	\$0
Latinos Unidos	0.25	0.00	\$500	\$0	(\$500)	\$0	\$0
Delta Sigma Omicron	0.25	0.00	\$500	\$0	(\$500)	\$0	\$0
Minority Teacher Education Association	0.25	0.00	\$500	\$0	(\$500)	\$0	\$0
Interpreter Training Program	0.00	3.50	\$0	\$124,974	\$124,974	\$0	\$0
New Readers	0.00	0.25	\$0	\$6,114	\$6,114	\$0	\$0
Literacy	0.00	2.50	\$0	\$72,646	\$72,646	\$0	\$0
Mutual Learning	0.00	0.25	\$0	\$21,500	\$21,500	\$0	\$0
Cultural Events/Student Organization	0.00	1.50	\$0	\$73,511	\$73,511	\$0	\$0
WOOD COMMUNITY COLLEGE, JOHN							
Perkins III	4.00	4.00	\$224,515	\$215,212	\$9,303	\$127,422	\$153,638
Talent Search	5.50	6.50	\$229,501	\$234,091	(\$4,590)	\$0	\$0
Student Support Services	5.00	5.00	\$218,315	\$222,679	(\$4,364)	\$0	\$0
Student Services Center (Total of the above)	14.50	15.50	<u>\$672,331</u>	<u>\$671,982</u>	<u>\$349</u>	<u>\$0</u>	<u>\$0</u>
TOTALS			\$54,685,192	\$55,499,415	\$3,246,954	\$9,658,386	*****

----- Data Not Available