

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

**FOCUS AREA:
ACADEMIC ACHIEVEMENT
COLLABORATING TO
STRENGTHEN
PROGRESS AND OUTCOMES**

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INTRODUCTION

- ◆ Diversity enriches the educational experience. We learn from those whose experiences, beliefs, and perspectives are different from our own, and these lessons can be taught best in a richly diverse intellectual and social environment.
- ◆ It promotes personal growth – and a healthy society. Diversity challenges stereotyped preconceptions; it encourages critical thinking; and it helps students learn to communicate effectively with people of varied backgrounds.
- ◆ It strengthens communities and the workplace. Education within a diverse setting prepares students to become good citizens in an increasingly complex, pluralistic society; it fosters mutual respect and teamwork; and it helps build communities whose members are judged by the quality of their character and their contributions.
- ◆ It enhances America's economic competitiveness. Sustaining the nation's prosperity in the 21st century will require us to make effective use of the talents and abilities of all our citizens, in work settings that bring together individuals from diverse backgrounds and cultures. American Council on Education's. (1999). Statement on the Importance of Diversity in Higher Education. http://www.acenet.edu/bookstore/descriptions/making_the_case/works/importance.cfm

The American Council on Education's Statement on the Importance of Diversity in Higher Education has been endorsed by dozens of higher education associations – including the American Association for Community Colleges – that formally recognize that a diverse student body and faculty and staff allows for a more complete and inclusive learning experience that benefits all parties. Through the Underrepresented Groups Report, community colleges have an opportunity to report on initiatives and strategies aimed at increasing participation and achievement among Individuals with Disabilities, Women, and Minorities. Underrepresented Groups Report production is an important annual statutory responsibility (Public Act 85-283) for community colleges and universities. Each community college provides a report detailing current activities and programs aimed at strengthening participation and progress among traditionally underrepresented student populations. Illinois Community College Board (ICCB) staff summarize the information provided by the individual colleges and forward it to officials at the Illinois Board of Higher Education (IBHE) who combine it with responses from the public universities and file it with the Governor and General Assembly.

The report begins with an overview of the demographic characteristics of community college students, graduates, and faculty. External comparative information is referenced where available. The next portion of the report explores the current year's Focus Topic: Academic Achievement of Individuals with Disabilities, Women, and Minorities using a variety of data sources and materials provided by the colleges. Multiple measures are used to gauge student progress and outcomes. An eight-year statewide analysis of the Integrated Postsecondary Education Data Systems (IPEDS) Graduation Rate Survey (GRS) data for Students with Disabilities, Female Students, and Minority Students from Illinois community colleges is included in this portion of the report. IPEDS GRS data provide a Combined Outcome Rate – which includes graduation, transfer, and persistence – and a Graduation Rate which only counts completions. A six-year analysis of statewide full-time, first-time student Fall to Fall Retention Rates for Underrepresented Groups is also provided. The report includes three-years worth of data focusing on a separate Transfer Rate that was developed in conjunction with the National Transfer Assembly. Summaries of what works, high impact Underrepresented Group promising programs, services, and initiatives related to improving academic achievement at selected community colleges are featured at the end of the section. The report also examines the need of additional resources to support academic achievement for Underrepresented Groups at community colleges. Resources are needed to provide those individuals from Underrepresented Groups who require

additional support with programs and services to promote student success. The report concludes with a summary and recommendations.

DEMOGRAPHIC INFORMATION

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

During fiscal year 2007, Illinois community colleges served approximately 13,152 Students with Disabilities (2.0 percent of all credit students).

Disability Status – During fiscal year 2007, Illinois community colleges served approximately 13,152 Students with Disabilities (2.0 percent of all credit students). This figure represents the number of individuals (unduplicated) who self-identified their disability status through the Underrepresented Groups reporting process. This year was the sixth year that

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

Based on the unduplicated count of Students with Disabilities who self-reported, specific disabilities included **Learning** including ADHD (53.7 percent of reported disabilities); **Auditory** (4.7 percent); **Medical** (7.7 percent); **Mobility** (7.0 percent); **Psychological** (14.0 percent); **Visual** (3.9 percent) and **Other** including Developmental (8.9 percent). There are Students with Disabilities who self identify, but do not actually use the extra services colleges can provide. Based on a duplicated count of student usage, services were provided for nearly 78 percent of reported disabilities. Of those services used, just over one-half (56.7 percent) were used by students with Learning Disabilities (unduplicated count).

In the latest census estimates, 10.0 percent of all Illinoisans between the ages of 16 and 64 years of age have a disability. Thirty-eight percent of these individuals were employed. Census figures show a substantial Illinois population of individuals with disabilities (http://factfinder.census.gov/servlet/STTable?_bm=y&-geo_id=04000US17&-qr_name=ACS_2007_3YR_G00_S1801&-ds_name=ACS_2007_3YR_G00)

Gender – The overall Male/Female distribution of students in the Illinois Community College System typically fluctuates little from year to year. Females comprised 55.5 percent of the student population in fiscal year 2007. The percentage of Male students has averaged 44.3 percent over the past five years. Census data show little change in the proportion of Females in Illinois with 50.8 percent estimated in 2007 versus 51.0 percent in 2000. From 2003 to 2007, the number of Female students completing degree programs has increased 12.0 percent, while the number of Female students enrolled in Illinois community college courses decreased 2.2 percent. (<http://factfinder.census.gov/servlet/ACSSAFFacts?event=&>, Select Illinois from the menu).

Over the past five years, the number of Female students completing degree programs has increased 12.0 percent.

Age – The average age of Illinois community college credit students was 30.6 in fiscal year 2007 showing little change from fiscal year 2006 (30.7). The median age was 25.7 in fiscal year 2007, compared to 25.9 years of age in the previous year. According to 2007 estimated census data, the median age of all Illinoisans was estimated to be 35.7 years. The latest census estimates also show that almost three-quarters (9.6 million) of all Illinoisans were 18 years of age or above. (<http://factfinder.census.gov/servlet/ACSSAFFacts?event=&>, Select Illinois from menu).

Racial/Ethnic Distribution – Illinois’ population grew to an estimate of nearly 12.78 million in 2007 compared to 12.42 million in 2000 (<http://factfinder.census.gov/servlet/ACSSAFFacts?event=&>, Select Illinois from menu). Detailed Illinois census data indicate that the state’s population grew 2.9 percent between 2000 and 2007. Illinois’ 2007 census data show that Whites/Caucasians remained the largest racial/ethnic group. However, Minorities have been responsible for Illinois’ population growth from 2000 to 2007, as the percent of Caucasians decreased from 73.5 percent to 71.1 percent of the population. (<http://factfinder.census.gov/servlet/ACSSAFFacts?event=&>, Select Illinois from menu).

The racial/ethnic data collection methodology changed for the 2000 census and continued in the 2007 update. In the 2007 estimates, two or more races were identified on their census forms by 1.5 percent of all Illinoisans. These individuals are included in the “Some Other Race*” column in the table. The question on Latino ethnicity was asked independently from an individual’s race beginning in 2000 and is reflected in the 2007 data in the table. These duplicated Latino population counts show substantial growth, from 1,530,262 in 2000 to 1,864,582 in 2007.

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

	<i>White/ Caucasian</i>	<i>African American</i>	<i>Asian American</i>	<i>Native American</i>	<i>Some Other Race*</i>	<i>Latino** (Duplicated)</i>
2000	73.5%	15.1%	3.4%	0.2%	5.8%	12.3%
2007	71.7%	14.7%	4.2%	0.0%	8.2%	14.7%

SOURCE OF DATA: U. S. Census Bureau, 2000, 2009.

Students identifying themselves as Latino – 106,147 in FY 2007 – accounted for the largest number of Minority enrollments this year and have since fiscal year 2000. African-American students – currently 97,254 in FY 2007 – constitute the second largest Minority group in the latest data.

Overall in FY 2007, Minorities accounted for over one-third (35.4 percent) of the individuals enrolled in credit coursework at Illinois community colleges whose ethnicity was known. FY 2007 data show that Minority representation was similar to the prior year (FY 2006 = 35.3 percent). FY 2007 results are close to the five-year average (35.9 percent). Students identifying themselves as Latino – 106,147 in FY 2007 – accounted for the largest number of Minority enrollments this year and have since fiscal

year 2000. African-American students – currently 97,254 – constitute the second largest Minority group in the latest data. The FY 2007 proportionate representation by Latino students was very similar to the prior year (15.8 percent in FY 2007 versus 15.5 percent in FY 2006). African-American student representation was similar to the year before as well (14.5 percent in FY 2007 versus 14.7 percent in FY 2006). Longer term – over the past five years – the Illinois Community College System’s populations have decreased across all racial/ethnic groups. African Americans were the Minority group with the smallest decrease at -2.1 percent followed by Latinos at -3.7 percent.

Student racial/ethnic representation varies across broad program areas. For example, Table 2 contains information about the racial/ethnic distribution of Adult Education (ABE/ASE) and English as a Second Language (ESL) enrollments. Minority students accounted for nearly two-thirds (62.6 percent) of the individuals enrolled in community college Adult Education coursework whose ethnicity was known. In fiscal year 2007, African -American students accounted for just over one-third (34.5 percent) of the adult education enrollments. The latest figures show that Latino students accounted for just over one-quarter (25.5 percent) of the individuals enrolled in Adult Education coursework. Additionally, Minority students accounted for more than eight out of every ten (81.2 percent) of the individuals enrolled in community college ESL coursework during fiscal year 2007. Latino students accounted for over two-thirds (71.2 percent) of the community college ESL students.

Table 2
Fiscal Year 2007 Minority Students Enrolled in
Adult Education (ABE/ASE) and English-as-a-Second Language (ESL)

<i>Program</i>	<i>African American</i>	<i>Latino</i>	<i>Asian</i>	<i>Nonresident Alien</i>	<i>Native American</i>	<i>Minority Subtotal</i>
ABE/ASE %	34.5%	25.5%	1.7%	0.4%	0.5%	62.6%
Number	15,358	11,366	766	168	231	27,889
ESL %	2.1%	71.2%	6.8%	1.0%	0.1%	81.2%
Number	1,403	47,055	4,495	632	78	53,663

SOURCE OF DATA: Annual Enrollment and Completion (A1)

Table 3 illustrates the distribution of Minority students enrolled in baccalaureate/transfer and career/technical programs. During fiscal year 2007, Minorities comprised more than one-quarter (28.2 percent) of baccalaureate/transfer enrollees whose ethnicity was known. An examination of each Minority racial/ethnic group's representation across the baccalaureate/transfer program area indicates that African-American students accounted for the largest Minority group enrollments (14.1 percent), followed by Latino students (8.6 percent), Asian students (4.7 percent), Nonresident Alien students (0.5 percent), and Native American students (0.3 percent). Table 3 also shows that almost three out of every ten students enrolled in career and technical programs were members of a Minority group (29.1 percent). African-American students had the highest representation among Minorities in career/technical programs and accounted for 15.8 percent of the population. Latino students had the second largest career/technical program enrollment (8.7 percent), followed by Asian students (4.0 percent), Nonresident Alien students (0.4 percent), and Native American students (0.3 percent).

Table 3
Fiscal Year 2007 Minority Students Enrolled in
Baccalaureate Transfer and Career/Technical Programs

<i>Program</i>	<i>African American</i>	<i>Latino</i>	<i>Asian</i>	<i>Nonresident Alien</i>	<i>Native American</i>	<i>Minority Subtotal</i>
Bacc./Transfer %	14.1%	8.6%	4.7%	0.5%	0.3%	28.2%
Number	38,872	23,585	13,069	1,263	904	77,693
Career/Tech. %	15.8%	8.7%	4.0%	0.4%	0.3%	29.1%
Number	28,895	15,905	7,378	646	624	53,448

SOURCE OF DATA: Annual Enrollment and Completion (A1)

The following section of the report supplies information about the racial/ethnic characteristics of students who graduated in fiscal year 2007. It provides a point in time or cross cutting count of the number of degrees and certificates awarded to Minority students within the Illinois Community College System during fiscal year 2007. One component of the next major section of the report looks at Graduation Rates. By definition a rate is a percentage. Graduation Rates provide information about a selected cohort of students who have been identified based on a set of common characteristics. The cohort is tracked over a specified period of time and their outcomes identified at the agreed upon reporting out point. Both sets of figures provide useful information.

During fiscal year 2007, nearly four times as many Minorities completed Career/Technical programs as completed Baccalaureate/Transfer programs.

Across all Minority groups in 2007, Career/ Technical program graduates far outnumbered Baccalaureate/Transfer program graduates. Table 4 shows that during fiscal year 2007, nearly four times as many Minorities completed Career/ Technical programs (N = 11,991) as completed Baccalaureate/Transfer programs (N = 3,119). Minority students accounted for 33.8 percent of all

Career/Technical graduates, compared to 21.3 percent of Baccalaureate/Transfer graduates. Slightly less than 20 percent of Career/Technical program completers were African-American (17.5 percent), followed by Latino (9.4 percent), Asian (6.2 percent), Native-American (0.4 percent), and Nonresident Alien (0.3 percent). African-American students represented a much smaller proportion of the Baccalaureate/Transfer graduates

(9.1 percent). Latino students accounted for the second largest group of Baccalaureate/Transfer Minority graduates (7.8 percent), followed by Asian students (3.6 percent), Nonresident Alien students (0.5 percent), and Native American students (0.2 percent).

Table 4
Fiscal Year 2007 Minority Student Completers in
Baccalaureate Transfer and Career and technical Programs

<i>Program</i>	<i>African American</i>	<i>Latino</i>	<i>Asian</i>	<i>Nonresident Alien</i>	<i>Native American</i>	<i>Minority Subtotal</i>
Bacc./Transfer %	9.1%	7.8%	3.6%	0.5%	0.2%	21.3%
Number	1,337	1,140	532	79	28	3,116
Career/Tech. %	17.5%	9.4%	6.2%	0.3%	0.4%	33.8%
Number	6,205	3,324	2,216	119	127	11,991

SOURCE OF DATA: Annual Enrollment and Completion (A1)

In fiscal year 2007, Minority faculty accounted for 16.0 percent of full-time and 15.5 percent of part-time Illinois community college faculty whose ethnicity was known.

Table 5 shows that in fiscal year 2007, Minority faculty accounted for 16.0 percent of full-time and 15.5 percent of part-time Illinois community college faculty whose ethnicity was known. Compared to 2004, Minority representation among full-time faculty increased 23.2 percent and was up 12.2 percent among part-time faculty.

ACE (1999), Humphreys (1999), and the American Council on Education/ American Association of University Professors (2000) and Brown-Glaude (2009) found that a diverse faculty promotes a positive learning environment for both Minorities and Caucasians.

Table 5
Fiscal Year 2007 Minority Faculty in
Illinois Community Colleges

<i>Program</i>	<i>African American</i>	<i>Latino</i>	<i>Asian</i>	<i>Native American</i>	<i>Nonresident Alien</i>	<i>Minority Subtotal</i>
Full-time %	8.3%	2.9%	4.3%	0.4%	0.2%	16.0%
Number	378	133	195	18	10	734
Part-time %	8.3%	3.3%	3.2%	0.3%	0.3%	15.5%
Number	1,004	402	380	42	39	1,867

SOURCE OF DATA: Faculty, Staff and Salary (C1), The Integrated Postsecondary Education Data System (IPEDS)

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

FOCUS TOPIC:

**ACADEMIC ACHIEVEMENT OF PERSONS WITH DISABILITIES,
WOMEN, AND MINORITIES**

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

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

graduation alone. Included in this section of the report are a national Graduation Rate measure and a Combined Outcome Rate measure. Fall to Fall retention rates are also referenced, which offers another perspective on student attainment. A separate Transfer Rate is calculated based on a nationally established model. The Transfer rate calculation focuses exclusively on this outcome.

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

Exploring the concept of "Catalog" time a little further is worthwhile since it is a central component of all related GRS rate calculations. "Catalog" time refers to the amount of time an individual enrolled full-time on a continuous basis during each academic year could complete degree or certificate requirements. For example, an Associate Degree is classified as a two-year program and results are determined at the end of three years. Therefore, for Associate Degree completion, students attending fall and spring semesters only – summers off – have six semesters to complete what is typically about a 60 semester hour degree. At a minimum, to meet the reporting deadline students need to pass the equivalent of ten credit hours of required coursework for their chosen major within six semesters. Intermittent and part-time attendance are common among community college students. Course taking not related to the student's major or changing majors would lengthen time to completion as well. Many community college students are simultaneously working and enrolled in college or have other family responsibilities so part-time attendance is common.

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

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

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

Illinois Community College Board staff use data supplied through routine submissions to provide federal officials with IPEDS Graduation Rate Survey results for all Illinois public community colleges. This approach can be taken because local community college officials furnish accurate and complete information through regularly scheduled ICCB data submissions. Production of IPEDS outcomes data by ICCB staff reduces the reporting burden for community colleges. One set of computer programs is used to produce results for all Illinois community colleges to provide consistent statewide data. IPEDS GRS reports for fiscal years 1999 through 2006 are provided in Tables 6 through 8. The year labels identify the end year through which students are tracked.

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

Terminology used in the IPEDS GRS section of the report includes a Combined Outcome Rate or Combined Rate, which reflects students who graduated,

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

transferred, or were still enrolled at the end of the GRS observation time frame. The time frame varies somewhat based on the length of the program a student is pursuing. The longest period is three years for individuals seeking an Associate Degree. The Graduation Rate includes only individuals who earned a certificate or degree within the prescribed time frame. Additionally, counts are provided of the number of colleges where the rate of students within a designated category either increased (1 percent or more), decreased (1 percent or more) or showed little or no change (less than 1 percent) over the last five years. The college count provides one measure of how the system is moving ahead, losing some ground, or remaining relatively steady with an emphasis on progress at the institutional level.

Transfer rates are calculated using the National Transfer Assembly approach where cohorts of entering students with no prior college experience who completed 12 or more credits at the community college are tracked for four years and the number of successful transfers is identified.

Transfer rates are calculated using the National Transfer Assembly approach developed by a workgroup in conjunction with the Center for the Study of Community Colleges at the University of California in Los Angeles (UCLA). Cohorts of entering students with no prior college experience who completed 12 or more credits at the community college are tracked for four years and the number of successful transfers is identified. Over the last several

years, national results have varied between 21.5 and 25.2 percent. In Illinois, the statewide transfer rate for cohorts of community college entering students based on the Illinois Community College and Public University Shared Enrollment and Graduation Files (Shared Data) and the National Student Clearinghouse (NSC) Student Tracker **was 31.2 percent in fiscal year 2006 and 38.4 percent in fiscal year 2007**. NSC includes enrollment information for all types of out-of-state institutions, as well as private in-state institutions. NSC's StudentTracker provides the nation's largest database of frequently updated enrollment data with nationwide coverage that includes over 75 million records on current and former students from all sectors of higher education. More than 2,800 of U.S. colleges and universities contribute to NSC data systems. Illinois Community College System Transfer Rates are above national rates that were calculated using the National Transfer Assembly methodology.

Colleges in Illinois with 45 percent or more of the eligible individuals – based on the national methodology – transferring through fiscal year 2007 included **Frontier Community College** (50.0 percent; N = 9), **Lincoln Land Community College** (48.1 percent; N = 480), the **College of DuPage** (47.9 percent; N = 1,103), **Illinois Valley Community College** (46.6 percent; N = 177), **Olney Central College** (46.6 percent; N = 61), **McHenry County College** (46.3 percent; N = 239), and **Parkland College** (46.2 percent; N = 446).

Between 2006 and 2007, transfer **rates** increased nearly across the board. Only three colleges registered overall decreases in both transfer **rates** and the number of transfer: **John A. Logan College** (- 37.1 percent; - 73 transfers), Danville Area College (-1.3 percent; -4 transfers) and **Illinois Central College** (- 1.0 percent; - 71 transfers). Colleges in Illinois with the largest transfer **rate** increases between 2006 and 2007 who also registered gains in the number of transfers were **Frontier Community College** (+39.3 percent; +6 transfers), **Wabash Valley College** (+24.9 percent, +27 transfers), **Lewis & Clark Community College** (+21.4 percent, +164 transfers), **McHenry County College** (+16.6 percent; +85 transfers) and **Harry S. Truman College** (+16.5 percent; 100 transfers).

STUDENTS WITH DISABILITIES COMBINED OUTCOMES

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

Table 6
Fiscal Year 1999 through 2006
IPEDS Graduation Rate Survey Results for Students Based on
Reported Disability Status in Illinois Community College

	Students with Disabilities	Other Students	Overall
Initial Cohort 2004 - 2006	762	26,459	27,221
Number Graduated	128	5,845	5,973
Number Graduated/Transferred/Still Enrolled	307	19,136	19,443
Percent Graduated	16.8%	22.1%	21.9%
Percent Graduated/Transferred/Still Enrolled	40.3%	72.3%	71.4%
Initial Cohort 2003 - 2005	599	25,712	26,311
Number Graduated	94	5,926	6,020
Number Graduated/Transferred/Still Enrolled	253	18,610	18,863
Percent Graduated	15.7%	23.0%	22.9%
Percent Graduated/Transferred/Still Enrolled	42.2%	72.4%	71.7%
Initial Cohort 2002 - 2004	519	24,303	24,822
Number Graduated	93	5,797	5,890
Number Graduated/Transferred/Still Enrolled	175	17,499	17,674
Percent Graduated	17.9%	23.9%	23.7%
Percent Graduated/Transferred/Still Enrolled	33.7%	72.0%	71.2%
Initial Cohort 2001 - 2003	418	24,887	25,305
Number Graduated	78	5,878	5,956
Number Graduated/Transferred/Still Enrolled	248	16,638	16,886
Percent Graduated	18.7%	23.6%	23.5%
Percent Graduated/Transferred/Still Enrolled	59.3%	66.9%	66.7%
Initial Cohort 2000 - 2002	503	26,206	26,709
Number Graduated	86	5,838	5,924
Number Graduated/Transferred/Still Enrolled	145	16,386	16,531
Percent Graduated	17.1%	22.3%	22.2%
Percent Graduated/Transferred/Still Enrolled	28.8%	62.5%	61.9%
Initial Cohort 1999 - 2001	552	26,564	27,116

Table 6
Fiscal Year 1999 through 2006
IPEDS Graduation Rate Survey Results for Students Based on
Reported Disability Status in Illinois Community College

	Students with Disabilities	Other Students	Overall
Number Graduated	89	5,993	6,082
Number Graduated/Transferred/Still Enrolled	142	16,576	16,718
Percent Graduated	16.1%	22.6%	22.4%
Percent Graduated/Transferred/Still Enrolled	25.7%	62.4%	61.7%
Initial Cohort 1998 - 2000			
Number Graduated	487	25,678	26,165
Number Graduated/Transferred/Still Enrolled	71	5,828	5,899
Number Graduated/Transferred/Still Enrolled	162	15,600	15,762
Percent Graduated	14.6%	22.7%	22.5%
Percent Graduated/Transferred/Still Enrolled	33.3%	60.8%	60.2%
Initial Cohort 1997 - 1999			
Number Graduated	509	26,012	26,521
Number Graduated	96	6,027	6,123
Number Graduated/Transferred/Still Enrolled	197	16,337	16,534
Percent Graduated	18.9%	23.2%	23.1%
Percent Graduated/Transferred/Still Enrolled	38.7%	62.8%	62.3%
5 Year Average (# based)			
Percent Graduated	17.1%	23.0%	22.8%
Percent Graduated/Transferred/Still Enrolled	40.3%	69.2%	68.6%
2006 versus 2005 Graduated (1 Year)			
Percent Difference	1.1%	-1.0%	-0.9%
Number Difference	34	-81	-47
2006 versus 2005 Graduated/Transferred/Still Enrolled			
Percent Difference	-1.9%	-0.1%	-0.3%
Number Difference	54	526	580
2006 versus 2002 Graduated (5 Year)			
Percent Difference	-0.3%	-0.2%	-0.3%
Number Difference	42	7	49
2006 versus 2002 Graduated/Transferred/Still Enrolled			
Percent Difference	11.5%	9.8%	9.5%
Number Difference	162	2,750	2,912

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

Average Students with Disabilities Combined Outcome Results

Over the last five years, on average more than one-third (40.3 percent) of the self-reported Disabled students identified as college ready in the Annual Enrollment and Completion (A1) submission either **graduated, transferred, or were still enrolled** – **Combined Rate** – at the end of the GRS observation period. During the same five-year period, the Combined Outcome average was 69.2 percent for students without a self-reported disability.

Most Recent Students with Disabilities Combined Outcome Results

The Combined Rate – graduation/transfer/still enrolled results – for the latest cohort (40.3 percent) were lower than last year's results (42.2 percent); however, the number of students who graduated, transferred or were still enrolled increased (N=307 in 2006; N=253 in 2005). This percentage decrease can be partially attributed to an increase in the number of Students with Disabilities in the latest cohort (N = 762) compared to last year (N = 599), while 54 additional Students with Disabilities reported either graduating, transferring or continuing their enrollment in the latest results.

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

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

STUDENTS WITH DISABILITIES GRADUATION RATES

Based on the IPEDS methodology, over the last five years Graduation Rates for Students with Disabilities averaged 17.1 percent.

Average Graduation Students with Disabilities Results

IPEDS also includes a **Graduation Rate**, which as the name implies is a subset of the graduation/transferred/still enrolled Combined Rate calculation. Based on the IPEDS methodology, over the last five years Graduation Rates for Students with Disabilities averaged 17.1 percent. Over the same time period, the Graduation Rates for

Students without disabilities averaged 23.0 percent. National comparative data can provide a useful reference point when available. The National Center for Higher Education Management Systems (NCHEMS) and The National Information Center for Higher Education Policymaking and Analysis provide nationwide 2003 IPEDS Graduation Rate summary data for selected student groups from two-year public institutions, including gender and breakouts for the numerically larger racial/ethnic groups. However, as previously noted, a national reference is not readily available since, unfortunately, no data for Students with Disabilities are available from IPEDS or NCHEMS. Additionally, no Combined Rate for graduation/transferred/still enrolled is available at the N C H E M S site for any student groups. (http://www.higheredinfo.org/raceethnicity/2003_Graduation_Rates_by_State_Sector_Level_Race_Gender.xls)

Latest Graduation Results for Students with Disabilities

The most recent Graduation Rate for Students with Disabilities was 16.8 percent. The latest results are lower than the results achieved in four of the last five years. The Combined Rate shows that about one-fourth of the Students with Disabilities are being retained within higher education. Retention of Students with Disabilities within higher education is evidenced by the 23.5 percent of students who either were still enrolled or transferred to another institution (Combined Rate minus Graduation Rate). The rate of Students with Disabilities who either graduated, transferred, or were still enrolled was 32.0 percent lower compared to all other students.

The Combined Rate shows that about one-fourth of the Students with Disabilities are being retained within higher education.

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

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

GENDER COMBINED OUTCOMES

Table 7 provides statewide IPEDS GRS outcome information by gender.

<i>Table 7</i>			
<i>Fiscal Year 1999 through 2006</i>			
<i>IPEDS Graduation Rate Survey Results for Illinois Community Colleges</i>			
	Male	Female	Overall*
Initial Cohort 2004 - 2006	13,331	13,890	27,221
Number Graduated	2,692	3,281	5,973
Number Graduated/Transferred/Still Enrolled	9,349	10,094	19,443
Percent Graduated	20.2%	23.6%	21.9%
Percent Graduated/Transferred/Still Enrolled	70.1%	72.7%	71.4%
Initial Cohort 2003 - 2005	12,957	13,354	26,311
Number Graduated	2,631	3,389	6,020
Number Graduated/Transferred/Still Enrolled	9,063	9,800	18,863
Percent Graduated	20.3%	25.4%	22.9%
Percent Graduated/Transferred/Still Enrolled	69.9%	73.4%	71.7%
Initial Cohort 2002 - 2004	12,221	12,601	24,822
Number Graduated	2,657	3,233	5,890
Number Graduated/Transferred/Still Enrolled	8,605	9,069	17,674
Percent Graduated	21.7%	25.7%	23.7%

Table 7
Fiscal Year 1999 through 2006
IPEDS Graduation Rate Survey Results for Illinois Community Colleges

	Male	Female	Overall*
Percent Graduated/Transferred/Still Enrolled	70.4%	72.0%	71.2%
Initial Cohort 2001 - 2003	12,541	12,764	25,305
Number Graduated	2,616	3,340	5,956
Number Graduated/Transferred/Still Enrolled	8,114	8,772	16,886
Percent Graduated	20.9%	26.2%	23.5%
Percent Graduated/Transferred/Still Enrolled	64.7%	68.7%	66.7%
Initial Cohort 2000 - 2002	13,346	13,363	26,709
Number Graduated	2,580	3,344	5,924
Number Graduated/Transferred/Still Enrolled	7,883	8,648	16,531
Percent Graduated	19.3%	25.0%	22.2%
Percent Graduated/Transferred/Still Enrolled	59.1%	64.7%	61.9%
Initial Cohort 1999 - 2001	13,257	13,859	27,116
Number Graduated	2,585	3,497	6,082
Number Graduated/Transferred/Still Enrolled	7,863	8,855	16,718
Percent Graduated	19.5%	25.2%	22.4%
Percent Graduated/Transferred/Still Enrolled	59.3%	63.9%	61.7%
Initial Cohort 1998 - 2000	12,986	13,179	26,165
Number Graduated	2,567	3,332	5,899
Number Graduated/Transferred/Still Enrolled	7,482	8,280	15,762
Percent Graduated	19.8%	25.3%	22.5%
Percent Graduated/Transferred/Still Enrolled	57.6%	62.8%	60.2%
Initial Cohort 1997 - 1999	13,187	13,334	26,521
Number Graduated	2,663	3,460	6,123
Number Graduated/Transferred/Still Enrolled	7,955	8,579	16,534
Percent Graduated	20.2%	25.9%	23.1%
Percent Graduated/Transferred/Still Enrolled	60.3%	64.3%	62.3%
5 Year Average (# Based)			
Percent Graduated	20.5%	25.1%	22.8%
Percent Graduated/Transferred/Still Enrolled	66.8%	70.3%	68.6%
2006 versus 2005 Graduated (1 Year)			
Percent Difference	-0.1%	-1.8%	-0.9%
Number Difference	61	-108	-47
2006 versus 2005 Graduated/Transferred/Still Enrolled			

Table 7
Fiscal Year 1999 through 2006
IPEDS Graduation Rate Survey Results for Illinois Community Colleges

	Male	Female	Overall*
Percent Difference	0.2%	-0.7%	-0.3%
Number Difference	286	294	580
2006 versus 2002 Graduated (5 Year)			
Percent Difference	0.9%	-1.4%	-0.3%
Number Difference	112	-63	49
2006 versus 2002 Graduated/Transferred/Still Enrolled			
Percent Difference	11.0%	8.0%	9.5%
Number Difference	1,466	1,446	2,912

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

Average Combined Student Outcome Results by Gender

Table 7 shows that the five-year average Combined Rate performance for Female students was about 70 percent and 67 percent for Male students at the end of the time frame specified by IPEDS. Hence, five-year average graduated/transferred/still enrolled results attained by Female students were about 3 percent higher than the results attained by Male students. Over the last five years, Female students have consistently outperformed Male students, achieving between 1.6 and 5.6 percent higher rates.

Compared to last year, Female student Combined Outcomes decreased -0.7 percent and Male student outcomes increased 0.2 percent, indicating that Male students are gaining some ground.

Latest Combined Student Outcome Results by Gender

Current Combined Outcomes for both Female (72.7 percent) and Male (70.1 percent) students were the second highest over the five-year period. Compared to last year, Female student Combined Outcomes decreased -0.7 percent and Male student outcomes increased 0.2 percent, indicating that Male students are gaining some ground.

Changing the focus to the number of students who achieved these results reinforces the conclusion that Male students have demonstrated recent gains. While the total number of Female students (N = 10,094) who graduated, transferred, or were still enrolled remains greater than the total number of Male students (N = 9,349), there were similar increases in the Female and Male student counts. Nearly an equal number of Male students (N = 286) and Female students (N = 294) achieved Combined Outcome results compared to the prior year.

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

Advances lead declines by almost ten to one in the number of colleges with Female Combined Rate percent increases over the last five years. Thirty-nine colleges experienced increases (1 percent or more) in Female students who graduated, transferred, or were still enrolled; four colleges experienced decreases (1 percent or

more); and five colleges experienced little or no change in Female student Combined Rate results.

GENDER GRADUATION RATES

Average Graduation Results by Gender

Based on the IPEDS Graduation Rate calculation, Female students averaged a 25.1 percent Graduation Rate over the past five years and Male students averaged 20.5 percent – a little less than 5.0 percent lower.

Latest Graduation Results by Gender

The most recent graduation outcomes were below average. In the 2006 results, just under one-quarter of Female (23.6 percent) and one-fifth of Male (20.2 percent) students graduated. The National Center for Higher Education Management Systems (NCHEMS) and The National Information Center for Higher Education Policymaking and Analysis provide nationwide 2003 IPEDS Graduation Rate summary data for Female and Male students at two-year public institutions. No Combined Rate for graduation/ transferred/still enrolled is available at the site. According to NCHEMS, the latest available national figures for two-year public colleges show a Female student Graduation Rate of 24.7 percent and a Male student Graduation Rate of 22.2 percent. Hence, the Illinois Female student Graduation Rate was slightly lower (-1.1 percent) than the corresponding national rate, and the Illinois Male student Graduation Rate trailed the national rate by 2.0 percent. (http://www.higheredinfo.org/raceethnicity/2003_Graduation_Rates_by_State_Sector_Level_Race_Gender.xls) Compared to last year, the percentage of Female students graduating decreased by -1.8 percent, while the percent of Male students graduating decreased by -0.1 percent. However, compared to last year, the number of Female (N = 108) graduates decreased, while the number of Male (N = 61) graduates increased.

The 2006 Illinois Female student Graduation Rate was slightly lower than the 2003 national rate.

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

Shifting the focus to the number of colleges reporting growth, decline, or continuity in the percent of Female students who graduated over the past five years yields the following results. Among the 48 community colleges, 26 colleges reported decreases, 15 colleges reported increases, and 7 colleges experienced little or no change in Female student graduates over the five-year period being reviewed.

OVERALL MINORITY STUDENT COMBINED OUTCOME RATES

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

Average Overall Minority Student Combined Outcome Rate Results

Over the last five years, on average just over 60 percent of the Minority students statewide had graduated, transferred, or were still enrolled at the end of the observation period. To provide a reference point, almost 70 percent of the White students achieved this Combined Outcome. Table 8 shows that graduated/transferred/still enrolled five-year average results for White students (70.5 percent) were about 10 percent higher than average results for combined Minority students (61.2 percent). Variation was evident among the largest racial/ethnic Minority groups. Additional details about students from the three largest Minority groups appear later in this report.

<i>Table 8</i>										
<i>Fiscal Year 1999 through 2006</i>										
<i>IPEDS Graduation Rate Survey Results By Racial/Ethnic Group</i>										
<i>for Illinois Community Colleges</i>										
	White	African American	Latino	Asian	Non-resident Alien	Native American	Unknown	Overall*	Combined Minority	
Initial Cohort 2004 - 2006	19,355	4,158	2,346	1,041	72	91	158	27,221	7,708	
Number Graduated	5,012	418	293	176	13	21	40	5,973	921	
Number Grad./Transferred/ Still Enrolled	14,223	2,573	1,573	844	43	66	121	19,443	5,099	
Percent Graduated	25.9%	10.1%	12.5%	16.9%	18.1%	23.1%	25.3%	21.9%	11.9%	
Percent Grad./Transferred/ Still Enrolled	73.5%	61.9%	67.1%	81.1%	59.7%	72.5%	76.6%	71.4%	66.2%	
Initial Cohort 2003 - 2005	19,068	3,804	2,116	996	64	98	165	26,311	7,078	
Number Graduated	5,116	384	315	134	15	23	33	6,020	871	
Number Grad./Transferred/ Still Enrolled	14,031	2,399	1,422	804	36	57	114	18,863	4,718	
Percent Graduated	26.8%	10.1%	14.9%	13.5%	23.4%	23.5%	20.0%	22.9%	12.3%	
Percent Grad./Transferred/ Still Enrolled	73.6%	63.1%	67.2%	80.7%	56.3%	58.2%	69.1%	71.7%	66.7%	
Initial Cohort 2002 - 2004	18,515	3,265	1,887	845	80	87	143	24,822	6,164	
Number Graduated	5,039	358	308	141	5	22	17	5,890	834	
Number Grad./Transferred/ Still Enrolled	13,506	2,018	1,292	657	49	60	92	17,674	4,076	

Table 8
Fiscal Year 1999 through 2006
IPEDS Graduation Rate Survey Results By Racial/Ethnic Group
for Illinois Community Colleges

	White	African American	Latino	Asian	Non-resident Alien	Native American	Unknown	Overall*	Combined Minority
Percent Graduated	27.2%	11.0%	16.3%	16.7%	6.3%	25.3%	11.9%	23.7%	13.5%
Percent Grad./Transferred/ Still Enrolled	72.9%	61.8%	68.5%	77.8%	61.3%	69.0%	64.3%	71.2%	66.1%
Initial Cohort 2001 - 2003	19,184	3,063	1,807	877	84	71	219	25,305	5,902
Number Graduated	5,170	331	262	127	20	16	30	5,956	756
Number Grad./Transferred/ Still Enrolled	13,166	1,713	1,158	615	50	44	140	16,886	3,580
Percent Graduated	26.9%	10.8%	14.5%	14.5%	23.8%	22.5%	13.7%	23.5%	12.8%
Percent Grad./Transferred/ Still Enrolled	68.6%	55.9%	64.1%	70.1%	59.5%	62.0%	63.9%	66.7%	60.7%
Initial Cohort 2000 - 2002	20,420	3,144	1,876	965	61	75	168	26,709	6,121
Number Graduated	5,182	304	263	126	16	11	22	5,924	720
Number Grad./Transferred/ Still Enrolled	13,146	1,494	1,091	647	36	41	76	16,531	2,706
Percent Graduated	25.4%	9.7%	14.0%	13.1%	26.2%	14.7%	13.1%	22.2%	11.8%
Percent Grad./Transferred/ Still Enrolled	64.4%	47.5%	58.2%	67.0%	59.0%	54.7%	45.2%	61.9%	44.2%
Initial Cohort 1999-2001	20,642	3,273	1,885	954	88	84	190	27,116	6,284
Number Graduated	5,333	296	272	117	15	12	37	6,082	712
Number Grad./Transferred/ Still Enrolled	13,279	1,481	1,123	631	42	43	119	16,718	3,320
Percent Graduated	25.8%	9.0%	14.4%	12.3%	17.0%	14.3%	19.5%	22.4%	11.3%
Percent Grad./Transferred/ Still Enrolled	64.3%	45.2%	59.6%	66.1%	47.7%	51.2%	62.6%	61.7%	52.8%
Initial Cohort 1998 - 2000	20,575	2,881	1,587	853	90	68	111	26,165	5,479
Number Graduated	5,254	296	200	110	12	11	16	5,899	629
Number Grad./Transferred/ Still Enrolled	12,823	1,369	888	538	42	35	67	15,762	2,872
Percent Graduated	25.5%	10.3%	12.6%	12.9%	13.3%	16.2%	14.4%	22.5%	11.5%
Percent Grad./Transferred/ Still Enrolled	62.3%	47.5%	56.0%	63.1%	46.7%	51.5%	60.4%	60.2%	52.4%

Table 8
Fiscal Year 1999 through 2006
IPEDS Graduation Rate Survey Results By Racial/Ethnic Group
for Illinois Community Colleges

	White	African American	Latino	Asian	Non-resident Alien	Native American	Unknown	Overall*	Combined Minority
Initial Cohort 1997 - 1999	20,573	3,109	1,676	838	108	85	132	26,521	5,816
Number Graduated	5,326	367	272	105	25	13	15	6,123	782
Number Grad./Transferred/ Still Enrolled	13,288	1,473	1,010	590	60	49	64	16,534	3,182
Percent Graduated	25.9%	11.8%	16.2%	12.5%	23.1%	15.3%	11.4%	23.1%	13.4%
Percent Grad./Transferred/ Still Enrolled	64.6%	47.4%	60.3%	70.4%	55.6%	57.6%	48.5%	62.3%	54.7%
5 Year Avg (# Based)									
Percent Graduated	26.4%	10.3%	14.4%	14.9%	19.1%	22.0%	16.6%	22.8%	12.4%
Percent Grad./Transferred/ Still Enrolled	70.5%	58.5%	65.2%	75.5%	59.3%	63.5%	63.7%	68.6%	61.2%
2006 vs. 2005 Graduated (1 Yr.)									
Percent Difference	-0.9%	-0.0%	-2.4%	3.5%	-5.4%	-0.4%	5.3%	-0.9%	-0.4%
Number Difference	-104	34	-22	42	-2	-2	7	-47	50
Grad./Transf./Still Enrolled									
Percent Difference	-0.1%	-1.2%	-0.2%	0.4%	3.5%	14.4%	7.5%	-0.3%	-0.5%
Number Difference	192	174	151	40	7	9	7	580	381
2006 vs. 2002 Graduated (5 Yr.)									
Percent Difference	0.5%	0.4%	-1.5%	3.8%	-8.1%	8.4%	12.2%	-0.3%	0.1%
Number Difference	-170	114	30	50	-3	10	18	49	201
Grad./Transf./Still Enrolled									
Percent Difference	9.1%	14.4%	8.9%	14.1%	0.7%	17.8%	31.4%	9.5%	22.0%
Number Difference	1,077	1,079	482	197	7	25	45	2,912	2,393

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

Latest Overall Minority Student Combined Outcomes Rate Results

Across the board progress is noted, as the latest percentage of Combined Outcomes Rates for Minority (66.2 percent) and White (73.5 percent) students were the second highest for both groups over the five-year period, decreasing slightly from the previous year (-0.5 percent and -0.1 percent, respectively). The gap between Minority and White student performance, which averaged nearly 10 percent, narrowed to about 7.3 percent in the latest results.

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

Changing the focus to the number of individuals who achieved the results provides a different perspective. In the latest results, the number of individuals who graduated, transferred, or were still actively pursuing education was at an all-time high for Minority students (N = 5,099). The number of White students achieving the Combined Outcome has been relatively

stable over the past five years. Latest results for the number of White students (N = 14,223) achieving Combined results were also the highest over the observation period. The latest results show that 2.8 times as many White students graduated, transferred, or were still enrolled as Minority students. Some slippage is noted as the number of White students (N = 19,355) was 2.5 times larger than the number of Minority students (N = 7,708) in the entering cohort.

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

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

Over the last five years, ninety percent of all community colleges in Illinois (N = 43) experienced an increase in the percent of Minority students who graduated, transferred, or were still enrolled. Four colleges reported decreases in the percent of Minority students achieving the Combined Rate. One college experienced little or no change (less than 1 percent) in their Minority student Combined Outcomes Rate.

OVERALL MINORITY STUDENT GRADUATION RATES

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

Average Minority Graduation Rate Results

Over the last five years, the Graduation Rate for Minority students averaged 12.4 percent using the IPEDS Graduation Rate methodology. Over the same time period, the completion Rate for White students averaged 26.4 percent. Hence, the White student Graduation Rate averaged twice as high as the overall Minority student Graduation Rate.

Latest Minority Graduation Rate Results

The most recent Graduation Rate results were below average for both groups – Minority (11.9 percent or one out of every 8.4 students in the cohort) and White (25.9 percent or one out of every 3.9 students). The gap between White student and Minority student Graduation Rate outcomes (14.0) in the latest cohort was equal to

the five-year average (14.0 percent). Results for both groups would improve if the observation period were lengthened. Patterns of intermittent full- and part-time attendance are common in community colleges, which lengthens the time to certificate and degree completion for individuals who are pursuing this goal.

The Integrated Postsecondary Education Data System (IPEDS) provide nationwide 2007 IPEDS Graduation Rate summary data for the following racial/ethnic groups: African-American, Latino, Asian, American Indian, Nonresident Alien, White, and all other students combined. A Minority Graduation Rate was calculated based on data provided by IPEDS. According to IPEDS, the Minority student Graduation Rate for two-year public institutions nationwide was 19.3 percent for FY 2007, which is about 1.6 times the latest Illinois Minority student Graduation Rate (11.9 percent). The national Graduation Rate for White students was 24.0 percent, which is slightly lower than the corresponding rate (25.9 percent) for White students in Illinois.

The Minority student Graduation Rate for two-year public institutions nationwide was 19.3 percent, which is about 1.6 times the latest Illinois Minority student Graduation Rate (11.9 percent).

The number of graduates from the GRS cohorts varied somewhat over the last five years for both Minority and White students. The latest Illinois data reveal that there were 921 Minority student graduates, which was the largest number of Minority graduates over the last five years. The lowest Minority student graduate headcount during the five-year period was 720. The most recent White student graduate count of 5,012 was the lowest during the five-year period. The highest White student graduate count during the same period was 5,182. The most current data show White students outnumbering Minority students 2.5 to one in the entering full-time cohort. The latest graduation counts show a larger margin with White graduates outnumbering Minority student graduates more than five to one.

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

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

COMBINED OUTCOMES FOR AFRICAN-AMERICAN STUDENTS

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

African-American Average Student Combined Outcome Rate Results

Over the last five years, on average more than one-half (58.5 percent) of the African-American students either graduated, transferred, or were still enrolled at the end of the GRS observation period. This is about 3 percent lower than the corresponding Combined Rate for Minority students overall (61.2 percent) and approximately

12 percent below the average White student Combined Rate (70.5 percent). More recent data show additional positive movement in GRS outcomes among African-American students.

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

Latest African-American Student Combined Outcome Rate Results

Progress is evident, as the latest percentage Combined Rates for African-American (61.9 percent) and White (73.5 percent) students were the second highest for both groups over the last five years. Compared to last year, the rate of growth declined for African American students (-1.2 percent) and for

White (-0.1 percent) students. Conversely, when focusing on the number of students achieving these results African- American students (N = 174) and White students (N = 192) showed growth when compared to last year. The latest performance gap between African-American and White students (11.6 percent) was the third smallest difference over the last five years. Hence, the latest data show that African- American students have made some recent strides in narrowing the gap in Combined Outcome performance with White students. Transfer and retention are the areas where improvement has been noted.

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

Advances lead declines almost fourteen to one. A total of 41 colleges registered increases (1 percent or more) in the percent of African-American students who graduated, transferred, or were still enrolled. Only three colleges experienced decreases (1 percent or more) in the percent of African-American students achieving the Combined Outcome. Four colleges showed little or no change.

AFRICAN-AMERICAN STUDENT GRADUATION RATES

Average African-American Student Graduation Rate Results

Based on the IPEDS Graduation Rate methodology – three-year graduation time frame maximum – across the last five groups tracked, Graduation Rates among African-American students averaged 10.3 percent compared to 12.4 percent for all Minority students and 26.4 percent for White students. Over the last five years, the percent of African-American students graduating increased slightly (10.1 percent in FY 2006 versus 9.7 percent in FY 2002), while the percent of White students graduating also increased slightly (25.9 percent in FY 2006 versus 25.4 percent in FY 2002).

Latest African-American Student Graduation Rate Results

The most recent graduation results were slightly below average within racial/ethnic category for both African American (10.1 percent) and White (25.9 percent) students. These results clearly highlight the difference between the two types of Student Outcome Results available through IPEDS. Based on the limited GRS time frame, just over one in ten African-American students graduated, while nearly six out of ten either graduated, transferred, or were still enrolled. Likewise, during the same measurement time frame, slightly more than one in four White students

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

graduated, while nearly three out of four demonstrated progress by graduating, transferring, or continuing to actively pursue their education.

The latest graduation results show the percent of African-American students graduating was -0.0 percent lower and the percent of White students graduating was -0.9 percent lower than the previous year. Hence, the latest results do not narrow the graduation gap between African-American and White students. At 15.8 percent, the latest Graduation Rate outcomes gap between African-American (10.1 percent) and White (25.9 percent) students was very similar to five years ago (15.7 percent), and lower than the previous year gap (16.7 percent), as well as the five-year average gap (16.1 percent).

According to NCHEMS, the national completion rate among African-American students for two-year public institutions was 17.7 percent, which is more than 1.7 times higher than the Illinois completion rate (10.1 percent) among African-American students. (http://www.higheredinfo.org/raceethnicity/2003_Graduation_Rates_by_State_Sector_Level_Race_Gender.xls).

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

Twenty-five community colleges in Illinois experienced increases (1 percent or more) in the percent of African-American graduates, six showed little or no change, and 17 colleges reported decreases (1 percent or more).

COMBINED OUTCOMES FOR LATINO STUDENTS

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

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

Average Latino Student Combined Outcome Rate Results

Over the past five years, on average nearly two out of three (65.2 percent) Latino students in the GRS tracking cohort graduated, transferred, or were still enrolled at the end of the observation period. This

is almost 4 percent higher than the corresponding Combined Outcome Rate for Minority students (61.2 percent) overall and approximately 5 percent below the average for White students (70.5 percent). Recent results show that Latino student Combined Outcomes are improving as measured through the GRS calculations.

Latest Latino Student Combined Outcome Rate Results

The latest results for Latino students represent the third highest results over the last five years, with more than two-thirds (67.1 percent) achieving the Combined Outcome. Compared to last year, the rate of growth declined for both Latino (-0.2 percent) and White (-0.1 percent) students.

Compared to one year earlier, the increases in the numbers of Latino students (N = 151) who graduated, transferred, or were still enrolled and White students (N = 192) showed positive movement. The latest performance gap between Latino and White students (6.4 percent) was the largest difference over each of the

last five years. Hence, while some improvement is noted, the latest data show that Latino students have made some recent strides in narrowing the gap with White students in Combined Outcome performance. Transfer and persistence are the areas where most improvement was made.

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

Among Latino students, 33 colleges reported increases in their Combined Outcome Rates and 5 showed little or no change. Ten colleges reported decreases in the percent of Latino students graduating, transferring, or continuing their education. About three colleges saw increases for every college with a decrease in the Combined Rate for Latino students.

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

LATINO STUDENT GRADUATION RATES

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

Average Latino Student Graduation Rate Results

Over the last five years, Graduation Rates – based on the IPEDS approach – for Latino students averaged 14.4 percent compared to 12.4 percent for all Minority students and 26.4 percent for White students. Over the last five years, the percent of Latino students graduating decreased slightly (12.5 percent in FY 2006 versus 14.0 percent in FY 2002).

Latest Latino Student Graduation Rate Results

The most recent graduation results were below average for Latino (12.5 percent in FY 2006 versus a 14.4 percent five-year average). Just over one in eight Latino students graduated, while two out of three Latino students either graduated, transferred, or were still enrolled.

According to the latest graduation results, the percent of Latino students graduating was -2.4 percent lower than the previous year.

According to the latest graduation results, the percent of Latino students graduating was -2.4 percent lower and the percent of White students graduating was -0.9 percent lower than the previous year. Hence, the latest results do not narrow the graduation rate gap between Latino and White students. The latest gap between

Latino and White students in Graduation Rate outcomes (13.4 percent) was greater than the previous year (11.9 percent), five years ago (11.4 percent) and the five-year average (12.0 percent).

According to NCHEMS, the national Latino student completion rate for two-year public institutions was 16.8 percent, compared to the 12.5 percent Illinois Latino student completion rate. (http://www.higheredinfo.org/raceethnicity/2003_Graduation_Rates_by_State_Sector_Level_Race_Gender.xls).

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

Thirteen colleges reported increases in Latino student Graduation Rates, 19 colleges reported decreases (1 percent or more), and 16 showed little or no change. The number of colleges exhibiting Graduation Rate changes was the same for Latino and African-American students.

COMBINED OUTCOMES FOR ASIAN STUDENTS

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

Average Combined Student Outcome Results for Asian Students

Over the last five years, on average Asian students registered the highest outcomes of any racial/ethnic group. Just over three-fourths (75.5 percent) of Asian students and more than two-thirds (70.5 percent) of White students either graduated, transferred, or were still enrolled at the end of the observation period. Hence, the five-year average result for Asian students was 5.0 percent higher than the average result for White students. Asian students achieved the highest Combined Rate of all racial/ethnic groups in each of the last five years.

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

Latest Combined Asian Student Outcome Results

The latest Combined Outcome Rate for Asian students (81.1 percent) showed a growth of 14.1 percent compared to five years ago. The latest Combined Outcome Rate for White students (73.5 percent) was 9.1 percent higher than five years ago. Hence, the latest rates show White students closing the performance gap and attaining outcomes closer to Asian students than in previous years.

Focusing on the numbers, the latest data show that relatively few Asian students are included in the cohort (N = 1,041) and, therefore, few subsequently graduated, transferred, or were continuing their education (N = 844). White students outnumbered Asian students nearly eighteen to one in the cohort as well as in the Combined Outcome Rate measure.

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

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

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

ASIAN STUDENT GRADUATION RATES

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

Average Asian Student Graduation Results

Based on the IPEDS Graduation Rate methodology, over the last five years Graduation Rates for Asian students averaged 14.9 percent, overall Minority students averaged 12.4 percent, and Graduation Rates for White students averaged 26.4 percent. Over the last five years, the percent of Asian students graduating increased by 3.8 percent and the number of Asian students who graduated increased by 50 (from 126 to 176). National Graduation Rates for Asian students were not provided by NCHEMS.

Latest Asian Student Graduation Results

The most recent graduation results were above average for Asian (16.9 percent) and below average for White (25.9 percent) students. The percent of Asian students graduating was 3.5 percent higher than the previous year (13.5 percent). Over the last year, the number of Asian students graduating increased (FY 2006 = 176 versus FY 2005 = 134).

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

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

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

Graduation Rates for Asian students increased (1 percent or more) at 23 colleges, decreased at 13 colleges (1 percent or more), and saw little or no change at 12 colleges.

FALL TO FALL STUDENT RETENTION

Retention Rates provide a measure of student attachment to college. First-year retention is particularly important since new students – especially recent high school graduates – need to successfully transition to college and

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

the accompanying elevated academic and personal responsibility expectations if they intend to pursue a degree or certificate. Elevated Retention Rates show an ongoing engagement in the educational process and student behavior demonstrates an attachment to the college. Elevated Retention Rates are typically associated with individuals who are making academic progress and improve the individual's chances of completing a certificate or degree.

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

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

OVERALL ADJUSTED RETENTION RATES

Table 9 contains Retention Rate and Adjusted Retention Rate information from six years: Fall 2000 to Fall 2001, Fall 2001 to Fall 2002, Fall 2002 to Fall 2003, Fall 2003 to Fall 2004, Fall 2004 to Fall 2005, and Fall 2005 to Fall 2006. The overall statewide Adjusted Retention Rates have been relatively stable over the past three years, as just over six out of every ten full-time, first-time college-level students either returned or completed within the next year. Table 9 shows the overall fiscal year 2007 Adjusted Rate was 60.6 percent, as 17,956 out of 29,643 students in the cohort demonstrated progress.

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

An overall national comparative first to second year Fall Retention Rate (unadjusted) is available from the 2007 ACT Institutional Data Questionnaire based on information accumulated through 6/1/2007 from 1,700 institutions. According to ACT, the national first to second year Retention Rate for full-time, first-time freshmen in public two year colleges was 51.4 percent (<http://www.act.org/research/policymakers/reports/retain.html>). ACT does not calculate an Adjusted Retention Rate at their website. The unadjusted overall statewide Retention Rate for Illinois – 60.6 percent – compares favorably with this national figure.

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

Background materials contain Retention Rate information by college. For the Adjusted Retention Rate, 11 colleges displayed positive movement, while almost 3 times as many (N = 30) exhibited decreases during the observation period. The remaining seven colleges showed little or no change in their overall Adjusted Retention Rate over the last three years.

ADJUSTED RETENTION RATES FOR STUDENTS WITH DISABILITIES

The latest results (fall 2005 to fall 2006) from Table 9 show that Students with Disabilities had an Adjusted Retention Rate of 63.2 percent. The Adjusted Retention Rate for Students with Disabilities in the most recent year was higher (2.7 percent) than, the rate

The latest results (fall 2005 to fall 2006) show that Students with Disabilities had an Adjusted Retention Rate of 63.2 percent.

for Students without Disabilities (60.5 percent). These results are above average for Students with Disabilities, as the three-year average Adjusted Retention Rate was 62.2 percent. The latest performance for Students without Disabilities is slightly lower than the long-term average (61.0 percent).

In the two earlier years tracked in Table 9, the Adjusted Retention Rate for Students with Disabilities were higher also than Students without Disabilities. The Adjusted Retention Rate for Students with Disabilities was 0.5 percent higher from fall 2004 to fall 2005 and 0.3 percent higher from fall 2003 to fall 2004 than the rate for Students without Disabilities.

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

Twenty-three colleges showed an increase in their Adjusted Retention Rate over the last three years. There were 22 colleges that exhibited a decrease in their Adjusted Retention Rate over the same time frame, while the remaining three colleges displayed little or no change.

Table 9
Fall 2000 (FY2001) through Fall 2006 (FY2007)
Statewide Student Retention Results Including Disability Status
for Illinois Community Colleges

	Students With Disabilities	Other Students	Overall
Fall 2005 Retained in Fall 2006			
New Full-time Entering Cohort	791	28,852	29,643
Returned (E1)	484	16,737	17,221
Completed FY2006 or FY2007 (A1)	<u>16</u>	<u>719</u>	<u>735</u>
Returned or Completed	500	17,456	17,956
Not Returning, Not Completed	291	11,396	11,687
Retention	61.2%	58.0%	58.1%
Adjusted Retention	63.2%	60.5%	60.6%
Fall 2004 Retained in Fall 2005			
New Full-time Entering Cohort	835	28,007	28,842
Returned (E1)	507	16,429	16,936
Completed FY2005 or FY2006 (A1)	<u>6</u>	<u>617</u>	<u>623</u>
Returned or Completed	513	17,046	17,559
Not Returning, Not Completed	322	10,961	11,283
Retention	60.7%	58.7%	58.7%
Adjusted Retention	61.4%	60.9%	60.9%
Fall 2003 Retained in Fall 2004			
New Full-time Entering Cohort	804	27,617	28,421
Returned (E1)	488	16,474	16,962
Completed FY2004 or FY2005 (A1)	<u>10</u>	<u>545</u>	<u>555</u>
Returned or Completed	498	17,019	17,517
Not Returning, Not Completed	306	10,598	10,904
Retention	60.7%	59.7%	59.7%
Adjusted Retention	61.9%	61.6%	61.6%
Fall 2002 Retained in Fall 2003			
New Full-time Entering Cohort	640	26,329	26,969
Returned (E1)	370	15,761	16,131
Completed FY2003 or FY2004 (A1)	<u>9</u>	<u>485</u>	<u>494</u>
Returned or Completed	379	16,246	16,625
Not Returning, Not Completed	261	10,083	10,344
Retention	57.8%	59.9%	59.8%
Adjusted Retention	59.2%	61.7%	61.6%
Fall 2001 Retained in Fall 2002			
New Full-time Entering Cohort	567	24,914	25,481
Returned (E1)	366	14,978	15,344
Completed FY2002 or FY2003 (A1)	<u>6</u>	<u>492</u>	<u>498</u>
Returned or Completed	372	15,470	15,842
Not Returning, Not Completed	195	9,444	9,639
Retention	64.6%	60.1%	60.2%
Adjusted Retention	65.6%	62.1%	62.2%

Table 9
Fall 2000 (FY2001) through Fall 2006 (FY2007)
Statewide Student Retention Results Including Disability Status
for Illinois Community Colleges

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

3 Year Average (# Based)

New Full-time Entering Cohort	810	28,159	28,969
Returned (E1)	493	16,547	17,040
Completed (A1)	<u>11</u>	<u>627</u>	<u>638</u>
Returned or Completed	504	17,174	17,677
Not Returning, Not Completed	306	10,985	11,291
Retention	60.9%	58.8%	58.8%
Adjusted Retention	62.2%	61.0%	61.0%

5 Year Average (# Based)

New Full-time Entering Cohort	727	27,144	27,871
Returned (E1)	443	16,076	16,519
Completed (A1)	<u>9</u>	<u>572</u>	<u>581</u>
Returned or Completed	452	16,647	17,100
Not Returning, Not Completed	275	10,496	10,771
Retention	60.9%	59.2%	59.3%
Adjusted Retention	62.2%	61.3%	61.4%

1 Year Difference

Retention	0.5%	-0.7%	-0.6%
Adjusted Retention	1.8%	-0.4%	-0.3%

2 Year Difference

Retention	0.5%	-1.6%	-1.6%
Adjusted Retention	1.3%	-1.1%	-1.1%

5 Year Difference

Retention	-1.0%	-1.7%	-1.6%
Adjusted Retention	0.3%	-1.0%	-0.9%

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

ADJUSTED RETENTION RATES BY GENDER

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

Table 10 shows that the most recent Adjusted Retention Rate for Female students (62.1 percent) was higher than for Male students (59.1 percent). Adjusted Rates have been consistently higher for Female students than for Male students over the last three years. The latest results were very similar with the three-year average for Male students (59.4

percent) and also for Female students (62.6 percent).

Table 10
Fall 2000 (FY2001) through Fall 2006 (FY2007)
Statewide Student Retention Results by Gender
for Illinois Community Colleges

	Male	Female	Overall
Fall 2005 Retained in Fall 2006			
New Full-time Entering Cohort	15,048	14,595	29,643
Returned (E1)	8,534	8,687	17,221
Completed 2006 or 2007	<u>361</u>	<u>374</u>	<u>735</u>
Returned or Completed	8,895	9,061	17,956
Not Returning, Not Completed	6,153	5,534	11,687
Retention	56.7%	59.5%	58.1%
Adjusted Retention	59.1%	62.1%	60.6%
Fall 2004 Retained in Fall 2005			
New Full-time Entering Cohort	14,263	14,579	28,842
Returned (E1)	8,147	8,789	16,936
Completed 2005 or 2006	<u>270</u>	<u>353</u>	<u>623</u>
Returned or Completed	8,417	9,142	17,559
Not Returning, Not Completed	5,846	5,437	11,283
Retention	57.1%	60.3%	58.7%
Adjusted Retention	59.0%	62.7%	60.9%
Fall 2003 Retained in Fall 2004			
New Full-time Entering Cohort	13,893	14,528	28,421
Returned (E1)	8,067	8,895	16,962
Completed 2004 or 2005	<u>280</u>	<u>275</u>	<u>555</u>
Returned or Completed	8,347	9,170	17,517
Not Returning, Not Completed	5,546	5,358	10,904
Retention	58.1%	61.2%	59.7%
Adjusted Retention	60.1%	63.1%	61.6%
Fall 2002 Retained in Fall 2003			
New Full-time Entering Cohort	13,265	13,704	26,969
Returned (E1)	7,662	8,469	16,131
Completed 2003 or 2004	<u>232</u>	<u>262</u>	<u>494</u>
Returned or Completed	7,894	8,731	16,625

Table 10
Fall 2000 (FY2001) through Fall 2006 (FY2007)
Statewide Student Retention Results by Gender
for Illinois Community Colleges

	Male	Female	Overall
Not Returning, Not Completed	5,371	4,973	10,344
Retention	57.8%	61.8%	59.8%
Adjusted Retention	59.5%	63.7%	61.6%

Fall 2001 Retained in Fall 2002

New Full-time Entering Cohort	12,545	12,936	25,481
Returned (E1)	7,258	8,086	15,344
Completed 2002 or 2003	<u>258</u>	<u>240</u>	<u>498</u>
Returned or Completed	7,516	8,326	15,842
Not Returning, Not Completed	5,029	4,610	9,639
Retention	57.9%	62.5%	60.2%
Adjusted Retention	59.9%	64.4%	62.2%

Fall 2000 Retained in Fall 2001

New Full-time Entering Cohort	12,605	12,943	25,548
Returned (E1)	7,207	8,047	15,254
Completed 2001 or 2002	<u>224</u>	<u>229</u>	<u>453</u>
Returned or Completed	7,431	8,276	15,707
Not Returning, Not Completed	5,174	4,667	9,841
Retention	57.2%	62.2%	59.7%
Adjusted Retention	59.0%	63.9%	61.5%

3 Year Average (# Based)

New Full-time Entering Cohort	14,401	14,567	28,969
Returned (E1)	8,249	8,790	17,040
Completed	<u>304</u>	<u>334</u>	<u>638</u>
Returned or Completed	8,553	9,124	17,677
Not Returning, Not Completed	5,848	5,443	11,291
Retention	57.3%	60.3%	58.8%
Adjusted Retention	59.4%	62.6%	61.0%

5 Year Average (# Based)

New Full-time Entering Cohort	13,803	14,068	27,871
Returned (E1)	7,934	8,585	16,519
Completed	<u>280</u>	<u>301</u>	<u>581</u>
Returned or Completed	8,214	8,886	17,100
Not Returning, Not Completed	5,589	5,182	10,771
Retention	57.5%	61.0%	59.3%
Adjusted Retention	59.5%	63.2%	61.4%

1 Year Difference

Retention	-0.4%	-0.8%	-0.6%
Adjusted Retention	0.1%	-0.6%	-0.3%

Table 10
Fall 2000 (FY2001) through Fall 2006 (FY2007)
Statewide Student Retention Results by Gender
for Illinois Community Colleges

	Male	Female	Overall
2 Year Difference			
Retention	-1.4%	-1.7%	-1.6%
Adjusted Retention	-1.0%	-1.0%	-1.1%
5 Year Difference			
Retention	-0.5%	-2.7%	-1.6%
Adjusted Retention	0.1%	-1.8%	-0.9%

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

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

Colleges reported the following results for three-year percent differences in the Male student Adjusted Retention Rate. The Adjusted Retention Rate increased at 13 colleges, three colleges exhibited little or no change, and 32 colleges experienced decreases in the Male student Adjusted Retention Rate during the observation period. The Adjusted Retention Rate trend for Female students was similar. Sixteen colleges showed increases in the Adjusted Retention Rate for Female students, while 29 colleges exhibited decreases. The remaining three colleges showed little or no change in the Adjusted Retention Rate for Female students during the last three years.

ADJUSTED RETENTION AMONG RACIAL/ETHNIC GROUPS

The latest data in Table 11 show White students (64.4 percent) had higher Adjusted Retention Rates than did Minority students (52.0 percent). This pattern was consistent over the three years tracked in Table 11. The latest results are lower than the three-year average for White students (64.7 percent) and the average for Minority students (52.1 percent) but still show the same gap.

Among the largest groups, the latest racial/ ethnic breakouts of the data show that Asian (70.3 percent) and White (64.4 percent) students demonstrated the highest Adjusted Retention Rates. The Adjusted Retention Rate for Latino students was 58.7 percent. The Adjusted Retention Rate for African-American students (42.2 percent) was substantially lower. Results were similar across the three-year observation period.

The latest Adjusted Retention Rate for Asian students was 70.3 percent and the corresponding rate for Latino students was 58.7 percent.

Looking at the groups with the most students, Asian students demonstrated the highest three-year average Adjusted Retention Rate, with over two-thirds (68.6 percent) of these students returning or completing. White

students reported a lightly lower three-year average Adjusted Retention Rate (64.7 percent). Latino and Non Resident Alien students followed, with a three-year averages Adjusted Retention Rate of 59.8 percent each. African-American students had a three-year average Adjusted Retention Rate of 43.1 percent.

Over the last year, short-term Asian students reported an improvement in the Adjusted Retention Rate (+2.3 percent). Compared to last year, Minority students combined (-0.2 percent), African- American (-0.8 percent) students, and White (-0.2 percent) students reported little change with Adjusted Retention Rate decreases of less than 1 percent. Latino students reported a more sizable Adjusted Retention Rate reduction (-1.9 percent). The overall student Adjusted Retention Rate saw little change as it decreased by 0.3 percent compared to last year.

Table 11
Fall 2000 (FY2001) through Fall 2006 (FY2007)
Statewide Student Retention Results by Racial/Ethnic Group
for Illinois Community Colleges

	White	African American	Latino	Asian	Non-resident Alien	Native American	Unknown	Overall	Combined Minority
Fall 2005 Retained in Fall 2006									
New Full-time Entering Cohort	20,435	4,475	3,047	1,205	107	100	274	29,643	8,934
Returned (E1)	12,579	1,779	1,757	836	61	49	160	17,221	4,482
Completed 2006 or 2007	<u>573</u>	<u>111</u>	<u>33</u>	<u>11</u>	<u>1</u>	<u>4</u>	<u>2</u>	<u>735</u>	<u>160</u>
Returned or Completed	13,152	1,890	1,790	847	62	53	162	17,956	4,642
Not Returning, Not Completed	7,283	2,585	1,257	358	45	47	112	11,687	4,292
Retention	61.6%	39.8%	57.7%	69.4%	57.0%	49.0%	58.4%	58.1%	50.2%
Adjusted Retention	64.4%	42.2%	58.7%	70.3%	57.9%	53.0%	59.1%	60.6%	52.0%
Fall 2004 Retained in Fall 2005									
New Full-time Entering Cohort	20,071	4,575	2,755	1,066	80	89	206	28,842	8,565
Returned (E1)	12,469	1,885	1,638	704	51	47	142	16,936	4,325
Completed 2005 or 2006	<u>482</u>	<u>85</u>	<u>32</u>	<u>21</u>	<u>1</u>	<u>2</u>	<u>0</u>	<u>623</u>	<u>141</u>
Returned or Completed	12,951	1,970	1,670	725	52	49	142	17,559	4,466
Not Returning, Not Completed	7,120	2,605	1,085	341	28	40	64	11,283	4,099
Retention	62.1%	41.2%	59.5%	66.0%	63.8%	52.8%	68.9%	58.7%	50.5%
Adjusted Retention	64.5%	43.1%	60.6%	68.0%	65.0%	55.1%	68.9%	60.9%	52.1%
Fall 2003 Retained in Fall 2004									
New Full-time Entering Cohort	20,101	4,311	2,573	1,040	84	105	207	28,421	8,113
Returned (E1)	12,673	1,823	1,527	694	46	56	143	16,962	4,146
Completed 2004 or 2005	<u>454</u>	<u>73</u>	<u>18</u>	<u>7</u>	<u>2</u>	<u>0</u>	<u>1</u>	<u>555</u>	<u>100</u>
Returned or Completed	13,127	1,896	1,545	701	48	56	144	17,517	4,246
Not Returning, Not Completed	6,974	2,415	1,028	339	36	49	63	10,904	3,867
Retention	63.0%	42.3%	59.3%	66.7%	54.8%	53.3%	69.1%	59.7%	51.1%
Adjusted Retention	65.3%	44.0%	60.0%	67.4%	57.1%	53.3%	69.6%	61.6%	52.3%

Table 11
Fall 2000 (FY2001) through Fall 2006 (FY2007)
Statewide Student Retention Results by Racial/Ethnic Group
for Illinois Community Colleges

	White	African American	Latino	Asian	Non-resident Alien	Native American	Unknown	Overall	Combined Minority
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Fall 2002 Retained in Fall 2003

New Full-time Entering Cohort	19,479	3,904	2,268	973	82	99	164	26,969	7,326
Returned (E1)	12,212	1,705	1,362	659	46	41	106	16,131	3,813
Completed 2003 or 2004	<u>363</u>	<u>86</u>	<u>27</u>	<u>12</u>	<u>1</u>	<u>5</u>	<u>0</u>	<u>494</u>	<u>131</u>
Returned or Completed	12,575	1,791	1,389	671	47	46	106	16,625	3,944
Not Returning, Not Completed	6,904	2,113	879	302	35	53	58	10,344	3,382
Retention	62.7%	43.7%	60.1%	67.7%	56.1%	41.4%	64.6%	59.8%	52.0%
Adjusted Retention	64.6%	45.9%	61.2%	69.0%	57.3%	46.5%	64.6%	61.6%	53.8%

Fall 2001 Retained in Fall 2002

New Full-time Entering Cohort	18,975	3,339	1,940	857	110	87	173	25,481	6,333
Returned (E1)	11,911	1,470	1,201	565	59	50	88	15,344	3,345
Completed 2002 or 2003	<u>381</u>	<u>82</u>	<u>24</u>	<u>9</u>	<u>0</u>	<u>2</u>	<u>0</u>	<u>498</u>	<u>117</u>
Returned or Completed	12,292	1,552	1,225	574	59	52	88	15,842	3,462
Not Returning, Not Completed	6,683	1,787	715	283	51	35	85	9,639	2,871
Retention	62.8%	44.0%	61.9%	65.9%	53.6%	57.5%	50.9%	60.2%	52.8%
Adjusted Retention	64.8%	46.5%	63.1%	67.0%	53.6%	59.8%	50.9%	62.2%	54.7%

Fall 2000 Retained in Fall 2001

New Full-time Entering Cohort	19,322	3,174	1,857	808	110	76	201	25,548	6,025
Returned (E1)	12,125	1,355	1,042	528	60	45	99	15,254	3,030
Completed 2001 or 2002	<u>337</u>	<u>70</u>	<u>27</u>	<u>9</u>	<u>5</u>	<u>2</u>	<u>3</u>	<u>453</u>	<u>113</u>
Returned or Completed	12,462	1,425	1,069	537	65	47	102	15,707	3,143
Not Returning, Not Completed	6,860	1,749	788	271	45	29	99	9,841	2,882
Retention	62.8%	42.7%	56.1%	65.3%	54.5%	59.2%	49.3%	59.7%	50.3%
Adjusted Retention	64.5%	44.9%	57.6%	66.5%	59.1%	61.8%	50.7%	61.5%	52.2%

3 Year Average (# Based)

New Full-time Entering Cohort	20,202	4,454	2,792	1,104	90	98	229	28,969	8,537
Returned (E1)	12,574	1,829	1,641	745	53	51	148	17,040	4,318
Completed (A1)	<u>503</u>	<u>90</u>	<u>28</u>	<u>13</u>	<u>1</u>	<u>2</u>	<u>1</u>	<u>638</u>	<u>134</u>
Returned or Completed	13,077	1,919	1,668	758	54	53	149	17,677	4,451
Not Returning, Not Completed	7,126	2,535	1,123	346	36	45	80	11,291	4,086
Retention	62.2%	41.1%	58.8%	67.5%	58.3%	51.7%	64.8%	58.8%	50.6%
Adjusted Retention	64.7%	43.1%	59.8%	68.6%	59.8%	53.7%	65.2%	61.0%	52.1%

Table 11
Fall 2000 (FY2001) through Fall 2006 (FY2007)
Statewide Student Retention Results by Racial/Ethnic Group
for Illinois Community Colleges

	White	African American	Latino	Asian	Non-resident Alien	Native American	Unknown	Overall	Combined Minority
5 Year Average (# Based)									
New Full-time Entering Cohort	19,812	4,121	2,517	1,028	93	96	205	27,871	7,854
Returned (E1)	12,369	1,732	1,497	692	53	49	128	16,519	4,022
Completed (A1)	451	87	27	12	1	3	1	581	130
Returned or Completed	12,819	1,820	1,524	704	54	51	128	17,100	4,152
Not Returning, Not Completed	6,993	2,301	993	325	39	45	76	10,771	3,702
Retention	62.4%	42.0%	59.5%	67.3%	56.8%	50.6%	62.4%	59.3%	51.2%
Adjusted Retention	64.7%	44.2%	60.5%	68.4%	57.9%	53.3%	62.7%	61.4%	52.9%

1 Year Difference

Retention	-0.6%	-1.4%	-1.8%	3.3%	-6.7%	-3.8%	-10.5%	-0.6%	-0.3%
Adjusted Retention	-0.2%	-0.8%	-1.9%	2.3%	-7.1%	-2.1%	-9.8%	-0.3%	-0.2%

2 Year Difference

Retention	-1.5%	-2.5%	-1.7%	2.6%	2.2%	-4.3%	-10.7%	-1.6%	-0.9%
Adjusted Retention	-0.9%	-1.7%	-1.3%	2.9%	0.8%	-0.3%	-10.4%	-1.1%	-0.4%

5 Year Difference

Retention	-1.2%	-2.9%	1.6%	4.1%	2.5%	-10.2%	9.1%	-1.6%	-0.1%
Adjusted Retention	-0.1%	-2.7%	1.1%	3.8%	-1.2%	-8.8%	8.4%	-0.9%	-0.2%

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

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

In Table 11, results are furnished for all racial/ethnic groups. Narrative is provided on the four largest racial/ethnic groups regarding the number of colleges with increases, decreases, or little change in their Adjusted Retention Rates over the last recent three years. For White students, 13 colleges showed positive results in their Adjusted Retention Rates over the last three years while 30 colleges showed negative results. The remaining 5 colleges showed little or no change (less than 1 percent) for White students.

Advances and declines in the Adjusted Retention Rate for Asian students among community colleges were equal.

Nineteen colleges posted positive Adjusted Retention Rate results for African-American students during the three-year observation period. Three colleges exhibited little or no change, while the remaining 26 colleges reported a decrease in their African-American student Adjusted Retention Rates.

Twenty colleges registered increases in their Latino student Adjusted Retention Rates during the time frame under study. Twenty six colleges experienced decreases in their Latino student Adjusted Retention Rates over the last three years. The two remaining colleges showed little or no actual change in their Latino student Adjusted Retention Rates.

Advances and declines in the Adjusted Retention Rate for Asian students among community colleges were equal. Twenty colleges reported increases in their Adjusted Retention Rates for Asian students over the last three years and 20 colleges exhibited decreases. The eight other colleges displayed little or no change.

TRANSFER RATES

Cohorts of entering students in college-level coursework with no prior higher education experience who completed 12 or more credits at the community college are tracked through administrative data matching for four years and the number of successful transfers to four-year colleges and universities are identified.

Cohorts of entering students in college-level coursework with no prior higher education experience who completed 12 or more credits at the community college are tracked through administrative data matching for four years and the number of successful transfers to four year colleges and universities are identified. Illinois' statewide transfer rate tracking uses the Illinois Community College and Public University Shared Enrollment and Degree Files (Shared Data) and more recently the National Student Clearinghouse (NSC) Student Tracker to identify transfers to four-year universities.

Shared Data contains complete coverage of Illinois public higher education and also includes DePaul University and Bradley University. NSC includes enrollment information for all types of out-of-state colleges and universities, as well as additional private in-state institutions. The following information is limited to a three year period because supplemental data were consistently available from the National Student Clearinghouse (NSC) Student Tracker for this time frame.

STUDENTS WITH DISABILITIES TRANSFER RATES

The latest data in Table 12 show growth in the number and rate of students with disabilities who transferred. Recent gains are noted as the latest results are higher than the three-year average (N=+ 45; + 3.9 percent).

The latest breakouts show that students with disabilities had a transfer rate of 26.3 percent. These were the highest rates over the three-year period

Latest Results. The latest breakouts show that students with disabilities had a transfer rate of 26.3 percent. These were the highest rates over the 3-year period. The transfer rate increased 7.5 percent over the previous year, and the number of students with disabilities increased 72 students over the previous year.

Three-Year Average Results. Students with disabilities (22.4 percent) achieved lower three-year average Transfer Rates than other students (33.6 percent). On average, slightly more than one-fifth (22.4 percent) of students with disabilities transferred during the observation period.

Table 12
Fall 1999 (FY2000) through Fall 2005 (FY2006)
Statewide Student Transfer Rate Results Based on
Reported Disability Status for Illinois Community Colleges

	Students with Disabilities	Other Students*	Overall
Fall 2001 Transferred by Fall 2005			
Entering Cohort	906	51,872	52,778
Number Completed 12 Hours	601	30,348	30,949
Percent Met 12 Credit Threshold	66.3%	58.5%	58.6%
Number Transferred	158	11,715	11,873
Transfer Rate	26.3%	38.6%	38.4%

Fall 2000 Transferred by Fall 2004			
Entering Cohort	703	51,405	52,108
Number Completed 12 Hours	458	29,115	29,573
Percent Met 12 Credit Threshold	65.2%	56.6%	56.8%
Number Transferred	86	9,130	9,216
Transfer Rate	18.8%	31.4%	31.2%

Fall 1999 Transferred by Fall 2003			
Entering Cohort	692	54,141	54,833
Number Completed 12 Hours	453	29,333	29,786
Percent Met 12 Credit Threshold	65.5%	54.2%	54.3%
Number Transferred	95	8,955	9,050
Transfer Rate	21.0%	30.5%	30.4%

3 Year Average (# Based)			
Entering Cohort	767	52,473	53,240
Number Completed 12 Hours	504	29,599	30,103
Percent Met 12 Credit Threshold	65.7%	56.4%	56.5%
Number Transferred	113	9,933	10,046
Transfer Rate	22.4%	33.6%	33.4%

1 Year Difference (# Based)			
Transfer Rate Number Difference	72	2,585	2,657
Transfer Rate Percent Difference	7.5%	7.2%	7.2%

Table 12
Fall 1999 (FY2000) through Fall 2005 (FY2006)
Statewide Student Transfer Rate Results Based on
Reported Disability Status for Illinois Community Colleges

	Students with Disabilities	Other Students*	Overall
2 Year Difference (# Based)			
Transfer Rate Number Difference	63	2,760	2,823
Transfer Rate Percent Difference	5.3%	8.1%	8.0%

*Adjusted

SOURCES OF DATA: Fall Enrollment (E1) and Annual Enrollment and Completion (A1) and Shared Data and National Student Clearinghouse

Colleges With Increases, Decreases, or Little Change in Transfer Rates Over Three Years Based on Reported Disability Status.

For Students with Disabilities, 26 colleges showed positive results in their Transfer Rates over the last three years.

For Students with Disabilities, 26 colleges showed positive results in their Transfer Rates over the last three years while 9 colleges showed negative results. The remaining 13 colleges showed little or no change (less than 1 percent).

GENDER TRANSFER RATES

The latest data in Table 13 show growth in the number and rate of Female students who transferred. Current data show that overall Female students (39.0 percent) had slightly higher Transfer Rates than the Male student (37.6 percent) population. Recent gains are noted for both groups as the latest results are higher than the three-year average for both Female students (+5.5 percent) and Male students (+4.4 percent).

The latest data show growth in the number and rate of Female students who transferred. Current data show that overall Female students (39.0 percent) had slightly higher Transfer Rates than the Male student (37.6 percent) population.

Latest Results. The latest breakouts show that Female students (39.0 percent, N = 6,347) demonstrated the higher Transfer Rate over Male students (37.6 percent, N = 5,526). These were the highest rates over the 3-year period. The Female student transfer rate increased 8.3 percent over the previous year, and the Male student transfer rate increased 6.0 percent over the previous year. Female students outnumbered Male students 1.1 to 1 in the number of transfers.

Three-Year Average Results. Female students (33.5 percent) achieved slightly higher three-year average Transfer Rates. On average, about one-third of both Female (33.5 percent) and Male (33.2 percent) students transferred during the observation period.

Table 13
Fall 1999 (FY2000) through Fall 2005 (FY2006)
Statewide Student Transfer Rate Results by Gender
for Illinois Community Colleges

	Male	Female	Overall
Fall 2001 Transferred by Fall 2005			
Entering Cohort	25,313	27,465	52,778
Number Completed 12 Hours	14,678	16,271	30,949
Percent Met 12 Credit Threshold	58.0%	59.2%	58.6%
Number Transferred	5,526	6,347	11,873
Transfer Rate	37.6%	39.0%	38.4%

Fall 2000 Transferred by Fall 2004			
Entering Cohort	25,208	26,900	52,108
Number Completed 12 Hours	14,189	15,384	29,573
Percent Met 12 Credit Threshold	56.3%	57.2%	56.8%
Number Transferred	4,494	4,722	9,216
Transfer Rate	31.7%	30.7%	31.2%

Fall 1999 Transferred by Fall 2003			
Entering Cohort	26,663	28,170	54,833
Number Completed 12 Hours	14,291	15,495	29,786
Percent Met 12 Credit Threshold	53.6%	55.0%	54.3%
Number Transferred	4,307	4,743	9,050
Transfer Rate	30.1%	30.6%	30.4%

3 Year Average (# Based)			
Entering Cohort	25,728	27,512	53,240
Number Completed 12 Hours	14,386	15,717	30,103
Percent Met 12 Credit Threshold	55.9%	57.1%	56.5%
Number Transferred	4,776	5,271	10,046
Transfer Rate	33.2%	33.5%	33.4%

1 Year Difference (# Based)			
Transfer Rate Number Difference	1,032	1,625	2,657
Transfer Rate Percent Difference	6.0%	8.3%	7.2%

2 Year Difference (# Based)			
Transfer Rate Number Difference	1,219	1,604	2,823
Transfer Rate Percent Difference	7.5%	8.4%	8.0%

**SOURCES OF DATA: Fall Enrollment (E1) and Annual Enrollment and Completion (A1).
Shared Data and National Student Clearinghouse**

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

For Female students, 42 colleges showed positive results in their Transfer Rates over the last three years while 3 colleges showed negative results. The remaining 3 colleges showed little or no change (less than 1 percent) among Female students.

For Female students, 42 colleges showed positive results in their Transfer Rates over the last three years while 3 colleges showed negative results.

Forty colleges posted positive Transfer Rate results for Male students during the three-year observation period. Four colleges exhibited little or no change, and the remaining 4 colleges reported a decrease in their Male student Transfer Rates.

TRANSFER RATES AMONG RACIAL/ETHNIC GROUPS

The latest data in Table 14 show blanket growth across racial/ethnic groups in the number and rate of students who transferred. Current data show that overall White students (40.5 percent) had substantially higher Transfer Rates than the overall Minority student (31.9 percent) population. This pattern was consistent over the past three years. The transfer rate performance gap between White and overall Minority students remained about the same in the latest figures (8.6 percent) as in the three year average (8.5 percent). Recent gains are noted for both groups as the latest results are substantially higher than the three-year average for both White students (+5.3 percent) and Minority students (+5.2 percent).

The latest data show blanket growth across racial/ethnic groups in the number and rate of students who transferred. Current data show that White students (40.5 percent) had substantially higher Transfer Rates than the overall Minority student (31.9 percent) population.

Latest Results. The latest breakouts show that among the largest racial/ethnic groups, Asian students (45.6 percent, N = 494) demonstrated the highest Transfer Rate followed by White students (40.5 percent, N = 9,630). The number of Asian students transferring was relatively small. White students outnumbered Asian students 19.5 to 1 in the number of transfers but this represents an improvement over the 22.1 to 1 White/Asian student ratio among the entering students who were tracked for this performance indicator.

Latino and African American student Transfer Rates show marked recent improvement in both the Transfer Rate and number of transfers. While progress is noted, additional advances will be necessary to narrow the gap with the highest performing populations.

Transfer Rates for Latino (29.7 percent) and African American (28.7 percent) students were substantially lower. While ranking results were similar across the three-year observation period, Latino and African American student Transfer Rates show marked recent improvement in both the Transfer Rate and number of transfers. Both Latino (+9.6 percent) and African American (+9.0 percent) student one year Transfer Rate gains outpaced White student (+7.2

percent) and Overall Minority student (+8.6 percent) gains for the same time frame. Substantially more Latino (N = 670, +254) and African American (N = 977, +393) students transferred compared to last year. While progress is noted, additional advances will be necessary to narrow the gap with the highest performing populations.

Three-Year Average Results. Looking at the groups with the most participants, Asian students (40.6 percent) achieved the highest three-year average Transfer Rates. On average over one-third of the White students transferred (35.2 percent) during the observation period. Nearly one-quarter of the Latino (24.1 percent) and African-American (23.4 percent) students transferred based on the three-year average.

Table 14
Fall 1999 (FY2000) through Fall 2005 (FY2006)
Statewide Student Transfer Rate Results by Racial/Ethnic Group
for Illinois Community Colleges

	White	African American	Latino	Asian	Non-resident Alien	Native American	Unknown	Overall	Combined Minority
Fall 2001 Transferred by Fall 2005									
Entering Cohort	38,862	7,258	4,015	1,759	255	206	423	52,778	13,493
Number Completed 12 Hours	23,770	3,402	2,257	1,083	144	97	196	30,949	6,983
Percent Met 12 Credit Threshold	61.2%	46.9%	56.2%	61.6%	56.5%	47.1%	46.3%	58.6%	51.8%
Number Transferred	9,630	977	670	494	53	34	15	11,873	2,228
Transfer Rate	40.5%	28.7%	29.7%	45.6%	36.8%	35.1%	7.7%	38.4%	31.9%
Fall 2000 Transferred by Fall 2004									
Entering Cohort	39,091	6,587	3,762	1,849	174	179	466	52,108	12,551
Number Completed 12 Hours	23,126	2,964	2,067	984	112	92	228	29,573	6,219
Percent Met 12 Credit Threshold	59.2%	45.0%	54.9%	53.2%	64.4%	51.4%	48.9%	56.8%	49.5%
Number Transferred	7,696	584	416	407	25	19	69	9,216	1,451
Transfer Rate	33.3%	19.7%	20.1%	41.4%	22.3%	20.7%	30.3%	31.2%	23.3%
Fall 1999 Transferred by Fall 2003									
Entering Cohort	42,222	6,151	3,454	2,328	239	185	254	54,833	12,357
Number Completed 12 Hours	23,926	2,487	1,877	1,188	103	94	111	29,786	5,749
Percent Met 12 Credit Threshold	56.7%	40.4%	54.3%	51.0%	43.1%	50.8%	43.7%	54.3%	46.5%
Number Transferred	7,631	510	411	422	22	21	33	9,050	1,386
Transfer Rate	31.9%	20.5%	21.9%	35.5%	21.4%	22.3%	29.7%	30.4%	24.1%
3 Year Average (# Based)									
Entering Cohort	40,058	6,665	3,744	1,979	223	190	381	53,240	12,800
Number Completed 12 Hours	23,607	2,951	2,067	1,085	120	94	178	30,103	6,317
Percent Met 12 Credit Threshold	58.9%	44.3%	55.2%	54.8%	53.7%	49.6%	46.8%	56.5%	49.4%
Number Transferred	8,319	690	499	441	33	25	39	10,046	1,688
Transfer Rate	35.2%	23.4%	24.1%	40.6%	27.9%	26.1%	21.9%	33.4%	26.7%
1 Year Difference (# Based)									
Transfer Rate Number Difference	1,934	393	254	87	28	15	-54	2,657	777
Transfer Rate Percent Difference	7.2%	9.0%	9.6%	4.3%	14.5%	14.4%	-22.6%	7.2%	8.6%

Table 14
Fall 1999 (FY2000) through Fall 2005 (FY2006)
Statewide Student Transfer Rate Results by Racial/Ethnic Group
for Illinois Community Colleges

	White	African American	Latino	Asian	Non-resident Alien	Native American	Unknown	Overall	Combined Minority
2 Year Difference (# Based)									
Transfer Rate Number Difference	1,999	467	259	72	31	13	-18	2,823	842
Transfer Rate Percent Difference	8.6%	8.2%	7.8%	10.1%	15.4%	12.7%	-22.1%	8.0%	7.8%

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

Shared Data and National Student Clearinghouse

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

In Table 14, results are furnished for all racial/ethnic groups. Narrative is provided on the four largest racial/ethnic groups regarding the number of colleges with increases, decreases, or little change in their Adjusted Retention Rates over the last recent three years. For White students, 42 colleges showed positive results in their Transfer Rates over the last three years while 4 colleges showed negative results. The remaining 2 colleges showed little or no change (less than 1 percent) among White students.

Thirty-seven colleges posted positive Transfer Rate results for African-American students during the three-year observation period.

Thirty-seven colleges posted positive Transfer Rate results for African-American students during the three-year observation period. Four colleges exhibited little or no change, while the remaining 7 colleges reported a decrease in their African-American student Transfer Rates.

Thirty-two colleges registered increases in their Latino student Transfer Rates during the time frame under study. Nine colleges experienced decreases in their Latino student Transfer Rates over the last three years. The 7 remaining colleges showed little or no actual change in their Latino student Transfer Rates.

Advances outnumbered declines about 2 to 1 in the Transfer Rate for Asian students among community colleges. Twenty-five colleges reported increases in their Transfer Rates for Asian students over the last three years and 14 colleges exhibited decreases. The 9 other colleges displayed little or no change.

WHAT WORKS: PROMISING PRACTICES FOR PROMOTING ACADEMIC ACHIEVEMENT AMONG COMMUNITY COLLEGE STUDENTS

In this section of the report sample promising practice initiatives aimed at enhancing student success are highlighted. Oftentimes, multiple colleges are undertaking similar initiatives. These representative projects provide helpful information about project components and outcomes around the following topics: Student Success Centers; Early Alert College Core Course Expectation Initiatives; Services to Individuals with Disabilities; Services to Minority Students; Services to English-as-a-Second Language Students; Services to Female Students; Teen Parents; Sample Orientation and Interventional Advisement Initiatives; Learning Communities; and Program Support Services Initiatives.

John A. Logan College's Write Place Writing Center (WPWC) provides academic-tutoring and is devoted to strengthening student writing.

What Works: Sample Student Success Center Initiatives. The **Write Place Writing Center (WPWC)** at **John A. Logan College** reaches across disciplines because every academic subject requires that students produce written assignments. The WPWC provides academic-

tutoring and is devoted to strengthening student writing. Students can use the WPWC on a walk-in basis for one-on-one help in any aspect of the writing process. The trained tutors/coaches include full-time and term faculty members and other qualified personnel. Coaches typically meet one on one with students to proofread a papers or explain an effective writing principle or practice. When coaches find errors, they do not simply "give" students the correct answer. Instead, they explain the general rule that applies and then help the students understand that rule and assist them in working through needed changes. The WPWC also has twelve state-of-the-art, internet-connected computers to use for completing writing assignments as well as the most recent rhetorical handbooks, handouts, and other materials.

The WPWC typically serves 300 or more students each semester. Students complete a brief evaluation after each session, in which they share their views about the extent to which the session met their needs and expectations. Students consistently rated these sessions as Excellent. In the four years the WPWC has been operating, only two students have rated a session lower and both of these were rated in the Good category. The form also collects open ended comments which are used to strengthen center operations. College faculty and administrators have supported the WPWC and urged students to take advantage of the assistance that center coaches provide.

The **Personal Advocate Linking Services (PALS)** program at **Southwestern Illinois College** promotes individualized academic and career success focusing on college advancement and employment after graduation. The PALS program provides a variety of services including: one-on-one assistance to students with Free Application for Federal Student Aid (FAFSA) forms; links students to campus and community resources; provides emergency funding for books and/or tuition for at risk and low income students; assists with resume preparation; and provides internships and career mentoring.

Southwestern Illinois College's Personal Advocate Linking Services (PALS) program promotes individualized academic and career success focusing on college advancement and employment after graduation.

Students seeking PALS assistance identify goals for their participation. Among students receiving PALS assistance at the Belleville, Granite City, and Red Bud Campuses, 82 percent reported achieving their goal. Seventy-five percent of the students assisted at the East St. Louis Center achieved their goal.

PALS program officials maintain detailed records on the assistance they provide students. At the Belleville, Granite City, and Red Bud Campuses 2,219 students received PALS services in fiscal year 2007. Outreach services were provided to 1,773 students by assisting with their financial aid FAFSA and 6,080 referrals were made to college and community services. Scholarships for textbook assistance totaling \$13,375 were provided to 82 students. At the East St. Louis Community College Center 852 students received PALS services in fiscal year 2007. Outreach services were provided to 272 students by assisting with their FAFSA, and 818 received referrals to college and community services. Scholarships were provided to 55 students totaling \$24,388 for tuition, fees and book assistance.

Other colleges that reported samples initiatives related to student success included: **McHenry County College** and **Parkland College**.

The first step is helping to align high school course content with Black Hawk College learning objectives. The second step is to provide college placement testing at the high schools.

What Works: Sample Early Alert College Core Course Expectation Initiatives

In spring 2006, **Black Hawk College** began teaming up with area secondary to increase the number of high school graduates prepared for successful entry into college level math and English courses. The college has taken a two step approach to reduce the number of

recent high school graduates who are required to take developmental coursework. The first step is helping to align high school course content with BHC learning objectives. The second step is to provide college placement testing at the high schools. To assist the high schools with aligning their course content, BHC faculty, deans, and department chairs have met with area high school teachers to provide and discuss the learning objectives of developmental and college level classes. Copies of course syllabi and learning objectives for the college's core courses are provided to the high school. If the high schools teach the content of the college developmental courses or above that level to high school students, they should be better prepared to take college level classes.

Black Hawk College has also installed ACT's COMPASS placement testing software at participating high schools. The high schools can use the COMPASS software to assess individual student's need for developmental classes long before the students come to the college. Correcting core academic skill deficiencies while still in high school will benefit the student. Feedback on the program from participating high schools has been excellent. Geneseo High School, one of the first participating schools, reports that students taking math classes modeled after college classes are approaching math more seriously and are more motivated to learn and score well on the COMPASS test. A very high percentage of the students testing in math are scoring into the next highest class according to their placement scores. Black Hawk College looks forward to increasing the number of area high schools who team with the college to help them complete high school with the ability to demonstrate college ready core academic skills.

Harold Washington College, Kankakee Community College, Lake Land College, Moraine Valley Community College, Richland Community College, and Shawnee Community College also reported sample early alert initiatives in their reports.

What Works: Sample Initiatives to Serve Individuals with Disabilities

The **Supported College Transition (SCT)/ College for Life (CFL)** program has been in place at **Lewis and Clark Community College** since 1991 to help individuals with severe disabilities achieve independence and academic or employment success through certificate and associate degree programs. The SCT program requires co-enrollment in a mainstream associates degree program and a Life Skills course. The Life Skills curriculum helps students learn to manage a range of functions: personal information, transportation, finances, personal safety, health and nutrition, social and emotional well being, civil rights and self advocacy, and disability awareness. The program allows for flexible scheduling and students may repeat courses as needed. All CFL students are required to complete a Self Advocacy Class where students learn to assert themselves, locate useful information, complete forms, ask questions and use community based services for assistance.

Lewis and Clark Community College's Supported College Transition (SCT)/ College for Life (CFL) program has been viewed as a model was a featured cover story in the newsletter: Disability Compliance for Higher Education.

In 2007 the Supported College Transition (SCT)/College for Life (CFL) program enrolled 70 students in 36 classes. Approximately 620 students have been served through these programs and their predecessor (Supported School-to-Work Transition program) since their inception. The program has been viewed as a model for other institutions, and in November, 2007 was the featured cover story in the newsletter: Disability Compliance for Higher Education. In 2007, Lewis and Clark staff presented the program at a national conference of the Association for Higher Education and Disability, and presented at the Illinois / Iowa chapter of that same organization.

Comments on Waubensee Community College's First Move written evaluations indicated that, as a result of the program, students understood more about college processes, procedures, and protocols; campus resources; and available educational technology.

First Move was developed at **Waubensee Community College** as a fall 2007 voluntary orientation program for incoming freshmen with disabilities to increase academic success and develop self-advocacy skills. Through a series of workshops and structured role playing activities, students were able to develop and practice self-advocacy skills. Additional activities addressed other issues important to academic success, such as goal setting, student motivation, time-management skills, self-awareness,

accommodations, and developing an increased awareness of available services. Immediate feedback from participants following First Move was positive. Eighty percent of the students who responded to a survey strongly agreed that they planned to use the information they learned from the workshops. The remaining twenty percent agreed with this statement. Comments on the First Move written evaluations indicated that, as a result of the program, students understood more about college processes, procedures, and protocols; campus resources; and available educational technology. Of the twenty-five students who attended, fifteen are regularly accessing the resources in the Access Center.

Additional initiatives to serve students with disabilities were reported at **Elgin Community College, Heartland Community College, Kishwaukee College, Oakton Community College, Carl Sandburg College, and South Suburban College.**

What Works: Sample Initiatives to Serve Minority Students In February 2007, **Prairie State College** began a networking program for African American males called **Ties that Bind** or **Knot: Strengthening Ties Between African American Men**. This program allows students to connect with African American male professionals (role models/mentors) and to hear their stories of professional success that resulted from pursuing higher education. Students are also taught about dressing for success in the business world. The goal of this initiative is to increase the retention and success of African American males at Prairie State College. Evaluations completed by the students and professionals have been very positive.

Triton College's initiative is designed to **foster persistence** of first generation, low-income, multi-cultural students to academic goal achievement by creating a learning environment that understands and adapts to their unique needs. This is a federal Title III program aimed at supporting improvements in educational quality and strengthening institutional management and financial stability. A primary goal of this Title III grant is to engage the student from the moment they walk onto the Triton College campus for enrollment, and to foster student success by facilitating retention and completion. The program has three primary elements: Bridging Entry, which includes the Welcome Center, a Peer Mentoring Program, and Summer Bridge and New Directions programs for GED and ESL students; Foundations for Student Progress, which includes a Career Foundations program of career planning, assessment of basic skills, developmental education, and student advisement; and Building Learning Communities.

Triton College's initiative is designed to foster persistence of first generation, low-income, multicultural students to academic goal achievement by creating a learning environment that understands and adapts to their unique needs.

In addition, **Harry S. Truman College, Illinois Central College, Joliet Junior College, McHenry County College, and John Wood Community College** all reported promising practices aimed at enhancing services to minority populations.

The goal of the English as a Second Language (ESL) Career Programs Initiative at the College of Lake County program is help ESL students earn career certificates that lead to employment.

What Works: Sample Initiatives to Serve English as a Second Language Students The **English as a Second Language (ESL) Career Programs Initiative** at the **College of Lake County** provides non-native English speakers the opportunity to learn new career skills while building their English language competency. The goal of the program is help ESL students earn career certificates that lead to employment. ESL support is offered in four

program areas and includes certificate programs within those content areas. Extra support includes offering students both in-class tutoring with a Supplemental Instructional Assistant and/or an ESL support class to be offered along with the content course. The ESL support program also provides career assistance with workshops on resume writing and job search skills from Career and Placement Services Office officials. Career Services also provides on request job search assistance. In fall 2006, 123 students were enrolled in the program. In spring 2007, about 135 ESL students enrolled in the program. The first class of **ESL Career Programs Initiative** students graduated during academic year 2006.

What Works: Sample Initiatives to Serve Female Students

The Mary McLeod Bethune Women's Center has been providing targeted student support services at **Kennedy-King College** for three years. The purpose of the MMB Women's Center is to provide a wide range of informational resources include health, education, housing, life skills, business, legal, relationships, children, parenting, domestic violence, and finances. The goal of the center is to empower women to make informed decisions, by increasing their access to current literature and programs. Center services are delivered using printed materials, pamphlets, books, films, programs, and workshops. Off campus cultural enrichment activities have included theater and museum visits. Visitors have access to free local telephone service and computers with internet access and word processing. The Center also provides service learning opportunities for women student staff members. The Center aims to expand options for women students and empower them with the knowledge and skills to make better life decisions for themselves and their families and to become more productive community members.

Kennedy-King College's Mary McLeod Bethune Women's Center aims to expand options for women students and empower them with the knowledge and skills to make better life decisions for themselves and their families and to become more productive community members.

William Rainey Harper College officials developed a learning community course called Life Choices and Career Directions for Women's Program participants to better equip them with the skills and confidence to be successful in and out of school.

William Rainey Harper College officials developed a learning community course called **Life Choices and Career Directions** for Women's Program participants to better equip them with the skills and confidence to be successful in and out of school. The Women's Program serves low-income single mothers; non-traditional career seekers; victims of domestic violence; and women who have become widowed, divorced or separated. Life

Choices and Career Directions was designed to give participants a feeling of competence, confidence and connectedness with each other by identifying personal strengths, values, skills and abilities. Additionally, students are provided with training to effectively use career resources, to make positive life changes, to develop an education and career plan, to make more informed decisions, and manage stress more productively. The four-credit hour learning community was offered tuition-free to participants with funding from the Women's Program. Pre- and Post-tests were administered at the start and end of the learning community. Self-efficacy was measured using a 9-item Likert scale (1 low – 5 high) on the success factors addressed. Participants surpassed expectations by increasing their skills overall by an average of 1.5 points.

An initiative to strengthen services for female students was also reported by **Sauk Valley Community College**.

What Works: Sample Initiative to Serve Teen Parents

In collaboration with the Illinois Center for Specialized Professional Support, **Olney Central College** hosted a workshop for pregnant or parenting teens from 19 area high schools in February of 2007. Goals for this workshop included: raising high school graduation rates for single parent teens; increasing enrollment of teen parents in post-secondary education and/or increasing placement in employment; showing how dropping out of high school has a negative impact a teen's future; motivating

Eighty-seven percent of the high school seniors who participated in the Olney Central College Teen Parenting program graduated from high school and moved in to postsecondary education or employment.

students to complete high school and continue from high school to post-secondary education and/or employment; and showing that completing high school greatly improves earning potential and the quality of life for both parents and children. During the workshop, college Student Services staff shared information regarding Perkins offerings, financial aid, TRIO programs, and the Single Parent Program. The workshop included information on allied health programs, birth control and sexually transmitted diseases, childcare, nutrition, and other topics affecting teen parents. Eighty-seven percent of the high school seniors who participated in the program graduated from high school and moved in to post-secondary education or employment.

Lincoln Trail College officials make extensive use of degree audit evaluations to provide a program map of curriculum requirements and student progress for each major to students and their advisors.

What Works: Sample Orientation and Interventional Advisement Initiatives

Lincoln Trail College officials make extensive use of **degree audit evaluations** to provide a program map of curriculum requirements and student progress for each major to students and their advisors. A degree audit evaluation is a detailed account of what courses a student has completed, is currently enrolled in and courses for which they are registered. By using the

evaluations, students and advisors can see how courses fit into an academic program, identify approved transfer courses, ascertain substitutions and waivers, verify grades for completed courses, and review notes about courses needed to fulfill program requirements. The goal of degree audit evaluations is to provide students with an opportunity to become more involved in their educational process. Incoming freshman are introduced to degree audit evaluations at freshman orientation where staff members provide a demonstration on how the degree audit evaluation works and distribute a handout with instructions to students. Students are again reminded of the degree audit evaluation when they make an appointment to see their advisor. Advisors review and discuss the student's degree audit evaluation in detail and provide time for questions. The audit degree evaluation can also be used by staff in financial aid, and admissions and records.

In conjunction with the **Rend Lake College** dual credit program, a pilot program was established in fall 2003 at an in-district High School in an attempt to reduce the number of students requiring college prep coursework in math upon entrance at Rend Lake College. As a result of this pilot program, the same program was implemented in another district high school in fiscal year 2007. Eighth grade students were tested using the COMPASS test at the end of the year. Students who reached the cut-off score were placed into Beginning Algebra during their freshman year of high school and, as long as they achieved a C or better, in subsequent college courses through the remaining three years of high school. Successful dual credit math students who register at Rend Lake College after high school graduation are eligible to enroll in Calculus and Analytic Geometry II during their first semester in college. The dual credit math courses are part of the Rend Lake College assessment program. Assessment results from these courses are examined to determine student success rates and calculate the average total point improvement per student in each course.

Successful dual credit math students who register at Rend Lake College after high school graduation are eligible to enroll in Calculus and Analytic Geometry II during their first semester in college.

*Students who demonstrate high risk behaviors such as low test scores, poor attendance, incomplete homework assignment, or poor comprehension, are recorded by faculty through the **Lake Land College** electronic Early Alert Program (EAP) system.*

At **Lake Land College** students at high-risk of academic failure, drop-out or stop-out began being identified as early in the semester as possible since fall 2002. Students who demonstrate high risk behaviors such as low test scores, poor attendance, incomplete homework assignment, or poor comprehension, are recorded by faculty through the Lake Land College electronic Early Alert Program (EAP) system. As soon as the faculty enters their

observed concern into the system it is available for the coordinator's review. The coordinator attempts to contact the student and talk to them about the concerns of the teacher. The student is offered the appropriate intervention – tutoring, career exploration, study skills, test anxiety and time management are some of the services available – to improve their chance of successful course completion. Faculty can view the student/coordinator contact record and the recommendations in the EAP electronic system. Faculty can also update the student's record so the coordinator can follow-up. Students in pilot classes earned a 44 percent higher cumulative GPA than students in control classes. In the pilot class 9 percent more students earned a grade of C or better, the retention rate is consistently greater (14 percent), and students earned an average of 2.0 more credit hours than students in control classes during fiscal year 2003. EAP has the greatest academic effect on entry level courses. By helping students persist in their classes, the program is helping the institution financially. If EAP is expanded to include class that serve 2,000 students, the possible financial benefit could be up to \$784,000.

Orientation and interventional advisement initiatives were also reported at **Frontier Community College, Illinois Valley Community College, Shawnee Community College, Southeastern Illinois College,** and **Spoon River College.**

*The **Malcolm X College Summer Scholars Academy** was implemented in fiscal year 2007 to provide opportunities to explore theme and inquiry-based interdisciplinary learning in English/Literature, Science, Mathematics, and the Creative Arts for motivated high school students entering their junior and senior years.*

What Works: Sample Learning Communities

The **Malcolm X College Summer Scholars Academy** was implemented in fiscal year 2007 to provide opportunities to explore theme and inquiry-based interdisciplinary learning in English/Literature, Science, Mathematics, and the Creative Arts for motivated high school students entering their junior and senior years. The Academy offers a six week, college level, intensive study experience in which students research various topics

related to a selected theme, attend class discussions, visit locations of educational significance, and present findings to their peers in a poster board session conference. Students work in learning communities with faculty from different disciplines, on projects that derive from questions they develop, which are related to the selected theme of the Academy. Class lectures, discussions, and activities are linked and team-taught by Faculty. While students spend a significant amount of time in the classroom being guided by brief lectures, discussions, and activities, the Academy's curriculum also include field trips and guest lectures/artists. The program is intended to improve student learning which is expected to improve the recruitment and retention of student enrollment. The Academy was piloted successfully with eleven students enrolled from local high schools. The college plans to increase that number to six Learning Communities to accommodate at least 150 students.

In the fall 2007 semester, a variant of the Fundamentals of Nutrition (BIO 120) course was offered at **Parkland College** that enabled students to investigate and experience the **entrepreneurship of product research and development** in the field of nutrition by developing a novel snack food aimed to meet the needs of an active woman. Students worked in teams to research the motivation behind snack food choices, examine nutrient profiles of ingredients, formulate a recipe for a snack bar, interpret lab analysis of the product, and aid in the local marketing of the foodstuff. Product packaging design was done in collaboration with a Graphic Design I (GDS 122) class. This **Parkland College** course focused on establishing a new food product and students demonstrated **entrepreneurial skills** which are critical in any market sector. Initial course grades for this entrepreneurial course indicate student success, compared to traditionally taught course sections of the same course. In the entrepreneurial course, 78 percent received an “A” or “B” grade, and only one student withdrew. In a traditional section taught by the same instructor, 57 percent received a “B” or better grade, and three students withdrew. The instructor reports that 80 percent of the tests in the course were identical for the two sections and despite the entrepreneurial class having closed-book exams, the entrepreneurial class out-performed the traditional students.

*This **Parkland College** course focused on establishing a new food product and students demonstrated **entrepreneurial skills** which are critical in any market sector. Initial course grades for this entrepreneurial course indicate student success, compared to traditionally taught course sections of the same course.*

In addition, learning community initiatives were also reported at **Highland Community College, Kaskaskia College, Rock Valley College, Carl Sandburg College, and South Suburban College.**

*The Health Career Club (HCC) at **Sauk Valley Community College** provides targeted support services to help students successfully complete health career programs.*

What Works: Sample Program Support Services Initiatives

The Health Career Club (HCC) at **Sauk Valley Community College** provides targeted support services to help students successfully complete health career programs. Begun in September 2006, the HCC serves mostly female students and some minority students. Many of the

students are single mothers, and many students have been out of school for several years. The HCC administers student surveys each semester to identify their most pressing issues and establishes an action plan to respond appropriately. The HCC helps students deal with stress, financial concerns, spouse and family issues, and a lack of social and emotional support. The club sponsors activities, such as site visits, study groups, tutoring, monthly meetings, exercise and fitness classes. HCC helps coordinate financial assistance, and coordinates activities with other college services. Evidence of Success is limited. All participating upper-level students graduated, and students reported it has been a tremendous support.

Project RISE – a federally funded Student Support Services Program and component of the Department of Education TRIO programs at **Heartland Community College** – is designed to improve the persistence, graduation and transfer rate of students, characterized as first-generation, low- income or

***Heartland Community College’s Project RISE** also offers peer mentoring for all first and second year program participants, proactive, intrusive advising, early alert monitoring, learning communities, and study groups.*

disabled, by assisting them in overcoming the academic, social and personal barriers which may prevent them from achieving academic success. Project RISE serves 170 full-time enrolled credit students who have identified the goal of attaining a bachelor's degree. The program provides a structured First Year Experience (FYE) program in which supplemental academic instruction in developmental math, as well as English is offered through learning communities. Project RISE also offers peer mentoring for all first-and second year program participants, proactive, intrusive advising, early alert monitoring, learning communities and study groups. Since its implementation Project RISE has served over 700 students. In fiscal year 2007, students from underrepresented groups made up half of the total population of the 2007 cohort of students.

Olive-Harvey College and **Danville Area Community College** also reported on initiatives related to enhancing program support services.

What Works: Other Initiatives Other initiatives were reported by a several colleges. For example, **Richard J. Daley College** and **Wilbur Wright College** both reported on sample bridge programs. Additionally, a program aimed at enhancing teamwork was reported by **Wabash Valley College**. **Lincoln Land Community College** and **Morton College** both reported on initiatives to improve services and support for faculty.

PROVIDING RESOURCES TO PROMOTE STUDENT SUCCESS

Key components of the State of Illinois' support of underrepresented students have been the Special Populations/related Disadvantaged Student Success Grant and the General Revenue Fund Base Operating Grant. In recent years, support for the former has disappeared and support for the later has diminished.

Community colleges are responsible for providing access to higher education to all individuals who can benefit and are challenged by the current fiscal climate, which makes it increasingly difficult to provide the array of support services to help individuals be successful. Key components of the State of Illinois' support of underrepresented students have been the Special Populations/related Disadvantaged Student Success Grant and the General Revenue Fund Base Operating Grant. In recent years, support for the former has ended and

support for the later has diminished. Resources are needed to provide students from underrepresented groups and others with the support systems to succeed. Funding losses are negatively impacting community college efforts to serve all students and may be impacting individuals from underrepresented groups to an even greater extent.

Historically, the Special Populations and related Disadvantaged Student Success Grant provided support services to at-risk student populations to help remedy educational deficiencies and allow students to attain their educational goals. The Special Populations/Disadvantaged Student Grants assisted underrepresented students from low-income households, first-generation college attendees, and Students with Disabilities and provided services such as: tutoring, supplemental instruction, academic advisement and counseling, mentoring, and retention services. The grants also provided special support services to Students with Disabilities such as interpreters and readers, note takers, transcription services, assistive devices, open and closed captioning, taped texts, audio recording, and brail materials. The cost of providing appropriate services to Students with Disabilities ranges from modest to substantial based on the needs of each particular student.

Table 15 Illinois Community Colleges Special Populations Grant Funding Fiscal Years 1995-2005 and Disadvantaged Student Success Grant Funding Fiscal Years 2006-2009						
			3-Year Average	1-Year Change FY08-FY09		5-Year Change
FY	Funding (\$)		FY07-FY09	N	%	N %
FY1995	\$10,100,000		\$1,000,000	\$0	---	\$0 ---
FY1996	\$11,700,000					
FY1997	\$11,700,000					
FY1998	\$12,300,000					
FY1999	\$12,300,000					
FY2000	\$12,711,800		\$4,169,400	\$-12,711,800	-100.0%	
FY2001	\$13,000,000					
FY2002	\$12,982,200					
FY2003	\$0					
FY2004	\$0					
FY2005	\$0					
FY2006	\$0					
FY2007	\$3,000,000					
FY2008	\$0					
FY2009	\$0					

SOURCE: Higher Education Appropriations/ICCB Fiscal Records

Special Populations Grant funding peaked in fiscal year 2001 at \$13 Million. The appropriation was eliminated in fiscal year 2003 and a revised related program called the Disadvantaged Student Success Grant was funded at \$3 Million for FY 2007. For the second consecutive year in FY 2009, the Disadvantaged Student Success Grant was not funded. Colleges have reported that state- and federal-mandated services to students with disabilities that were previously funded through the Disadvantaged Student Success and Special Populations Grants are being paid for out of operating budgets, which further reduces the dollars available to support students in other areas. Colleges have also reported that the loss of the Special Populations Grant impedes their ability to provide other non-mandated education services.

The General Revenue Fund Base Operating Grant provides the state’s primary payment to community colleges. Allocations to individual colleges are formula based and tied to actual student attendance in specific types of courses. The unit cost methodology recognizes that some types of instruction are more expensive to offer than others (e.g., registered nursing – health careers versus English literature – baccalaureate or general academic). There is a two year lag built into the reimbursement schedule.

Table 16 Illinois Community Colleges General Revenue Fund Base Operating Grants Fiscal Years 2002-2009							
			3-Year Average	1-Year Change FY08-FY09		5-Year Change FY05-FY09	
FY	Funding (\$)		FY07-FY09	N	%	N	%
FY2002	\$327,136,900		\$297,832,267	-\$2,779,000	-0.9%	-\$2,218,600	-0.7%
FY2003	\$317,383,800						
FY2004	\$291,345,400						
FY2005	\$297,198,200						
			8-Year Average	8-Year Change			
FY2006	\$298,268,200		FY02-FY09	N	%		
FY2007	\$300,758,600		\$303,103,663	-\$32,157,300	-9.8%		
FY2008	\$297,758,600						
FY2009	\$294,979,600						
SOURCE: Higher Education Appropriations/ICCB Fiscal Records							

Base Operating Grant payments to colleges peaked in fiscal year 2002 at \$327.1 Million. The latest Base Operating Grant for fiscal year 2009 was nearly \$295 Million which is \$32.2 Million below the fiscal year 2002 funding level. Unadjusted Base Operating Grant Funding in fiscal year 2009 was \$2.8 Million below last year and \$2.2 Million below fiscal year 2005. College operating expenses have risen during the last eight years. Personnel cost increases and recent energy price increases are contributing factors. The fiscal year 2009 mid-year rescission reduced funding by \$7,255,042. The Joint Task Force on (Illinois) Community Colleges (2006) Finance & Resources Subcommittee expressed concerns in late 2006 and the situation has deteriorated further since they issued their report.

Base Operating Grants should be funded at 100 percent of the cost to offer courses in the six instructional categories. The State should work towards full funding of the credit hours without a proration factor. Fiscal year 2007 funding is at 92 percent of the costs.

Joint Task Force on (Illinois) Community Colleges Finance & Resources Subcommittee (2006).

Funding gaps are impacting community college programs and services for underrepresented groups. Individuals with disabilities are part of the communities the colleges serve, and providing needed services to individuals with the ability to benefit is a foundational aspect of the Illinois Community College System's mission. Decreased funding, combined with mandates from the American with Disabilities Act, Vocational Rehabilitation Act, and Illinois Human Rights Act, exacerbate the challenges colleges are facing to serve Students with Disabilities. At the same time that funding is declining, the number of students with disabilities to be served is rising (12,337 in FY 2006 and 13,152 in FY 2007). Still, community colleges remain dedicated to providing needed services to eligible Students with Disabilities. Community colleges continue to serve underrepresented students including individuals with disabilities, but the challenges are much greater without Special Populations/related Disadvantaged Student Success Grant funds.

Reductions in Base Operating Grants are particularly challenging in the current environment where early indications are that overall enrollments are increasing for fiscal year 2009. Preliminary FY 2009 survey results for the Illinois Community College System show that Fall 2008 opening headcount enrollments increased 1.9 percent and Full-Time Equivalent (FTE) increased 2.7 percent and Spring 2009 opening headcount enrollments increased 3.1 percent and FTE increased 4.2 percent. With additional resources, more individuals with disabilities and under-prepared students could be served and their needs more fully accommodated. Efforts to restore funding to better serve all individuals including underrepresented groups should continue.

Reductions in Base Operating Grants are particularly challenging in the current environment where early indications are that overall enrollments are increasing for fiscal year 2009.

SUMMARY

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

During fiscal year 2007, Illinois community colleges served approximately 13,152 Students with Disabilities (2.0 percent of all credit students). In the latest census estimates, 10.0 percent of all Illinoisans between the ages of 16 and 64 years of age have a disability.

The Male/Female distribution of all students in the Illinois Community College System typically fluctuates little from year to year. Females comprised 55.5 percent of the student population in fiscal year 2007. Census data show little change in the proportion of Females in Illinois with 50.8 percent in 2007 versus 51.0 percent in 2000.

In fiscal year 2007, the average age of Illinois community college credit students was 30.6 while the median age was 25.7. According to 2007 census data, the median age of all Illinoisans was 35.7 years.

According to 2007 census data, Minorities accounted for 28.3 percent of the total Illinois population. Student racial/ethnic representation varies across broad program levels. During fiscal year 2007, Minorities comprised 28.2 percent of baccalaureate/transfer enrollees whose ethnicity was known. An examination of each Minority racial/ethnic group's representation across the baccalaureate/transfer program area indicates that

According to 2007 census data, Minorities accounted for 28.3 percent of the total Illinois population. . . . Minority students accounted for 29.1 percent of career/technical graduates, compared to 28.2 percent of baccalaureate/transfer graduates.

African-American (14.1 percent) students accounted for the largest Minority group, followed by Latino (8.6 percent), Asian (4.7 percent), Nonresident Alien (0.5 percent), and Native American (0.3 percent) students.

Minority students accounted for 29.1 percent of the career and technical enrollments. African-American students had the highest representation among Minorities in career/technical programs and accounted for 15.8 percent of the population. Latino students had the second largest career/technical program enrollment (8.7 percent), followed by Asian students (4.0 percent), Nonresident Alien students (0.4 percent), and Native American students (0.3 percent).

Minority students accounted for nearly two-thirds (62.6 percent) of the individuals enrolled in community college Adult Education coursework whose ethnicity was known in fiscal year 2007. More than eight out of ten students were Minorities in English as a Second Language programs.

Minority students accounted for 29.1 percent of career/technical graduates, compared to 28.2 percent of baccalaureate/transfer graduates. Minority faculty accounted for 16.0 percent of full-time and 15.5 percent of part-time Illinois community college faculty whose ethnicity was known.

ACADEMIC ACHIEVEMENT

*The IPEDS GRS survey provides a **Graduation Rate** for full-time, first-time, degree or certificate-seeking students in a specified year and provides a count of the number completing within 150 percent of "catalog" time (i.e., three years for a two-year Associate Degree); and a **Combined Rate** for those who either graduated, transferred to other postsecondary institutions, or were still enrolled at the end of the observation period.*

IPEDS Graduation Rate Survey – Federal officials have developed an approach for looking at selected educational outcomes called the Graduate Rate Survey (GRS) which is part of the nationwide Integrated Postsecondary Data System (IPEDS) initiative. The IPEDS GRS survey provides a **Graduation Rate** for full-time, first-time, degree or certificate-seeking students in a specified year and provides a count of the number completing within 150 percent of "catalog" time (i.e., three years for a two-year Associate Degree); and a **Combined Rate** for those who either graduated, transferred to other postsecondary institutions, or were still enrolled at

the end of the observation period. Although still limited in the range of potential results tracked, the Combined Outcome Rate measure more fully reflects the range of academic outcomes sought and progress being made by community college students. Even the Combined Outcome Rate reported still undercounts the positive achievements of the community college students.

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

***Retention Rates** provide a measure of student attachment to college. . . Fall to fall retention figures are calculated. Two percentage figures are provided in the accompanying report: a Retention Rate that includes only individuals who re-enrolled the following fall and an **Adjusted Retention Rate** which includes individuals who re-enrolled the next fall plus those individuals who graduated during the intervening or returning year.*

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

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

*Cohorts of entering students in college level coursework with no prior higher education experience who completed 12 or more credits at the community college are tracked through administrative data matching for four years and the number of successful **transfers** to four-year colleges and universities are identified.*

Transfer Rates – Cohorts of entering students in college level coursework with no prior higher education experience who completed 12 or more credits at the community college are tracked through administrative data matching for four years and the number of successful transfers to four year colleges and universities are identified. Illinois' statewide transfer rate tracking uses the Illinois Community College and Public University Shared Enrollment and Graduation Files (Shared Data) and more

recently the National Student Clearinghouse (NSC) Student Tracker to identify transfers to four year universities. Shared Data contains complete coverage of Illinois public higher education and also includes DePaul University and Bradley University. NSC includes enrollment information for all types of out-of-state colleges and universities, as well as additional private in-state institutions. The following information is limited to a three-year period because supplemental data were consistently available from the National Student

Clearinghouse (NSC) Student Tracker for this time frame.

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

Students with Disabilities Outcomes

Over the last five years, on average more than one-third (40.3 percent) of the Students with Disabilities (self reported) who were identified as college ready either graduated, transferred, or were still enrolled – **Combined Rate** -- at the end of the observation period.

*Over the last five years, on average more than one-third (40.3 percent) of the Students with Disabilities (self reported) who were identified as college ready either graduated, transferred, or were still enrolled – **Combined Rate** -- at the end of the observation period.*

Combined Rate results for the latest cohort (40.3 percent) were lower compared to last year's results (42.2 percent). This decrease can be partially attributed to an increase in the number of Students with Disabilities in the latest cohort (N = 762) compared to last year (N = 599) while 54 additional Students with Disabilities reported either graduating, transferring, or continuing their enrollment in the latest results. Latest Combined

Rate results for students without disabilities show that about three-fourths demonstrated documented progress (32.0 percent over Students with Disabilities).

Shifting emphasis to the number of institutions reporting progress, shows that over the five-year period studied, colleges reporting increases in the Combined Rate for Students with Disabilities outnumbered colleges with declines two to one. A handful of colleges (N = 6) reported little or no change.

Narrowing the focus to Students with Disabilities who completed programs within the GRS time frame shows the following results. Over the last five years, **Graduation Rates** for Students with Disabilities averaged 17.1 percent. The most recent Graduation Rate results for Students with Disabilities (16.8 percent) were lower than the results achieved in four of the last five years. IPEDS does not provide national comparable information on Graduation Rates for Students with Disabilities. The number of colleges reporting Graduation Rate losses (N = 19) for Students with Disabilities and gains (N = 19) were the same, and ten colleges reported little or no change.

Academic achievement for Students with Disabilities as reflected in the latest Combined Rate – graduation/retention and transfer – shows that about one-fourth of the Students with Disabilities are being retained within higher education. Breaking apart the GRS, latest GRS Combined Rate results show that 23.5 percent of Students with Disabilities either were still enrolled or had transferred to another institution. The latest Combined Rate for Students with Disabilities was 32.0 percent lower compared to all other students.

The latest Fall to Fall **Adjusted Retention Rate** results from fall 2005 to fall 2006 show that Students with Disabilities had an Adjusted Retention Rate of 63.2 percent. The Adjusted Retention Rate for Students with Disabilities in the most recent year was higher than (+2.7 percent) than, students without disabilities (60.5 percent). The most recent Students with Disabilities results are slightly higher than the three-year average (62.2 percent). The latest performance of students without disabilities (61.0 percent) is slightly lower than their long-term average.

Twenty-three colleges showed increases in their Adjusted Retention Rate over the last three years, 22 colleges registered decreases, and the remaining three colleges displayed little or no change.

The latest breakouts show that students with disabilities had a **transfer rate** of 26.3 percent. These were the highest rates over the 3-year period. The transfer rate increased 7.5 percent over the previous year, and the number of students with disabilities increased 72 students over the previous year. Students with disabilities (22.4 percent) achieved lower three-year average Transfer Rates than other students (33.6 percent). On average, slightly more than one-fifth (22.4 percent) of students with disabilities transferred during the observation period. Recent gains are noted as the latest results are higher than the three-year average (N=+ 45; + 3.9 percent).

Twenty-six colleges showed positive results in their Transfer Rates over the last three years while 9 colleges showed negative results. The remaining 13 colleges showed little or no change.

Bottom Line on Academic Achievement Measures for Students with Disabilities

– The latest results for college ready Students with Disabilities compared to five years ago show positive movement for the Combined Outcome Rate (40.3 percent versus 28.8 percent in 2002) and a small decrease in the Graduation Rate (16.8 percent versus 17.1 percent in 2002). Students with Disabilities Combined Outcome Rates were improving, and the number of colleges showing gains over the last five years outnumbered those with declines 2 to 1. Graduation Rates within 150 percent of catalog time for Students with Disabilities were less positive with some recent improvement noted. The most recent Graduation Rate results for Students with Disabilities (16.8 percent) were lower than the results achieved in four of the last five years. The latest Graduation Results for Students with Disabilities are slightly less favorable at 16.8 percent than the previous year (15.1 percent). Over the last five years, the number of colleges reporting Graduation Rate reductions (N = 19) for Students with Disabilities and increases (N = 19) were the same, and ten colleges reported little or no change.

Students with Disabilities Combined Outcome Rates were improving . . . The most recent Graduation Rate results for Students with Disabilities (16.8 percent) were lower than the results achieved in four of the last five years. . . The latest Adjusted Retention Rate at 63.2 percent was down compared to 2004 (59.2 percent), but is higher than the latest Adjusted Rate for students who did not self identify as having a disability (60.5 percent).

The latest Adjusted Retention Rate at 63.2 percent was down compared to 2004 (59.2 percent), but is higher than the latest Adjusted Rate for students who did not self identify as having a disability (60.5 percent). Trends at the college level were mixed, with the number of colleges showing increases in Adjusted Retention Rates over the last five years just one more than the number of colleges with decreases.

The latest transfer rate was 26.3 percent, which was the highest over the three-year period. The transfer rate increased 7.5 percent over the previous year, and the number of students with disabilities decreased 72 students over the previous year. Trends at the colleges showed twice as many colleges showing gains than declines in transfer rates of students with disabilities.

Female Student Outcomes

Five-year average **Combined Rate** – graduated/ transferred/still enrolled – results for Female (70.3 percent) students were about 3 percent higher than the results attained by Male (66.8 percent) students. Over the last five years, Females consistently outperformed Males by achieving between 1.6 and 5.6 percent higher rates.

The latest Combined Rate outcomes for both Female (72.7 percent) and Male (70.1 percent) students were the second highest over the five-year period. Males students have demonstrated recent gains in reducing the performance gap.

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

Female students averaged a 25.1 percent **Graduation Rate** over the past five years and Male students averaged 20.5 percent – a little less than 5.0 percent lower.

The most recent Graduation Rate outcomes were below the five-year average. In the 2006 results, just under one-quarter of Female (23.6 percent) and one-fifth of the Male (20.2 percent) students graduated. According to the National Center for Higher Education Management Systems (NCHEMS), the latest available national figures for two-year public colleges show a Female Graduation Rate of 24.7 percent and a Male Graduation Rate was 22.2 percent. Hence, the Illinois Female Graduation rate was slightly lower (-1.1 percent) than the national rate, and Illinois' Male Graduation Rate trailed the national rate by 2.0 percent.

Among the 48 community colleges, 26 colleges reported decreases , 15 colleges reported increases in Female graduates over the five-year period being reviewed, and 7 colleges experienced little or no change in the percent of Female graduates.

The latest **Adjusted Retention Rate** for Females (62.1 percent) were higher than Males (59.1 percent). Female Adjusted Rates have been consistently higher over the last three years. The latest results were on par with the three-year average for Males and very similar to the three-year average for Females (62.6 percent). Compared to a couple of years ago, 13 colleges showed increases in the Adjusted Retention Rate for Female students, 32 colleges exhibited decreases, and three colleges showed little or no change.

*The latest **Adjusted Retention Rate** for Females (62.1 percent) were higher than Males (59.1 percent). Female Adjusted Rates have been consistently higher over the last three years. The latest results were on par with the three-year average for Males and very similar to the three-year average for Females (62.6 percent).*

The latest data show growth in the number and **transfer rate** of Female students. The latest breakouts show that Female students (39.0 percent, N = 6,347) demonstrated the higher Transfer Rate over Male students (37.6 percent, N = 5,526). These were the highest rates over the 3-year period. The Female student transfer rate increased 8.3 percent over the previous year, and the Male student transfer rate increased 6.0 percent over the previous year. Female students outnumbered Male students 1.1 to 1 in the number of transfers. Female students (33.5 percent) achieved slightly higher three-year average Transfer Rates. On average, about one-third of both Female (33.5 percent) and Male (33.2 percent) students transferred during the observation period.

For Female students, 42 colleges showed positive results in their Transfer Rates over the last three years while 3 colleges showed negative results. The remaining 3 colleges showed little or no change (less than 1 percent) among Female students. For male students, forty colleges posted positive Transfer Rate results, 4 colleges exhibited little or no change, and 4 colleges reported a decrease.

The latest Combined Outcome Rate results were very positive for Female students compared to five years ago (72.7 percent in 2006 versus 64.7 percent in 2002) and the Graduation Rate for Female students showed little change (23.6 percent in 2006 versus 25.0 percent in 2002).

Bottom Line on Academic Achievement Measures for Female Students

– The latest Combined Outcome Rate results were very positive for Female students compared to five years ago (72.7 percent in 2006 versus 64.7 percent in 2002) and the Graduation Rate for Female students showed little change (23.6 percent in 2006 versus 25.0 percent in 2002). Looking at progress at the institutional level, the number of colleges with Female Combined Rate percent increases over the

last five years shows that advances lead declines by nearly ten to one.

The Female Graduation Rate for Illinois (23.6 percent) was below corresponding national Graduation Rates (24.7 percent) as reported by the National Center for Higher Education Management Systems (NCHEMS). Among the 48 community colleges, Female student Graduation Rates decreased at 26 colleges, increased at 15 colleges, and were fundamentally unchanged at 7 colleges.

The latest Adjusted Retention Rate for Female (62.1 percent) students were higher than Males (59.1 percent). Female Adjusted Rates have been consistently higher over the last three years. Compared to a couple years ago, Female student Adjusted Retention Rates were up at 13 colleges, down at 32 colleges, and relatively unchanged at three colleges.

The latest data show growth in the number and rate of Female students who transferred. Current data show that overall Female students (39.0 percent) had slightly higher Transfer Rates than the Male student (37.6 percent) population. Trends at the college level were very positive as 42 colleges showed positive results in the transfer rates of Female students.

The comprehensive all student data show that 379,922 Female students were enrolled in Illinois community colleges in fiscal year 2007. Female enrollments decreased 2.2 percent compared to five years ago and are fairly consistent with the previous year (+0.7 percent). With 29,292 graduates in 2007, Female completion counts are up 12.0 percent over the past five years. Female completions were up 1.4 percent compared to the previous year.

Across the board progress is noted as the latest percentage Combined Rates for Minority (66.2 percent) students and White (73.5 percent) students were the second highest for both groups over the five-year period. The gap between Minority and White student performance which averaged nearly 10 percent over five years, narrowed to about 7.3 percent in the latest results.

Minority Students Overall Outcomes

Over the last five years statewide, on average just over 60 percent of the Minority students either graduated, transferred, or were still enrolled at the end of the observation period.

Across the board progress is noted as the latest percentage Combined Rates for Minority (66.2 percent) students and White (73.5 percent) students were the second highest for both groups over the five-year period. The gap between Minority and

White student performance which averaged nearly 10 percent over five years, narrowed to about 7.3 percent in the latest results.

Over the last five years, 90 percent of all community colleges in Illinois (N = 43) experienced Combined Rate increases in Minority Graduation Rates, four colleges reported decreases, and one college reported little or no change.

Over the last five years, Graduation Rates for Minority students averaged 12.4 percent. The most recent graduation results were below average for Minority Students (11.9 percent or one out of every 8.4 students in the cohort). According to NCHEMS, the Minority student completion rate for two- year public institutions nationwide was 19.1 percent, which is about 1.6 times the Illinois Graduation Rate (11.9 percent).

White students outnumbered Minority students over 2.5 to one in the entering full-time cohort. Looking at the latest data, Minority student representation among graduates was lower with White completers outnumbering Minority graduates more than five to one. The latest GRS results show that White students were twice as likely to graduate within the observation period as Minority students.

Colleges showing increases in Minority Graduation Rate performance outnumbered decreases 1.1 to one. Twenty-four colleges reported increases in Minority graduates, 21 colleges saw decreases in Minority student Graduation Rates, and three colleges experienced little or no change in Minority completers.

The latest data show overall Minority (52.0 percent) students registered lower **Adjusted Retention Rates** than were recorded in the White (61.6 percent) student results. This pattern was consistent over the three years. The latest results are lower than the three-year average (64.7 percent) for White students and about the same as the

overall average for Minority (52.1 percent) students. Compared to last year, Minority students Combined Rate results (-0.1 percent) experienced little change.

The latest breakouts show that among the largest racial/ethnic groups, Asian students (45.6 percent, N = 494) demonstrated the highest **Transfer Rate**. The number of Asian students transferring was relatively small. White students outnumbered Asian students 19.5 to 1 in the number of transfers but this represents an improvement over the 22.1 to 1 White/Asian student ratio among the entering students who were tracked for this performance indicator.

Transfer Rates for Latino (29.7 percent) and African American (28.7 percent) students were substantially lower. While ranking results were similar across the three-year observation period, Latino and African American student Transfer Rates show marked recent improvement in both the Transfer Rate and number of transfers. Both Latino (+9.6 percent) and African American (+9.0 percent) student one year Transfer Rate gains outpaced White student (+7.2 percent) and Overall Minority student (+8.6 percent) gains for the same time frame. Substantially more Latino (N = 670, +254) and African American (N = 977, +393) students transferred compared to last year. While progress is noted, additional advances will be necessary to narrow the gap with the highest performing populations.

Looking at the groups with the most participants, Asian students (40.6 percent) achieved the highest three-year average Transfer Rates. Nearly one-quarter of the Latino (24.1 percent) and African-American (23.4 percent) students transferred based on the three-year average.

Thirty-seven colleges posted positive Transfer Rate results for African-American students during the three-year observation period. Four colleges exhibited little or no change, while the remaining 7 colleges reported a decrease in their African-American student Transfer Rates.

Thirty-two colleges registered increases in their Latino student Transfer Rates during the time frame under study. Nine colleges experienced decreases in their Latino student Transfer Rates over the last three years. The 7 remaining colleges showed little or no actual change in their Latino student Transfer Rates.

Advances outnumbered declines about 2 to 1 in the Transfer Rate for Asian students among community colleges. Twenty-five colleges reported increases in their Transfer Rates for Asian students over the last three years and 14 colleges exhibited decreases. The 9 other colleges displayed little or no change.

Bottom Line on Academic Achievement Measures for Minority Students Compared to five years ago, the most recent Combined Rate results for Minority students were very positive (66.2 percent in 2006 versus 44.2 percent in 2002) and Graduation Rate results for Minority students were about 0.1 percent higher than five years ago (11.9 percent in 2006 versus 11.8 percent in 2002). The latest Combined Rate for Minority (66.2 percent) students was the second highest during the five-year period. Advances led declines by almost eleven to one in the number of community colleges reporting increases in overall Minority Student Combined Outcomes over the five-year period.

According to NCHEMS the Minority student Graduation Rate for two-year public institutions nationwide was 19.1 percent, which is about 1.6 times the Illinois Minority student Graduation Rate (11.9 percent). In Illinois, compared to five years ago, 24 colleges reported increases in Minority Graduation Rates, 21 colleges saw decreases, and three colleges experienced little or no change.

The latest data show an **Adjusted Retention Rate** for overall Minority was 52.0 percent, which is slightly below performance levels from two years ago (52.3 percent).

*The latest data show an **Adjusted Retention Rate** for overall Minority was 52.0 percent, which is slightly below performance levels from two years ago (52.3 percent).*

Overall, the comprehensive fiscal year 2007 data show that known Minority enrollments decreased slightly (-3.9 percent) compared to five years ago (N = 237,662 in 2007 versus N = 247,338 in 2003). Over the last year, Minority student enrollments showed a decrease of 0.2 percent. The number of known Minority student completers increased 19.4 percent compared to five years ago (N = 15,532 in 2007 versus N = 13,012 in 2003). Known minority completers increased 9.5 percent over the past year (N = 15,532 in 2007 versus N = 14,186 in 2006).

The latest data show blanket growth across racial/ethnic groups in the number and **transfer rate** of students. Current data show that overall White students (40.5 percent) had substantially higher Transfer Rates than the overall Minority student (31.9 percent) population. This pattern was consistent over the past three years. The transfer rate performance gap between White and overall Minority students remained about the same in the latest figures (8.6 percent) as in the three year average (8.5 percent). Recent gains are noted for both groups as the latest results are substantially higher than the three-year average for both White students (+5.3 percent) and Minority students (+5.2 percent). Latino and African American student Transfer Rates show marked recent improvement in both the Transfer Rate and number of transfers. While progress is noted, additional advances will be necessary to narrow the gap with the highest performing populations. Thirty-seven colleges posted positive Transfer Rate results for African-American students during the three-year observation period.

African-American Student Outcomes

Over the last five years, on average more than one-half (58.5 percent) of the African-American students either graduated, transferred, or were still enrolled at the end of the observation period. The African-American student Combined Rate was lower than the corresponding average overall Minority Combined Rate (61.2 percent) and average results for White (70.5 percent) students.

Progress is evident as the latest percentage Combined Rates for African-American (61.9 percent) and White (73.5 percent) students were the second highest for both groups over the last five years. Compared to last year, the rate of growth declined for African-American (-1.2 percent) students and White (-0.1 percent) students. The latest data show that African-American students have made some recent strides in narrowing the Combined Rate outcome performance gap with White students. Transfer and retention are the areas where improvement has been noted.

For African-American students, 41 colleges showed positive movement in the Combined Rate measure over the five-year period with advances leading declines at more than fourteen to one.

Over the last five years, Graduation Rates among African-American students have averaged 10.3 percent compared to 12.4 percent for all Minorities and 26.4 percent for White students.

Over the last five years, Graduation Rates among African-American students have averaged 10.3 percent compared to 12.4 percent for all Minorities and 26.4 percent for White students. Compared to five years ago, the African-American student Graduation Rates increased 0.4 percent (FY 2002 = 9.7 percent versus FY 2006 = 10.1 percent),

Minority student Graduation Rates were largely unchanged (FY 2002 = 11.8 percent versus FY 2006 = 11.9 percent), and White student Graduation Rates increased 0.5 percent (FY 2002 = 25.4 percent versus FY 2006 = 25.9 percent).

At 15.8 percent, the latest in Graduation Rate outcomes gap between African-American (10.1 percent) and White (25.9 percent) students was very similar to five years ago (15.7 percent), and lower than the previous year (16.7 percent) and the five-year average (16.1 percent).

According to NCHEMS, the national completion rate among African-American students for two-year public institutions was 17.7 percent, which is more than 1.7 times higher than the Illinois completion rate (10.1 percent) among African-American students

The latest results highlight the difference between the two types of Student Outcome measures available through IPEDS. Just over one in ten African-American (10.1 percent) students Graduated, while more than one out of two African-American (61.9 percent) students either graduated, transferred, or were still enrolled.

Twenty-five community colleges in Illinois experienced increases in African-American Student Graduation Rates, six showed little or no change, and 17 colleges reported decreases.

The most current Adjusted Retention Rates for African American students (42.2 percent) were substantially lower than those registered by other large racial/ethnic groups and the overall rate. The latest African-American Student Adjusted Retention Rate was down 3.7 percent compared to 2004 (45.9 percent).

Nineteen colleges posted positive Adjusted Retention Rates for African-American students over the last three years, 26 colleges reported decreases, and three colleges exhibited little or no change.

Bottom Line on Academic Achievement Measures for African-American Students

The latest results for college-ready African-American Students compared to five years ago show strong positive movement for the Combined Outcome Rate (61.9 percent versus 47.5 percent in 2002) and in the Graduation Rate (10.1 percent versus 9.7 percent in 2002). The latest Combined Rate for African-American Students was the second highest over the time frame reviewed. For African-American Students, persistence and transfer were up while graduation was

The latest results for college-ready African-American Students compared to five years ago show strong positive movement for the Combined Outcome Rate (61.9 percent versus 47.5 percent in 2002) and in the Graduation Rate (10.1 percent versus 9.7 percent in 2002).

up compared to five years ago. Just over one in ten African-American (10.1 percent) students Graduated, while

more than one out of two African-American (61.9 percent) Students either graduated, transferred, or were still enrolled. Compared to five years ago, colleges with African-American Students Combined Rate increases outnumbered those with decreases by more than fourteen to one.

The latest African-American Student Graduation Rate was lower than four of the last five years, and national data indicate that further improvement is warranted. According to NCHEMS, the national completion rate among African-American students for two-year public institutions was 17.7 percent, which is more than 1.7 times higher than the Illinois completion rate (10.1 percent) among African-American students. Compared to five years ago, colleges reporting increases (N = 25) in African-American Student Graduation Rates narrowly outnumbered those reporting decreases (N = 17). Six colleges reported little or no change in African-American Student Graduation Rates.

The latest Adjusted Retention Rate at 42.2 percent was down 3.7 percent compared to 2007, and is not competitive with the latest Adjusted Rate for all students (60.6 percent). Trends at the college level were mixed with 19 colleges showing increases in Adjusted Transfer Rates compared to three years ago with 26 colleges reporting decreases and three colleges reporting little change. The latest Adjusted Retention Rate shows that more than almost four out of ten African-American Students returned or completed in the subsequent year.

The latest Adjusted Retention Rate at 42.2 percent was down 3.7 percent compared to 2007, and is not competitive with the latest Adjusted Rate for all students (60.6 percent).

In absolute terms, enrollments are decreasing and completions are increasing for African-American Students. In fiscal year 2007, there were a total of 97,254 African-American Students attending an Illinois community college. Over the last five years, enrollment by African-American Students is down 2.1 percent and enrollments fell 2.1 percent over the last year. There were 7,794 African-American graduates in fiscal year 2007, which is up 16.1 percent over the last five years and 9.5 percent compared to last year.

Latino Student Outcomes

Over the past five years, on average nearly two out of three (65.2 percent) Latino students in the GRS tracking cohort graduated, transferred, or were continuing their education. This is almost 4 percent higher than the corresponding Combined Overall Minority Rate (61.2 percent) and approximately 5 percent below the average results for White (70.5 percent) students.

Progress is evident as the latest Combined Rate for Latino students. Nearly two-thirds (67.1 percent) of the Latino students graduated, transferred, or were still pursuing their education, which represents the third best results over the last five years.

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

Over the last five years Graduation Rates -- based on the IPEDS approach -- among Latino students averaged 14.4 percent compared to 12.4 percent for all Minorities and 26.4 percent for White students.

Over the last five years Graduation Rates -- based on the IPEDS approach -- among Latino students averaged 14.4 percent compared to 12.4 percent for all Minorities and 26.4 percent for White students.

The most recent graduation results were below average for Latino students (FY 2006 = 12.5 percent and five-year average = 14.4 percent). According to

NCHEMS, nationally the Latino student completion rate for two-year public institutions was 16.8 percent compared to 12.5 percent in Illinois.

For Latino students, 13 colleges reported Graduation Rates increases, 19 colleges reported decreases, and sixteen showed little or no change.

The gap between the latest Latino Combined Outcome Rate and Graduation Rate was 54.6 percent, which is second largest of any racial/ethnic group. The Graduation Rate for Latino students in Illinois was 4.3 percent behind the national Graduation Rate. Based on the latest results, in Illinois just over one in eight Latino students graduated, while two out of three Latino students either graduated, transferred, or were still enrolled.

The latest Fall to Fall Adjusted Retention Rate for Latino students was 57.7 percent. Latino students reported an Adjusted Retention Rate reduction (-2.9 percent) in Fall to Fall retention over the last year.

Twenty colleges registered increases in their Latino student Adjusted Retention Rates during the time frame under study. Twenty six colleges experienced decreases in their Latino student Adjusted Retention Rates over the last three years. The two remaining colleges showed little or no actual change in their Latino student Adjusted Retention Rates.

Bottom Line on Academic Achievement Measures for Latino Students

The latest results for college-ready Latino students compared to five years ago show increased results for the Combined Rate (67.1 percent in 2006 versus 58.2 percent in 2002) and a reduction of 1.5 percent in the Graduation Rate (12.5 percent in 2006 versus 14.0 percent in 2002). Progress is evident in the Combined Rate as just over two-thirds of the Latino students graduated, transferred, or were still pursuing their education, which was the third best results over the last five years.

The latest results for college-ready Latino students compared to five years ago show increased results for the Combined Rate (67.1 percent in 2006 versus 58.2 percent in 2002) and a reduction of 1.5 percent in the Graduation Rate (12.5 percent in 2006 versus 14.0 percent in 2002).

According to NCHEMS, nationally the Latino student completion rate for two-year public institutions was 16.8 percent compared to 12.5 percent in Illinois. Among Latino students in Illinois, over the last five years, 33 colleges reported Combined Rate increases, 10 reported decreases, and 5 demonstrated little or no change. About three colleges saw Latino student Combined Rate increases for every college with a decrease.

The latest Fall to Fall **Adjusted Retention Rate** for Latino students was 57.7 percent. Latino students reported an Adjusted Retention Rate decrease of 3.5 percent over the last three years. Among Latino students, 20 colleges reported Adjusted Retention Rate increases, 26 reported decreases, and two showed little or no change.

The latest Fall to Fall Adjusted Retention Rate for Latino students was 57.7 percent. Latino students reported an Adjusted Retention Rate decrease of 3.5 percent over the last three years.

A comprehensive look at all student enrollment and completion data show a decrease in enrollments and an increase in completions among Latino students compared to five years ago. In fiscal year 2007, overall 106,147 Latino students attended an Illinois community college. Over the last five years, enrollment by Latino Students is down 3.7 percent. Latino student enrollments showed a 2.1 percent increase from the previous year. There were 4,589 graduates in fiscal year 2007, which is an increase of 25.2 percent compared to five years ago and up 6.8 percent compared to last year.

Asian Student Outcomes

Asian students registered the highest five-year average Combined Rate outcomes of any racial/ethnic group. Just over three-fourths (75.5 percent) of the Asian students and more than two-thirds (70.5 percent) of the White students either graduated, transferred, or were still enrolled. Furthermore, Asian students achieved the highest Combined Outcome Rate in each of the last five years. The latest rate for Asian students (81.1 percent) showed growth (14.1 percent) compared to five years ago.

While Asian students included in the GRS cohort performed well, there were relatively few individuals included (N = 1,041 in latest data). Looking for opportunities to increase the number of full-time, first time Asian students in the entering cohort would benefit more individuals and could enhance overall statewide rates.

Twenty-nine colleges reported increases in the rate of Asian students who graduated, transferred, or were still enrolled, 9 colleges experienced decreases, and 10 colleges saw little or no change in Asian student Combined Rate results.

Over the last five years, Graduation Rates for Asian students averaged 14.9 percent across the five-year period, the percent of Asian students graduating increased by 3.8 percent, and the number of Asian students who graduated increased by 50 (from 126 to 176). National Graduation Rates for Asian students were not provided by NCHEMS.

Over the last five years, Graduation Rates for Asian students averaged 14.9 percent across the five-year period, the percent of Asian students graduating increased by 3.8 percent, and the number of Asian students who graduated increased by 50 (from 126 to 176).

The most recent Asian student Graduation Rate results were above average (16.9 percent) and 3.5 percent higher than the previous year (13.5 percent).

Results attained by Asian students highlight the difference between the two types of GRS student outcome

measures. Approximately one out of six Asian students graduated, while over four out of five Asian students either graduated, transferred, or were still enrolled.

Over the last five years, 23 colleges saw increases in Asian student Graduation Rates, 13 colleges experienced decreases, and 12 colleges saw little or no change.

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

Among the largest groups, the latest racial/ethnic breakouts of the data show that Asian (70.3 percent) students demonstrated the highest Fall to Fall **Adjusted Retention Rates**. Over the last year, short-term Asian students reported an improvement in the Adjusted Retention Rate (2.3 percent). Over the last three years, 20 colleges reported increases in their Fall to Fall Adjusted Retention Rates for Asian students, 20 colleges exhibited decreases, and eight colleges displayed little or no actual change.

*Among the largest groups, the latest racial/ethnic breakouts of the data show that Asian (70.3 percent) students demonstrated the highest Fall to Fall **Adjusted Retention Rates**.*

The latest results for college-ready Asian students compared to five years ago show gains in the Combined Rate (81.1 percent versus 67.0 percent in 2002) and in the Graduation Rate (16.9 percent versus 13.1 percent in 2002) with additional room for further upward movement in completions.

Bottom Line on Academic Achievement Measures for Asian Students

– The latest results for college-ready Asian students compared to five years ago show gains in the Combined Rate (81.1 percent versus 67.0 percent in 2002) and in the Graduation Rate (16.9 percent versus 13.1 percent in 2002) with additional room for further upward movement in completions. Note that Asian students had the highest Combined Rate during each of the last five years. Institutional Combined Rate outcomes for

Asian students were positive compared to five years ago, as 9 colleges posted declines, 29 colleges reported increases, and 10 colleges saw little or no change.

The most recent Graduation Rate results for Asian (16.9 percent) students were the highest achieved over the last five years, but were not competitive with the overall Graduation Rate results (21.9 percent). College-level results were mixed. Compared to five years ago, 23 colleges recorded Graduation Rate gains among Asian students, 12 reported little or no change, and 13 colleges saw losses.

The latest Adjusted Retention Rate for Asian students increased compared to three years ago (70.3 percent in 2006 versus 69.0 percent in 2003). Adjusted Retention Rates for Asian students were consistently higher than the all student overall Adjusted Retention Rate (60.6 percent in 2006 and 61.6 percent in 2003). College-level data show that 20 colleges experienced increases in the Adjusted Retention for Asian students and 20 experienced decreases. The remaining eight experienced little or no change.

FY 2007 comprehensive data show both enrollment and completion are increasing for Asian students. In fiscal year 2007, overall 29,223 Asian students attended an Illinois community college. Over the last five years, enrollment by Asian Students is down (-5.1 percent) and down 0.2 percent from the last year. There were 2,787 Asian graduates in fiscal year 2007, which is up 23.2 percent over the last five years and 17.0 percent compared to last year.

WHAT WORKS: PROMISING PRACTICES FOR PROMOTING ACADEMIC ACHIEVEMENT AMONG COMMUNITY COLLEGE STUDENTS

Sample promising practice initiatives aimed at enhancing student success are highlighted in the report and are provided around the following topics: Student Success Centers; Early Alert College Core Course Expectation Initiatives; Services to Individuals with Disabilities; Services to Minority Students; Services to English-as-a-Second Language Students; Services to Female Students; Teen Parents; Sample Orientation and Interventional Advisement; Learning Communities; and Program Support Services Initiatives.

What Works: Sample Student Success Center Initiatives.

John A. Logan College's Write Place Writing Center (WPWC) is devoted to strengthening student writing and provides assistance to over 300 students per year. **Southwestern Illinois College's Personal Advocate Linking Services** (PALS) program promotes individualized academic and career success and provides one-on-one assistance to students with Free Application for Federal Student Aid (FAFSA) forms; links students to campus and community resources; emergency funding for books and/or tuition for at risk and low income students; assistance with resume preparation; and internships and career mentoring. Other colleges that reported samples student success initiatives included: **McHenry County College** and **Parkland College**.

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In spring 2006, Black Hawk College began teaming up with area secondary schools to increase the number of high school graduates prepared for successful entry into college-level math and English courses.

What Works: Sample Early Alert College Core Course Expectation Projects.

In spring 2006, **Black Hawk College** began teaming up with area secondary schools to increase the number of high school graduates prepared for successful entry into college-level math and English courses. The college's two step approach to reduce the number of recent high school graduates that need to take developmental coursework include: helping align high school course content with college learning objectives and providing college placement testing on high school campuses. **Harold Washington College, Kankakee Community College, Lake Land College, Moraine Valley Community College, Richland Community College,** and **Shawnee Community College** also reported sample early alert initiatives in their reports.

The Supported College Transition (SCT)/College for Life (CFL) program has been in place at Lewis and Clark Community College helps individuals with disabilities achieve independence and academic or employment success through certificate and associate degree programs.

What Works: Sample Programs to Serve Individuals with Disabilities. The Supported College Transition (SCT)/College for Life (CFL) program has been in place at Lewis and Clark Community College helps individuals with disabilities achieve independence and academic or employment success through certificate and associate degree programs. The program was a featured cover story in the newsletter: *Disability Compliance for Higher Education*. **Waubensee**

Community College's First Move helps incoming freshmen with disabilities increase academic success and develop self-advocacy skills. Students reported that as a result of the program they understood more about college processes, procedures and protocols; campus resources; and available educational technology. Additional initiatives to serve students with disabilities were reported at **Elgin Community College, Heartland Community College, Kishwaukee College, Oakton Community College, Carl Sandburg College, and South Suburban College.**

What Works: Sample Initiatives to Serve Minority Students. **Prairie State College** began a networking program for African American males called **Ties that Bind or Knot: Strengthening Ties Between African American Men**, allowing students to connect with African American male professionals (role models/mentors) and to hear their stories of professional success that resulted from pursuing higher education. **Triton College's** initiative is designed to **foster persistence** of first generation, low-income, multi-cultural students to academic goal achievement by creating a learning environment that understands and adapts to their unique needs. A primary goal is to engage the student from the moment

Prairie State College began a networking program for African American males called Ties that Bind or Knot: Strengthening Ties Between African American Men, allowing students to connect with African American male professionals. Triton College's initiative is designed to foster persistence of first generation, low-income, multi-cultural students to academic goal achievement by creating a learning environment that understands and adapts to their unique needs.

they walk onto the Triton College campus for enrollment, and to foster student success by facilitating retention and completion. The program has three primary elements: Bridging Entry; Foundations for Student Progress, and Building Learning Communities. Additionally, **Harry S. Truman College, Illinois Central College, Joliet Junior College, McHenry County College, and John Wood Community College** all reported promising practices aimed at enhancing services to minority populations.

What Works: Sample Projects to Serve English-as-a-Second Language Students. The goal of the **English-as-a-Second Language (ESL) Career Programs Initiative** at the **College of Lake County** is to help ESL students earn career certificates that lead to employment. Extra support includes offering students both in-class tutoring with a Supplemental Instructional Assistant and/or an ESL support class to be offered along with the content course. The program also provides career assistance with workshops on resume writing and job search skills.

Kennedy-King College's Mary McLeod Bethune Women's Center aims to expand options for women students and empower them with the knowledge and skills to make better life decisions for themselves and their families and to become more productive community members.

What Works: Sample Initiatives to Serve Female Students. Kennedy-King College's Mary McLeod Bethune Women's Center aims to expand options for women students and empower them with the knowledge and skills to make better life decisions for themselves and their families and to become more productive community members. The Women's Center provides a wide range of informational resources including health, education, housing, life skills, business, legal, relationships, children,

parenting, domestic violence, and finances. **William Rainey Harper College** officials developed a learning community course called **Life Choices and Career Directions** for Women's Program participants to better equip them with the skills and confidence to be successful in and out of school. The Women's Program serves low-income single mothers; non-traditional career seekers; victims of domestic violence; and women who have become widowed, divorced or separated. The program helps individuals identify personal strengths, values, skills, and abilities. An initiative to strengthen services for female students was also reported by **Sauk Valley Community College**.

What Works: Services for Teen Parents. Eighty-seven percent of the high school seniors who participated in the **Olney Central College Teen Parenting** program graduated from high school and moved in to postsecondary education or employment. Goals for this workshop for pregnant or parenting teens included: raising high school graduation rates; increasing enrollment in post-secondary education and/or increasing placement in employment; and showing that completing high school greatly improves earning potential and quality of life for both parents and children.

Eighty-seven percent of the high school seniors who participated in the Olney Central College Teen Parenting program graduated from high school and moved in to postsecondary education or employment.

Lincoln Trail College officials make extensive use of degree audit evaluations to provide a program map of curriculum requirements and student progress for each major to students and their advisors.

What Works: Sample Orientation and Interventional Advisement Initiatives. **Lincoln Trail College** officials make extensive use of **degree audit evaluations** to provide a program map of curriculum requirements and student progress for each major to students and their advisors. A degree audit evaluation is a detailed account of what courses a student has completed, is currently

enrolled in and courses for which they are registered compared to degree/certificate requirements. By using the evaluations, students and advisors can see how courses fit into an academic program, identify approved transfer courses, ascertain substitutions and waivers, verify grades for completed courses, and review notes about courses needed to fulfill program requirements. Rend Lake College has increased participation in their dual credit math initiative to improve the level of math preparation among entering recent high school graduates. Successful **dual credit math** students who register at **Rend Lake College** after high school graduation are eligible to enroll in Calculus and Analytic Geometry II during their first semester in college. Students who demonstrate high risk behaviors such as low test scores, poor attendance, incomplete homework assignments, or poor comprehension, are recorded by faculty through the **Lake Land College** electronic **Early Alert Program (EAP)** system. The student is offered the appropriate intervention – tutoring, career exploration, study skills, test anxiety and time

management are some of the services available – to improve their chance of successful course completion. Faculty can view the student/coordinator contact record and the recommendations in the EAP electronic system. Orientation and interventional advisement initiatives were also reported at **Frontier Community College, Illinois Valley Community College, Shawnee Community College, Southeastern Illinois College, and Spoon River College.**

What Works: Sample Learning Communities.

The **Malcolm X College Summer Scholars Academy** was implemented in fiscal year 2007 to provide opportunities to explore theme and inquiry-based interdisciplinary learning in English/Literature, Science, Mathematics, and the Creative Arts for motivated high school students entering their junior and senior years. The Academy offers a six week, college level, intensive study

*In the fall 2007 semester, a variant of the Fundamentals of Nutrition (BIO 120) course was offered at **Parkland College** that enabled students to investigate and experience the entrepreneurship of product research and development in the field of nutrition.*

experience where students work in learning communities with faculty from different disciplines, on projects that derive from questions they develop, which are related to the selected theme of the Academy. In the fall 2007 semester, a variant of the Fundamentals of Nutrition (BIO 120) course was offered at **Parkland College** that enabled students to investigate and experience the **entrepreneurship of product research and development** in the field of nutrition. This Parkland College course focused on establishing a new food product, and students demonstrated entrepreneurial skills which are critical in any market sector. Initial course grades for this entrepreneurial course indicate student success, compared to traditionally taught course sections of the same course. In addition, learning community initiatives were also reported at **Highland Community College, Kaskaskia College, Rock Valley College, Carl Sandburg College, and South Suburban College.**

What Works: Sample Program Support Services

Initiatives. The **Health Career Club (HCC)** at **Sauk Valley Community College** provides targeted support services to help students successfully complete health career programs. Begun in September 2006, the HCC serves mostly females and some minority students. Many are single mothers and often they have been out of school for several years. The HCC helps students deal with stress, financial concerns, spouse and family issues, and provides social and emotional support. **Heartland**

*The **Health Career Club (HCC)** at **Sauk Valley Community College** provides targeted support services to help students successfully complete health career programs. **Heartland Community College's Project RISE** is designed to improve the persistence, graduation and transfer rate of students characterized as first-generation, low-income or disabled.*

Community College's Project RISE is designed to improve the persistence, graduation and transfer rate of students characterized as first-generation, low-income or disabled. Project Rise assists them in overcoming the academic, social and personal barriers which may prevent them from achieving academic success. The project offers peer mentoring for all first-and second year program participants; proactive, intrusive advising; early alert monitoring; and learning communities with study groups. **Olive-Harvey College** and **Danville Area Community College** also reported on initiatives related to enhancing program support services.

What Works: Other Initiatives Other initiatives were reported by a several colleges. For example, **Richard J. Daley College** and **Wilbur Wright College** both reported on sample bridge programs. Additionally, a program aimed at enhancing teamwork was reported by **Wabash Valley College**. **Lincoln Land Community College** and **Morton College** both reported on initiatives to improve services and support for faculty.

PROVIDING RESOURCES TO PROMOTE STUDENT SUCCESS

Community colleges continue to serve underrepresented students including individuals with disabilities, but the challenges are much greater without Special Populations/related Disadvantaged Student Success Grant funds.

Community colleges are responsible for providing access to higher education to all individuals who can benefit and are challenged by the current fiscal climate, which makes it increasingly difficult to provide the array of support services to help individuals be successful. Key components of the State of Illinois' support of underrepresented students have been the Special Populations/related Disadvantaged Student Success Grant and the General Revenue Fund Base Operating Grant. In

recent years, support for the former has disappeared and support for the later has diminished. Resources are needed to provide students from underrepresented groups and others with the support systems required for success. State-level funding losses are negatively impacting community college efforts to serve all students and may be impacting individuals from underrepresented groups to an even greater extent.

The Special Populations/Disadvantaged Student Grants assisted underrepresented students from low-income households, first-generation college attendees, and Students with Disabilities and provided services such as: tutoring, supplemental instruction, academic advisement and counseling, mentoring, and retention services. Special Populations Grant funding reached a peak in fiscal year 2001 at \$13 Million. The appropriation was eliminated in fiscal year 2003 and a revised related program called the Disadvantaged Student Success Grant was funded at a \$3 Million level in FY 2007.

Special Populations Grant funding reached a peak in fiscal year 2001 at \$13 Million. The appropriation was eliminated in fiscal year 2003 and a revised related program called the Disadvantaged Student Success Grant was funded at a \$3 Million level in FY 2007. For the second consecutive year in fiscal 2009, the Disadvantaged Student Success Grant was not funded.

For the second consecutive year in fiscal 2009, the Disadvantaged Student Success Grant was not funded. Colleges have reported that state- and federal-mandated services to students with disabilities that were previously funded through the Disadvantaged Student Success and Special Populations Grants are being paid for out of operating budgets, which further reduces service capabilities to students in other areas.

Unadjusted Base Operating Grant Funding in fiscal year 2009 was \$2.8 Million below last year and \$2.2 Million below fiscal year 2005.

The General Revenue Fund Base Operating Grant provides the state's primary payment to community colleges. Base Operating Grant payments to colleges peaked in fiscal year 2002 at \$327.1 Million. The latest Base Operating Grant for fiscal year 2009 was nearly \$295 Million which is \$32.2 Million below

the fiscal year 2002 funding level. Unadjusted Base Operating Grant Funding in fiscal year 2009 was \$2.8

Million below last year and \$2.2 Million below fiscal year 2005. College operating expenses have risen during the last eight years. Personnel cost increases and recent energy price increases are contributing factors. The mid-year rescission reduced fiscal year 2009 funding by \$7,255,042.

Funding gaps continue to plague community college programs and services for underrepresented groups. Decreased funding, combined with mandates from the American with Disabilities Act, Vocational Rehabilitation Act, and Illinois Human Rights Act, exacerbates the challenges colleges are facing to serve Students with Disabilities. In spite of the continuing rise in the number of students with disabilities to be served (12,337 in FY 2006 and 13,152 in FY 2007) and the continuing decline of funding, community colleges remain dedicated to providing needed services to eligible Students with Disabilities. Community colleges continue to serve underrepresented students including individuals with disabilities, but the challenges are much greater without Special Populations/related Disadvantaged Student Success Grant funds.

Reductions in Base Operating Grants are particularly challenging in the current environment where early indications are that overall enrollments are increasing for fiscal year 2009. Preliminary FY 2009 survey results for the Illinois Community College System show that Fall 2008 opening headcount enrollments increased 1.9 percent and Full-Time Equivalent (FTE) increased 2.7 percent and Spring 2009 opening headcount enrollments increased 3.1 percent and FTE increased 4.2 percent. With additional resources, more individuals with disabilities and under-prepared students could be served and their needs more fully accommodated. Efforts to restore funding to better serve all individuals including underrepresented groups should continue.

FUTURE DIRECTIONS

The structure of the Underrepresented Groups Report continues to evolve in an effort to focus activities and resources on high impact initiatives. The topic for fiscal year 2009 has been established – Recruitment and Preparation. Colleges will describe and evaluate 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. Future editions of the report are expected to address components of the Public Agenda for College and Career Success. A workgroup of community college and university officials will meet to develop the next steps in the process.

NEXT STEPS

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

The Illinois Community College Board's *Promise for Illinois Revisited* (2006) states that community colleges should support diversity and "enable students to complete degrees, certificates and classes". The *Public Agenda for College and Career Success* identifies "increasing success of students at each stage of the P-20 educational pipeline and eliminating achievement gaps by race, ethnicity, socioeconomic status, gender, and disability" (IBHE, 2008) as a priority for Illinois higher education.

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

- ◆ **College officials are asked to further enhance local outreach efforts aimed at prompting former students – with an emphasis on individuals from underrepresented groups – to re-engage in the educational process and return to college to complete a certificate or degree.**

Illinois community colleges have already done extensive work to develop and implement automated degree audit software that identifies current and recent students who have met the requirements of a formal award, but may not have formally applied for the certificate or degree. Work continues on related projects at many colleges. The Illinois Community College Board's *Promise for Illinois Revisited* (2006) directs community colleges to “use technology to expand learning opportunities . . . and enable students to complete degrees, certificates and classes”. The *Public Agenda for College and Career Success* identifies “increasing the number of quality postsecondary credentials to meet demands of the economy and an increasingly global society” (IBHE, 2008) as a priority for Illinois higher education. For students who are very close to completing a degree or certificate but who have not re-enrolled to finish the last remaining courses, some colleges are investigating more extensive use of technology to push/pull students to return and finish the degree or certificate they started.

The U.select software (formerly known as the Course Applicability System – <http://www.itransfer.org/uselect/>) offers one potential approach to assist in implementing a push/pull strategy that prompts students to re-engage in the educational process. Institutions that sign up with a U.select membership and enter all the required information on the internet can provide their students with password protected online degree audit access. The potential exists to use software components to identify individuals who are close to completing a degree or certificate and send customized e-mails (based on a template) to remind former students of how close they are to meeting the requirements of a formal award. Students who sign up for U.select must provide a current e-mail address. Colleges often also seek current e-mail addresses from students through other established institutional processes. The invitation to re-engage e-mail could include a link to the colleges' online registration website and with additional planning, could provide these close to completion individuals with priority/early registration privileges. In some instances, the needed coursework might be available online. With some planning, the college could open additional sections of those courses that are in high demand for groups of students who are close to completion.

Community colleges have been known to undertake similar projects that attempt to get students to return to college using traditional mailings. Yet, the use of e-mail with live clickable links may prompt additional students to take immediate positive action. U.select is only one potential approach for reaching out to students who are close to completing, but no longer actively pursuing a degree or certificate. Colleges are welcome to pursue the objective of pushing/pulling more students back to complete their studies in whatever manner works best locally. The current fiscal climate makes implementing a project like this challenging. Postsecondary Perkins dollars are one potential source

of funds to support such an initiative.

- ◆ **Illinois community college officials are asked to make funding services and support systems for underrepresented groups a priority and collaborate with partners to seek additional funding to support student success initiatives for these populations.**

The Illinois Community College Board's *Promise for Illinois Revisited* (2006) encourages community colleges to, "work to secure funds for colleges to provide strategies, programs, and technologies that assist students facing barriers to accessing educational opportunities and achieving success and . . . maximize resources and use them effectively and efficiently." Key components of the State of Illinois' support of underrepresented students attending Illinois public community colleges has been the Special Populations/related Disadvantaged Student Success Grant and the General Revenue Fund Base Operating Grant. Special Populations Grant funding reached a peak in fiscal year 2001 at \$13 Million. The appropriation was eliminated in fiscal year 2003 and a revised related program called the Disadvantaged Student Success Grant was funded at a \$3 Million level in FY 2007. Fiscal 2009 was the second year that the Disadvantaged Student Success Grant was not funded. These dollars provided services such as: tutoring, supplemental instruction, academic advisement and counseling, mentoring, and retention services.

Base Operating Grant payments to colleges peaked in fiscal year 2002 at \$327.1 Million. The latest Base Operating Grant for fiscal year 2009 was nearly \$295 Million which is \$32.2 Million below the fiscal year 2002 funding level. Unadjusted Base Operating Grant Funding in fiscal year 2009 was \$2.8 Million below last year and \$2.2 Million below fiscal year 2005. College operating expenses have risen during the last eight years. The mid-year rescission reduced fiscal year 2009 funding by \$7,255,042.

Resources are needed to provide students from underrepresented groups and others with the support systems required for success. State-level funding losses are negatively impacting community college efforts to serve all students and may be impacting individuals from underrepresented groups to an even greater extent.

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

The Illinois Community College Board's *Promise for Illinois Revisited* (2006) encourages colleges to expand their commitment to workforce and economic development by partnering "with business, industry, education, and government and . . . anticipating education and training needs for future jobs and developing flexible programs that meet state and local needs." The *Public Agenda for College and Career Success* identifies "increasing the number of postsecondary degrees in fields of critical skills shortages, such as, initially, nursing, allied health, and information technology" (IBHE, 2008) as a priority for Illinois higher education.

CONCLUSION

The population of the United States is undergoing rapid and substantial change. As a country, we are growing older and more diverse at the same time. By 2050, if projections hold, we will be a "majority minority society" -- a country that no longer has a majority of any one racial or ethnic group. <http://www.centerforpubliceducation.org/site/c.kjJXJ5MPIwE/b.3633965/>

Given the changing demographics of the nation's workforce over the next two decades, the current educational disparities among racial/ethnic groups are projected to lead to a decline in the educational level of the U.S. workforce as a whole. If this drop in the levels of education completed occurs it would in turn result in a decrease in personal income per capita among Americans. http://www.highereducation.org/reports/pa_decline/decline-impact-demographics.shtml

Demographers project an increasingly diverse population in the United States. In this very competitive and interconnected world, narrowing educational achievement gaps among individuals from underrepresented groups in higher education will be important to the success of individuals, communities, states, and the nation as a whole.

Now is the time to put a new foundation for growth in place -- to rebuild our economy, to retrain our workforce, and re-equip the American people . . . Right now, someone who doesn't have a college degree is more than twice as likely to be unemployed as someone who does . . . In a 21st century economy where the most valuable skill you can sell is your knowledge, education is the single best bet we can make. . . So if we want to help people not only get back on their feet today but prosper tomorrow, we need to take a rigorous new approach to higher education and technical training.

– Barack Obama http://www.whitehouse.gov/the_press_office/Remarks-by-the-President-on-Job-Creation-and-Job-Training-5/8/09/

These recent remarks by President Obama go onto identify community colleges as pivotal partners in helping Americans gain the knowledge and skills to compete and prosper in the 21st century economy. Elevating educational outcomes for all individuals will be a key to America's emergence from the current recession and its future success.

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Appendix A

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2006 AND 2007

Program		Staff Years Budgeted		Total Dollars Budgeted		FY07 Change in Total Dollars Budgeted	Breakouts for Total Dollars Budgeted				FY07 Change in Dollars Budgeted	
		FY06	FY07	FY06	FY07		FY06	FY07	Other	FY07	State	Other
BLACK HAWK COLLEGE												
Programs												
Access to Education & Employment	D	2.50	3.00	58,410	58,190	-220	58,410	58,190	0	0	-220	0
English as a Second Language-Post Secondary	D	2.50	2.50	178,750	172,667	-6,083	178,750	172,667	0	0	-6,083	0
English as a Second Language-Adult Education	D	10.50	10.50	301,920	306,542	4,622	102,634	96,633	199,286	209,909	-6,001	10,623
Adult Education (AEFL)	O											
Adult Education (excluding ESL)	O	-----	-----	807,208	758,246	-48,962	593,223	574,574	213,985	183,672	-18,649	-30,313
ABE Administration	O	1.00	2.00	500,248	532,247	31,999	500,248	532,247	0	0	31,999	0
Tech Center Administration	O	1.00	1.00	37,062	39,156	2,094	37,062	39,156	0	0	2,094	0
Family Literacy Program - Secretary of State	O	2.00	2.00	134,200	148,800	14,600	134,200	148,800	0	0	14,600	0
Adult Education - Workforce Incentive	O	DNA	-----	83,068	94,939	11,871	0	0	83,068	94,939	0	11,871
Disability Service	D	3.00	-----	74,649	63,682	-10,967	74,649	63,682	0	0	-10,967	0
Student Success Center /TRIO	D	5.00	4.00	429,755	412,395	-17,360	110,681	122,641	319,074	289,754	11,960	-29,320
Early School Leavers Program***	O	1.00	1.00	54,660	43,972	-10,688	54,660	43,972	0	0	-10,688	0
Optional Education Program***	O	2.50	3.00	219,723	235,104	15,381	219,723	235,104	0	0	15,381	0
ISBE Grow your own Grant	O	0.00	0.00	0	6,995	6,995	0	6,995	0	0	6,995	0
Helpenstell Foundation/Short Term Training Project	O	0.00	0.00	0	20,000	20,000	0	20,000	0	0	20,000	0
Perkins General Grant	O	5.50	5.50	512,890	488,383	-24,507	0	0	512,890	488,383	0	-24,507
Perkins Continuous Quality Improvement (Strand I)	O	0.00	0.00	16,000	13,000	-3,000	0	0	16,000	13,000	0	-3,000
Perkins Performance Enhancement (Strand II)	O	0.00	0.00	4,000	2,000	-2,000	0	0	4,000	2,000	0	-2,000
Perkins Innovation Grant (Strand III)	O	0.00	0.00	0	5,000	5,000	0	0	0	5,000	0	5,000
Perkins Generations Connect	O	0.00	0.00	0	1,000	1,000	0	1,000	0	0	1,000	0
Perkins New Look Project	O	0.00	0.00	5,000	5,000	0	0	0	5,000	5,000	0	0
Local New Look	O	0.00	0.00	2,250	937	-1,313	2,250	937	0	0	-1,313	0
Perkins Tech Prep Support	O	0.00	0.00	17,757	17,757	0	0	0	17,757	17,757	0	0
ICCB Program Improvement	O	0.00	0.00	22,908	23,832	924	22,908	23,832	0	0	924	0
Scholarships	O	-----	-----									
Commitment to Diversity (MLK)***	O	0.00	0.00	1,872	2,244	372	1,872	2,244	0	0	372	0
Bridges Scholarship	O	0.00	0.00	23,329	16,038	-7,291	23,329	16,038	0	0	-7,291	0
Bridges Diversity Achievement	D	0.00	0.00	2,440	0	-2,440	2,440	0	0	0	-2,440	0
Diversity Achievement	D	0.00	0.00	24,532	24,427	-105	24,532	24,427	0	0	-105	0
International Student Scholarships	D	0.00	0.00	2,224	2,800	576	2,224	2,800	0	0	576	0
International Achievement	D	0.00	0.00	10,360	11,396	1,036	10,360	11,396	0	0	1,036	0
Project RSVP	D	0.00	0.00	4,500	0	-4,500	4,500	0	0	0	-4,500	0
Grants in AID SSS	D	0.00	0.00	18,000	17,200	-800	18,000	17,200	0	0	-800	0
CHICAGO – DALEY COLLEGE												
Adult Education Advisors	O	2.00	2.00	97,597	109,303	11,706	0	0	97,597	109,303	0	11,706
CBO-WSTI Advisors	O	2.00	2.00	74,432	94,201	19,769	0	0	74,432	94,201	0	19,769
College Advisors	O	6.25	7.00	262,688	323,893	61,205	0	0	262,688	323,893	0	61,205
National Youth Sports	O	0.00	0.00	44,407	0	-44,407	0	0	44,407	0	0	-44,407
NovaNET	O	0.00	0.00	15,018	0	-15,018	0	0	15,018	0	0	-15,018
Placement & Transfer Services (re-organized into College Advisors)	O	-----	-----	0	0	0	0	0	0	0	0	0
Special Needs Services	D	1.77	1.77	57,666	64,100	6,434	0	0	57,666	64,100	0	6,434
Student Facilitators (discontinued during FY05)	O	-----	-----	0	0	0	0	0	0	0	0	0
TRIO - Student Support Services (new grant began during FY 2006)	O	5.50	2.30	152,520	73,581	-78,939	0	0	152,520	73,581	0	-78,939
TRIO - Upward Bound ***	O	3.82	1.00	138,201	45,500	-92,701	0	0	138,201	45,500	0	-92,701
CHICAGO – KENNEDY-KING COLLEGE												
Project Transfer	D	2.00	0.00	30,961	0	-30,961	30,961	0	0	0	0	-30,961
Talents Search***	D	4.00	4.00	279,540	186,141	-93,399	0	0	279,540	186,141	0	-93,399
National Youth Sport Program***	D	33.00	0.00	70,836	0	-70,836	0	0	70,836	0	0	-70,836
Headstart Child Care***	D	8.00	4.00	70,885	39,345	-31,540	0	0	70,885	39,345	0	-31,540
CHICAGO – MALCOLM X COLLEGE												
AAWCC	O	0.00	0.00	0	0	0	0	0	0	0	0	0
Academic Support Center	D	13.05	13.05	224,650	224,650	0	0	0	224,650	224,650	0	0
CBO Program	D	0.00	0.00	5,265	5,265	0	5,265	5,265	0	0	0	0
Future Teachers	D	0.00	0.00	0	0	0	0	0	0	0	0	0
Latino Center	O	0.00	0.00	0	0	0	0	0	0	0	0	0
NYSP	O	0.00	0.00	0	0	0	0	0	0	0	0	0
Placement Center	D	2.13	2.13	54,248	54,248	0	0	0	54,248	54,248	0	0
Disability Access Center	O	4.09	4.09	110,330	110,330	0	0	0	110,330	110,330	0	0

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Appendix A

**DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2006 AND 2007**

Program		Staff Years Budgeted		Total Dollars Budgeted		FY07 Change	Breakouts for Total Dollars Budgeted				FY07 Change in	
		FY06	FY07	FY06	FY07	in Total Dollars Budgeted	State	FY07	FY06	Other	FY07	State
CHICAGO – MALCOLM X COLLEGE (cont.)												
Transfer Center	O	15.39	15.39	769,367	769,367	0	32,575	32,575	736,792	736,792	0	0
TRIO Educational Opportunity Centers (EOC) Program	D	4.63	4.63	220,000	226,000	6,000	0	0	220,000	226,000	0	6,000
TRIO Talent Search (TS) Program	D	3.72	3.72	200,328	204,000	3,672	0	0	200,328	204,000	0	3,672
TRIO Upward Bound (UB) Program	D	3.08	3.08	220,000	220,000	0	0	0	220,000	220,000	0	0
Title V Hispanic Serving Institution Development Program	O	2.92	2.92	260,000	260,000	0	0	0	260,000	260,000	0	0
Early School Leaver	D	1.00	1.00	66,804	66,804	0	66,804	66,804	0	0	0	0
TRIO Student Support Services (SSS) Program (new)	D	3.72	3.72	219,911	219,911	0	0	0	219,911	219,911	0	0
CHICAGO – OLIVE-HARVEY COLLEGE												
Academic Advisement (1)	D	6.00	6.00	534,730	515,586	-19,144	0	0	534,730	515,586	0	-19,144
Academic Computing Center(2)	D	1.50	0.00	20,525	0	-20,525	0	0	20,525	0	0	-20,525
AMPS Program(3)	O	0.30	0.10	8,500	1,000	-7,500	0	0	8,500	1,000	0	-7,500
Assessment and Testing(4)	D	2.50	2.50	72,670	121,940	49,270	0	29,360	72,670	92,580	29,360	19,910
CBO Project Grant (5)	D	1.00	0.00	31,997	0	-31,997	0	0	31,997	0	0	-31,997
Computerized Tutoring Services(6)	D	1.00	0.00	23,525	0	-23,525	0	0	23,525	0	0	-23,525
Disability Services(Special needs)(7)	O	4.00	4.50	101,000	101,445	445	0	0	101,000	101,445	0	445
Middle College(8)	O	20.00	17.00	1,312,696	1,476,364	163,668	0	0	1,312,696	1,476,364	0	163,668
Transfer Center(9)	O	0.50	0.50	31,997	15,015	-16,982	0	0	31,997	15,015	0	-16,982
Tutoring Services(10)	D	8.00	0.00	150,000	0	-150,000	0	0	150,000	0	0	-150,000
TRIO Student Support Services	O	0.00	2.25	0	79,244	79,244	0	0	0	79,244	0	79,244
Academic Support Services	O	0.00	10.25	0	479,248	479,248	0	0	0	479,248	0	479,248
CHICAGO – TRUMAN COLLEGE, HARRY S												
Admissions & Advising Center ***	O	22.00	22.00	963,547	989,108	25,561	0	0	963,547	989,108	0	25,561
Computerized Testing Center	O	6.00	6.00	146,667	129,568	-17,099	0	0	146,667	129,568	0	-17,099
Special Services for Disabled Students/Touch Club	O	0.00	1.50	0	41,396	41,396	0	0	0	41,396	0	41,396
Career Planning and Placement	O	0.50	2.00	14,570	62,997	48,427	0	0	14,570	62,997	0	48,427
College Level Tutoring Services	O	25.00	25.00	375,309	413,017	37,708	0	0	375,309	413,017	0	37,708
Computerized Tutoring Center	O	5.00	5.00	138,275	133,757	-4,518	0	0	138,275	133,757	0	-4,518
Truman Middle College Alternative High School ***	D	23.00	23.00	1,253,102	1,281,013	27,911	414,010	414,010	839,092	867,003	0	27,911
Workforce Development Business and Industry Services	D	1.00	1.00	33,773	32,594	-1,179	33,773	32,594	0	0	-1,179	0
Title V Hispanic Serving Institution Development Program	O	0.00	0.00	0	0	0	0	0	0	0	0	0
Gear Up	D	2.25	2.25	209,707	177,602	-32,105	0	0	209,707	177,602	0	-32,105
21st Century Schools	O	1.00	1.00	0	114,162	114,162	0	0	0	114,162	0	114,162
Title V Hispanic Serving Institution Cooperative Development Program	D	10.00	10.00	698,709	696,983	-1,726	0	0	698,709	696,983	0	-1,726
HECA Minority Student Transfer	D	0.50	0.00	32,575	0	-32,575	32,575	0	0	0	-32,575	0
HECA CBO Access	D	0.10	0.00	5,265	0	-5,265	5,265	0	0	0	-5,265	0
Louis Stokes Alliance for Minority Participation	D	0.00	0.00	3,000	3,000	0	0	0	3,000	3,000	0	0
Bridges to the Baccalaureate in Research Sciences***	D	0.76	1.50	21,000	102,872	81,872	10,000	21,000	11,000	81,872	11,000	70,872
DCEO High Tech School-to-Work***	D	0.20	0.20	60,000	22,000	-38,000	60,000	22,000	0	0	-38,000	0
Project MUSE***	D	0.10	0.10	19,116	14,616	-4,500	0	0	19,116	14,616	0	-4,500
TRIO Student Support Services	D	5.25	5.25	219,672	219,672	0	0	0	219,672	219,672	0	0
APANIGMS Biopsychology	D	0.50	0.50	19,300	24,300	5,000	0	0	19,300	24,300	0	5,000
Healthcare Bridge	D	0.00	0.00	0	0	0	0	0	0	0	0	0
TWL-Automotive Bridge	D	0.10	0.00	73,820	0	-73,820	73,820	0	0	0	-73,820	0
Blended Online Healthcare	O	0.00	1.50	0	219,314	219,314	0	219,314	0	0	219,314	0
Joyce Foundation Blended Online	O	0.00	0.20	0	5,000	5,000	0	0	0	5,000	0	5,000
YouthNet MiniGrant***	D	0.00	0.00	5,000	0	-5,000	0	0	5,000	0	0	-5,000
English as a Second Language+GED (grants)	D	209.00	209.00	3,239,289	3,171,880	-67,409	1,856,385	1,821,433	1,382,904	1,350,447	-34,952	-32,457
Transitional Bilingual Learning Community	O	1.50	1.50	100,000	100,000	0	0	0	100,000	100,000	0	0
Head Start	D	3.00	2.00	85,240	86,314	1,074	0	0	85,240	86,314	0	1,074
Lumina Foundation TBLC Evaluation	D	1.00	1.00	30,000	30,000	0	0	0	30,000	30,000	0	0
Middle School Teacher Quality Enhancement	D	0.25	0.25	20,000	20,000	0	20,000	0	0	20,000	-20,000	20,000
Teacher Quality Enhancement	O	0.00	0.20	0	43,400	43,400	0	0	0	43,400	0	43,400
HECA Truman-DePaul Bridge	D	0.00	0.50	0	38,554	38,554	0	38,554	0	0	38,554	0
BECAS/IME Award	D	0.00	0.00	0	10,000	10,000	0	0	0	10,000	0	10,000
CHICAGO – WASHINGTON COLLEGE, HAROLD												
AWCC	O	0.00	0.00	0	0	0	0	0	0	0	0	0
African Student Association	O	0.50	0.50	1,000	1,000	0	1,000	1,000	0	0	0	0
Black Student Union	O	0.50	0.50	500	500	0	500	500	0	0	0	0
Black Women's Caucus	O	0.00	0.00	0	0	0	0	0	0	0	0	0
Career Planning & Placement	D	2.50	2.50	112,518	112,518	0	112,518	112,518	0	0	0	0

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DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
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AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2006 AND 2007

Program		Staff Years Budgeted		Total Dollars Budgeted		FY07 Change in Total Dollars Budgeted	Breakouts for Total Dollars Budgeted				FY07 Change in Dollars Budgeted	
		FY06	FY07	FY06	FY07		State	FY07	Other	FY07	State	Other
CHICAGO – WASHINGTON COLLEGE, HAROLD (cont.)												
CBO Program	D	1.00	1.00	9,400	9,400	0	0	0	9,400	9,400	0	0
CLIMB	O	0.00	0.00	0	0	0	0	0	0	0	0	0
Common Ground Project (Pluralism)	D	0.00	0.00	0	0	0	0	0	0	0	0	0
Computer-Assisted Instruction	D	6.00	6.00	96,000	96,000	0	0	0	96,000	96,000	0	0
Individual Needs (IN) Program	D	0.00	0.00	0	0	0	0	0	0	0	0	0
Organization of Latin American Students	O	0.50	0.50	1,500	1,500	0	0	0	1,500	1,500	0	0
Pre-Collegiate Program	D	1.00	1.00	100,000	100,000	0	0	0	100,000	100,000	0	0
Supported Employment (IL Dept. of Human Services)	O	5.25	5.25	282,454	282,454	0	282,454	282,454	0	0	0	0
Special Needs Center	O	4.88	9.29	197,998	145,050	-52,948	19,234	145,050	178,764	0	125,816	-178,764
Transfer Center	D	1.00	0.50	49,300	25,000	-24,300	49,300	25,000	0	0	-24,300	0
Tutoring Services	O	48.00	48.00	400,000	400,000	0	0	0	400,000	400,000	0	0
Vocational Development Program, IDHS	O	3.05	3.05	235,840	235,840	0	235,840	235,840	0	0	0	0
CHICAGO – WRIGHT COLLEGE, WILBUR												
African American History Month	O	0.20	0.20	5,000	5,000	0	0	0	5,000	5,000	0	0
Annual African Am Student Awards Luncheon	O	0.10	0.10	0	0	0	0	0	0	0	0	0
Future Teachers of Chicago/Illinois Bilingual Education of Chicago	O	0.05	0.05	0	0	0	0	0	0	0	0	0
Hispanic Heritage Month Activities	O	1.00	1.00	5,000	5,000	0	0	0	5,000	5,000	0	0
Minority Health Programs	O	0.02	0.02	0	0	0	0	0	0	0	0	0
National Women's History Month Activities	O	0.02	0.02	5,000	5,000	0	0	0	5,000	5,000	0	0
Resurrection Minority Scholarship*	O	0.00	0.00	0	0	0	0	0	0	0	0	0
Special Needs Office	O	2.50	2.50	102,319	105,936	3,617	60,000	0	42,319	105,936	-60,000	63,617
Teaching Certificate Program	O	2.00	2.00	0	0	0	0	0	0	0	0	0
Adult Education Support Services	D	3.00	3.00	230,003	273,875	43,872	115,002	136,938	115,001	136,938	21,936	21,937
State Public Assistance (Adult Education)	O	3.00	3.00	0	302,137	302,137	0	302,137	0	0	302,137	0
State Basic (Adult Education)	O	3.00	3.00	0	435,000	435,000	0	435,000	0	0	435,000	0
State Performance (Adult Education)	O	3.00	3.00	0	46,243	46,243	0	46,243	0	0	46,243	0
Federal Basic (Adult Education)	O	3.00	3.00	0	480,000	480,000	0	0	0	480,000	0	480,000
Cooperative Workstudy	O	0.00	0.00	0	30,000	30,000	0	0	0	30,000	0	30,000
Shifting Gears	O	0.00	0.00	0	20,000	20,000	0	0	0	20,000	0	20,000
Annual Ethnic Food Festival	O	0.00	0.00	0	0	0	0	0	0	0	0	0
Clerical Excellence Awards	D	0.05	0.05	1,000	1,000	0	0	0	1,000	1,000	0	0
College Bridge Program	D	3.00	3.00	7,493	5,713	-1,780	0	0	7,493	5,713	0	-1,780
Displaced Homemaker Program	D	0.00	0.00	0	0	0	0	0	0	0	0	0
Job Training - Bank Teller	D	0.50	0.50	0	0	0	0	0	0	0	0	0
Job Training - Computer Certificates**	D	0.50	0.50	0	0	0	0	0	0	0	0	0
Workforce Investment Act Programming	D	3.00	3.00	244,400	45,000	-199,400	0	0	244,400	45,000	0	-199,400
Bilingual Nursing Education	D	0.50	0.50	0	0	0	0	0	0	0	0	0
Community Events***	O	0.15	0.15	15,000	27,000	12,000	0	0	15,000	27,000	0	12,000
NovaNET	D	8.00	8.00	0	0	0	0	0	0	0	0	0
Project Excel	D	3.50	3.50	43,000	4,688	-38,312	0	0	43,000	4,688	0	-38,312
CHICAGO – WRIGHT COLLEGE, WILBUR												
Recruitment, Marketing, & Partnering	D	2.00	2.00	167,910	287,000	119,090	0	0	167,910	287,000	0	119,090
Sitter Service	D	1.00	1.00	0	0	0	0	0	0	0	0	0
Student Awards****	D	0.05	0.05	0	0	0	0	0	0	0	0	0
Student Clubs & Assoc. (SGA)	D	0.40	0.40	71,663	81,658	9,995	0	0	71,663	81,658	0	9,995
Untenured Faculty Dinner	D	0.04	0.04	6,500	6,500	0	0	0	6,500	6,500	0	0
Carreras En Salud*****	O	3.00	3.00	101,527	112,142	10,615	0	0	101,527	112,142	0	10,615
TRIO/Student Support Services	O	1.00	1.00	220,000	257,300	37,300	0	0	220,000	257,300	0	37,300
Athletic Scholarships	O	0.00	0.00	17,170	43,000	25,830	0	0	17,170	43,000	0	25,830
* Limited term scholarship for which funding has run out. No future funds expected.												
** Now included as part of Workforce Investment Act Programming												
*** Formerly Multi Cultural Community Events												
**** Student awards funding has been budgeted into various group budgets												
***** Wright College is not the fiscal agent for Carreras En Salud. Funds listed represent grant funding used to pay student tuition in 2005-06.												
DANVILLE AREA COMMUNITY COLLEGE												
National Science Foundation Grant	O	0.00	0.00	0	27,000	27,000	0	0	0	27,000	0	27,000
DACC Century Scholars	O	0.03	0.03	100,000	100,000	0	0	0	100,000	100,000	0	0
Student Success (ICCB)	D	0.00	0.00	23,344	23,344	0	23,344	23,344	0	0	0	0
Diversity	D	0.00	0.00	27,548	0	-27,548	0	0	27,548	0	0	-27,548
ENRICH	O	0.00	0.00	4,000	7,500	3,500	0	0	4,000	7,500	0	3,500
Student Diversity Advocate	D	0.00	0.00	5,375	7,875	2,500	0	0	5,375	7,875	0	2,500

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**DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2006 AND 2007**

Program		Staff Years Budgeted		Total Dollars Budgeted		FY07 Change in Total	Breakouts for Total Dollars Budgeted				FY07 Change in Dollars Budgeted	
		FY06	FY07	FY06	FY07	Dollars Budgeted	State	FY07	Other	FY07	State	Other
DANVILLE AREA COMMUNITY COLLEGE (cont.)												
Perkins/Special Populations	O	2.61	2.25	80,401	70,258	-10,143	0	0	80,401	70,258	0	-10,143
TRIO (Student Support Services)	D	4.86	4.86	267,986	267,986	0	0	0	267,986	267,986	0	0
Illinois Center for Specialized Prof. Support (ICSPS)	O	0.00	0.00	1,500	1,500	0	1,500	1,500	0	0	0	0
DUPAGE, COLLEGE OF												
Health & Special Services	O	3.50	3.50	282,483	249,495	-32,988	116,383	71,379	166,100	178,116	-45,004	12,016
ABE/ASE/ESL including ESL Development (04 Staff est)	O	0.00	0.00	0	0	0	0	0	0	0	0	0
Multicultural Center	O	5.00	5.00	243,233	177,783	-65,450	0	0	243,233	177,783	0	-65,450
Special Pops	D	4.00	1.00	103,450	103,833	-1,617	105,450	102,333	0	1,500	-3,117	1,500
Non-traditional Careers	D	1.00	1.00	34,079	33,062	-1,017	32,579	31,562	1,500	1,500	-1,017	0
Multicultural Admission Specialist	D	1.00	1.00	47,723	53,560	5,837	47,723	53,560	0	0	5,837	0
Community Development Office	D	1.50	1.50	82,074	85,094	3,020	82,074	85,094	0	0	3,020	0
ELGIN COMMUNITY COLLEGE												
ABE/ESL	D	14.00	11.00	1,724,454	1,622,224	-102,230	417,300	421,926	1,307,154	1,200,298	4,626	-106,856
ADAPT (Disabled Student Organization)	O	0.00	0.00	300	267	-33	0	0	300	267	0	-33
Affirmative Action	O	0.10	0.10	6,020	5,180	-840	0	0	6,020	5,180	0	-840
BSA (Black Student Association)	O	0.25	0.25	3,000	2,047	-953	0	0	3,000	2,047	0	-953
Foundation Minority Scholarships	O	0.10	0.10	18,050	17,025	-1,025	0	0	18,050	17,025	0	-1,025
Learning Skills Center	O	3.50	3.50	265,513	194,418	-71,095	0	0	265,513	194,418	0	-71,095
Muslim Student Association	O	0.00	0.00	1,000	7,873	6,873	0	0	1,000	7,873	0	6,873
OLAS (Organization of Latin American Students)	O	0.25	0.25	12,000	7,723	-4,277	0	0	12,000	7,723	0	-4,277
Project STEP/Career Ladder	D	1.00	1.00	137,670	27,979	-109,691	0	0	137,670	27,979	0	-109,691
Student Services Support	D	4.50	4.00	163,193	401,175	237,982	0	0	163,193	401,175	0	237,982
United Students of All Cultures	O	0.25	0.25	5,000	6,235	1,235	0	0	5,000	6,235	0	1,235
Intensive English Program	O	1.25	1.25	116,541	121,482	4,941	0	0	116,541	121,482	0	4,941
Perkins	D	0.50	1.10	254,533	278,094	23,561	0	0	254,533	278,094	0	23,561
Youth Leadership Academy	D	0.00	0.00	82,500	82,500	0	0	0	82,500	82,500	0	0
Upward Bound	D	3.50	3.00	277,677	277,677	0	0	0	277,677	277,677	0	0
Upward Bound Science/Math	D	3.50	3.00	222,916	222,916	0	0	0	222,916	222,916	0	0
WIA LWIB 5 In School & Out of School	D	2.00	3.75	351,491	283,210	-68,281	0	0	351,491	283,210	0	-68,281
WIA LWIB 5 Soft Skills Grant	D	0.00	0.15	0	59,527	59,527	0	0	0	59,527	0	59,527
WIA LWIB 8 Out of School	D	2.00	2.00	129,093	132,765	3,672	0	0	129,093	132,765	0	3,672
LWIB8 Adult (Workforce Development Council)	D	3.00	2.50	96,575	130,000	33,425	0	0	96,575	130,000	0	33,425
GANAS	D	0.50	0.00	26,041	0	-26,041	26,041	0	0	0	-26,041	0
WIA LWIB 8 In School (1) ***	D	2.00	1.10	172,738	55,067	-117,671	0	0	172,738	55,067	0	-117,671
TANF Job Placement	O	3.50	1.00	65,300	104,130	38,830	0	0	65,300	104,130	0	38,830
CSSI Healthcare	O	0.50	0.50	100,000	50,000	-50,000	0	0	100,000	50,000	0	-50,000
Multicultural Affairs	O	0.10	0.00	8,298	9,507	1,209	0	0	8,298	9,507	0	1,209
Asian Filipino	O	0.00	0.00	500	901	401	0	0	500	901	0	401
Chinese Club	O	0.00	0.00	600	522	-78	0	0	600	522	0	-78
HARPER COLLEGE, WILLIAM RAINEY												
Access and Disabilities	D	24.00	24.00	958,113	977,834	19,721	351,126	356,302	606,987	621,532	5,176	14,545
Access and Disabilities - Foundation Scholarships for students	D	0.00	0.00	4,000	4,801	801	0	0	4,000	4,801	0	801
Minority Student Transfer Center	D	1.00	0.00	47,775	0	-47,775	47,775	0	0	0	-47,775	0
Women's Program - Displaced Homemakers	D	5.00	5.00	322,339	300,983	-21,356	58,410	58,190	263,929	242,793	-220	-21,136
Center for Multicultural Learning (CML)	D	9.50	8.50	562,622	446,170	-116,452	0	0	562,622	446,170	0	-116,452
R.E.A.C.H. Summer Bridge Program (CML)	O	5.00	5.00	33,020	57,000	23,980	0	33,000	33,020	24,000	33,000	-9,020
Admissions Outreach***	D	1.00	1.00	48,545	50,778	2,233	0	0	48,545	50,778	0	2,233
Admissions Outreach - Latino Summit Event	O	0.00	0.00	10,000	10,000	0	0	0	10,000	10,000	0	0
Diversity and Organizational Development	O	2.50	2.50	327,050	341,767	14,717	0	0	327,050	341,767	0	14,717
Diversity Symposium Event	O	2.00	2.00	5,100	5,100	0	0	0	5,100	5,100	0	0
Adult Education Development	O	15.00	15.00	1,787,130	1,906,392	119,262	408,930	543,164	1,378,200	1,363,228	134,234	-14,972
ESL	O	13.50	13.50	1,444,281	1,700,335	256,054	0	0	1,444,281	1,700,335	0	256,054
Adult Education Bridge Program	O	0.00	0.00	39,500	39,300	-200	19,500	19,300	20,000	20,000	-200	0
Dual Credit	O	1.00	1.00	159,255	211,955	52,700	159,255	211,955	0	0	52,700	0
HEARTLAND COMMUNITY COLLEGE												
Disability Services	D	1.70	3.50	76,858	196,524	119,666	0	23,644	76,858	172,880	23,644	96,022
Carl D. Perkins (Student Support Only)	O	0.40	1.95	42,541	150,480	107,939	0	0	42,541	150,480	0	107,939
Community Action Block	O	0.00	0.00	19,048	9,045	-10,003	0	0	19,048	9,045	0	-10,003

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DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2006 AND 2007

Program		Staff Years Budgeted		Total Dollars Budgeted		FY07 Change in Total Dollars Budgeted	Breakouts for Total Dollars Budgeted				FY07 Change in Dollars Budgeted		
		FY06	FY07	FY06	FY07		State	FY07	Other	FY07	State	Other	
ILLINOIS EASTERN - OLNEY COMMUNITY COLLEGE (cont.)													
Welfare to Work	D	-----	-----	0	0	0	0	0	0	0	0	0	0
Student Success Grant	D	0.00	0.00	7,000	0	-7,000	7,000	0	0	0	0	-7,000	0
ILLINOIS EASTERN - WABASH COMMUNITY COLLEGE													
Adult Basic/Adult Secondary Ed	D	-----	-----	0	0	0	0	0	0	0	0	0	0
Education to Careers	D	-----	-----	0	0	0	0	0	0	0	0	0	0
IL Employment Training Cntr (IETC)	D	-----	-----	0	0	0	0	0	0	0	0	0	0
International/ English as a Sec Lang	D	-----	-----	0	0	0	0	0	0	0	0	0	0
Job Location Development (JLD)	D	1.00	1.00	12,500	12,500	0	10,000	10,000	2,500	2,500	0	0	0
Literacy	D	-----	-----	0	0	0	0	0	0	0	0	0	0
Perkins (Disadvantaged Students)	D	2.00	2.00	58,359	58,253	-106	58,359	58,253	0	0	-106	0	0
Single Parent/Displaced Homemaker	D	-----	-----	0	0	0	0	0	0	0	0	0	0
Student Success Network	D	1.00	1.00	22,822	23,738	916	21,735	23,738	1,087	0	2,003	-1,087	0
Talent Search	D	-----	-----	0	0	0	0	0	0	0	0	0	0
Upward Bound Program	D	-----	-----	0	0	0	0	0	0	0	0	0	0
Welfare to Work	D	-----	-----	0	0	0	0	0	0	0	0	0	0
ICCB Restricted Tech Support	D	-----	-----	0	0	0	0	0	0	0	0	0	0
ILLINOIS VALLEY COMMUNITY COLLEGE													
Student Support Services (TRIO)	D	4.00	4.00	267,171	267,171	0	0	0	267,171	267,171	0	0	0
Adult Education (ABE/GED/ESL)	D	6.00	6.00	339,047	378,880	39,833	0	0	339,047	378,880	0	39,833	0
Hola, Mendota	O	0.00	0.00	0	0	0	0	0	0	0	0	0	0
Streator Open Doors Even Start Program	O	0.00	0.00	0	0	0	0	0	0	0	0	0	0
People of the World End Racism (POWER)	O	0.25	0.25	1,500	1,500	0	0	0	1,500	1,500	0	0	0
Carl Perkins	D	1.75	1.75	52,617	31,655	-20,962	0	0	52,617	31,655	0	-20,962	0
Academic Dev Center/Special Needs	D	9.00	9.00	320,002	367,868	47,866	0	0	320,002	367,868	0	47,866	0
JOLIET JUNIOR COLLEGE													
Multi-Cultural Transfer Center	O	4.00	5.00	127,595	85,901	-41,694	44,310	0	83,285	85,901	-44,310	2,616	0
Joliet Area Math, Science, & Computer Education	D	-----	-----	0	0	0	0	0	0	0	0	0	0
Project Achieve*	D	17.00	18.00	360,182	360,182	0	0	0	360,182	360,182	0	0	0
STAR Program*	D	10.00	1.00	404,608	203,935	-200,673	218,339	0	186,269	203,935	-218,339	17,666	0
Carl Perkins*	D	10.00	1.00	58,203	88,743	30,540	58,203	0	88,743	88,743	-58,203	88,743	0
Division of Adult and Family Services*	D	22.50	23.50	2,666,221	2,757,096	90,875	819,366	844,896	1,846,855	1,912,200	25,530	65,345	0
Education Opportunities Program	D	17.00	0.00	55,310	0	-55,310	0	0	55,310	0	0	-55,310	0
SOS Volunteer Literacy Tutorials*	D	22.50	23.50	45,000	0	-45,000	45,000	0	0	0	0	-45,000	0
Special Needs	D	22.50	23.50	186,269	63,897	-122,372	0	0	186,269	63,897	0	-122,372	0
Disadvantaged Student Success	D	-----	1.00	0	121,355	121,355	0	121,355	0	0	121,355	0	0
Welfare to Work*	D	22.50	-----	0	0	0	0	0	0	0	0	0	0
Learning for Earning	D	22.50	-----	0	0	0	0	0	0	0	0	0	0
Career Planning & Placement (Carl Perkins)*	D	-----	3.00	241,346	30,000	-211,346	33,257	0	208,089	30,000	-33,257	-178,089	0
Tech Prep*	D	6.00	7.00	312,168	276,096	-36,072	139,450	139,450	172,718	136,646	0	-36,072	0
Tech Prep Support	O	-----	7.00	0	38,725	38,725	0	0	0	38,725	0	38,725	0
Education to Careers*	D	22.50	-----	0	0	0	0	0	0	0	0	0	0
P16 Initiative	D	-----	7.00	0	122,837	122,837	0	122,837	0	0	122,837	0	0
ENLACE	D	-----	4.00	61,179	58,326	-2,853	0	0	61,179	58,326	0	-2,853	0
Project Success	D	6.00	7.00	18,078	20,283	2,205	0	0	18,078	20,283	0	2,205	0
Minority Student Affairs	O	0.00	1.00	115,725	119,429	3,704	0	0	115,725	119,429	0	3,704	0
Displaced Homemaker	D	22.50	-----	0	0	0	0	0	0	0	0	0	0
Family Literacy	D	22.50	23.50	3,043	1,000	-2,043	0	0	3,043	1,000	0	-2,043	0
Women's College	O	-----	2.00	17,800	18,000	200	0	0	17,800	18,000	0	200	0
Diversity Committee	O	-----	-----	0	0	0	0	0	0	0	0	0	0
Early School Leavers	D	-----	11.00	0	94,780	94,780	0	39,752	0	55,028	39,752	55,028	0
Learning for Earning	D	22.50	-----	0	0	0	0	0	0	0	0	0	0
Summer Program	D	22.50	-----	0	0	0	0	0	0	0	0	0	0
Build Success	D	-----	-----	0	0	0	0	0	0	0	0	0	0
Early School Leavers	D	9.00	-----	97,062	0	-97,062	38,224	0	58,838	0	-38,224	-58,838	0
ESL for Citizenship & Literacy	D	22.50	23.50	Include in Ad Ed	0	0	Include in Ad Ed	0	Include in Ad Ed	0	0	0	0
TANF	D	22.50	23.50	48,565	111,638	63,073	48,565	0	111,638	48,565	-48,565	111,638	0
Even Start	O	22.50	23.50	25,768	0	-25,768	25,768	0	0	0	-25,768	0	0
Dress for Success	O	22.50	-----	0	0	0	0	0	0	0	0	0	0
Career Seekers*	O	-----	-----	576,000	0	-576,000	0	0	576,000	0	0	-576,000	0
Will WIA Career Seekers	D	-----	2.00	0	324,443	324,443	0	0	0	324,443	0	324,443	0

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DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2006 AND 2007

Program		Staff Years Budgeted		Total Dollars Budgeted		FY07 Change in Total	Breakouts for Total Dollars Budgeted				FY07 Change in Dollars Budgeted		
		FY06	FY07	FY06	FY07	Dollars Budgeted	State	FY07	FY06	Other	FY07	State	Other
JOLIET JUNIOR COLLEGE (cont.)													
Will WIA Work Certified	D	-----	2.00	0	201,787	201,787	0	0	0	0	201,787	0	201,787
Will WIA Dislocated Workers	D	-----	2.00	0	493,681	493,681	0	0	0	0	493,681	0	493,681
Work Certified	O	-----	-----	156,400	0	-156,400	0	0	156,400	0	0	0	-156,400
Grundy County WIA	D	-----	2.00	380,095	369,637	-10,458	0	0	380,095	369,637	0	0	-10,458
Grundy County WIA Youth	D	-----	-----	0	167,804	167,804	0	0	0	167,804	0	0	167,804
Non traditional occupational scholarship	D	-----	-----	0	0	0	0	0	0	0	0	0	0
Women in Technology (Technical Department)	D	-----	2.00	0	20,000	20,000	0	0	0	20,000	0	0	20,000
Accelerated Nursing WIA	O	-----	-----	50,962	0	-50,962	0	0	50,962	0	0	0	-50,962
Career Pathways Nursing DCEO	O	-----	-----	65,000	0	-65,000	65,000	0	0	0	0	-65,000	0
Pilot Site Agreement	D	-----	-----	3,725	2,450	-1,275	3,725	0	0	2,450	0	-3,725	2,450
KANKAKEE COMMUNITY COLLEGE													
Transfer Center	O	1.00	-----	20,900	0	-20,900	20,900	0	0	0	0	-20,900	0
Literacy Programs	D	3.00	1.00	58,000	58,000	0	58,000	58,000	0	0	0	0	0
Office of Special Populations	D	2.00	-----	65,520	63,359	-2,161	0	0	65,520	63,359	0	0	-2,161
Onuce of Prevention	D	7.00	7.00	302,159	311,224	9,065	302,159	311,224	0	0	9,065	0	0
Parent Support/DFI	D	1.00	1.00	40,830	40,830	0	40,830	40,830	0	0	0	0	0
Parent Training Initiative	D	1.00	1.00	27,400	43,740	16,340	27,400	43,740	0	0	16,340	0	0
Upward Bound	D	4.00	3.00	387,703	387,703	0	0	0	387,703	387,703	0	0	0
Educational Talent Search	D	4.00	4.00	250,261	250,261	0	0	0	250,261	250,261	0	0	0
Youth Program Services	O	2.00	2.00	150,000	176,605	26,605	0	0	150,000	176,605	0	0	26,605
Workforce Investment Act	D	13.00	11.00	1,827,258	1,471,480	-355,778	0	0	1,827,258	1,471,480	0	0	-355,778
Workforce Development	D	2.00	1.00	62,187	61,087	-1,100	62,187	61,087	0	0	-1,100	0	0
Gear Up	D	---	-----	0	0	0	0	0	0	0	0	0	0
P-16 Initiative	D	1.00	1.00	26,955	28,205	1,250	26,955	28,205	0	0	1,250	0	0
TRIO Student Support Services	O	3.00	3.00	267,986	267,986	0	0	0	267,986	267,986	0	0	0
Operation on Track	D	1.00	1.00	55,800	33,053	-22,747	55,800	33,053	0	0	-22,747	0	0
Hispanic/Latino Student Heritage Club	D	0.00	-----	0	1,000	1,000	0	0	0	1,000	0	0	1,000
African American Student Club	D	0.00	-----	0	1,000	1,000	0	0	0	1,000	0	0	1,000
Brother to Brother Chapter	D	0.00	-----	0	1,450	1,450	0	0	0	1,450	0	0	1,450
KASKASKIA COLLEGE													
Affirmative Action	D	0.35	0.35	28,121	50,500	22,379	0	0	28,121	50,500	0	0	22,379
Black Student Association	D	0.50	0.50	2,522	700	-1,822	0	0	2,522	700	0	0	-1,822
Perkins Special Populations	D	2.67	2.67	280,540	259,889	-20,651	0	0	280,540	259,889	0	0	-20,651
Reading Link	O	11.00	11.00	183,502	189,208	5,706	183,502	189,208	0	0	5,706	0	0
P-16 Initiative	O	0.30	0.30	23,824	67,265	43,441	23,824	67,265	0	0	43,441	0	0
Dual Credit/Dual Enrollment	O	1.50	1.50	95,472	1,200,000	1,104,528	12,480	0	82,992	1,200,000	-12,480	1,117,008	0
KICK Program (Kids in College at Kaskaskia College)	O	8.50	8.50	6,819	8,572	1,753	0	0	6,819	8,572	0	1,753	0
Students with Disabilities	D	0.35	0.35	19,000	21,000	2,000	0	0	19,000	21,000	0	2,000	0
Job Skills	O	6.00	2.50	24,700	25,048	348	24,700	25,048	0	0	348	0	0
Success Center	O	2.50	2.50	31,540	63,350	31,810	0	0	31,540	63,350	0	0	31,810
KISHWAUKEE COLLEGE													
Spanish General Ed. Development Classes	D	0.35	0.35	6,561	6,788	227	6,561	6,788	0	0	227	0	0
Spanish General Ed. Development Testing	D	0.05	0.05	1,631	1,988	357	0	0	1,631	1,988	0	357	0
Special Needs Counseling Services	D	0.35	0.30	23,566	24,012	446	0	0	23,566	24,012	0	446	0
Minority Transfer Center	D	1.00	1.00	83,040	62,565	-20,475	39,450	8,320	43,590	54,245	-31,130	10,655	0
Assistive Resources Center/Disability Services	D	1.00	1.25	93,800	97,920	4,120	54,050	27,940	39,750	69,980	-26,110	30,230	0
Adult Basic Education Program	O	2.00	2.00	126,573	136,305	9,732	126,573	136,305	0	0	9,732	0	0
Adult Student Connections	O	1.00	2.00	53,815	83,396	29,581	53,815	83,396	0	0	29,581	0	0
Bilingual Counseling/Hispanic Outreach	D	1.00	1.00	40,173	40,483	310	40,173	40,483	0	0	310	0	0
English as a Second Language Program	D	3.00	2.00	132,061	110,981	-21,080	132,061	110,981	0	0	-21,080	0	0
Family Literacy Program	O	0.00	1.50	0	55,153	55,153	0	55,153	0	0	55,153	0	0
Literacy Program	D	1.00	1.00	45,000	45,000	0	45,000	45,000	0	0	0	0	0
P-16 Initiative (ACE)	O	0.05	0.05	22,500	25,541	3,041	22,500	25,541	0	0	3,041	0	0
Public Assistance Program	O	0.50	0.50	37,750	28,728	-9,022	37,750	28,728	0	0	-9,022	0	0
Teen Parent Services Program***	O	0.50	0.15	40,000	40,000	0	40,000	40,000	0	0	0	0	0
WIA Youth Grant Dekalb County	O	2.50	2.50	174,074	167,716	-6,358	174,074	167,716	0	0	-6,358	0	0
IETC Services	O	0.50	0.50	50,000	50,000	0	0	0	50,000	50,000	0	0	0
Donated Funds Initiative	O	1.00	1.00	58,756	58,756	0	58,756	58,756	0	0	0	0	0
TANF Job Placement Grant	O	0.75	1.00	40,131	57,133	17,002	40,131	57,133	0	0	17,002	0	0
Black Student Union	D	0.25	0.20	5,470	6,870	1,400	0	0	5,470	6,870	0	1,400	0

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DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2006 AND 2007

Program		Staff Years Budgeted		Total Dollars Budgeted		FY07 Change in Total	Breakouts for Total Dollars Budgeted				FY07 Change in Dollars Budgeted		
		FY06	FY07	FY06	FY07	Dollars Budgeted	State	FY07	FY06	Other	FY07	State	Other
KISHWAUKEE COLLEGE (cont.)													
Latinos Unidos	D	0.10	0.05	1,320	1,430	110	0	0	1,320	1,430	0	110	
International Student Org.	D	0.10	0.05	2,180	1,830	-350	0	0	2,180	1,830	0	-350	
Math Success Tutors	O	0.00	0.60	0	6,310	6,310	0	0	0	6,310	0	6,310	
LAKE COUNTY, COLLEGE OF													
ABE/ESL Federal Grant	D	2.10	1.60	372,451	364,510	-7,941	0	0	372,451	364,510	0	-7,941	
Adult Education Performance	D	4.25	8.00	309,134	233,590	-75,544	0	0	309,134	233,590	0	-75,544	
Adult Education State Grant	D	1.50	1.50	276,768	352,184	75,416	0	0	276,768	352,184	0	75,416	
Afro-Fest	O	0.10	0.10	1,063	1,063	0	0	0	1,063	1,063	0	0	
Back to School Rally	D	0.10	0.10	4,000	2,500	-1,500	0	0	4,000	2,500	0	-1,500	
Black Diamonds	O	0.00	0.00	0	0	0	0	0	0	0	0	0	
Black History Month	O	0.10	0.25	2,500	1,808	-692	0	0	2,500	1,808	0	-692	
Black Student Union	O	0.20	0.20	5,300	5,300	0	0	0	5,300	5,300	0	0	
Cinco De Mayo	O	0.25	0.25	1,100	3,526	2,426	0	0	1,100	3,526	0	2,426	
Common Break	D	0.10	0.50	1,760	2,500	740	0	0	1,760	2,500	0	740	
Conversation Café	D	0.25	0.00	6,600	0	-6,600	0	0	6,600	0	0	-6,600	
Delta Academy	D	0.00	0.25	0	13,875	13,875	0	0	0	13,875	0	13,875	
Diversity Scholarships	O	0.20	0.20	49,896	53,950	4,054	0	0	49,896	53,950	0	4,054	
ELCVICS (New)	D	0.25	0.25	47,250	45,938	-1,312	0	0	47,250	45,938	0	-1,312	
ENLACE	D	1.00	-----	53,352	0	-53,352	0	0	53,352	0	0	-53,352	
ESL Vocational Support Courses	D	0.50	0.50	15,630	15,630	0	0	0	15,630	15,630	0	0	
Faculty and Staff Diversity Project	O	0.10	0.10	7,000	7,000	0	0	0	7,000	7,000	0	0	
Getting it Together / Summer Youth Institute 03	D	0.05	0.59	2,182	3,500	1,318	0	0	2,182	3,500	0	1,318	
Grill Day on the Mall	D	0.10	0.10	2,182	2,500	318	0	0	2,182	2,500	0	318	
Harambee Bookshelf & Forum	D	0.25	0.10	3,800	1,850	-1,950	0	0	3,800	1,850	0	-1,950	
Hispanic Club	O	0.20	0.20	13,485	13,485	0	0	0	13,485	13,485	0	0	
IETC Services	D	1.00	1.00	30,000	30,000	0	0	0	30,000	30,000	0	0	
Juneteenth Celebration	D	0.00	1.00	0	14,908	14,908	0	0	0	14,908	0	14,908	
Kwanzaa	O	0.25	0.25	2,818	3,500	682	0	0	2,818	3,500	0	682	
Lakeshore Welcome Week	D	0.25	0.50	1,634	3,875	2,241	0	0	1,634	3,875	0	2,241	
Latino Day on the Mall	O	0.25	0.25	1,357	3,500	2,143	0	0	1,357	3,500	0	2,143	
Learning Assistance Center	D	1.00	2.50	30,000	72,000	42,000	0	0	30,000	72,000	0	42,000	
Literacy Café	D	0.10	0.10	1,250	1,750	500	0	0	1,250	1,750	0	500	
Mentoring & Retention for Underrepresented Populations	D	1.00	1.00	42,713	44,464	1,751	0	0	42,713	44,464	0	1,751	
Minority Transfer Center	O	0.75	0.00	24,395	0	-24,395	0	0	24,395	0	0	-24,395	
New Student Orientation	D	2.25	2.25	78,255	78,255	0	0	0	78,255	78,255	0	0	
Perkins Grant	D	2.50	2.50	409,241	380,266	-28,975	0	0	409,241	380,266	0	-28,975	
Public Assistance	D	2.00	1.80	155,456	168,106	12,650	0	0	155,456	168,106	0	12,650	
Red Black Green	D	0.10	0.10	1,320	2,500	1,180	0	0	1,320	2,500	0	1,180	
Salute to Gospel	D	0.75	1.00	52,074	54,750	2,676	0	0	52,074	54,750	0	2,676	
Saturday Academy	D	0.00	0.25	0	220	220	0	0	0	220	0	220	
Saturday Youth Institute	D	0.10	0.25	1,450	1,450	0	0	0	1,450	1,450	0	0	
Special Needs Disabled	O	5.00	5.00	320,196	320,196	0	0	0	320,196	320,196	0	0	
Talent Search***	D	4.00	4.00	292,890	292,890	0	0	0	292,890	292,890	0	0	
Women's Center	O	0.75	0.00	45,305	19,400	-25,905	0	0	45,305	19,400	0	-25,905	
Pen and Pencil Project	D	0.75	0.00	7,766	0	-7,766	0	0	7,766	0	0	-7,766	
Cops and Clergy Project	D	0.75	0.00	12,925	0	-12,925	0	0	12,925	0	0	-12,925	
LAKE LAND COLLEGE													
Office of Disability Services	D	1.50	2.00	93,568	122,752	29,184	0	40,514	93,568	82,238	40,514	-11,330	
Perkins Services	D	2.00	2.00	162,500	162,000	-500	0	0	162,500	162,000	0	-500	
English as a Second Language	D	1.00	0.75	10,925	11,463	538	0	0	10,925	11,463	0	538	
International Studies	D	1.00	1.00	86,455	90,011	3,556	0	0	86,455	90,011	0	3,556	
Intensive English Language	D	1.25	1.00	36,700	32,150	-4,550	0	0	36,700	32,150	0	-4,550	
Academic Advisement for Athletes	O	1.00	1.00	46,352	48,786	2,434	0	0	46,352	48,786	0	2,434	
Accelerated College Enrollment	O	1.00	1.50	65,230	66,524	1,294	36,547	66,012	28,683	512	29,465	-28,171	
Tech Prep	D	1.50	1.50	110,823	110,823	0	0	0	110,823	110,823	0	0	
TRIO Student Support Services	O	3.50	3.50	220,000	220,000	0	0	0	220,000	220,000	0	0	
TRIO Talent Search	O	0.00	3.50	0	226,000	226,000	0	0	0	226,000	0	226,000	
Career Services (College/Career Day; 8th Grade Career Conference)	O	0.15	0.15	4,800	4,800	0	0	0	4,800	4,800	0	0	
College for Kids	O	0.50	0.50	9,000	9,000	0	0	0	9,000	9,000	0	0	
Pathways	O	12.50	11.75	298,058	335,413	37,355	109,841	110,479	188,217	224,934	638	36,717	

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**DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2006 AND 2007**

Program		Staff Years Budgeted		Total Dollars Budgeted		FY07 Change in Total	Breakouts for Total Dollars Budgeted				FY07 Change in Dollars Budgeted	
		FY06	FY07	FY06	FY07	Dollars Budgeted	State	FY07	Other	FY07	State	Other
LEWIS & CLARK COMMUNITY COLLEGE												
Student Support Services	O	5.30	5.02	246,211	245,906	-305	0	0	246,211	245,906	0	-305
Supported School to Work Transition	D	9.38	9.96	227,076	220,805	-6,271	200,366	210,203	26,710	10,602	9,837	-16,108
Talent Search	D	4.30	4.56	256,531	266,802	10,271	0	0	256,531	266,802	0	10,271
Upward Bound	D	5.06	4.95	266,953	255,034	-11,919	0	0	266,953	255,034	0	-11,919
Teen Parent	D	6.10	5.76	235,036	231,802	-3,234	235,036	231,802	0	0	-3,234	0
Minority Affairs	D	0.77	0.91	40,904	45,929	5,025	0	0	40,904	45,929	0	5,025
Student Athletics	O	3.25	3.25	195,826	209,874	14,048	0	0	195,826	209,874	0	14,048
Special Learning Needs	O	0.62	1.00	37,509	55,981	18,472	19,634	9,797	17,875	46,184	-9,837	28,309
Perkins (Tutoring, Math Lab, Spec Pops)	O	3.10	4.20	143,955	131,491	-12,464	0	0	143,955	131,491	0	-12,464
Online Writing Lab	O	0.35	0.35	7,019	7,300	281	0	0	7,019	7,300	0	281
LINCOLN LAND COMMUNITY COLLEGE												
East Springfield Learning Center*	O	2.20	2.20	168,360	140,804	-27,556	44,000	0	124,360	140,804	-44,000	16,444
LLCC Trustee Tuition Waivers	D	0.00	0.00	33,097	44,128	11,031	0	0	33,097	44,128	0	11,031
Minority Transfer Center	O	0.00	1.25	0	72,914	72,914	0	0	0	72,914	0	72,914
Special Needs Program	O	6.60	5.90	172,290	160,592	-11,698	50,725	46,506	121,565	114,086	-4,219	-7,479
Urban League Tuition Waivers	O	0.00	0.00	75,550	39,548	-36,002	0	0	75,550	39,548	0	-36,002
ABE/GED	D	17.00	14.00	302,596	338,246	35,650	291,646	323,720	10,950	14,526	32,074	3,576
ESL	O	16.00	9.00	227,420	244,800	17,380	50,000	50,000	177,420	194,800	0	17,380
Literacy	O	2.00	2.00	70,000	70,000	0	70,000	70,000	0	0	0	0
LOGAN COLLEGE												
Disabled Student Services	D	1.00	3.25	128,177	147,005	18,828	128,177	0	0	147,005	-128,177	147,005
Black Student Association	O	0.00	0.00	565	596	31	0	0	565	596	0	31
International Club	O	0.00	0.00	315	346	31	0	0	315	346	0	31
MCHENRY COLLEGE												
Students with Disabilities	D	2.00	2.00	195,205	236,939	41,734	41,300	79,933	153,905	157,006	38,633	3,101
Multicultural	D	1.50	1.50	88,707	84,103	-4,604	0	0	88,707	84,103	0	-4,604
MORAIN VALLEY COMMUNITY COLLEGE												
ABE/GED/ESL/Literacy	O	10.00	10.00	861,319	1,157,028	295,709	0	0	861,319	1,157,028	0	295,709
Access and Success in Higher Education	O	1.00	1.00	3,000	3,000	0	0	0	3,000	3,000	0	0
African American History Month	D	0.00	0.00	2,000	2,500	500	0	0	2,000	2,500	0	500
Alliance of African American Students	D	0.00	0.00	500	250	-250	0	0	500	250	0	-250
Alliance of Latin American Students	D	0.00	0.00	500	250	-250	0	0	500	250	0	-250
Arab Heritage Month	D	0.00	0.00	2,000	2,000	0	0	0	2,000	2,000	0	0
Arab Student Union	D	0.00	0.00	0	0	0	0	0	0	0	0	0
Center for Disability Services	D	2.50	4.00	139,947	139,947	0	0	0	139,947	139,947	0	0
Developmental Education/Academic Skills Center	O	18.00	26.00	1,748,338	2,236,832	488,494	0	0	1,748,338	2,236,832	0	488,494
Educational Talent Search/TRIO ***	O	3.50	3.50	204,000	220,000	16,000	0	0	204,000	220,000	0	16,000
Higher Education Issues for Latin American Students	D	0.00	0.00	700	700	0	0	0	700	700	0	0
Illinois Support, Training and Employment Program	D	1.00	1.00	58,410	58,410	0	0	0	58,410	58,410	0	0
Indian/Pakistani Student Union	D	0.00	0.00	500	500	0	0	0	500	500	0	0
JTPA Title-3A (WIA Title 1D)	O	1.75	1.75	128,000	0	-128,000	0	0	128,000	0	0	-128,000
JTPA Title-2A (WIA Title 1A)	O	1.15	1.15	85,333	0	-85,333	0	0	85,333	0	0	-85,333
Jump Start ***	O	0.00	0.00	104,700	104,700	0	0	0	104,700	104,700	0	0
Latin Cultural Awareness Month	D	0.00	0.00	2,000	2,500	500	0	0	2,000	2,500	0	500
Minority Student Achievement	D	0.50	0.50	15,248	37,748	22,500	0	0	15,248	37,748	0	22,500
Minority Student Transfer Center	D	1.00	1.00	12,475	23,144	10,669	0	0	12,475	23,144	0	10,669
Multicultural Student Affairs	D	1.50	1.50	129,854	99,885	-29,969	0	0	129,854	99,885	0	-29,969
Muslim Student Association	D	0.00	0.00	0	2,000	2,000	0	0	0	2,000	0	2,000
Nursing (Mentoring Program/Tutoring)	D	0.00	0.00	22,000	22,000	0	0	0	22,000	22,000	0	0
Off-Campus, Eisenhower Center/MVEC, B.I.	D	4.00	4.00	83,200	83,200	0	0	0	83,200	83,200	0	0
Returning Woman Program	D	0.00	0.00	1,465	1,465	0	0	0	1,465	1,465	0	0
Student Support Services/TRIO	D	3.50	3.50	235,689	235,689	0	0	0	235,689	235,689	0	0
Tech Prep Support Grant	O	0.00	2.50	0	30,848	30,848	0	0	0	30,848	0	30,848
WIA Adult	O	0.00	1.45	0	93,136	93,136	0	0	0	93,136	0	93,136
WIA Dislocated Worker	O	0.00	1.45	0	139,704	139,704	0	0	0	139,704	0	139,704
WIA Youth Training Program ***	O	6.00	6.00	116,039	112,004	-4,035	0	0	116,039	112,004	0	-4,035
Women's History Month Program	D	0.00	0.00	1,000	1,000	0	0	0	1,000	1,000	0	0

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DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2006 AND 2007

Program		Staff Years Budgeted		Total Dollars Budgeted		FY07 Change	Breakouts for Total Dollars Budgeted				FY07 Change in		
		FY06	FY07	FY06	FY07	in Total Dollars Budgeted	State	FY07	FY06	Other	FY07	State	Other
MORTON COLLEGE													
Hispanic American Leadership Organization	D	0.00	-----	600	0	-600	0	0	600	0	0	0	-600
Pride International	D	0.00	-----	600	600	0	0	0	600	600	0	0	0
Campus Activity Board	O	0.00	-----	21,000	22,000	1,000	0	0	21,000	22,000	0	0	1,000
Soccer Club	O	0.00	-----	600	0	-600	0	0	600	0	0	0	-600
Minority Teacher Scholarship	D	0.00	-----	5,000	0	-5,000	5,000	0	0	0	0	-5,000	0
Leadership & Talent Scholarship	O	0.25	0.25	68,741	68,314	-427	0	0	68,741	68,314	0	0	-427
Lillian Bar Scholarship	O	0.25	0.25	720	720	0	0	0	720	720	0	0	0
Mid America Bank	O	0.25	0.25	500	934	434	0	0	500	934	0	0	434
Women in Need	D	0.25	0.25	720	6,250	5,530	0	0	720	6,250	0	0	5,530
Project CARE	O	1.00	1.00	30,000	30,000	0	30,000	30,000	0	0	0	0	0
Adult Ed (ABE/GED/ESL) (includes Public Assistance & Adult Ed Specialist)	O	9.75	8.50	921,496	1,011,302	89,806	534,546	571,679	386,950	439,623	37,133	52,673	52,673
Continuing Education/Community Services	O	3.25	2.00	227,389	240,256	12,867	0	0	227,389	240,256	0	0	12,867
Title V Student Support-Hispanic- Serving Institution	D	4.00	4.00	467,524	402,988	-64,536	467,524	402,988	0	0	-64,536	0	0
Peer Tutors/Math-Writing Lab Tutors	O	12.50	-----	121,310	0	-121,310	0	0	121,310	0	0	0	-121,310
Special Needs Academic Advisor	D	1.00	1.00	45,153	47,081	1,928	0	0	45,153	47,081	0	0	1,928
Special Needs Testing Specialist	D	1.00	1.00	42,758	50,140	7,382	0	0	42,758	50,140	0	0	7,382
OAKTON COLLEGE													
ASSIST Services for students with disabilities	O	1.50	1.50	137,681	158,466	20,785	137,681	158,466	0	0	20,785	0	0
BNAT (Basic Nurse Assistant Training Program)	D	0.50	3.00	40,207	47,660	7,453	40,207	47,660	0	0	7,453	0	0
Cultures Week	D	0.00	0.25	2,520	7,000	4,480	2,520	7,000	0	0	4,480	0	0
Educational Programming	O	0.40	0.40	22,819	24,200	1,381	0	24,200	22,819	0	24,200	0	-22,819
Family Literacy	D	0.25	0.15	34,630	6,136	-28,494	0	6,136	34,630	0	6,136	0	-34,630
Futures	O	0.00	0.00	5,000	4,480	-520	5,000	4,480	0	0	-520	0	0
High Risk Nursing Program	D	0.75	0.00	9,359	0	-9,359	9,359	0	0	0	-9,359	0	0
SOS/Library Literacy	D	1.30	1.30	71,555	48,231	-23,324	71,555	48,231	0	0	-23,324	0	0
SSS/TRiO	D	3.50	3.50	206,665	206,665	0	206,665	206,665	0	0	0	0	0
Minority Transfer Center	O	1.25	0.00	107,743	0	-107,743	107,743	0	0	0	-107,743	0	0
South Asian Club	O	0.00	0.00	4,800	250	-4,550	4,800	250	0	0	-4,550	0	0
Spanish Club	O	0.00	0.00	250	250	0	250	250	0	0	0	0	0
Women's Studies	O	0.00	0.25	9,900	27,740	17,840	9,900	22,740	0	5,000	12,840	5,000	5,000
French Club	O	0.00	0.00	581	250	-331	581	250	0	0	-331	0	0
Hawaiian Music Club	D	0.00	0.00	250	0	-250	250	0	0	0	-250	0	0
Students for Social Justice	D	0.00	0.00	250	0	-250	250	0	0	0	-250	0	0
Hillel	D	0.00	0.00	250	250	0	250	250	0	0	0	0	0
GLBT	D	0.00	0.00	250	250	0	250	250	0	0	0	0	0
Korean Campus Crusade	D	0.00	0.00	250	0	-250	250	0	0	0	-250	0	0
Muslim Student Association	D	0.00	0.00	7,400	5,500	-1,900	7,400	5,500	0	0	-1,900	0	0
ADN Bridges (nursing)	D	-----	12.00	0	75,000	75,000	0	75,000	0	0	75,000	0	0
Black Student Union	D	-----	0.00	0	250	250	0	250	0	0	250	0	0
Global Studies Club	D	-----	0.00	0	250	250	0	250	0	0	250	0	0
Desi Dance	D	-----	0.00	0	250	250	0	250	0	0	250	0	0
Japanese Club	D	-----	0.00	0	250	250	0	250	0	0	250	0	0
Southeast Asian Club	D	-----	0.00	0	250	250	0	250	0	0	250	0	0
Transfer Club	D	-----	0.00	0	250	250	0	250	0	0	250	0	0
PARKLAND COLLEGE***													
Center for Excellence in Teaching and Learning -101202	O	8.00	8.00	191,485	200,685	9,200	0	200,685	191,485	0	200,685	-191,485	0
Disability Services (Student Support/Counseling)-101307	O	3.50	3.50	158,480	164,093	5,613	0	164,093	158,480	0	164,093	-158,480	0
Diversity/Prof Scholar (Faculty Hiring Initiative)	D	1.00	4.00	35,718	180,192	144,474	0	180,192	35,718	0	180,192	-35,718	0
Transfer Center (HECA Grant)-206302	D	0.25	0.25	28,507	18,845	-9,662	28,507	0	0	18,845	-28,507	18,845	18,845
Voc Ed - Perkins-206201	D	2.95	2.04	506,197	491,170	-15,027	0	491,170	506,197	0	491,170	-506,197	0
Women's Program/Services -101411	O	0.10	0.10	7,150	31,800	24,650	0	31,800	7,150	0	31,800	-7,150	0
Cooperative Learning Center -101166 or 101167?	D	10.00	0.00	167,712	0	-167,712	0	0	167,712	0	0	0	-167,712
Intensive English Program-101140	O	3.25	3.00	333,808	338,029	4,221	0	338,029	333,808	0	338,029	-333,808	0
TRiO/Student Support Services-206320	D	4.00	3.00	267,986	267,986	0	0	267,986	267,986	0	267,986	-267,986	0
College For Kids program*** -101410	D	1.00	1.00	88,889	57,474	-31,415	0	57,474	88,889	0	57,474	-88,889	0
TRiO/Educational Talent Search *** -206328	D	4.00	0.00	250,261	0	-250,261	0	0	250,261	0	0	0	-250,261
Adult Education 101204	O	10.00	8.00	189,921	188,378	-1,543	189,921	188,378	0	0	-1,543	0	0
Brothers United	D	1.00	0.00	55,800	0	-55,800	55,800	0	0	0	-55,800	0	0
Academic Development Center/Title III 101207	D	5.25	5.25	209,176	267,986	58,810	0	0	209,176	267,986	0	58,810	58,810
Center for Academic Success	O	0.00	5.50	0	188,898	188,898	0	188,898	0	0	188,898	0	0

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DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2006 AND 2007

Program		Staff Years Budgeted		Total Dollars Budgeted		FY07 Change	Breakouts for Total Dollars Budgeted				FY07 Change in	
		FY06	FY07	FY06	FY07	in Total Dollars Budgeted	State	FY07	Other	FY07	State	Other
PRAIRIE STATE COLLEGE												
Office of Minority Student Affairs	D	3.00	3.00	160,162	150,099	-10,063	0	0	160,162	150,099	0	-10,063
Returning Woman's Program	D	0.10	0.10	3,549	3,690	141	0	0	3,549	3,690	0	141
Workforce Training and Services (WIA)	D	11.00	11.00	488,101	542,666	54,565	488,101	542,666	0	0	54,565	0
Student Activities	D	2.00	2.00	116,601	114,761	-1,840	0	0	116,601	114,761	0	-1,840
Outcomes Assessment Initiative	O	0.50	0.50	26,260	27,316	1,056	0	0	26,260	27,316	0	1,056
Kids@ College	O	4.00	4.00	39,000	33,000	-6,000	0	0	39,000	33,000	0	-6,000
Child Care Center	O	6.00	6.00	315,150	373,500	58,350	0	0	315,150	373,500	0	58,350
International Studies	O	31.00	31.00	2,439	2,405	-34	0	0	2,439	2,405	0	-34
Adult Education (ABE/GED, ESL)	D	10.50	10.50	215,106	309,471	94,365	0	0	215,106	309,471	0	94,365
Intercollegiate Athletics	O	1.30	1.30	207,436	170,489	-36,947	0	0	207,436	170,489	0	-36,947
Extracurricular Activities	O	0.50	0.50	22,255	23,085	830	0	0	22,255	23,085	0	830
Title III Grant	O	1.50	1.50	354,527	364,048	9,521	0	0	354,527	364,048	0	9,521
Prevention Program	O	1.00	1.00	4,285	7,088	2,803	0	0	4,285	7,088	0	2,803
Special Needs	D	-----	1.00	0	45,000	45,000	0	0	0	45,000	0	45,000
Grow Your Own Program	D	-----	0.10	0	104,507	104,507	0	104,507	0	0	104,507	0
College Success Seminar Project	D	-----	0.60	0	3,000	3,000	0	0	0	3,000	0	3,000
Student Success Center	O	-----	4.00	0	279,654	279,654	0	0	0	279,654	0	279,654
REND LAKE COLLEGE												
Affirmative Action Office	O	0.00	0.00	500	500	0	0	0	500	500	0	0
STARS (TRIO)	D	1.50	1.50	254,316	254,316	0	0	0	254,316	254,316	0	0
Teen Parent Services***	D	2.50	2.50	154,500	154,500	0	0	0	154,500	154,500	0	0
Vocational Special Pop/Tutoring	O	0.25	0.00	26,916	27,625	709	0	0	26,916	27,625	0	709
Skills Center-Adult Ed	D	5.50	4.00	250,579	212,469	-38,110	0	0	250,579	212,469	0	-38,110
SOS-Literacy	D	0.75	0.75	45,000	44,938	-62	45,000	44,938	0	0	-62	0
Counseling-Special Needs/DAS	D	0.00	0.00	500	500	0	0	0	500	500	0	0
Alternative Education***	O	1.00	1.00	91,850	114,458	22,608	91,850	114,458	0	0	22,608	0
Future Focus***	O	1.00	0.00	60,000	0	-60,000	0	0	60,000	0	0	-60,000
Upward Bound (TRIO)***	D	3.00	3.00	237,546	237,546	0	0	0	237,546	237,546	0	0
In-Focus (Abstinence)***	O	4.25	0.00	298,080	0	-298,080	0	0	298,080	0	0	-298,080
Youth Enhancement Services	D	1.00	0.00	85,000	15,570	-69,430	0	0	85,000	15,570	0	-69,430
LEC/Tutoring Programs	O	0.50	0.50	45,194	47,194	2,000	0	0	45,194	47,194	0	2,000
IL Cooperative Work Study	O	1.00	0.00	92,000	92,000	0	0	92,000	92,000	92,000	0	-92,000
AmeriCorps	O	1.25	1.25	581,297	464,625	-116,672	0	0	581,297	464,625	0	-116,672
Education to Careers***	O	1.00	0.00	20,889	0	-20,889	0	0	20,889	0	0	-20,889
Recruitment Department	O	1.00	0.00	21,528	0	-21,528	0	0	21,528	0	0	-21,528
Financial Aid Department	O	3.00	3.00	161,817	174,321	12,504	0	0	161,817	174,321	0	12,504
CCAMPIS Grant	O	9.00	0.00	27,631	28,773	1,142	0	0	27,631	28,773	0	1,142
RICHLAND COMMUNITY COLLEGE												
Disability Accomadations Services	D	2.50	2.50	141,700	105,971	-35,729	0	0	141,700	105,971	0	-35,729
Black Drama Club	D	0.00	0.00	200	200	0	0	0	200	200	0	0
TRIO Student Success Services	O	5.50	5.50	267,821	267,831	10	0	0	267,821	267,831	0	10
Carl Perkins	O	2.00	1.50	208,828	180,362	-28,466	0	0	208,828	180,362	0	-28,466
BSA	D	0.00	0.00	200	200	0	0	0	200	200	0	0
College Transitions	D	0.00	0.50	0	58,726	58,726	0	58,726	0	0	58,726	0
ISTEP/Displace Homemakers	D	1.50	1.50	58,410	58,410	0	58,410	58,410	0	0	0	0
Diversity Committee	D	0.00	0.00	0	23,950	23,950	0	23,950	0	0	23,950	0
ROCK VALLEY COLLEGE												
Adult Education Center (ABE/GED/ESL)	D	9.00	10.00	425,521	466,799	41,278	303,508	327,745	122,013	139,054	24,237	17,041
Association for Latin American Students	D	0.00	0.00	7,654	2,000	-5,654	7,654	2,000	0	0	-5,654	0
Black Student Alliance	D	0.00	0.00	8,072	2,000	-6,072	8,072	2,000	0	0	-6,072	0
Disability Support Services	D	3.00	4.00	193,306	111,805	-81,501	193,306	41,040	0	70,765	-152,266	70,765
High School Connections***	O	5.00	6.00	326,003	249,023	-76,980	116,663	55,885	209,340	193,138	-60,778	-16,202
International Program (Mary Foreman)	D	2.75	3.75	34,710	55,750	21,040	34,710	55,750	0	0	21,040	0
Minority Transfer Center	D	2.00	2.50	18,122	50,726	32,604	18,122	18,000	0	32,726	-122	32,726
Perkins Support Services	O	4.00	5.00	39,917	51,662	11,745	0	51,662	39,917	0	51,662	-39,917
Services to Women	D	19.00	20.00	547,168	597,888	50,720	50,706	55,294	496,462	542,594	4,588	46,132
Upward Bound***	D	5.00	6.00	234,624	240,424	5,800	0	0	234,624	240,424	0	5,800
Refugee and Immigrant Services	D	11.00	12.00	381,307	342,342	-38,965	39,828	0	341,479	342,342	-39,828	863
Multicultural Initiatives	D	0.50	1.50	19,786	45,180	25,394	19,786	45,180	0	0	25,394	0

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**DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2006 AND 2007**

Program		Staff Years Budgeted		Total Dollars Budgeted		FY07 Change	Breakouts for Total Dollars Budgeted				FY07 Change in	
		FY06	FY07	FY06	FY07	in Total Dollars Budgeted	State	FY07	FY06	Other	FY07	Dollars Budgeted
SANDBURG COLLEGE, CARL												
Disabilities Support Services/Student Peer Tutor	D	2.00	2.00	124,800	125,250	450	124,800	125,250	0	0	450	0
GED, ABE	O	7.00	7.00	363,022	265,211	-97,811	349,060	265,211	13,962	0	-83,849	-13,962
ESL	D	0.50	0.50	23,712	20,145	-3,567	22,800	20,145	912	0	-2,655	-912
Gale Scholars Program (partnership with public schools)	O	0.20	0.20	7,376	7,980	604	0	0	7,376	7,980	0	604
TRIO (Student Support Services)	O	3.00	3.00	169,285	169,285	0	0	0	169,285	169,285	0	0
Upward Bound	O	3.00	3.00	244,102	234,624	-9,478	0	0	244,102	234,624	0	-9,478
Student Success Center		0.00	0.00	29,278	25,463	-3,815	0	0	29,278	25,463	0	-3,815
SAUK VALLEY COMMUNITY COLLEGE												
Special Needs	D	1.50	1.50	83,475	60,991	-22,484	0	0	83,475	60,991	0	-22,484
Title IV, Student Support Services	O	4.00	3.50	241,000	255,469	14,469	0	0	241,000	255,469	0	14,469
Peer Tutors (Sp. Pops & Perkins)	O	0.00	0.00	43,775	43,700	-75	0	0	43,775	43,700	0	-75
Learning Assistance Center	O	2.00	1.00	112,254	73,504	-38,750	0	0	112,254	73,504	0	-38,750
Cross Cultural	D	0.75	0.75	16,400	20,375	3,975	0	0	16,400	20,375	0	3,975
SHAWNEE COMMUNITY COLLEGE												
Student Support Services (AEP) (Federal)	O	6.00	6.00	271,074	271,074	0	0	0	271,074	271,074	0	0
Carl Perkins Special Needs (Federal)	O	5.00	5.00	207,106	220,279	13,173	0	0	207,106	220,279	0	13,173
Minority Transfer Center (State)	O	1.00	0.00	0	0	0	0	0	0	0	0	0
Gear UP (Federal)	D	0.00	0.00	0	0	0	0	0	0	0	0	0
Talent Search (Federal)	D	4.00	4.00	208,321	226,600	18,279	0	0	208,321	226,600	0	18,279
SOUTH SUBURBAN COLLEGE OF COOK COUNTY												
Academic Assistance Center	O	5.00	5.00	463,421	481,958	18,537	48,834	50,787	414,587	431,171	1,953	16,584
LS-AMP Grant	D	2.00	2.00	9,207	9,575	368	9,207	9,575	0	0	368	0
Cultural Diversity	D	0.50	0.50	38,897	40,453	1,556	0	0	38,897	40,453	0	1,556
Disabled Student Services	D	2.00	2.00	148,841	154,795	5,954	0	0	148,841	154,795	0	5,954
Returning Adult Programming	O	1.20	1.20	41,320	42,973	1,653	0	0	41,320	42,973	0	1,653
Special Needs	D	2.50	2.50	161,068	167,511	6,443	161,068	167,511	0	0	6,443	0
Student Support Services	D	5.25	0.00	48,696	0	-48,696	48,696	0	0	0	-48,696	0
Minority Transfer Center	D	2.00	2.00	141,772	147,443	5,671	46,870	48,745	94,902	98,698	1,875	3,796
Job Training	O	8.00	8.00	575,455	598,473	23,018	575,455	598,473	0	0	23,018	0
New Student Center	O	6.00	6.00	380,232	395,441	15,209	0	0	380,232	395,441	0	15,209
Educational Talent Search	D	4.25	4.25	251,518	261,579	10,061	251,518	261,579	0	0	10,061	0
SOUTHEASTERN ILLINOIS COLLEGE												
Student Success Grant	D	0.00	0.00	0	0	0	0	0	0	0	0	0
Special Needs (Perkins)	O	1.00	1.00	137,880	134,124	-3,756	137,880	134,124	0	0	-3,756	0
Student Support Services	O	4.00	4.00	272,547	272,547	0	0	0	272,547	272,547	0	0
ADA	D	0.00	0.00	2,500	2,500	0	2,500	2,500	0	0	0	0
P-16 Initiative	O	0.00	0.00	22,500	28,125	5,625	22,500	28,125	0	0	5,625	0
SOUTHWESTERN ILLINOIS COLLEGE												
Minority Transfer Center	D	2.00	2.00	71,647	77,740	6,093	71,647	77,740	0	0	6,093	0
Special Services Center	D	7.00	8.00	311,329	346,560	35,231	117,689	151,697	193,640	194,863	34,008	1,223
Career Center	D	7.50	7.50	350,326	391,750	41,424	163,584	184,551	186,742	207,199	20,967	20,457
Personal Advocate Program	D	1.50	1.50	84,000	84,000	0	84,000	84,000	0	0	0	0
Adult Basic Education	D	6.00	6.00	1,338,013	1,489,054	151,041	1,338,013	1,489,054	0	0	151,041	0
Success Centers (4 locations - Belleville, Granite City, Red Bud, E. St. Louis)	D	10.00	11.00	461,926	483,316	21,390	0	0	461,926	483,316	0	21,390
Legacy Program (a Success Grant program)	D	0.00	0.50	0	24,896	24,896	0	24,896	0	0	24,896	0
SPOON RIVER COLLEGE												
Welfare-to-Work	O	0.00	0.00	0	0	0	0	0	0	0	0	0
Disability Support Services	D	1.50	1.50	65,000	65,000	0	0	0	65,000	65,000	0	0
Education to Careers	O	0.00	0.00	0	0	0	0	0	0	0	0	0
ABE/ASE/ESL	O	6.00	6.00	246,838	274,565	27,727	246,838	274,565	0	0	27,727	0
Teen Services***	O	6.00	6.00	75,190	77,200	2,010	75,190	77,200	0	0	2,010	0
Literacy Program	O	6.00	6.00	78,477	67,000	-11,477	70,000	67,000	8,477	0	-3,000	-8,477

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DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2006 AND 2007

Program		Staff Years Budgeted		Total Dollars Budgeted		FY07 Change in Total	Breakouts for Total Dollars Budgeted				FY07 Change in Dollars Budgeted	
		FY06	FY07	FY06	FY07	Dollars Budgeted	State	FY07	Other	FY07	State	Other
TRITON COLLEGE												
Adult Education* (Formerly Adult Basic Education)	D	6.00	7.00	1,191,879	1,191,879	0	742,369	742,369	449,510	449,510	0	0
Academic Success Center**	D	9.00	-----	498,544	488,408	-10,136	0	0	498,544	488,408	0	-10,136
Access to Literacy	D	2.00	2.00	40,000	40,000	0	40,000	40,000	0	0	0	0
Black Academic Student Association	D	0.00	-----	672	622	-50	0	0	672	622	0	-50
Center for Students with Disabilities	D	2.00	2.00	210,410	210,410	0	0	0	210,410	210,410	0	0
Critical Skills Shortage Initiative MPG Skills	O	2.00	0.00	102,000	0	-102,000	102,000	0	0	0	-102,000	0
Critical Skills Shortage Initiative-Healthcare	D	5.00	-----	101,985	0	-101,985	101,985	0	0	0	-101,985	0
Department of Human Services Food Stamp Employment Training	D	2.00	0.00	42,948	47,136	4,188	42,948	47,136	0	0	4,188	0
Latin American Club	D	0.00	-----	500	817	317	0	0	500	817	0	317
Nuevos Horizontes	D	6.00	6.00	179,119	158,166	-20,953	0	0	179,119	158,166	0	-20,953
POET-Healthcare Initiative	D	5.00	3.00	250,000	100,000	-150,000	250,000	100,000	0	0	-150,000	0
Title III - Strengthening Institutions	D	4.00	4.00	363,930	362,687	-1,243	0	0	363,930	362,687	0	-1,243
Triton College/Westlake Hospital Scholarship Program.	D	2.00	2.00	146,797	140,045	-6,752	0	0	146,797	140,045	0	-6,752
Upward Bound	O	3.00	0.00	287,705	0	-287,705	0	0	287,705	0	0	-287,705
WAUBONSEE COMMUNITY COLLEGE												
Learning Enhancement Center	O	13.00	14.00	969,007	1,316,295	347,288	0	0	969,007	1,316,295	0	347,288
Access Center for Disabled Students	D	3.00	3.00	156,117	241,037	84,920	0	0	156,117	241,037	0	84,920
ABE/GED/ESL	O	14.00	14.00	1,661,660	1,653,435	-8,225	705,657	668,810	956,003	984,625	-36,847	28,622
Career Services	O	2.50	3.00	117,910	174,616	56,706	0	0	117,910	174,616	0	56,706
Entrepreneurial Project	O	1.00	1.00	13,650	69,263	55,613	0	0	13,650	69,263	0	55,613
Student Support Services	O	11.00	11.00	278,666	590,736	312,070	0	0	278,666	590,736	0	312,070
Transfer Center	O	0.75	0.25	25,702	9,180	-16,522	25,702	9,180	0	0	-16,522	0
Youth Services	O	1.50	1.50	76,160	89,421	13,261	0	0	76,160	89,421	0	13,261
Literacy	O	1.50	1.50	70,000	70,000	0	70,000	70,000	0	0	0	0
Eliminate the Digital Divide	O	0.10	0.50	5,760	30,787	25,027	5,760	30,787	0	0	25,027	0
Cultural Events/Student Organization	O	0.00	0.00	4,911	5,250	339	0	0	4,911	5,250	0	339
Family Literacy	O	0.50	0.50	91,695	110,827	19,132	0	0	91,695	110,827	0	19,132
Latino Youth/Health Solutions	D	0.00	0.00	963	0	-963	963	0	0	0	-963	0
ESL Apprent/Parapro Test Prep	O	0.25	0.00	14,578	0	-14,578	0	0	14,578	0	0	-14,578
Tech Prep Support	O	0.25	0.25	20,867	20,867	0	0	20,867	20,867	0	20,867	0
WIA Softskills Training	O	0.50	0.50	176,720	143,787	-32,933	0	0	176,720	143,787	0	-32,933
WIA Critical Skills Training	O	0.10	0.10	4,910	67,774	62,864	0	0	4,910	67,774	0	62,864
TWL Initiative	O	0.05	0.00	23,892	0	-23,892	0	0	23,892	0	0	-23,892
Student Success	D	0.00	0.00	0	77,484	77,484	0	77,484	0	0	77,484	0
Dunham Early College Academy***	O	0.00	1.00	0	12,707	12,707	0	0	0	12,707	0	12,707
WOOD COMMUNITY COLLEGE, JOHN												
Perkins III-IV	D	3.20	3.69	242,218	226,637	-15,581	0	0	242,218	226,637	0	-15,581
Educational Talent Search	D	5.05	5.00	294,450	303,284	8,834	0	0	294,450	303,284	0	8,834
Student Support Services	D	4.35	4.40	300,053	300,053	0	0	0	300,053	300,053	0	0
Upward Bound	D	2.20	3.05	220,000	250,000	30,000	0	0	220,000	250,000	0	30,000
ICPS	D	0.00	0.00	6,500	4,000	-2,500	0	0	6,500	4,000	0	-2,500
Student Success	O	0.15	0.15	20,012	20,012	0	0	0	20,012	20,012	0	0
GRAND TOTALS		2,096	1,868	86,662,933	91,119,412	4,456,479	22,416,728	25,118,892	64,246,206	66,000,521	2,513,266	1,754,315

SOURCE OF DATA: Underrepresented Groups Report Submission

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

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

----- Data Not Available

Illinois Community College Board

Appendix B

REGISTERED STUDENTS WHO USED SERVICES
Unduplicated Count of Students with Disabilities
Based on Type of Primary Disability
Fiscal Year 2007

District	College	Unduplicated Learning	Unduplicated ADHD	Unduplicated Psychological	Unduplicated Developmental	Unduplicated Mobility	Unduplicated Blind/Low Vision	Unduplicated Deaf/Hard of Hearing	Unduplicated Systemic/Chronic Health Problems	Unduplicated Other Disability	Unduplicated Total	Overall Duplicated Total
503	Black Hawk	64	4	15	4	9	5	4	1	1	107	120
508	Chicago	(372)	(22)	(58)	(62)	(62)	(61)	(62)	(80)	(46)	(825)	(860)
	Daley	55	3	4	2	16	3	5	5	0	93	93
	Kennedy-King	21	2	2	0	3	4	3	6	8	49	49
	Malcolm X	13	1	5	5	4	1	4	3	3	39	39
	Olive-Harvey	21	4	6	2	3	4	5	4	1	50	50
	Truman	75	5	25	30	3	3	4	15	10	170	170
	Washington	132	4	8	15	27	32	32	42	20	312	336
	Wilbur Wright	55	3	8	8	6	14	9	5	4	112	123
507	Danville	55	29	7	0	4	2	4	4	0	105	105
502	DuPage	400	150	50	60	150	40	30	70	84	1034	1034
509	Elgin	139	47	51	10	14	5	8	31	14	319	350
512	Harper	339	181	92	4	32	14	52	55	15	784	784
540	Heartland	39	15	18	5	5	6	12	10	2	112	134
519	Highland	19	17	8	2	16	2	3	5	2	74	82
514	Illinois Central	185	42	29	5	28	14	27	24	9	363	363
529	Illinois Eastern	(224)	(6)	(16)	(22)	(5)	(34)	(2)	(4)	(4)	(317)	(444)
	Frontier	11	0	3	0	2	0	0	0	0	16	16
	Lincoln Trail	15	1	1	3	1	0	0	1	2	24	29
	Olney	179	4	12	19	1	33	1	3	2	254	376
	Wabash Valley	19	1	0	0	1	1	1	0	0	23	23
513	Illinois Valley	26	4	8	2	3	3	3	3	0	52	54
525	Joliet	131	95	42	30	21	9	19	18	25	390	538
520	Kankakee	19	0	6	3	2	3	1	2	0	36	40
501	Kaskaskia	23	2	0	0	0	1	0	1	1	28	28
523	Kishwaukee	39	4	8	1	3	6	3	0	3	67	91
532	Lake County	79	41	26	8	5	15	18	20	8	220	261
517	Lake Land	163	39	27	0	10	12	3	21	0	275	275
536	Lewis & Clark	158	8	23	12	10	7	9	34	3	264	264
526	Lincoln Land	102	40	29	4	21	10	19	9	14	248	248
530	Logan	99	45	12	1	1	5	11	12	1	187	233
528	McHenry	112	15	27	4	12	4	8	12	0	194	256
524	Moraine Valley	112	19	29	10	17	6	25	25	4	247	266
527	Morton	17	0	5	1	0	2	1	1	1	28	32
535	Oakton*	427	65	111	3	86	10	7	0	0	709	709
505	Parkland	306	51	68	0	22	24	12	38	34	555	555
515	Prairie State	77	16	35	15	18	5	12	32	0	210	210
521	Rend Lake	31	3	7	1	9	0	2	0	1	54	59
537	Richland	40	31	33	6	16	6	7	9	6	154	154
511	Rock Valley	112	19	20	5	34	14	12	27	8	251	305
518	Sandburg	54	4	4	11	9	2	2	2	1	89	147
506	Sauk Valley	35	4	2	1	6	2	3	1	7	61	61
531	Shawnee	15	1	0	0	2	1	1	2	0	22	22
510	South Suburban	86	24	51	70	39	15	21	75	10	391	391
533	Southeastern	11	2	2	1	3	2	1	0	0	22	22
522	Southwestern	174	0	43	41	17	14	25	140	55	509	561
534	Spoon River	17	12	1	1	3	3	1	1	0	39	48
504	Triton	181	30	48	44	21	10	24	42	25	425	595
516	Waubonsee	96	29	56	13	17	12	19	17	0	259	361
539	Wood	<u>11</u>	<u>2</u>	<u>5</u>	<u>0</u>	<u>7</u>	<u>2</u>	<u>6</u>	<u>3</u>	<u>1</u>	<u>37</u>	<u>37</u>
	TOTALS	4,589	1,118	1,072	462	739	388	479	831	385	10,063	11,099

APPENDIX C

Definitions for the Annual Report on Underrepresented Groups in Higher Education

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

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

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

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

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

Native American/American Indian/Alaskan Native: A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

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

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

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

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

Deaf-blindness: Concomitant hearing and visual impairments, the combination of which causes

such severe communication and other developmental and educational needs that cannot be accommodated in programs solely for students with deafness or students with blindness.

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

Developmental Disability: Mental retardation or a related condition.

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

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

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

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

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

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

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

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

Office of Rehabilitation Services: One of the divisions of the Department of Human Services

responsible for overseeing and administering programs for persons with disabilities, including but not limited to, programs under the federal Vocational Rehabilitation Act; DHS-ORS.

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

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

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

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

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

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

Typically: The usual or customary method of occurrence.

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

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

Illinois Community College Board
 Table 3
 WEB ACCESSIBILITY UPDATE (FY2007)

Institution	Standard			Evaluation Plan			Evaluation Tools										Outcome	Respondent's Name, Title, E-mail and Telephone Number			
	508	W3C	IWAS	Home page +1	Top 25	Other	Webxact (formerly Bobby) Watchfire	Functional Accessibility Evaluator	SEC 508 Standard §1194.22	A-Prompt	Opera web browser	W3C Web Content Accessibility Guidelines.	Useable Net LIFT	W3C's mark-up validator	W3C Validation Svc	TAW			W3C CSS Validation	WAVE	Other
Kaskaskia		X				All new and revised pages														100% new and revised	Arlene Dueker, Assoc. Dean of Dist. Ed. & LRC, adueker@kaskaskia.edu, 618/545-3131
DuPage	X	X				Cascading Style sheets (CSS) are being used for formatting text, and use of graphical navigation elements are being replaced with text-based navigation.			X					X				X	Validate WAI	New web design has been developed by Public Information and Datatel. Templates for homepage and subsequent pages are in the construction phase with Datatel. Launch date for the new web site is Summer 2008. New site will be CSS/XSLT based with emphasis on a simplified, user-based, accessible design.	
Black Hawk	X																				
Triton														X						Zoom Text; Jaws; Maggie; Kurzweil;	
Parkland	X (Angel & Parkland Connection)	X (College Web)	X (College Web)			As of December 2007, all web pages based upon second level templates are level 3 accessible. Moving forward, accessibility will be based upon the Illinois Web Accessibility Standards (IWAS).												X	Validation provided by vendor (ANGEL and Datatel)	For more information please contact: Sharon Kristovich, Assoc. VP Accountability and Research; 217-351-2239; skristovich@parkland.edu	
Sauk Valley	X	X	X	X			X		X		X		X							Creating a student subgroup to evaluate web site and usability. Will include new Disability coordinator on the Web Development Committee.	
Danville	X	X			X																
Kennedy-King	X	X		X	X					X	X			X				X	X		
Harold Washington				X										X						28 "cascading errors" found using W3C's Validator due to use of margin elements within BODY tag and embedded script tags SCRIPT within code for main home page "blue bar" navigation; (Other Section) Truwex Online 2.0 Accessibility Tool replaces discontinued WebXact Bobby tool...found 3 (508) accessibility issues and 7 warnings; 11 accessibility errors using the WAVE accessibility tool;	
Malcolm X College	X	X Dreamweaver WC3/WCAG Accessibility - priority1		X																Failed test: Script should have valid non script (2 instances)* This is a collapse text script for navigation. When disabled the navigation remains functional	Alonzo Rhoden, Web Manager, arhoden@ccc.edu
Truman College		X		X	X		No Longer available	X		X	X		X	X	X	X	X	X		The home page and several other of the most requested pages, the majority of whom use the same html template, were found to be in compliance with 508C web standards. Specific results follow: W3C CSS Validation Results. There are two errors associated with the 3rd party menu software used to create the horizontal drop-down menus: the product does not comply with 508C accessibility standards "Unrecognized link element or xml-style sheet Pl. 174. qmnc Property zoom doesn't exist : !". These errors in this instance do not affect accessibility. for (i=0;i<cas.length;i++)", and from the use of the & entity in numerous urls The third party menu software does comply with 508C standards. See: (http://www.opencube.com/aboutit_sp ecs.asp).	Audrey Berns, Webmaster, aberns@ccc.edu, 773.907.4043

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Olive-Harvey College	X	X		X	X	Cascading Style sheets (CSS) are being used for formatting text and layout, instead of tables.					X	X		X	X			X	X	The home page and several web pages have been examined using WAVE (3.5), W3C CSS Validation, http://validator.w3.org/, and http://webxact.watchfire.com/. The majority of accessibility errors are invalid style sheet rules, missing alt tags for images, and invalid table tags. All pages are viable with the Opera browser.	Suchita Shah, District Webmaster, sshah28@ccc.edu, 312.553.2831
Daley College		X		X	X					X	X		X	X			X	X	The home page and several web pages have been examined using WAVE (4.0), W3C CSS Validation, Opera, and The Functional Accessibility Evaluator. W3C CSS: Two major errors on Daley CSS are 102 bodilinks visited error, and 341 frontotoplink visited error. WAVE (4.0): The majority of accessibility errors are invalid style sheet rules, missing alt tags for images, and invalid table tags. The Functional Accessibility Evaluator: Navigation & Orientation: Not Implemented (We need to improve our navigation bar and section headings.) Text Equivalents: Partially Implemented (Each images element should have an alt attribute.) Styling: Partially Implemented (Missing alt tags for images, and avoid the use of inline style elements) HTML Standards: is 100% Complete. Opera: All pages are viable with the Opera 9 browser.	Suchita Shah, District Webmaster, sshah28@ccc.edu, 312.553.2831	
Wright College	X	X		X			X			X							X		Wave: Compliant. Fae: Compliant. Opera: All pages were viewable. 508: Conforms to 508 Standards.	Alfonso Rush, Website Manager Wright College, arush2@ccc.edu	
Elgin Community College	X	X		X			X						X			X			In September of 2007, ECC rolled out it's new public website in an effort to update the site and comply with Section 508 guidelines and W3C web standards. In 2008 we will upgrade our Content Management System to a new version in our continued efforts to meet standards. Some web applications may not meet the standards. These applications will continually be evaluated and improved as time allows, realizing that some products are controlled by vendor schedules.	Vickie Wiskirchen, Web Support Services Coordinator II, vwiskirchen@elgin.edu, 847-214-7215	
South Suburban	X	X	X	X		Through the use of UsableNet Lift Assistive technology, we meet the ISAS standard as well as the Section 508 and W3C guidelines. The college will begin a redesign of its main website to address accessibility and usability.				X	X	X	X								
Rock Valley			X	X			X													Minimal improvements are recommended.	a.dolan@rockvalleycollege.edu (815) 921-
Harper		Level 1									X										
Illinois Valley	X		X			The college has invested in a content management system (Ektron CMS 400) to better control design. All departmental sites will be migrated in FY08. Faculty will selectively migrate starting Summer 08.						X								Emily Vescogni, Director of Learning Technologies Emily_Vescogni@ivcc.edu 815-224-0462	
Illinois Central College	X					Making progress toward a new design that conforms to WCAG Double-A requirements														Corey Lyons (clyons@icc.edu)	
Prairie State	X	X	X	X		The PSC main Web site has been completely redesigned based on W3C standards using external style sheets. All Web pages and style sheets are required to pass W3C validation. Department sites are being redesigned to conform to the main Web site's template. Skip links and tab indexes will be added to all pages.		X			X		X	X		X	X			All pages validated in the W3C mark-up and CSS validators without warnings or errors. WAVE and the Functional Accessibility Evaluator found 4 errors on the Home page attributed to presence of JavaScript elements, and missing form labels. The errors are primarily due to the script in the Google search form. However, the errors are minor and the page meets compliance standards.	Alanda Gray, Webmaster, agray@prairiestate.edu (709) 709-7889
Waubonsee	X																		LIFT Text Transcoder		
Lake Land	X	X		X		All new content meets or exceeds section 508 and W3C recommendations. All prior content is reviewed and modified to meet section 508 compliance. As content is replaced we develop in web standards which by default exceeds section 508 and W3C standards		X		X		X	X	X		X			We have been evaluating the alpha of WebAssists markup validation tool. We struggle with how to deliver RIA while maintaining accessibility. We have accomplished this in part through the use of AJAX. We have been evaluating how to use Adobe FLEX and Air Solutions while still meeting accessibility requirements.	We are moving through the site addressing priority 2 and 3 issues. We feel we have eliminated 99% of priority 1 issues.	Jeff Murphy - Webmaster - 217-234-5518

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Sandburg	#1 OK; #2 & #3 IP	IP	Not in compliance	-----	-----	Using JAWS, Kurzweil, Zoom Text V8 Gold, Dragon Naturally Speaking Professional	Home Page OK	-----	-----	-----	Home Page OK	Home Page OK	-----	-----	-----	-----	-----	-----	CSC adheres to W3C, Sec. 508, & IWAS	Web Page being redesigned with Dreamweaver	Robin DeMott, Dir. Marketing, rdemott@sandburg.edu, 309-341-5221
Highland		X				Evaluated most frequently visited pages according to web reports.					X			X					We used W3C Mark-up Validation Service v 0.7.4 to evaluate our most frequently visited pages according to monthly web reports. We believe that we are working toward accessibility by providing LIFT Text Transcoder for site users. Error flags were given XXX determined to be appropriately in compliance.	Liz Gerber, Associate Vice President for Student Services, Liz.Gerber@highland.edu, 815-599-3421	
Kankakee	X	Goal			X	We continue examining pages as they are updated with new content. We primarily use the Functional Accessibility Evaluator (FAE) tool and have made progress as we worked to evaluate over a thousand pages. We continue toward the 508 but will also work at W3C standards as well.	X							X					97% (1200 pages) of the main site are compliant there are around 35 pages needing adjustment. These pages need adjustment with, forms, and scripting functionality. Angel, KCCconnect, the bookstore, and library have structures claiming to be compliant though content needs further adjusting. We have made current data tables compliant on the kcc.edu site. We have continued making pdfs compliant in addition to the 300 pdfs made compliant last year on the kcc.edu site. Further improvements are planned.	Roger J. Ehmpke, Coordinator of Web Technology and Design, rehmpke@kcc.edu, 802-8282	
Rend Lake Southwestern	X	X	X	-	-		X	-	-	-	-	-	-	-	-	-	-	-	Due to the implementation of the new web site and the learning curve associated with newer technologies being implemented, the college's site improved to a 70% compliance rating.	Greg Poole, Webmaster, pooleg@rlc.edu, 818-927-1710 ext. 1218	
Kishwaukee		X (CITA)			X	While the W3C is the minimal standard, the College continues to use the CITA Best Practices with its universal design web principles as the goal. The Functional Accessibility Evaluator (FAE) tool is used as the measure of our progress.	X	X										Have identified need for User Feedback, use of FAE to assess progress, development of templates, determine new software purchasing standards for accessibility, & work with third party vendors (2/6/07). User Feedback was obtained with no major accessibility problems. Faculty template developed. FAE now indicates just a few areas that not 100% (3/17/08).	User Feedback Group. Formed & evaluated web pages, navigation bars on 803 web pages changed, FAE confirmed Home Page 100%, Template dev. Delayed due to new computer sys., & continue to work on issues identified by FAE for various web pages (2/6/07). Since 2/6/07, Faculty Template completed. Faculty web pages are accessible per FAE. Finished re-coding entire web site. FAE indicates most areas pass (100%) now as compared to evaluation done in 12/2005. (3/17/08).	Larry G. Apperson, VP of Student Services apperson@kishwaukeecollege.edu 815 825-2086, ext. 235	
Moraine Valley																			A content management system (CMS) has been purchased and installed. We are now in the process of review our current site structure and content in preparation for migration into the CMS environment.	Ron Hunsberger, Mgr of Web Technology, hunsbergerr@morainevalley.edu, 708-974-5411	
Joliet	X	X	X	X	X	The web site is being redesigned with accessibility and web standards in mind. Section 508 and W3C guidelines will be followed to priority levels 1 and 2 using W3C validation checkers, a variety of hosted tools such as color contrast checkers and link checkers, and downloadable tools such as browser extensions. Considerable human checking and testing will be included.		X	X	X	X	X	X	X	X	X	X	X	A new CMS as well as a new site design is being implemented and should be completed for designated areas (such as Enrollment Services) Spring 2008. Other departments/areas will follow on a priority basis.	Tamie Penning, Web Administrator, tamie.penning@ilcc.edu, 217.786.2567	
Lincoln Land	X	X	X	X	X		X				X	X	X	X	X	X	X	X	See Status Report accompanying the main report.		
Morton	X	X	X	X	X	The web technologies considered the current standards as of this version include: Hypertext Markup Language (HTML) 4.01, Extensible Hypertext Markup Language (XHTML) 1.0, Document Object Model (DOM) Level 1, Cascading Style Sheet (CSS) Level 1 & 2, Synchronized Multimedia Integration Language (SMIL) 1.0, and JavaScript & Dynamic HTML (DHTML).				X	X	X	X	X	X	X	X	X	UIC Best Practices for User Centered Web Design (http://cita.disability.uiuc.edu/html-best-practices/).	An initial Morton College web accessibility evaluation was performed on December 2005 by Great Lakes ADA & Accessible IT Center, a third party, non-for-profit organization not associate with Morton College. The report contains a detailed evaluation. Problem areas included lack of skip navigation, disabling scripts sometimes impacts site functionality, some portions of the site used PDF without parallel accessible formats, and ALT tabs were not always present with sufficient content to the graphically portrayed content.	Philip Pena, Director of MIS, philip.pena@morton.edu, 708-656-8000 ext. 301
McHenry		X				OMPR continues to validate and test each page as it is edited or new pages are added.					X		X	X	X	X	X	X	We ran the 100 most frequently accessed pages under our control (OMPR) through the WAVE Accessibility Tool and the W3C HTML Markup Validation Service. WAVE did not report any accessibility errors in our 100 most frequently accessed pages. The W3C HTML Markup Validation Service found errors in 15 pages.		
Illinois Eastern Lincoln Trail	X	X			X	Illinois Eastern Community Colleges has switched to using the Functional Accessibility Evaluator developed by the University of Illinois.					X								Evaluation of Illinois Eastern Community Colleges site consists of taking the home page and visiting the linked institutional pages, one level down.	Most of the IECC pages that make up the web site are compliant with at least Priority 1 of the 508 standards. IECC will continue to examine and address known issues, compliance, and explore additional ways to make downloadable files online compliant, such as PDFs. IECC will continue to use our template structure to implement and administer changes.	
Illinois Eastern Olney Central	X	X			X	Illinois Eastern Community Colleges has switched to using the Functional Accessibility Evaluator developed by the University of Illinois.					X								Evaluation of Illinois Eastern Community Colleges site consists of taking the home page and visiting the linked institutional pages, one level down.	Most of the IECC pages that make up the web site are compliant with at least Priority 1 of the 508 standards. IECC will continue to examine and address known issues, compliance, and explore additional ways to make downloadable files online compliant, such as PDFs. IECC will continue to use our template structure to implement and administer changes.	

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 Table 3
 WEB ACCESSIBILITY UPDATE (FY2007)

Institution	Standard			Evaluation Plan			Evaluation Tools										Outcome	Respondent's Name, Title, E-mail and Telephone Number			
	508	W3C	IWAS	Home page +1	Top 25	Other	Webxact (formerly Bobby Watchfire)	Functional Accessibility Evaluator	SEC 508 Standard §1194.22	A-Prompt	Opera web browser	W3C Web Content Accessibility Guidelines.	Useable Net LIFT	W3C's mark-up validator	W3C Validation Svc	TAW			W3C CSS Validation	WAVE	Other
Illinois Eastern Wabash Valley	X	X		X		Illinois Eastern Community Colleges has switched to using the Functional Accessibility Evaluator developed by the University of Illinois.						X							Evaluation of Illinois Eastern Community Colleges site consists of taking the home page and visiting the linked institutional pages, one level down.	Most of the IECC pages that make up the web site are compliant with at least Priority 1 of the 508 standards. IECC will continue to examine and address known issues, compliance, and explore additional ways to make downloadable files online compliant, such as PDFs. IECC will continue to use our template structure to implement and administer changes.	
Illinois Eastern Frontier	X	X		X		Illinois Eastern Community Colleges has switched to using the Functional Accessibility Evaluator developed by the University of Illinois.						X							Evaluation of Illinois Eastern Community Colleges site consists of taking the home page and visiting the linked institutional pages, one level down.	Most of the IECC pages that make up the web site are compliant with at least Priority 1 of the 508 standards. IECC will continue to examine and address known issues, compliance, and explore additional ways to make downloadable files online compliant, such as PDFs. IECC will continue to use our template structure to implement and administer changes.	
Logan	X	X		X	X		X		X			X		X			X				Phillip Lane, Webmaster, philplane@jaic.edu, 618-985-3741, Ext. 8337
Shawnee	X	X	X			Evaluation was completed in Spring 2006		X	X				X							Five relatively minor issues were corrected in July 2006. LIFT Text Transcoder is fully operational. Link installed to main web home page to access or evaluate adaptive tools and methods. One minor recommendation was made for our web page to have the text version "click here" button to be on the top of the home page.	Economic Development; rond@shawneecc.edu; 618-634-3391
Lake County	X	X	X		X	Website was redesigned in 2005 based on W3C. College staff evaluated the 25 most used sites with the 21 criteria identified in the Illinois Web Accessibility Standards.		X	X			X					X		For the current initiative, key webpages were evaluated by external experts from the Great Lakes ADA & Accessible IT Center against a 14 point checklist for accessibility. College officials also provided a review of vendor compliance for several major web resources the college uses.	The external examination awarded the college a rating of site fully implemented on applicable checkpoints. Areas identified for further enhancement included providing information currently in PDF format in an accessible format, adding form labels and providing skip navigation links where missing. Systems used to support the online bookstore and student e-mail were minimally accessible.	Carmen Lowry, Web Developer; clowry@clclinois.edu; 847.543.2716
Southeastern	X	X	X	X				X												Development of website is outsourced, limiting ability to fully address accessibility compliance. A new site "skin" improved compliance in some areas.	Kimberly Rapp, ERP/WEB Systems Administrator, kimberly.rapp@sic.edu, 618-252-5400
Spoon River		X		X		Spoon River College has created a new website which will be evaluated for accessibility on a regular basis. Errors detected during the current evaluation were fixed immediately whenever possible. The IT department is currently addressing each additional error that was detected.												X	Using the WAVE evaluation toolbar, which evaluates W3C, the following errors were detected: The SRC logo in the lower left corner does not have an alt tag. This was fixed on the homepage; issue is being addressed in other areas. The search box does not have the correct label. The quick links box does not have the correct label. The bookstore page has 5 missing alt tags. The faculty & staff page has 3 unlabeled forms (login and password boxes). Employee email has an unlabeled image. Student Email has unlabeled forms. Course Schedule & Registration and My SRC – error out, so can't currently test their accessibility. Feedback has been sent to WAVE about it, so that portal can be tested at a later date. All issues detected are being addressed.	Janet Munson, Advisor/Disability Services, jmunson@src.edu, 309-649-6273	
Oakton		X				<ul style="list-style-type: none"> Responsibility for managing public web site is moved from the IT Manager of User Support to under the IT Manager of Web and RHC Technology Services. Manager of User Support continues interest in accessibility issues with a focus on other web-based technologies. -----> "Webpages" IT group established to assist with transition of web responsibilities. • New Position created and filled: Web Developer -----> First IT position to concentrate exclusively on web development • Web Manager and Web Developer attended CITA workshops on accessibility. • Web Advisory Committee, a group of staff, administrators, faculty and a student representative reviewing and discussing web issues, has met/scheduled 5 meetings so far during the 2007/2008 school year. -----> The importance of accessibility/usability have been ongoing topics and will be the featured topic of the March 2008 meeting. • Contractor hired in 2007 and completed building 21 template-based web sub sites for the remaining academic departments without active sites. -----> Template was designed to provide consistent navigation and minimally meets W3C Priority Level 1. Pages tested using CITA FAE. -----> The College is working with other departments regarding applying the template • Web Accessibility presentation given at Oakton 												Individual developers are expected to meet W3C Level 1 compliance but are not required to use a particular evaluation tool. Common tools continue to be FAE, WAVE, Dreamweaver's built-in checker, and (until recently) WebXact.	Expansion and re-focusing of staff has allowed for significantly increased attention to accessibility concerns from the initial 25 pages.	Dann Foster, Mgr User Support, dannf@oakton.edu, (847) 635.1674/	

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Institution	Standard			Evaluation Plan			Evaluation Tools											Outcome	Respondent's Name, Title, E-mail and Telephone Number		
	508	W3C	IWAS	Home page +1	Top 25	Other	Webxact (formerly Bobby) Watchfire	Functional Accessibility Evaluator	SEC 508 Standard §1194.22	A-Prompt	Opera web browser	W3C Web Content Accessibility Guidelines.	Useable Net LIFT	W3C's mark-up validator	W3C Validation Svc	TAW	W3C CSS Validation			WAVE	Other
Lewis & Clark	X	Examined	Examined		X	Web staff continue to monitor the College's high usage pages to verify accessibility through a variety of tools.		xx	xx			xx	xx	xx	xx					Since the last report, the college has implemented a new website using a commercial Content Management System (CMS). The college also participates in the ICCCA-TC group sponsored purchase of the Usablenet Lift Text Transcoder (LTT) product. The web support staff has tested high use pages directly on the colleges site and through the Lift Text Transcoder produced pages. The W3C markup Validation Service has identified issues with a direct evaluation of the college page in CMS, but identifies a complete pass of pages generated through the LTT product. Likewise, the Functional Accessibility Evaluator records an %83 average pass on LTT generated pages while providing a %33.5 average pass on CMS generated pages judging compliance with HTML Best Practices.	Brett Reinert, Assoc. V.P., breinert@lc.edu, 618-468-4300
Richland	X	X	X	X	X	Richland uses a combination of the Section 508 Standards, the W3C standards, IWAS, and CITA "Best Practices" as guidelines when creating web pages. Richland also utilizes a variety of tools to assist in assessing whether or not the standards have been met.		X	X			X		X					Utilizing the following browsers to assist with testing: Mozilla Firefox v.2.x, Internet Explorer v. 6.x & v. 7.x, Safari v.3.x. Utilizing the following web development tools to assist in meeting various standards: Colour Contrast Analyser v.0.96, HTML Validator v. 0.8.4.0, Firebug v. 1.05, Mozilla Accessibility Extension v. 1.01, Web Developer toolbar for Firefox v. 1.1.4 and Internet Explorer Developer Toolbar.	See Status Report for complete details - Pages tested on Richland's primary site (March 2008) meet W3C (WCAG) Priority 1 guidelines and Section 508 standards when/where applicable.	Nancy Sullivan, Web Services Developer, nsulliva@richland.edu, 217-875-7211, Ext. 563
Wood	X	X	X	X				X	X			X		X	X						Jill Hart, Web Coordinator, jhart@jwcc.edu, 217-641-4328
Heartland	Working toward as minimum compliance	Goal whenever possible		X		Firefox Web Developer 1.1.4 Plug-in, IBM Home Page Reader			X			X		X	X					Heartland works to meet SEC 508 Standard §1194.22 as a minimum standard. We work to keep the styling of the content separate from the information so in addition to screen readers other assistive devices may easily access our content.	Jackie Langhoff, Web Site Manager, jackie.langhoff@heartland.edu, (309) 268-8361

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Institution	Plans to Fix Problems Identified in Evaluation	Plans to Evaluate Additional Web Pages	Policies	Training & Support	Vendors
Kaskaskia		Kaskaskia College is in the process of upgrading their website. The college upgraded its evaluation tools from APrompt to Usable Net Lift and Opera web browser tools. The webmaster uses the Opera web browser evaluation tools to evaluate W3C compliance for all materials in the website that will soon replace the old web site. In the transition period the webmaster uses the Usable Net LIFT evaluation tool for all new and revised pages that go into the existing website.			
DuPage	After selecting a CMS, a new design for the college home page as well as the secondary pages will be created using predefined criteria. Following this, the pages will be tested for usability and accessibility. At this point, it is believed that the CMS will be ready for testing along with the templates created for the site. If all goes according to plan, conversion of current college web pages to the new format will begin.	To ensure that College of DuPage web sites are designed with consideration for the different types of Internet connections available, I.T. and Production Services are responsible for testing web sites they design and maintain for accessibility and usability. (The college Library staff may assist in developing testing methods.)	All official college information published on College of DuPage web sites shall be accessible to all users. The college has adopted the access standards of Section 508 of the Rehabilitation Act, as amended. Section 508 establishes only minimum standards for web page accessibility; developers are encouraged to go beyond minimums whenever possible.	College of DuPage will utilize its Teaching and Learning Center for Train the Trainer sessions on web accessibility.	
Black Hawk	The latest version of JAWS will be networked rather than installed on individual computers. BHC has downloaded Magpie for video captioning. BHC is in the process of identifying Web tools and pages not hosted on the Civic Plus site.	Under a new Web site Coordinator hired in August 2007, the new web site is being redesigned with compliance and accessibility as a main priority with a test site available within the next month. We are asking Civic Plus, our CMS, to run validations of the BHC web site on a semester basis. BHC staff will continue to use the web content checklist provided by Civic Plus to help assess and achieve higher compliance with web accessibility standards. BHC staff will work with the programmers at Civic Plus to find ways for improving the BHC site according to ADA web standards with Priority 2 achievement in mind.	As part of the web site redesign, BHC staff is developing a standard process for creating and maintaining the web pages. The BHC Web Accessibility Committee will meet at least every two months to facilitate collaboration on assigned tasks and to update the Web Accessibility Report.	Will subscribe to Accessible Content Magazine and provide training and resources to BHC Web design staff. The Disability Services Coordinator is in the process of participating in a series of webinars on web accessibility and will be sharing that information with the committee.	
Triton	Investigate commercial options for accessibility software. Compliance of WebMail system.	Compliance of Wntranet web site.	Review and update accessibility plan	The Professional Development Center continues to provide training and awareness on accessibility issues. The online faculty will need additional training to incorporate accessibility standards in their course pages.	
Parkland	The project to rewrite Parkland Connection has been suspended. A new Administrative Software system (Datatel Colleague was purchased in FY08). This new system will replace the current Parkland Connection functionality during 2009.				
Sauk Valley		Re-evaluation with assistance from new web designer. Create an additional Student Committee on web review.	Continue to use tools and when possible have Student Needs office staff/students review site prior to the "go live" date. This has not been practical up to this point due to staffing consideration in the department.	When the new web designer becomes familiar with the web management software the college will continue the objectives outlined last year.	
Danville	Any remaining unresolved issues are handled through the Student Support Services office with staff acting as advocates/troubleshooters to eliminate barriers to student success.		Web accessibility at the College continues to be addressed as a subsection of the overall Technology Plan presented for approval and adoption to the Quality Council by DACC's Technology Team. This team is one of six cross-functional teams in the institution's ongoing Continuous Quality Improvement effort designed to ensure informed, collaborative decision making and institutional effectiveness.	Instructors continue to be notified about student web accessibility needs via a Disability Certification Letter from the Student Success Center office (available as Appendix B in the Handbook for Students with Disabilities at http://www.dacc.cc/depts/stuserv/ssss/Disability%20Services/Student%20Handbook.htm).	
Kenendy-King				The Kennedy-King Webmaster has resigned and was not available to complete this report.	

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Institution	Plans to Fix Problems Identified in Evaluation	Plans to Evaluate Additional Web Pages	Policies	Training & Support	Vendors
Harold Washington	Included in the plan for improvement will be an expanded effort to include increased usage of Cascading Style Sheets within each web page to help further reduce the number of web accessibility errors that may otherwise occur with the use of a table based layout.	Harold Washington College now has a website advisory committee that will suggest recommendations related to improvements to the Harold Washington College website. This committee is scheduled to begin work in April 2008, with an overall goal of developing improvements related to accessibility, design and navigation.			
Malcolm X		Malcolm X College will continue to use Adobe Dreamweaver to design and update its website. At this time the college is testing the UsableNet module for Dreamweaver to further ensure accessibility.	Malcolm X College will be launching a new site in June 2008. The website will be designed completely using CSS for positioning and will adhere to the City Colleges of Chicago accessibility guidelines. The Web office will work with the Disability Access Center of Malcolm X College to ensure that the needs of students are met.	The Web office will attend Web accessibility Workshops lead by University of Illinois IT Accessibility Consortium. The web office will continue to seek out additional accessibility training both on-line and face to face classes.	
Truman	The college might consider a style-switcher to allow the user to select the text/background combination that works best for them. In addition, while the menu structure is 508C compliant, some of the code used in the CSS still does generate validation errors in the W3C CSS and HTML validators. Since the goal is a page that validates, the college will need to find a replacement.	The new site design is currently under review by the following groups at Truman College: The Office of Public Relations and Marketing, where the design originated; the Web Advisory Board, and the President and Vice-President.		The webmaster requested permission to attend the online training seminar on "Web 2.0 Accessibility (using the W3C ARIA Specifications)" in the Spring. He will continue to take advantage of other training opportunities to learn more about Universal Design and Best Practices.	
Olive-Harvey	The District Office Web Group will continue to maintain the site on Olive-Harvey's behalf until a webmaster is hired.				
Daley	Daley College hired a part-time webmaster Fall 2007. During the next year, the part-time webmaster will be launching a new site for Daley College. The site will be built using CSS for style and layout and adhere to District Office Accessibility Guidelines.				
Wright	The Wright College plan for continuous improvement of its website exists in multiple projects spread across three primary phases. Phase one consists of a site wide fix (repair broken links, enact layout harmony and content restructuring). Phase two will consist of the actual visual redesign of all major sections of the website. Phase three (basic content management).				
Elgin	In 2008 we will upgrade our Content Management System to a new version in our continued efforts to meet standards.	We frequently run our website through FAE and WAVE to verify that our site continues to meet accessibility requirements. Some web applications may not meet the standards. These applications will continually be evaluated and improved as time allows, realizing that some products are controlled by vendor schedules.		The IT staff has also attended accessibility training and online conferences offered through UICU for the latest information available.	
South Suburban	The college is beginning a redesign to address deficiencies with accessibility and usability. The college will continue to use LIFT text transcoder technology to ensure accessibility compliance until the redesign is completed. The college will then assess the need for this and/or other technologies in helping the college serve its communities.		The team webmaster approach provides checks and balances between the styling and the functionality of the college's web pages.	Individuals team members have completed additional training in CSS and XML. The feasibility of adding a team member to continually work on accessibility and usability will be explored. Continued training is being evaluated.	LIFT technology

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Institution	Plans to Fix Problems Identified in Evaluation	Plans to Evaluate Additional Web Pages	Policies	Training & Support	Vendors
Rock Valley		During FY08, Rock Valley College has started an intensive Web site redesign initiative. A task force, made up of members of the marketing and information technology departments as well as key administrators from both academic and service areas of the college have been charged with finding the proper content management system to maintain the site and to address issues the current site has with ease of navigation, ease of updating, the ability to incorporate new technologies to name a few.			
Harper		As part of a Spring 2008 special project, the accessibility of the Student Distance Learning Tutorial will be enhanced by a faculty member to meet Harper's current accessibility requirements. Projects are planned to work on the external Harper web site, on the Library home pages and on parts of the Oracle student portal.			
Illinois Valley	The Budget Council and Board of Trustees approved the purchase of a content management system. Several products were reviewed, including the selected system by Ektron. Ektron was chosen, in part, because of Ektron's ability to respond to questions about Section 508 and W3C compliance. The Ektron system also affords the college to retain complete control over template design. The system has been installed and key training and support personnel received training in February 2008. Timeline elements have been added or modified based on this fundamental change.	The CMS implementation will focus on official institutional pages in FY08, and lessons learned will be applied to designing an approach to assist the faculty in adopting the system in future years.			
Illinois Central	The Illinois Central College website currently conforms to Section 508 standards for accessibility and we are continuing to make progress toward a new design that conforms to WCAG Double-A requirements. We anticipate being in full compliance in a few months, possibly by Fall 2008.				
Prairie State		The redesigned site was launched October 2007 using Section 508 requirements and W3C and IWAS guidelines. Within one year we plan to include the remaining department pages into the new design. New pages added to the Prairie State College Web site will meet W3C standards. Frequent testing and use of templates and style sheets along with limited access to and periodic monitoring of all web pages will help ensure continued compliance.			
Waubonsee	A web portal will be implemented as an important part of our administrative database system. The web portal will provide secure, personalized access to information and services for everybody in the college community based on their role. This will be in production by August 2008.				

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Institution	Plans to Fix Problems Identified in Evaluation	Plans to Evaluate Additional Web Pages	Policies	Training & Support	Vendors
Lake Land	Move to a CSS/DIV based page layout. Ensure content when removed from the layout is semantic. Assure header elements h1, h2, h3, etc are used to convey document structure. Use correct markup for lists; no list of links that is not contained within tags. Assure that all redirects are server side and do not use html refresh tag, or provide a text link to redirect the page along with the refresh tag. Ensure all forms have proper label tags associated with controls. Ensure quotation markup is not used for formatting effects such as indentation. Remove pop-ups or opening of new window from a link or provide alternative information from pop-up. Make sure data tables make sense when linearized. Make sure no structural markup is used in data tables for formatting and visual appearance. For applets, make sure that input handlers are device independent.		Within one year we plan to have converted the entire website into CSS layout following priority 1 through priority 3 guidelines. Any new pages added to the Lake Land College website now meet priority 1 - 3 guidelines. We have developed 5 standards-based templates for layout of all new Lake Land College institutional web pages that are fully compliant.	During FY07, provided training to faculty and staff to assure web content generated by members outside of the web department is accessible. In addition we will provide page templates and style sheets that comply with accessibility goals previously outlined and develop and propose a system to ensure that web pages developed by faculty and staff comply with accessibility guidelines. Assure the expansion of abbreviations or acronyms on first occurrence in the each document. Assure logical tab order through links, form controls and groups of form controls. For adjacent include non-link printable characters between adjacent; we will accomplish this using lists and formatting lists in external CSS file. Assure distinguishing information is at the beginning of headings, paragraphs, lists, etc. Provide summaries for data tables. Include default place-holding characters in edit boxes and text areas.	
Sandburg	Both Fixing problems and Evaluating our website are ongoing projects. CSC is always working to improve		-----	This is done in-house	-----
Highland	Action plan.		The College researched web accessibility policies utilized by other colleges and universities and the web advisory committee will review the proposed policy on March 13, 2008. As the College continues to develop new sites, our web standards are considered in the concept and design phases.		
Kankakee	The college continues testing content as it is updated and modified through its web technologies to ensure the site complies with section 508 § 1194.22. The web coordinator and other web development committee members undertake this process. Page testing will continue through the use of FAE (Functional Accessibility Evaluator from University of Illinois at Urbana-Champaign), and Accessibility Extension (also from UIUC). During the spring of 2008 we will redevelop the backend of the kcc.edu's site using newer technology bringing compliance to the sites forms and scripting. The college's staff continues to identify electronic documents (PDF, and DOC files) needing further adjustment. Datatables shall continue to be recognized and adjusted as they are created. Further plans are being developed beyond what has been mentioned to make the site compliant.		The web coordinator will continue to ensure compliance with web standards included in 508 before pages are posted. Content authors will then work with the web coordinator to make sure that their edits conform to site policies. The web coordinator and others in the web development group have implemented "best web practices." These practices will help users producing content in Microsoft Office technologies. The web coordinator has provided techniques on the proper use of headers, images, alt text, charts, data tables, columns, section breaks, special characters, and lists in documents whether for the web site or for other forms of new media.	We train new and current content developers by exposing individuals to 508 § 1194.22 when they request training to add or modify content to the web site. This training is done as it relates to the content currently being modified. Keeping training short helps to solidify memory and understanding for those being trained. Also, we train individuals during our semi-annual page sendout. During the page sendout individuals can request additional training for current web standards and accessibility. In the future an online version of the materials could be created for presentation in the ANGEL LMS.	

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Institution	Plans to Fix Problems Identified in Evaluation	Plans to Evaluate Additional Web Pages	Policies	Training & Support	Vendors
Rend Lake	Rend Lake College is currently in the process of redesigning and implementing a new web page. This page has and will continue to be created and maintained with Accessibility Standards in mind. During this process we hope to correct any existing or additional non-compliances that we encounter during this process. Once the new site has been completed we will again implement quarterly reviews of the site to ensure standards are being met.		With the implementation of a content management system, there will be policies created to guide faculty and staff in the creation of pages that meet the accessibility standards.	Faculty and staff will be trained in the proper creation and maintenance of new pages. However, the webmaster will still be made available to assist if/when needed. The RLC Blog is still available for students and faculty to voice issues or concerns.	N/A
Southwestern	Select another section of www.swic.edu for in depth review and achieve WCAG Priority 1 compliance on that section			Continue to train web staff on standards as they evolve.	
Kishwaukee	The Web Accessibility Committee has identified the following steps to fix web problems and to evaluate additional web pages. 1. Web page evaluation tool FAE will be used for college web pages and WebXACT for third party vendor pages to identify problems. 2. User Feedback Group of students w/disabilities and members of support agencies will review degree of accessibility of college and third party vendor pages to corroborate the problems identified by the FAE tool. 3. User Feedback Group's corroborated problems will constitute the priority ones to first address. 4. Problems identified by evaluator tools that are not noted by User Feedback Group will be assigned a lesser priority, but still assigned target dates for fixing. 5. Upon fixing site, the evaluator tools will be run again to confirm accessibility and some members of the User Feedback Grp. will verify accessibility. Steps #1-5 will be repeated for all college web pages. (2/6/07) Since 2/6/07 update, the FAE tool has identified only a few areas that do not pass with 100%. These are Navigation Bar in the Navigation & Orientation part of evaluator and the Images in the Styling evaluation list. Once orient and train new Web Developer on FAE and CITA Best Practices, will work on these remaining issues. Third party vendors for Bookstore and Library still have some issues. Plan to coordinate work on these issues through the Illinois CITA vendor subgroups. Also, will evaluate use of new Faculty Template. Will conduct another User Feedback Group on any remaining web problems. As finish implementation of new computer system, will apply FAE tool to new student web pages such as online application, registration, and student information sites. (3/17/08).		The College will develop templates for faculty, staff, departments, and division web pages that will be required to be used. Prior to purchase of new software, it will be evaluated with FAE tool as to accessibility and when multiple vendors have similar products, the most accessible one will be selected. (2/6/07). With Faculty Template completed, next step is to have instructional administrators review before implement as policy requirement. (3/17/08).	Faculty and staff training on use of templates in developing or updating web pages and designing accessible web sites from the start using CITA Best Practices/Principles of universal design will be conducted by Coordinator of Web & Print Publications and/or Coord. of Online Courses. (2/6/07). With Faculty Template completed, training now able to start. Kish will continue being a cooperating partner with the Illinois CITA program. Will have new Web Developer be the representative and send to training opportunities.	Datatel is new computer system. Endeavor, Voyager product is Library system. Nebraska is the Bookstore vendor.
Moraine Valley	The migration process of our current web site content to the newly purchased content management system (CMS) is underway.		All forms of documentation regarding college sponsored web content are currently under development. Once complete, they will be submitted to administration for review and approval.	Training for personal responsible for updating their departmental content will receive training from the training coordinator in human resources. Ongoing support will continue to be provided by the marketing and web technology departments.	
Joliet	1) The college's enrollment services will be a top priority for the redesign. All other departments and areas will be placed onto a priority list for future development. 2) Working with the Project Management Office, the web team has established a plan for the redesign, with a projected deadline of Spring 2008 for priority departments and areas. 3)				
Lincoln Land			Public Relations and Marketing in conjunction with Information and Telecommunication Systems has established a web team which meets on a regular basis to discuss those items related to the College's online presence. The Web Team is currently involved in the development and implementation of a web standards guide which will list primary and secondary color palettes approved for use on LLCC websites; font styles and sizes for text, active, rollover, and visited links; the use of images (size, resolution, and the use of "alt" tags for ADA accessibility). This standards guide will be distributed to LLCC web authors to aid in the maintenance of their websites to conform to those policies and standards as developed by the Web Team.		

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Institution	Plans to Fix Problems Identified in Evaluation	Plans to Evaluate Additional Web Pages	Policies	Training & Support	Vendors
Morton	All necessary changes will be made on the web pages that did not receive a "3" score (Site has fully implemented this checkpoint) on the initial web evaluation by April 2007. All changes will begin on the homepage, then they will be gradually be implemented on the one-level down institutional web pages linked from the webpage. Morton College will implement LIFT Text Transcoder (LTT) technology to create a dynamically-generated, text-only, and accessible view of Morton College website. We have requested project funding to update our entire web site to be ADA compliant and serve as a better marketing tool for the College. The work is tentatively scheduled to begin Summer		Morton College will develop internal policies and procedures to create accessible web pages based on the Illinois Web Accessibility Standards. A first draft of this step was completed.	A schedule to assess the effectiveness of Morton College's web site accessibility was created with an assessment timetable for different website sections.	
McHenry	OMPR is developing a Web Style Guide to document which web standards and stylistic conventions are incorporated in MCC website.	OMPR continues to validate and test each page as it is edited or new pages are added.		Workshops focusing on developing an awareness of web accessibility issues and actions faculty need to take to adjust current online course materials	
IL Eastern Lincoln Trail	The site is built on a template structure. Each primary area has a template that creates any new page for a given area. If an accessibility issue is identified, the template is altered to achieve the desired change to correct the issue. That change is then propagated to all pages within that related section.	The IECC website will be reviewed on a regular basis for accessibility. This will include review by Perkins and Marketing committees. Review will take place using both human site interaction tests as well as online evaluation tools. These efforts will be used to identify areas of concern.	All new pages or additions will be required to be developed off the template structure. There are also top-level html elements that are included on all pages.		
IL Eastern Olney Central	The site is built on a template structure. Each primary area has a template that creates any new page for a given area. If an accessibility issue is identified, the template is altered to achieve the desired change to correct the issue. That change is then propagated to all pages within that related section.	The IECC website will be reviewed on a regular basis for accessibility. This will include review by Perkins and Marketing committees. Review will take place using both human site interaction tests as well as online evaluation tools. These efforts will be used to identify areas of concern.	All new pages or additions will be required to be developed off the template structure. There are also top-level html elements that are included on all pages.		
IL Eastern Wabash Valley	The site is built on a template structure. Each primary area has a template that creates any new page for a given area. If an accessibility issue is identified, the template is altered to achieve the desired change to correct the issue. That change is then propagated to all pages within that related section.	The IECC website will be reviewed on a regular basis for accessibility. This will include review by Perkins and Marketing committees. Review will take place using both human site interaction tests as well as online evaluation tools. These efforts will be used to identify areas of concern.	All new pages or additions will be required to be developed off the template structure. There are also top-level html elements that are included on all pages.		
IL Eastern Frontier	The site is built on a template structure. Each primary area has a template that creates any new page for a given area. If an accessibility issue is identified, the template is altered to achieve the desired change to correct the issue. That change is then propagated to all pages within that related section.	The IECC website will be reviewed on a regular basis for accessibility. This will include review by Perkins and Marketing committees. Review will take place using both human site interaction tests as well as online evaluation tools. These efforts will be used to identify areas of concern.	All new pages or additions will be required to be developed off the template structure. There are also top-level html elements that are included on all pages.		
Logan	There are five main categories at the top of the homepage: Home, Prospective Students, Current Students, Departments and Distance Learning. When the corresponding button is clicked, viewers are directed to a page with links that apply to those categories. The current goal is for the webmaster to make sure that the landing page for each of those links follows in the look and standards of the new-site design and regulations. Currently, this is about 80 percent complete.				
Shawnee	The website evaluation plan was completed in the Spring of 2006. Our website was then redesigned using cascading style sheets, which complies with ADS standards. Usablenet Lift Text was also implemented to further our effort to increase the usability of our website for those individuals with disabilities.		The redesign of the website is now complete. This has helped see to correct the previously outstanding issues. All pages have individual titles, all images marked with alt. text. The college has also purchased Usablenet Lift Text Transcoder (ULTT), which allows users to view the website in text only with individual control of text size, color, and other options. Since the introduction of lift text to our site on August 1, 2006 we have counted 3692 times the ULTT has been accessed.		

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Lake County	<p>College technical staff will work to identify what is required to make a PDF document accessible and determine which format would be best to convert this information to an accessible format. Systems used to support the online bookstore and student e-mail were minimally accessible. Tests of these systems using JAWS have introduced some concerns. The College of Lake County will work with these software vendors in an effort to improve their products. We're changing our student e-mail system over to Microsoft Windows Live @edu in Spring 2007. Windows Live Mail is a web-based email solution hosted by Microsoft. We offer several PDF documents on our web site, most of which come from our print publications. Our Public Relations office uses Quark 6 to create these publications and the PDF format of these publications. New releases of this software may offer better options for producing this content in a more accessible format, such as HTML. At this time, they are unable to upgrade the software due to compatibility issues with outside printers. PeopleSoft applications include several accessibility features that help people with disabilities navigate more easily. These features support the use of assistive technologies, such as screen readers. They include:</p> <ul style="list-style-type: none"> • Alternate text for images; group boxes; push buttons; navigation buttons for grids and scroll areas; collapsible section icons; hide and expand grid tabs; prompt buttons; and scroll left or right buttons. • Additional links and anchors that allow screen reader software to bypass navigation content such as breadcrumbs and page tabs. • The removal of page links from the bottom of the page to reduce redundancy when using screen reader software. <p>The Accessibility option in PeopleSoft has been made available to the end user to modify. The end user can then choose to turn the option on or off in their profile. Some of the features listed below are set in design time and can be controlled using this option:</p> <ul style="list-style-type: none"> • Functional images have labels • Data entry fields have labels near the entry field • Grid columns have labels (excluding columns with buttons or links) • Information presented using color is also conveyed in another way as well, such as with text or shapes • Grids and scroll areas have titles • Buttons and links on your page have unique labels • Adornment images have labels turned off • Tab order • Deferred processing on, else field processing kept to an absolute minimum • Foreground and background colors provide sufficient contrast • Self-service pages have instructional text 		<p>College of Lake County officials will review accessibility when choosing new products. The Internet/Intranet Committee under the Information Technology Commission, which is part of our governance system, is working on drafting a document with guidelines for web pages, including emphasizing the importance of accessibility and resources for authors of web pages. The web guidelines will also encourage departments who want to publish information on the web to work with our Public Relations office to add the information to the CLC web site which is designed to be accessible.</p>	<p>During the Spring 2006 semester college officials were working to further inform content contributors and others creating web pages for public or internal use of the importance of accessibility and how to make their web content/pages accessible. Our Teaching and Learning Center offers courses on web accessibility and how to accomplish it.. The Teaching and Learning Center at the College of Lake County currently offers Dreamweaver workshops for instructors interested in learning to properly create new accessible web content. The Teaching and Learning Center has also begun offering workshops in retrofitting old online course material that may not be assessable as it needs to be and the staff also works with faculty one-on-one to revise web content as needed. Our Professional Development Center continues to offer courses for interested individuals to get hands-on training on how to make web pages accessible.</p>	
Southeastern	<p>Accessibility compliance of the college's website is expected to vacillate until standards and analysis tools are truly consolidated and standardized.</p>	<p>Website accessibility compliance has been reviewed, again using the University of Illinois Functional Accessibility Evaluator (FAE), formerly called the Web Accessibility Management Tool (WAMT), which analyzes web resources for markup that is consistent with the use of CITES/DRES HTML Best Practices for development of functionally accessible web resources that also support interoperability.</p>			
Spoon River		<p>Evaluation of the current website will be conducted on a regular basis, and web accessibility policies are being reviewed for possible implementation at Spoon River College.</p>			
Oakton	<p>Plans for Improvement in Coming Year, areas to attend to</p> <ul style="list-style-type: none"> • Will be selecting an outside firm to re-design the public web site RFP contains specific requirements for universal design and state standards. • Will be selecting content management software that is accessibility-friendly. • Will continue to familiarize employees with accessibility issues, including IWAS/IITAA standards, through presentations and other approaches. <p>Will Identify and promote preferred evaluation tools and methods for use by the college.</p>		<ul style="list-style-type: none"> • Web Advisory Committee, a group of staff, administrators, faculty and a student representative reviewing and discussing web issues, has met/scheduled 5 meetings so far during the 2007/2008 school year. <p>The importance of accessibility/usability have been ongoing topics and will be the featured topic of the March 2008 meeting.</p>	<ul style="list-style-type: none"> • Will continue to familiarize employees with accessibility issues, including IWAS/IITAA standards, through presentations and other approaches. o Will Identify and promote preferred evaluation tools and methods for use by the college. 	<p>Will be selecting an outside firm to re-design the public web site and will be selecting content management software.</p>

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Lewis & Clark	As college technical staff become more familiar with the recently implemented Content Management System (CMS), they are developing plans for enhancing CSS templates to more adequately address applicable standards. As a part of this process, technical staff will continue to monitor and evaluate the top 25 web pages on the college site using the identified products and services on a regular basis.		All members of the previously convened Web Accessibility Committee have become members of the newly formed Web Administration Committee with the implementation of the new Content Management System (CMS). All of the work of the Web Accessibility Committee now becomes the responsibility of the newer and larger committee and members will continue to advise technical staff on improvements to the college website. What we have found is that issues of accessibility frequently overlap with discussions of design, layout and content and the larger committee is a better forum for this discussion.	With the recent implementation of the college's new web Content Management System (CMS), the technical staff has been training in the use and development of the NovusCMS. The staff is currently developing recorded documentation for policies, procedures and best practices for the implementation of pages on the college site. Plans include the development of code enhancements to CSS templates that will ensure better compliance with web accessibility goals and standards. Additionally, web staff continues to monitor developments and training opportunities originating from the Division of Disability Resources and Educational Services from UIUC.	UsableNet Lift Text Transcoder
Richland	1. Continue to monitor pages using available tools, seeking new tools to use or replace deprecated tools. 2. Continue to disallow the use of Flash and Java animations as the sole means of displaying information. 3. Add captions or text descriptions to new multimedia content. 4. Continue create HTML versions of new documents or using the Accessibility features in Adobe Acrobat to ensure documents are accessible. 5. Continue the education of staff to remain current on accessibility issues. 6. Continue to seek replacement software applications (e.g., calendar)		Richland will adopt a resolution or policy stating Richland's commitment to accessibility.	Continue educating faculty & staff on the importance of accessibility and the "Best Practices" to use when creating web content.	
Wood	Over the next year, the JWCC website will be completely redeveloped using a database-driven methodology. Doing this will remove most accessibility issues from the common poster to the website and will be more directly guided by the webmaster. Accessible templates will be provided to individuals who once may have had entire design control.				
Heartland	The next priorities of the site redesign include Student Services information that will assist in the academic success and retention of students along with academic division information.	Heartland has begun systematically removing outdated content from the Web site and replacing it with SEC 508 Standard §1194.22 compliant design. That process will continue in the upcoming year for third-level pages.	As information maintenance responsibilities are decentralized from IT's Web team, the people responsible for updating the content are provided with copies of the Heartland SEC 508 Standard §1194.22.	Integral to transitioning the responsibility from IT to functional persons is communication and training of the need to maintain Web accessibility on the updates within the Web site. Before teaching the technical pieces of Web maintenance, each functional user is walked through examples of the SEC 508 Standard §1194.22 guidelines and the importance of these guidelines for those using assistive technologies. When looking at the Web site, if accessibility issues are seen in the new content, the IT Web team contacts the content owner to show him/her how to correct the issues.	