
PART I
INTRODUCTION

CHAPTER 1

SELF-STUDY BACKGROUND

Chapter 1 presents a brief synopsis of the Self-Study background including its purpose, the procedures for Self-Study, the organization of the report, and a response to the previous NCA review.

Purpose

The primary purpose of this report is to provide the North Central Visiting Team with information as to how the institution meets the evaluative criteria used in the Self-Study process for the purpose of continued accreditation.

An accredited institution:

1. has clear and publicly-stated purposes consistent with its mission and appropriate to a post-secondary educational institution;
2. has effectively organized adequate human, financial and physical resources into educational and other programs to accomplish its purposes;
3. is accomplishing its purposes;
4. can continue to accomplish its purposes.

The secondary purpose is to engage in self-examination, review, and planning to serve as a basis for future development.

Procedures for Self-Study

The college president appointed the co-chairs of the Self-Study in March, 1990; they were the Vice-President of Academic Affairs and a faculty member of the college's Fine Arts Department. During the next two months, the co-chairs read the NCA publications, the last visitation report, and the college's response. Subsequent meetings were devoted to planning the formation of the Steering Committee and a tentative timeline.

A letter outlining the Steering committee's responsibilities was sent to all faculty and staff asking for volunteers to serve. From the positive responses, nineteen people were selected to serve. A conscious effort was made to be sure all sections of the college were represented: trustees, administration, faculty, support staff, buildings and grounds, off-campus offices, and students. If no one from a certain area volunteered, the co-chairs contacted someone personally.

The first meeting of the Steering Committee was May 21, 1990, at which time responsibilities, timeline (Figures 1.1, 1.2), formation of task committees, and the concerns from the previous report were discussed. Sources of information were listed; how information

was to be channeled was clarified; and the decision to use the existing Master Planning Action Committee (MPAC) structure was made. This structure was used in 1987 when the college initiated a comprehensive planning effort that produced both a master planning document and a process to keep such planning current. It was most fortunate that the college had the Master Planning Action Committee in place which provided a starting point for work and experienced personnel to lead the sub-committees. The Master Planning Action Committee was an outgrowth of the Strategic Planning process developed by the college throughout 1987.

The June, 1990, meeting of the Steering Committee was devoted to outlining the tasks for each sub-committee. The information asked for by the NCA was placed under whichever MPAC committee was most appropriate. Next, two members of the Steering Committee were assigned as liaison to each MPAC Task Force Committee. Letters were sent out to faculty and staff to continue service on their MPAC committee or to volunteer for another. In addition, the co-chairs addressed all staff to encourage participation and a follow-up letter was sent to all staff. Time was set aside during Staff Development Week (the week before classes start) for the committees to organize.

September to October, 1990, was spent gathering data. In November, each committee through its liaison, was to suggest questions to be included in the survey documents. After committee suggestions were implemented, the survey instrument was redesigned and administered. Institutional Data Requirements were submitted to NCA (Appendix A). Survey results were reviewed in February and all sub-committee reports were due March 15, 1991.

There was some delay in the receipt of the reports, thus the first draft was presented to the Steering Committee on June 20, 1991, and after review a third draft was lodged with the faculty and staff in August, 1991. A "charette" process was held on September 23, 1991, to review the Self-Study document. The process followed a pattern established in our Master Planning activity. Seventy members of the community and thirty members of our faculty, administration, and staff reviewed the document and took recommendations which have impacted the Self-Study and have focused on several items for consideration in the Master Planning process. After revisions, the final version was submitted to the school's NCA liaison in September, 1991, and sent to the visiting team on February 1, 1992.

**Figure 1.1
Timeline 1990**

May 1990	<ol style="list-style-type: none"> 1. Steering Committee formed 2. First meeting of Steering Committee to discuss: <ol style="list-style-type: none"> a. Purpose and organization of committee b. Changes and current emphasis required by NCA, i.e. more information required for Criterion Three c. What material should be covered in self-study, i.e., quantitative and qualitative d. Organize Self-Study process as per the MPAC report
July 1990	<ol style="list-style-type: none"> 1. Steering Committee members are requested to serve as liaison to various self-study committees 2. Faculty and staff asked to serve on a self-study committee
Aug. 1990	<ol style="list-style-type: none"> 1. Steering Committee firms up tasks to be accomplished <ol style="list-style-type: none"> a. Parameters of each self-study committee b. Additional committees needed 2. Each committee meets <ol style="list-style-type: none"> a. Clarifies purpose and relationship to self-study, i.e., under which criteria their material fits b. Clarifies materials needed to fulfill its charge
Sept-Oct 1990	Data gathering period
11/15/90	Each committee (through the Steering Committees) requests questions to be included in whatever survey document is used
Dec. 1990	Additional work as needed

**Figure 1.2
Timeline 1991**

Week of:	Activity
1/16/91	Survey administered
2/15/91	Review of survey results
3/15/91	Each committee submits its report
4/10/91 *	Public meeting for community review of reports. It is understood "community" includes members of the college faculty and staff.
5/15/91	Writing/Editing Committee finishes draft of self-study
6/ 1/91	Second draft reviewed by Steering Committee
Aug. 1991	Draft lodged with faculty and staff at Staff Development Week
Sept. 1991	Draft due to NCA liaison
Oct. 1991	Revisions
Nov. 1991	Final version written and revised
Dec. 1991	Final version sent to visitation team
3/2-4/92	Visitation of NCA Team

*Meeting held September 23, 1991

Response to Previous Review

In 1988, the college's new Master Plan was implemented. Part of this plan included a "Report of Action" taken on concerns cited in Chapter II of the Report of the North Central Association of Colleges and Schools, October 19-21, 1983.

In order to preserve the original intent of the concerns expressed in the North Central Report (1983), they are listed verbatim (in bold/italicized text) with one exception, which was altered for grammar.

Listed below the concern is a summary statement on the action taken to address that issue and the date of the action, if known. In some instances, the concern is similar to another one and a reference note has been made.

The North Central Report contains forty-two recommendations. The college has addressed thirty-five of these items -- action is completed on twenty-three and is ongoing for twelve. A total of 83 percent of the concerns have been acted on. No notable action has been taken on three items. No action was taken on three others which the college determined to be inappropriate for us at this time. The four remaining items were so similar to other items as to have been excluded in the foregoing analysis.

Action Taken on Concerns Cited from Previous NCA Vosot

1. ***The JJC Foundation is a strong segment of the College and should be encouraged and supported by all the members of the college community as a positive force in the support of quality education.***

Action and Date

The Director of Development, the administrator responsible for working with the Foundation, reports monthly on Foundation activities during meetings of the Board of Trustees (implemented in Spring 1984). The Director is/was involved in various campus activities: The Scholarship Committee, 90th Anniversary Committee, Marketing Committee, and other special events (began September, 1983).

In addition, a member of the Board of Trustees serves as a liaison to the JJC Foundation.

2. ***The College should consider taking a broad-based look at the mission and goals of the institution in an attempt to gain a total consensus and focus for direction, resource allocation, cohesiveness and college vitality.***

Action and Date

Approximately 100 staff, faculty, and administrators, as well as members of the college district were involved in a master planning effort designed to strengthen the ability of the college to address the educational needs for the district in anticipation of the next decade (began April, 1987).

- 3. Acquisition of high-quality, self-contained space for student activities should be given every consideration.***

Action and Date

The college has upgraded all student study and activity areas and anticipates more space allocation for student activities as a result of planned future expansion of facilities.

- 4. Consideration should be given to conducting a thorough study of the current college advising system and the role of counselors and faculty, resulting in a comprehensive report with recommendations for improvements to be submitted through appropriate channels for implementation.***

Action and Date

The student affairs division has been evaluating the advising system through student input (ongoing). The results indicate that the advising system is adequate; however, the Registrar is examining alternative delivery systems for advising services. Twilight advising for part-time students is currently being piloted and evaluated, and group advising programs are underway.

- 5. The college should focus (its) attention on the various prison inmate educational programs and should seek appropriate solutions that are cost effective and in the best interest of the college and the citizens of Illinois.***

Action and Date

Moot item. The college no longer operates an inmate training program.

- 6. A college-wide marketing and student recruitment plan should be considered and, if possible, implemented as a top priority.***

Action and Date

A college-Marketing Committee was formed and a marketing consultant hired (Fall, 1985). A report was produced for the following Fall which contained ninety-eight specific marketing related strategies, most of which have been implemented or are being implemented. The result has been increased enrollment since the Spring of 1987. Marketing is now one of five components of an Enrollment Management Superstructure implemented upon the arrival of the new Vice President for Student Affairs (Fall, 1986).

- 7. As the college progresses in a new management system, consideration should be given to insure that changes are effectively communicated to all segments of the college.***

Action and Date

A Report from the President to all college staff was issued in June, 1986. The same report was included in the Fall, 1986, class schedule mailed to all residents of the college district. The college has not continued the management system as professed in the previous administrative philosophy. The new president restructured

the organization in 1986. This organization includes a president's advisory group and a cabinet and placed major planning in a master planning component which was incorporated in 1987 and resulted in a Master Planning Action Committee which has directed some of the major initiatives in the institution for the last several years.

8. ***The college should examine the organization, reporting relationships and responsibilities of the Community Relations, Continuing Education, Student Affairs, and Community Service divisions.***

Action and Date

Continuing education and community service activities and courses have been reorganized under one administrator, the Dean of Community Services and Continuing Education (August, 1986). The Community Relations Office reports to the President, and the Office of Student Services and Activities reports to the Vice President for Student Affairs. Related items, Pages 9 and 10.

9. ***Strong consideration should be given to renovating and redesigning the nursing laboratory to maximize learning opportunities.***

Action and Date

The nursing laboratory area was expanded by eliminating a former X-ray room and performing other major renovations (Summer, 1984). Plans for restructuring the facility have been developed and implemented in 1991-92. Similar item, Page 14.

10. ***The occupational education area should consider the development of articulation agreements with all high schools and area vocational schools within the district.***

Action and Date

The college and the Three Rivers Education for Employment System (TREES), an organization of high schools within the college district which coordinates the delivery of vocational education, signed a Process Articulation Agreement (May, 1987). The purpose of this document was to provide a framework for the development of articulation agreements in the various vocational education subject areas. Agreements have been developed in drafting, horticulture, and secretarial sciences, with others to be developed in the future where appropriate curricula exist.

11. ***The Safety Committee should be reactivated and a safety and accident prevention policy developed that reflects both the legal and ethical responsibilities of the college.***

Action and Date

The Safety Committee was reactivated (Fall 1986). A philosophy statement on safety was written by the President (August, 1986) and is on file. Safety training and programs are held for staff, targeting specific areas. This training has showed direct benefits in the college's insurance premiums, the result of a substantially lower claim loss (last quarter Fiscal Year 1987). In addition, various safety activities were held for faculty and staff during staff development week (Spring, 1988).

- 12. *The occupational educational programs that require high cost capital equipment need to receive special consideration.***

Action and Date

Educational program areas which use specialized high technology equipment have received the bulk of the dollars spent for instructional equipment for the last three years. The college has received an Advanced Technology Equipment Grant through the state which was used to purchase highly specialized computers and computer equipment/software (began Fiscal Year 1985).

- 13. *The college should examine the provision of appropriate educational services to inner city residents.***

Action and Date

The college operates the Louis Joliet Renaissance Center in downtown Joliet, where it offers college credit courses, Institute of Economic Technology seminars, Center for Adult Basic Education and Literacy classes, as well as courses in the Culinary Arts and Hotel-Restaurant Management instructional programs (began use of the facility in Fall, 1981, with various programs added thereafter). Programs are also conducted at the Spanish Center in downtown Joliet.

In addition, the JJC Foundation approved the establishment of special need grants for student who needed financial assistance with basic day-to-day expenses (November, 1987).

- 14. *The college should review coordinators' release time assignments with a view towards consistency throughout the college.***

Action and Date

A formula on coordinators' release time has been developed by the Vice President for Academic Affairs (Fall, 1987).

- 15. *The college should consider reactivating and training faculty to utilize the instructional system based in Piagetian Theory.***

Action and Date

The college has reviewed the Piagetian Theory and has determined that it would pursue other instructional methodologies.

- 16. *The Fine Arts Department should consider joining the Hotel/Motel Management and the Culinary Arts programs at the Renaissance Center to showcase (its) programs in music and art.***

Action and Date

The Madrigal Dinner, co-sponsored by the Fine Arts and Culinary Arts Departments, was held at the Louis Joliet Renaissance Center for seven years (1980-1986). The Community Band has held Pops Concerts at the Renaissance Center in the past. No cooperative Fine Arts/Culinary Arts activities are planned at the Renaissance

Center at this time as these functions were determined to be more beneficial to the community if offered on the main campus.

17. ***In order to maximize adult enrollment potential, the college should consider producing a separate brochure identifying all community service/continuing education offerings which would be mailed to all residents of the district.***

Action and Date

After examining alternative ways to meet this need, the college feels the most effective service would be to include a special pullout section in the class schedule which is the most effective recruitment tool the college has. The format of the class schedule was changed to allow for easier identification of credit and non-credit classes by both site and topic (Fall, 1987).

18. ***In order to conserve staff time and to expedite enrollment of adults, the college should consider implementing a charge card system, i.e., MasterCard and VISA.***

Action and Date

This has been accomplished (June, 1987).

19. ***With the possibility of one or more new trustees being elected to the Board in November, it is recommended that an orientation workshop be considered with the AGB or ACCT to acquaint these officials with the effective role and responsibility of board memberships.***

Action and Date

Two Board orientation workshops were conducted by Jim Tatum, a nationally known consultant in that area as well as one with Wayne Newton. In addition various aides on the role of the trustee, such as tapes and books, are made available to Trustees. Each new Trustee receives an orientation by the President and the Vice Presidents.

Information sessions or Board retreats are held periodically to provide Trustees with a thorough briefing on the challenges facing the college.

20. ***In order to strengthen the community service thrust of the institution, the administration may find a realignment of these traditional functions under one head to be advantageous.***

Action and Date

Related items, Pages 7 and 10. This has been accomplished (August, 1986).

21. ***In order to meet the needs of area industry, the college should consider refinement of a plan for awarding credit for experience as well as for non-collegiate training programs.***

Action and Date

A faculty group studied a program for the college which would award credit for life experience. A consultant was brought to campus to present a day-long workshop

on the Council for Adult and Experiential Learning Program to selected faculty and administrators (November, 1987). The Curriculum Committee approved a new course in May, 1991, which was a move in the direction toward awarding credit for life experience. A list of subjects in which students could take proficiency examinations has been developed. In addition, the college has met specified state criteria enabling it to offer courses to members of the military service. JJC has also applied for and received membership in the Servicemembers Opportunity Colleges for the military.

- 22. *To serve the growing number of non-traditional students, the college should take the initiative to develop an area consortium of community colleges to provide credit telecourses for district residents.***

Action and Date

The college has rejoined the Northern Illinois Learning Resource Consortium, an association that includes learning resource centers from community colleges, businesses and public libraries (Spring, 1986). The college has installed a satellite dish which enables it to receive satellite telecasts (October, 1987). The college began offering its own telecourses to distance learners in Spring 1989.

INSTITUTIONAL MISSION AND PURPOSE

- 23. *If the college is committed to "comprehensiveness," the institution should be careful to not overemphasize one program area over another, i.e., transfer, career, and community services.***

Action and Date

The chairmen of all ten instructional departments meet directly and regularly with the Vice President for Academic Affairs. From a budgetary standpoint, all departments are given the opportunity to present their needs in their budget proposals. All classes are listed in the semester class schedules. Stories on instructional departments, written for the "Focus" promotional section, are assigned on a rotating basis (Ongoing). The full scope of college activities is presented when describing the institution to the general public in stories or promotional material.

- 24. *The institution should continue the process of introspection begun by the Self-Study and review alternative administrative arrangements that will strengthen the community service function of the college. There is a concern that division and separation of a function dilutes potential and that "what is everybody's business soon becomes nobody's business."***

Action and Date

Related items, Pages 7 and 9. Community service activities are now under the auspices of the Dean of Community Services and Continuing Education (August, 1986). In addition, a person has been hired to fill a newly created position of Extension Center Developer (November, 1987). It is this administrator's responsibility to increase enrollment in community service courses at the satellite centers. The Coordinator is presently responsible for non-credit hour generation, and eventually will assume the responsibility for credit hour classes at off-campus sites. Newly created

administrative positions in the Institute of Economic Technology (IET) include an Executive Director of IET and four new administrative positions in the Business Assistance and Training Center (BATC) and the Community Assessment Center.

INSTITUTIONAL GOVERNANCE

25. ***The Board of Trustees might wish to examine their role in the total college and community environment as they perform their duties as elected officials. This by no means implies they should become involved in the administration of the college or necessarily become the advocates of college-based special interest groups.***

Action and Date

Similar item, Page 9. Board members are/were active in the Joliet Junior College Foundation, the Alumni Association, the Communications Committee, the Minority Community Advisory Committee, and the Advisory Committee for the 1986 Salute to Industry. The Board of Trustees had asked for community participation on a task force to address the use and needs of the Louis Joliet Renaissance Center (June, 1987). In addition, the Trustees are participants in activities in their own communities and counties.

INSTITUTIONAL ORGANIZATION AND ADMINISTRATION

26. ***The new organization and structure may not allow the college to reach its greatest administrative potential. The present organizational chart may have been affected by such issues as the economy, unfilled positions, and normal retirements rather than on the functional administrative needs of the college.***
27. ***The college is going through a new organizational phase and there is an emerging administrative model based on an academic council which shows considerable promise. However, care should be taken to insure that the traditional administrative structure remains functional and does not become a stress point for the institution.***

Action and Date

In response to Items 26 and 27, a change in leadership and management philosophy has occurred since the last visit. The academic council was disbanded. The administrative structure has been expanded both in breadth and in depth (began October, 1985). A newly-created position, the Vice President for Student Affairs, now has responsibility for student services and activities (June, 1986).

Administrators have been hired for the areas of institutional research, planning and grants (May, 1986), athletics (July, 1986), enrollment management (September, 1986), and career and alumni services (September, 1986). An administrative position was created to assist the Controller by upgrading a support position (September, 1987).

FACULTY AND INSTRUCTIONAL STAFF RESOURCES

28. *The delay of administrative response to memos and proposals is viewed as a shortcoming in this college.*

Action and Date

A concerted effort has been under way to provide answers to memorandums and proposals in the shortest timeline possible, allowing for the collection of information sufficient to answer the inquiry. As a result, this does not appear to be a problem. (Ongoing)

FINANCIAL RESOURCES

29. *State funding and local tax situation must be constantly monitored and should either source fall to keep pace, then tuition and fees may need to be increased.*
30. *Care should be exercised to not over-commit college resources should enrollments or funding decline.*

Action and Date

In response to Items 29 and 30, State funding and the local tax base are constantly monitored as part of the financial planning effort. The institution has been extremely careful in allocating resources during the last several years. We continue to balance our budget through the use of property taxes, state FTE reimbursement, and student tuition. The student tuition for 1991-92 will be \$29 per credit hour which reflects one of the lowest tuitions in the metropolitan-Chicago area. State funding lagged over the last several years, but the institution has been able to maintain fiscal integrity through increased local proper taxes.

STUDENT SERVICES

31. *Student activities (student union) has a severe space problem that is a deterrent to maximum program effectiveness compounded by an austere staffing pattern.*

Action and Date

Similar item, Page 6. The Main Campus concourse--a student lounge and study area and student bridge area-- has been renovated through repainting and the installation of new carpeting and furniture. An eventual solution to additional space needs will be achieved with the proposed additional facility expansion.

32. *The organization and placement of student services and activities within the greater college structure should be evaluated to insure maximum effectiveness.*

Action and Date

Similar items, Page 6. Student services and activities have been elevated in importance through the effective creation of a division devoted to student needs (June, 1986). A written management model called the Environmental Consumer Development Model has been developed. This newly-proposed model is concerned with how the student fits into the campus both physically and intellectually, how the student might

judge the return on his/her investment of time and money, and how an individual progresses through the institution. Improvements suggested for this approach are visible signage, facility relocation and consolidation, creation of "an early alert system" for students experiencing difficulties, and some aesthetic improvements. In a related move, several offices have been combined to create a "one-stop registration center" in the former marketing laboratory on the first floor of J-Building (approved September, 1987).

LEARNING RESOURCES

- 33. *The Academic Skills Center could expand services for both day and evening students by adding professional staff and additional space.***

Action and Date

The hours of the Academic Skills Center have been expanded to include Saturday mornings from 8 a.m. to noon during the Fall and Spring terms (November, 1987).

Additionally, the Academic Skills Center has expanded services by addition of a full-time faculty member, a full-time Mathematics Tutorial Assistant, and a part-time evening tutorial assistant to the staff.

EDUCATION AND & LEARNING EXPERIENCES--CURRICULUM TRANSFER A.A. PROGRAMS

- 34. *The integrity of faculty members on the Curriculum Committee should be carefully guarded. The process should not compromise them.***

Action and Date

Beginning with the Fall 1988 semester, the schedules of all full-time faculty members included time for participation on standing committees.

- 35. *The college must focus on the needs of the underprepared student in a systematic manner.***

Action and Date

A wide-ranging assessment and placement system has been developed and was introduced for the Spring 1988 semester. The ACT ASSET test is being used as an instrument to determine students' skill levels in English, mathematics and language usage. This system is but one step in a holistic assessment process which provides assistance to students at all levels. A related initiative is the provisional admission recommendations of the Illinois State Board of Higher Education. A task force representative of the college and the community will address these recommendations with a pilot program. The college also addresses the needs of underprepared students through its Center for Adult Basic Education and Literacy, which is providing basic education to more than 3,000 students each year.

OCCUPATIONAL STUDIES

- 36. *There is a need for a plan to accommodate new high technology programs***

Action and Date

The college has proposed the building of a technology/business building and has received legislative approval for planning funds. The funds have not been released by the governor's office subject to the present fiscal constraints of the State of Illinois. The college's expectation is that the funds will eventually be released and that funds will be committed by the state in the foreseeable future.

- 37. *A decision to assign room C-1007 (Little Theater) needs to be made, as valuable space is under-utilized.***

Action and Date

A co-curricular program is being considered as a means of enhancing the experiences of students in technical disciplines. A committee of faculty members from the Agriculture, Technical, and Business Education departments has studied ways to combine several disciplines to create an integrated technology model, or "factory of the future." The laboratory space of C-1007 is being considered for this project. Presently, the facility serves as a classroom for the Mechanical Production Technology Program.

- 38. *While the nursing laboratory area appears to be adequate in square footage and instructional resources, arrangement of the laboratories are not conducive to optimum learning.***

Action and Date

Similar item, Page 9. The nursing laboratory area was expanded (Summer, 1984). Additional changes were made in 1990 and 1991.

EDUCATIONAL & LEARNING EXPERIENCES--CONTINUING EDUCATION, OFF-CAMPUS, EVENING AND WEEKEND PROGRAMS

- 39. *The team notes that enrollment is down in non-credit activities; however, there is an increase in credit courses at off-campus locations.***

Action and Date

An Extension Center Developer has been employed to develop satellite center programs. The enrollment in continuing education courses has shown a steady increase since 1986-87. The Youth College enrichment courses alone has moved from 62 students in 1986 to 2,000 at the present time (FY 1991). The Senior Alumni services has shown an increase of nearly 80%. There are now 690 courses available to the Extension Center for scheduling. Since 1984, there has been an enrollment increase of nearly 385% in BATC business-related non-credit seminars. The non-credit seminars and courses are now scheduled at business/industrial park districts, elementary schools and community centers such as the Spanish Center.

- 40. *As a result of recent administrative reorganization, a number of the traditional community service activities have been reassigned to other units of the college.***

Action and Date

Related items, Pages 7 and 10. A Dean for Community Services and Continuing Education was appointed in August, 1986, for specific responsibility for Community Services, and the position of Extension Center Developer was created in November, 1987, to serve communities throughout the district.

- 41. *There appear to be considerable misunderstandings on the part of some faculty as to the mission and purpose of the Renaissance Center.***

Action and Date

This is still true. However, a special report on the Louis Joliet Renaissance Center was published (Spring, 1984) and reports on academic and general operations at the Center have been made at the meetings of the Board of Trustees. The Center is a downtown location for approximately twenty-five culinary arts classes and an equal number of credit classes in other areas, as well as for the classes and activities of the Center for Adult Basic Education and Literacy and the Institute of Economic Technology. The Center is also a site for meetings, conferences, banquets, and cultural events.

INSTITUTIONAL PLANNING

- 42. *There is a need for someone to be assigned the responsibility for institutional research at this college.***

Action and Date

A Director of Institutional Research, Planning and Grants was hired (May, 1986).

CHAPTER 2

INSTITUTIONAL BACKGROUND

Chapter 2 traces the history of Joliet Junior College and offers a description of the area served by the college, Illinois Community College District 525.

History of Joliet Junior College

Only a handful of public junior colleges existed during the early decades of the 20th century. They were located in California, Michigan, Minnesota, Missouri, Texas and Illinois. They were cooperative experiments initiated by university presidents and high school superintendents in response to the demand for increased post-secondary education and were often started as adjuncts to the local high school.

Joliet Junior College is the nation's oldest extant public junior college, starting in 1901 with a few post-high school courses. Two intellectual giants, William Rainey Harper (University of Chicago president) and J. Stanley Brown (Joliet Township High School superintendent) began the experiment to prepare an elite group of students for transferring to the University of Chicago.

Beginning with six students in 1901, the experimental postgraduate high school program grew to twenty-two students by December of 1902, when the Joliet Township High School Board of Trustees officially sanctioned the program and decided to make postgraduate high school courses available on a tuition-free basis.

During the next several years, the program was reasonably successful, and in 1916, the Board officially named the post-high school program "Joliet Junior College." In 1917, the North Central Association of Colleges and Schools accredited the college and the State Examining Board approved selected courses for teacher certification. Enrollment at that time was eighty-two students. Joliet Junior College's first commencement exercise in 1918 was a milestone for this fledgling higher educational institution.

During those early years, the curriculum was reminiscent of the trivium and quadrivium of medieval times and would likely have been more familiar to Plato than to present-day community college instructors. Liberal Arts was the curriculum, and the library boasted 5,500 bound volumes and 800 pamphlets.

During the period that followed, the country witnessed World War I, its aftermath, the depression and rapid social change. Joliet Junior College responded positively and creatively to these challenges by expanding its curriculum beyond that of the lower levels of a baccalaureate degree program to include programs in business and industrial training.

An increased demand for occupational education and technical and semiprofessional training was felt throughout the country following World War II. Joliet Junior College again responded to the needs of its community with a shift in emphasis toward filling the nation's manpower needs. A new era of technical training was ushered in.

Between 1947 and 1979, the nation saw a tremendous growth in community college enrollment. Public two-year college enrollment increased by a factor of twenty-five (160,000 to 4,000,000) [AACJC Directories]. During the late 1960's new community colleges were opening throughout the nation at a rate of one per week. By 1977, occupational associate degrees were being conferred at an annual rate of 245,000 as compared to the 167,000 degrees awarded in arts and sciences. As enrollment increased so did occupational-technical education--from a few courses prior to the war to almost 60 percent of the college's program by 1977.

The enabling legislation of 1965 (The Illinois Junior College Act) removed Joliet Junior College from the high school superintendent's office and made it a full-fledged partner in Illinois higher education.

In February of 1967, the citizens of twelve high school districts in Will, Grundy, Kendall and parts of LaSalle and Kankakee counties voted to establish Illinois Community College District 525, an area to be served by Joliet Junior College, America's oldest extant public junior college. The college offered classes at a new location on the west side of Joliet for the first time in September of 1969, serving 4,130 students in day and evening classes. During 1973 and 1974, both the area and the population of the college district expanded with the annexation of high school districts in Peotone, Odell, Dwight and the area of Lemont that is in Cook County.

Operating now at seventy-one sites in thirty-four towns and villages, Joliet Junior College strives to provide accessibility to district residents. In addition to the \$50 million main campus, smaller branch campuses (located in the Bolingbrook-Romeoville area and in downtown Joliet), several dozen high schools, vocational schools, and civic centers extend the college into the surrounding communities.

Profile of the District

Joliet Junior College is situated in northeastern Illinois located approximately 45 miles southwest of Chicago. Today, Joliet Junior College District 525 includes all or parts of seven counties: Will (all), Grundy (all), Kendall, LaSalle, Kankakee, Livingston, and Cook. Approximately 94 percent of the 400,951 district residents reside in Will County.

A 1990 census examination of the college district, one of thirty-nine community college districts in the state, reveals some interesting facts. It is predominately White (84.9 percent) with other racial breakdown as follows: Black (10.7 percent); Hispanic (5.0 percent); Oriental (1.3 percent); and Native American (0.2 percent). It is slightly more female (50.1 percent) than male (49.9 percent); the average age is 31.8--with 33 percent under 21; 39 percent are 21; 23 percent are 40 to 59; and 5 percent are 60 and older.

Unemployment in the college district is 0.2 percent higher than that of the state average. There were 12,873 unemployed people in the college district (6.4%) in 1990. The City of Joliet suffered an even higher unemployment problem with figures reaching as high as 25 percent during one period in 1982. Several industries, such as U. S. Steel in Joliet, closed completely during the recent recession with no expectation of reopening. With the apparent decline of the "smokestack" industry, Joliet Junior College has the opportunity to serve the area by providing courses needed for current and future industrial and business development.

Proximity to DuPage County, described as being the "high-tech corridor" of the Midwest, makes the residents of the college district potential beneficiaries of future employment possibilities.

Although the college district is noted for its industry, agriculture continues to play a significant role in the total economy. This part of the country has some of the nation's richest soil.

With the largest electrical generating capacity in Illinois, the college district is an excellent site for industries requiring large amounts of electricity. More nuclear power facilities for generating electricity are found within this area than in any other area in the United States. Gas and oil pipelines from Texas and Louisiana supply local industry with gas, crude oil and various types of hydrocarbons and petrochemicals.

Transportation facilities have led Joliet to name itself "The Crossroads of the Midwest." Interstate highways 80 and 55 as well as U.S. and state highways provide easy access to all areas. The canal passing through Joliet ultimately provides access to the St. Lawrence Seaway to the north, and to the south it provides access to the Gulf of Mexico via the Inland Waterway System. With convenient waterway transportation available for heavy raw materials, petroleum, chemical and construction industries have located along the canal leading to the adoption of another self-proclaimed title, "The Ruhr Valley of the Midwest."

The proximity to Chicago offers the world's largest commercial airport complex: O'Hare, Midway and Meigs Field. Six trunk-line railroads and one belt line serve the area. Locally, the area features several small commuter airports and a metropolitan bus service.

The college district enjoys a healthy industrial base and an excellent diversity in goods produced: 350 manufacturers and more than 1,800 products. The district's work force consists of approximately 150,000 people. Based on retail occupational tax paid to the State of Illinois, retail sales in Joliet were more than \$520 million in fiscal year 1980. Joliet ranks eighth in retail sales in Illinois and seventh in population. The economic growth of the district has been enhanced by the activity of Joliet Junior College's Institute of Economic Technology which has functioned over the last seven years to enhance the ability of local industry to service and prosper through its programs in Dislocated Worker Assistance Center, Entrepreneurial Services Center, Small Business Development Center, and Business Assistance and Training Center.

Financial institutions throughout the college district have combined assets of more than \$1 billion.

Two hospitals serve Joliet: Silver Cross Hospital and St. Joseph Medical Center. Both of these hospitals work closely with the college as students in the college's nursing program receive clinical experience at these facilities.

Numerous nursing homes, clinics, home health care agencies and extended care centers are located throughout the college district. In addition to the two Joliet hospitals, a hospital in Morris serves residents of Grundy County.

District news media include four daily newspapers, twenty-eight weekly newspapers and seven radio stations. Cable TV is also available. The area has excellent reception from Chicago's 5 VHF television stations 2, 5, 7, 9, 11, and UHF television stations 20, 26, 32, 44, 50, and 66.

Recreational facilities in the college district are varied and extensive. These facilities include several thousand acres of parks, numerous swimming pools, golf courses, dining establishments and theaters plus facilities which allow for activities such as tennis, boating, water skiing, general aviation and auto racing. Fishing, hunting and snowmobiling are enjoyed on a limited basis.

An examination of other complementary features reveals that the college district is served in Springfield by senators and representatives from seventeen overlapping legislative districts. Churches of all major denominations are represented within the district. The two senior colleges, College of St. Francis in Joliet and Lewis University in Romeoville, one junior college and scores of private and public elementary and secondary schools provide education from kindergarten to graduate school.

The community recognizes a number of advantages and disadvantages that apply to both Will County and the State of Illinois and is attempting not only to recognize the problems (i.e. high unemployment, the need for retraining, etc.), but also has plans to address them.

Numerous economic development groups have been formed throughout the college district which work not only individually, but collectively to attract new industry and business. In a joint application, an enterprise zone was approved for territory encompassing parts of Crest Hill, Joliet and Lockport. Joliet Junior College, with support from the City of Joliet, Will County and other educational institutions, received a substantial grant to establish and operate a Dislocated Worker Assistance Center. Perhaps the most substantive economic development in 1983 was the cooperative venture which was successful in bringing 6 million dollars of race track revenue funds into the community. This was a joint effort among the following: Joliet Junior College, the Joliet Junior College Foundation, the City of Joliet, the County of Will, the State of Illinois, private enterprise and the Will County Metropolitan Exposition and Auditorium Authority.

Until recently, the college district appeared to be one of the few high-growth districts in the state. Actual growth fell short of projected growth, however, and more conservative estimates of the future population will likely materialize. The college district has grown slowly since the last available U. S. Census in 1980. District population is now estimated at approximately 450,000 with the expectation that the increase in state highway systems, such as I-355 and its extension, will bring new growth to the community.

Sources of data for the college district profile are taken from the following organizations' materials: The Joliet Region Chamber of Commerce and Industry, the Will County Economic Affairs Commission, the Illinois State University analysis of 1980 census data by community college district, and a part of the RAMP document for Joliet Junior College.

CHAPTER 3

GENERAL INSTITUTIONAL REQUIREMENTS

In 1987 the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools "reformed its General Institutional Requirements which define the essential Characteristics of all its affiliated institutions" (NCA Handbook). Chapter 3 addresses these requirements.

Mission and Authorization

1A. *The institution has formally adopted and made public its statement of mission.*

The mission of Joliet Junior College is established so that all members of the community may know what the institution hopes to accomplish. The mission of Joliet Junior College is established on an annual basis when the board reaffirms or changes the mission at its June Board meeting. The present mission was modified succinctly in 1988 as part of a Master Planning process. This Master Planning process included development, through a Missions and Goals Committee, of a mission statement which was then affirmed in a charette process utilizing members of the community and the college staff. The mission statement was addressed again by a committee of the North Central Accreditation Association as part of the ongoing process of review. The committee made some recommendations, including the incorporation of an additional goal and modification of some aspects of the mission. The Mission and Goals Statement was adopted by the Board of Trustees at their July, 1991, board meeting. The mission statement is modified as the needs of the institution and the district it serves change.

1B. *The college mission is appropriate to an institution of higher education.*

The formulation of the mission statement and its direct relationship to the college as a community college are discussed in the chapter on Mission and Goals.

1C. *The college confers certificates, diplomas, or degrees.*

Joliet Junior College awards the Associate in Arts, Associate in Science, Associate in Applied Science Degrees, and Associate in General Studies, as well as various Certificates of Achievement and Certificates of Completion. The Associate in Arts and the Associate in Science are primarily designed for transfer to upper division institution while the Associate in Applied Science and the Certificate Programs are designed for individuals who wish to pursue careers upon graduation.

1D. *The college has legal authority to confer its certificates, diplomas, or degrees.*

Joliet Junior College is authorized under the provisions of the Illinois Public Community College Act of 1965 to award these degrees (Catalog, Page 6, Governance).

1E. *The college meets all legal requirements to operate wherever it conducts activities.*

Joliet Junior College operates within the guidelines of the State of Illinois in all matters.

Educational Programs

2A. *The educational programs are compatible with the institution's mission.*

The various courses in general education and occupational education are specifically designed to meet the mission statement which is provided in Chapter 4. The discussion of these programs is provided in the chapter on educational programs to be found in Chapter 13.

2B. *The principal educational programs are based on recognized fields of study at the postsecondary level.*

Joliet Junior College offers programs of study which are also offered in several institutions with a similar mission in the State of Illinois and throughout the United States. Most of the programming is based upon traditional disciplines in both the career and transfer areas and are appropriate to a postsecondary institution. The institution is a member of the ICCB Baccalaureate Articulation Compact (1976) which provides for transfer from Joliet Junior College to upper division institutions in the state for our graduates. Our Nursing Program is also accredited by the National League of Nursing.

2C. *At least one of the undergraduate programs is two or more academic years in length or the equivalent.*

The Joliet Junior College Associate Degree Program requires at least two years of instruction to complete.

2D. *General education at the postsecondary level is an essential element of undergraduate degree programs and a prerequisite to graduate degree programs.*

Joliet Junior College requires that at least 40 hours in the Associate in Arts Degree and 43 hours in the Associate in Science are distributed throughout what are considered to be general education courses. The Associate in Applied Science Degree requires a minimum of 15 hours in all programs and more in most programs. The college generally subscribes to the Illinois Community College Board model program for

the Associate in Arts and the Associate in Science Degrees and is presently reviewing its degree requirements in these areas. Program requirements are listed on Pages 14 and 15 in the college catalog.

- 2E. *General education or program related instruction at the postsecondary level is an essential element of the undergraduate certificate and diploma program two or more academic years in length.***

Joliet Junior College does not have certificate or diploma programs which exceed two or more years. In some instances, the college does require general education as part of our shorter certificate programs.

- 2F. *The certificate, diploma, or degree awarded upon successful completion of an educational program is appropriate to the demonstrated attainment of the graduate.***

Joliet Junior College's awarding of degrees is appropriate to its role as a comprehensive community college. This is evidenced by the fact that our students transfer with minimal difficulty to public upper divisions in the state and many transfer to private institutions including two local institutions in the area. The college has been certified by the Illinois Community College Board as being appropriate for the delivery of its mission.

Institutional Organization

- 3A. *There is a governing board, legally responsible for the institution, which establishes and regularly reviews basic policies that govern the institution and protect its integrity.***

Joliet Junior College is governed by a publicly elected Board of Trustees composed of seven members. Each board member is elected for a six-year term. The terms are rotated so that no more than three positions are elected during a given election year. A student representative is elected each year whose term begins approximately April 15. The board meets once each month in formal board meetings and also undertakes information meetings on a periodic basis.

- 3B. *The governing board includes individuals who represent the public interest.***

The Joliet Junior College Board adheres to state and federal statutes concerning conflict of interest. As such, the members of the board are duly elected by the public and do not hold any other position in college life.

- 3C. *The executive officer is designated by the governing board to administer the institution.***

The chief executive officer of the college is the president, who is appointed by the Board of Trustees pursuant to college by-laws. The president administers the affairs of the college in compliance with written board policy and the laws of the State of Illinois.

- 3D. *A faculty comprising persons qualified by education and experience is significantly involved in the development and review of the educational programs.***

The faculty is the principal entity by which formulation of individual courses and programs are developed. The college controls this process through departmental initiative and standing committees, such as the Curriculum Committee, which advise the administration as to the efficacy of the programs.

In career programs, the faculty are also supported by community advisory committees which provide insight from the workplace.

- 3E. *Admission's policies are consistent with the institution's mission and appropriate to the educational programs.***

Joliet Junior College has been an institution which has accepted all students into its programs who might benefit from postsecondary education. As such, the college will accept and assess students at all levels and advise them into appropriate programming. Any person who has graduated from high school or passed the GED Exam and individuals over 16 years, with the permission of their high school counselor, may be admitted, but would be placed in appropriate coursework if found to have developmental needs. Admittance into the Nursing Program only is restricted by the virtue of high school coursework and other factors.

- 3F. *Admissions practices conform to the admissions policies.***

Enrollment statistics for the institution, found on Page 52 indicate that the college has conformed to an admissions policy which is consistent with the institution's mission. The college essentially serves as the home institution to District 525, and we attempt to serve this district as fully as possible.

Financial Resources

- 4A. *The institution has financial resources sufficient to support its activities for the next two to three fiscal years. A referendum campaign in FY 1994 is recommended.***

The college's financial resources are discussed in Chapter 10. We believe that this institution has solid financial resources to support its mission for the next two to three fiscal years. The nineteenth consecutive balanced budget was adopted by the Board of Trustees.

- 4B. *The institution has its financial statements externally audited on a regular schedule by a certified public accountant or state audited agency.***

Joliet Junior College employs an external audit firm to audit its financial records and certify financial statements on a yearly basis. This requirement is an institutional

as well as a state and federal requirement. The institution also conducts periodic internal audits for its review. The college has also undergone Illinois Community College Board review.

Public Disclosure

5A. *The institution publishes in its catalog or other appropriate places accurate information that fairly describes:*

- 1. *Its educational programs,***
- 2. *Its policies and procedures directly affecting students,***
- 3. *Its charges and refund policies,***
- 4. *The academic credentials of its faculty members and administrators.***

All of the items are listed in the recent college catalog, including our programs, our policies and procedures affecting students, charges and refund policies, and the academic credentials of our faculty members and administrators.

5B. *The institution makes available upon request accurate information that fairly describes its financial resources.*

The college fully discloses its financial resources at the annual meeting to discuss the budget and provides the public an opportunity to comment. Discussion of our financial resources does appear in Chapter 10. The college is also subject to public disclosure rules by the federal government.