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*PART VI*  
*CONCLUSION*

## *CHAPTER 17*

### *CONCLUSIONS*

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#### *Criterion One*

"The institution has clear and publicly stated purposes, consistent with its mission and appropriate to a postsecondary educational institution."

The college believes that its mission is very appropriate to a postsecondary institution and that we are achieving the goals espoused in the Mission Statement.

The present Mission Statement represents some significant changes since the 1983 statement. The college's Mission Statement undergoes annual review. However, a major change was made in 1988 during the review of the Mission Statement as part of a major Master Planning process. The plan was, in turn, modified in preparation for the 1992 North Central Accreditation Self-Study.

As depicted in Chapter 4 of this document and in the ensuing chapters, the college has successfully provided the first two years of liberal arts and sciences programs as indicated by the fact that our students transfer without loss of credit and do as well or better as the native students. The varied occupational program offerings have enabled our students to enter the work force with competitive skills and salaries. We have continued to broaden and modify our developmental programs to serve underprepared students.

The college's Community Services and Continuing Education programs serve over 15,000 people annually in work force enhancement retraining, adult basic skills, and a multitude of individual interest activities. General education is undergoing continued scrutiny as the college supports the Illinois Community College Model AA and AS requirements. An infusion of computers for the faculty and the four computer labs to serve students has provided general education students an opportunity to utilize modern technology. Support for all students has been met through a restructuring of the student services area and visible leadership.

The college has been a leader in the revitalization of the economic health of the community through its Institute of Economic Technology which promotes economic development activities and is a catalyst for business interaction.

The newest goal is an outgrowth of the realization that we live in a global community. An International Education Grant from the U. S. Department of Education has enabled us to infuse our programs with international modules across the curriculum and has helped the institution in its efforts to provide a series of activities concerning the culture and motivations of other countries.

The college Mission and Goals Statement is reviewed and adopted annually by the Board of Trustees and the present statement resulted from college-wide review as part of the North Central Association Self-Study. The statement appears in the college policy manual,

college catalog, and faculty handbook and is discussed by college personnel in interaction with the community.

**Criterion Two**

"The institution has effectively organized adequate human, financial and physical resources into educational and other programs to accomplish its purposes."

The college has taken major steps to enhance the lives of students within the district through organizational restructure, aggressive recruitment and retention of students, infusion of new technology, and visible changes in the hiring and nurturing of new full and part-time faculty and staff.

The president instituted a major restructure of the Student Affairs office in 1986 when the Office of Vice President for Student Affairs was created and great emphasis was placed on student development activities. As depicted in Chapter Five and Fifteen, recruitment, admission, and retention policies have been modified to better serve our students.

Faculty recruitment and retention have become a high priority. The college advertises extensively in national media and brings several candidates for each position to campus for interviews and a mandatory teaching session. Experienced mentors are then assigned to new faculty during the first year of teaching. Chapter Seven discusses the credentials of our faculty as well as a strong non-tenure evaluation process and a formative evaluation process begun in 1989.

The present administrative structure is an outgrowth of several changes made since 1986 and includes restructuring of Student Affairs, Community Services and Continuing Education, and Academic Departments in 1989-90.

The latter decision was unsettling for many faculty who felt that there should have been an expanded dialogue concerning the decision. A full discussion of governance and organizational structure will be found in Chapters Five, Six, Seven, Twelve, and Thirteen.

The college fiscal and physical resources are in excellent condition. Chapters Ten and Eleven provide information which depicts financial stability, excellence in plant maintenance, and ability to provide support for the teaching-learning process.

The college has faculty who are well credentialed, effectively supervised, and motivated to serve our students. They are supported by dedicated administrative and support staff in an attractive physical environment with the resources to serve our students effectively.

### **Criterion Three**

"The institution is accomplishing its purposes."

The college has used several diverse criteria to measure the manner in which it is meeting its purpose. Certainly, the achievement of Mission and Goals is one measure that indicates the college is accomplishing its purpose.

Student academic achievement has drawn national attention recently but had been a concern on this campus for several years with a major commitment occurring in 1987. At that time, a faculty recommendation for mandatory assessment and placement was implemented for writing, reading, and computational skills. Modifications of the program occurred as a result of longitudinal studies of placement success, creation of an additional developmental course and the mandatory reading requirement in addition to writing effective spring, 1992.

The college has used several other disparate measurement devices to determine student outcomes. They include exit testing in developmental English, grade point averages, national certification exams, retention rates, program completion rates, transfer rates, employment statistics, grade point average at transfer institution, transfer and career student satisfaction surveys, and longitudinal follow-up studies. Examples of these items are provided in the appendix and in the resource material.

A recognition that these several elements provided valuable input to assessment but not a total picture evolved. Factors such as counseling and advising (Chapter 15), program quality (Chapter 12), and elements of the institutional climate (Chapters 5 and 15), were also important considerations.

The president addressed the issue of assessment in an address to the faculty in fall, 1991. As a result, a subcommittee of the college's Curriculum and Scholastic Standards Committees has been formed to address the long-term implementation of a total assessment program. The plan is delineated in Chapter 16.

The college believes that it is accomplishing its purpose now and in the foreseeable future.

### **Criterion Four**

"The institution can continue to accomplish its purposes."

As depicted in Chapter 10 of this report, Joliet Junior College has shown a history of financial stability. The Board has balanced its budget for nineteen consecutive years, and the college has been able to invigorate its programs with new equipment during the last four years. Increases in local property taxes have been the reason for the relative financial stability of the institution as state funding has diminished throughout the last four years. Thus, the institution is able to keep its tuition as one of the lowest in the Chicago metropolitan area and still provide adequate funding to support its programs. As noted, the five percent property

tax cap placed upon the largest county in the district may have some impact on the financial state of the institution in the future.

The Board of Trustees has had a history of strong support for the institution and, consequently, has served the citizens of District 525 well. The administration of the institution has undergone some structural change during the last five to six years including greater emphasis upon student affairs with the creation of an administrative position of Vice President for Student Affairs. In addition, the position of institutional researcher has been added so that the administration is able to function more effectively than in the past and will be able to provide important data for future decision-making.

Many of the faculty have long standing careers at Joliet Junior College and have provided excellent service to the institution and to our students. These faculty are complemented with an infusion of new faculty who have been hired during the last three years. The combination of the skills which the new faculty bring with them and the maturity of our other faculty has provided our students with excellent learning opportunities.

The community has been intrinsically involved in the support of Joliet Junior College as evidenced by the Charettes which were well attended by the community in 1988 and in 1991, and the loyal support of viable alumni and foundation boards bodes well for community support for the institution in the future.

An aggressive enrollment management practice, including retention programs, has enabled the enrollment to reach 10,000 for the first time since the inclusion of the prison program. A scrupulous search process for sources of new students indicates the college will continue to grow at a moderately steady pace in the future.

The college's standing as an important component in the economic development of the Joliet Junior College District is exemplified by the outstanding programs that are delivered through the Institute of Economic Technology and the Center for Adult Basic Education Literacy. These programs provide excellent training in preparation for the work force and for providing the skills the companies need to provide a stable tax base for the community.

Educational improvements have been myriad and include:

- The conversion of the Learning Resource Center to computerization.
- The development of a weekend college which now includes Sunday programming.
- The internationalization of our curriculum which has reinvigorated our faculty as well as the curriculum.
- The restructuring of our staff development activities to include all members of the college community.
- A voluntary formative faculty evaluation program which is still evolving and is expected to be strengthened.
- An extensive expansion of computer support for our students and our faculty.

Future plans for the college include:

- The expansion of computer use for the faculty and for our students.
- A provision for an English Computer Assisted Writing Laboratory.

We have confidence in our future and believe that the college has achieved many major accomplishments in the last six years. We, therefore, request continued accreditation for the North Central Association of Colleges and Schools.

The college has utilized its Master Planning process as the model to address its ability to meet the four required criteria for self evaluation. We believe that the institution does and will continue to meet its mission through diversity of programming and services offered by well-trained personnel in advantageous physical settings. The financial resources available to the institution looks very adequate. The college staff must continue to work on a comfortable process of decision-making and plan for future programmatic and physical changes for the district.

Summary

As the nation's oldest public community college, we have proven our stability through time and change. The various planning endeavors have kept the educational process in the forefront. The most recent planning initiatives, as mentioned previously, utilize input from the community and require personnel commitment and budget considerations to insure future progress so that the college can continue to accomplish its purposes.

- The development of additional new programming to meet the needs of our changing community.
- The construction of a permanent North Campus initially housing 35 percent more space than the present facilities with expanded capability in the computer area.
- The securing of the construction of a multimillion dollar business and technology building to serve the community.