

Enrollment at Joliet Junior College

Office of Institutional Effectiveness

<http://www.jjc.edu/admin/ie>

October 2005

Enrolling in college

The near automatic graduation of college students who do little besides pay tuition, sit in class, and act responsibly has diluted the college-educated workforce. The college degree is supposed to distinguish its recipients as interested, literate, and able to analyze and problem-solve. As this guarantee has eroded, so has the confidence in the quality of the college educated.

-- Letter to the editor, Business Week, 10/2006

Public attitudes

- Americans possess an instrumental and utilitarian view of higher education, but feel a disconnect between colleges and society at large, fueled by:
 - Perceptions of inefficiency
 - Lack of understanding of prices
 - Perception only individuals, not society, benefit from college
 - Lack of evidence of learning outcomes

Enrolling in college

Personally, I like the university.

They give us money and facilities, we don't have to produce anything.

You've never been out of college. You don't know what it's like out there.

I've worked in the private sector. They expect results.

-- Dr. Ray Stantz, professional ghostbuster

Pipeline: Changes in Population

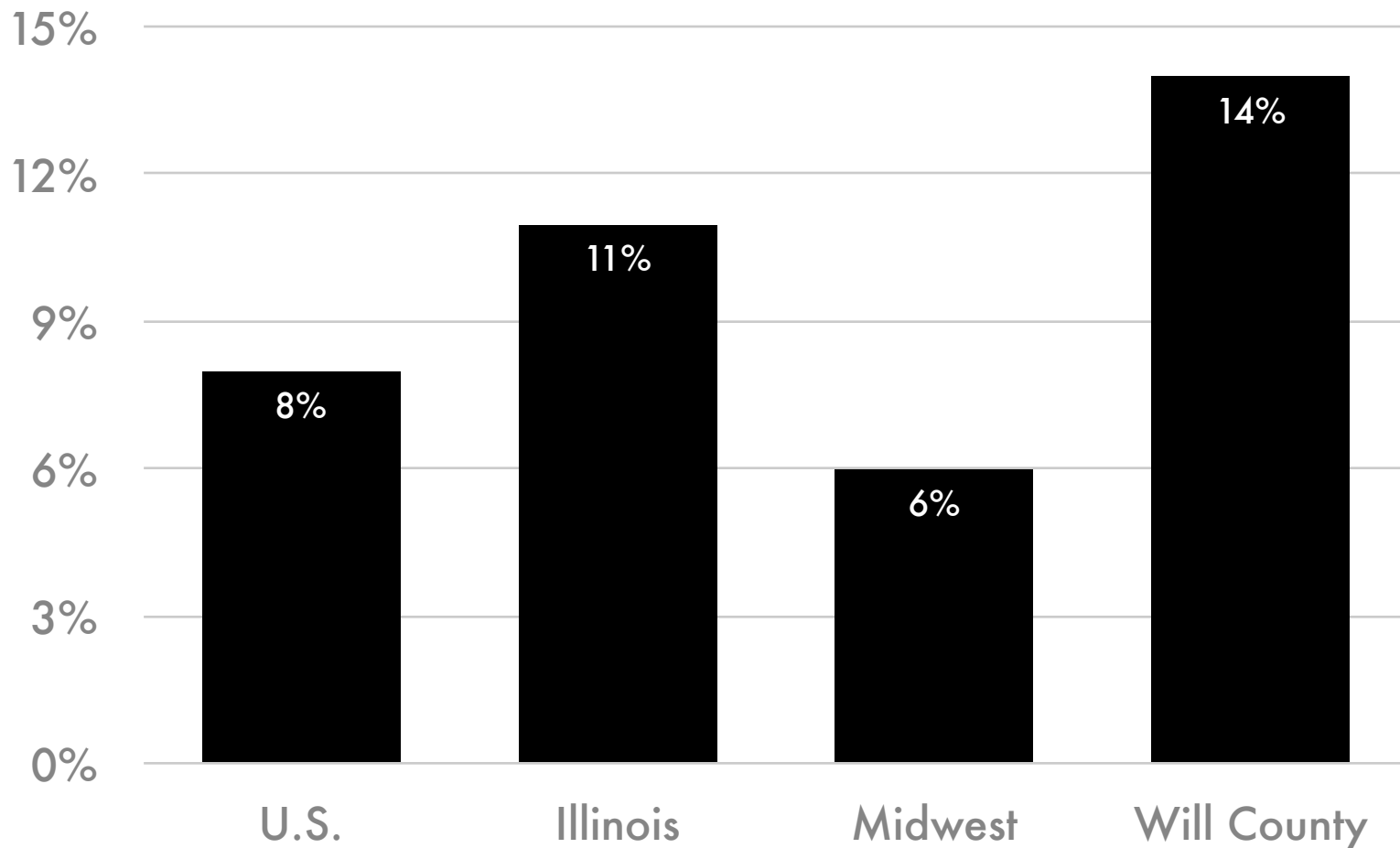
Region	2000	2030	% change
U.S.	282,125,000	335,805,000	19%
Midwest	64,393,000	70,497,000	9%
Illinois	12,419,000	13,433,000	8%
Will County	502,266	1,107,778	120%

Pipeline: Will County Population Growth

- Will County is growing because of:
 - International immigration
 - Linguistic minorities
 - Reasonable cost of living
 - Proximity to Chicago & DuPage County
 - People are coming to Will County & Joliet to live, not for jobs. Most of the fastest growing jobs in Will County will be low wage and low skill.

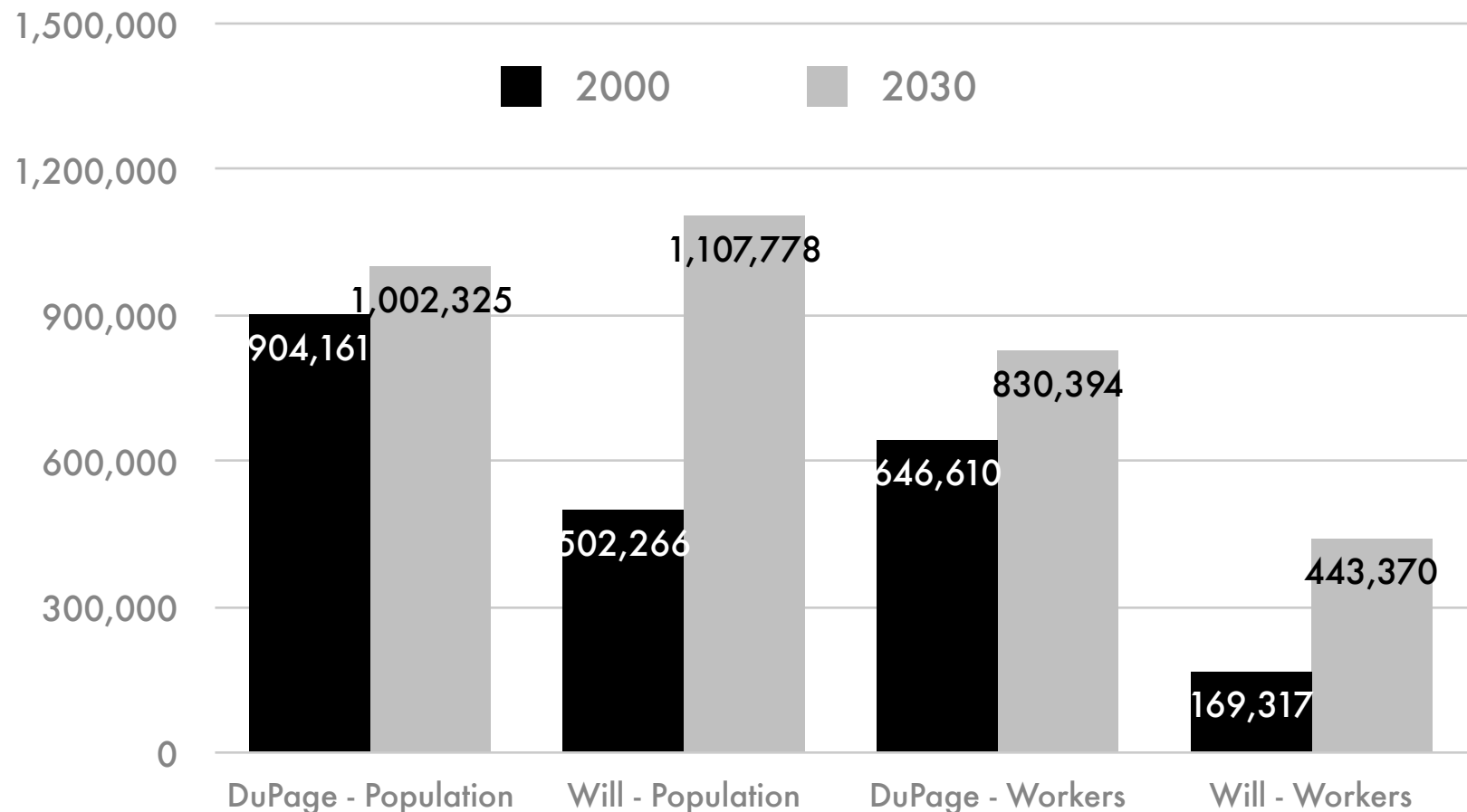
Pipeline: Commute Times

Percent of Workers who Commute at Least One Hour



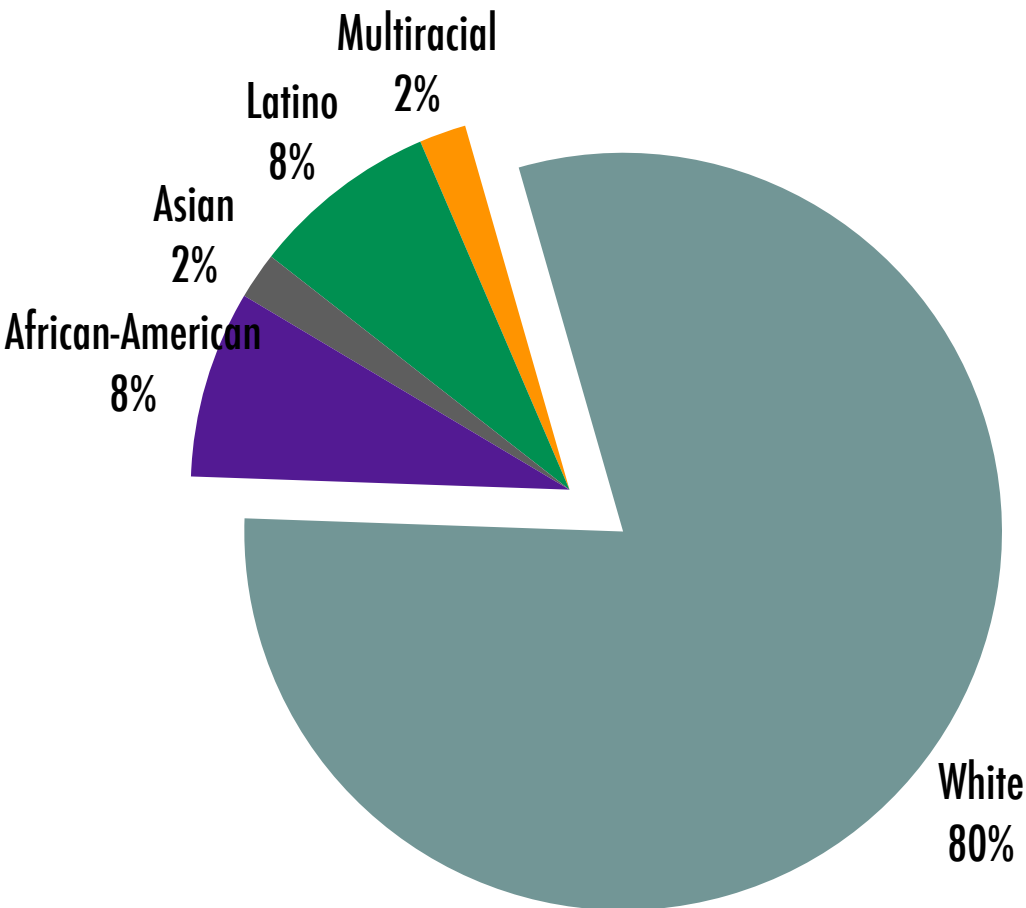
Pipeline: People & Employees

Workers & Population, 2000 and 2030



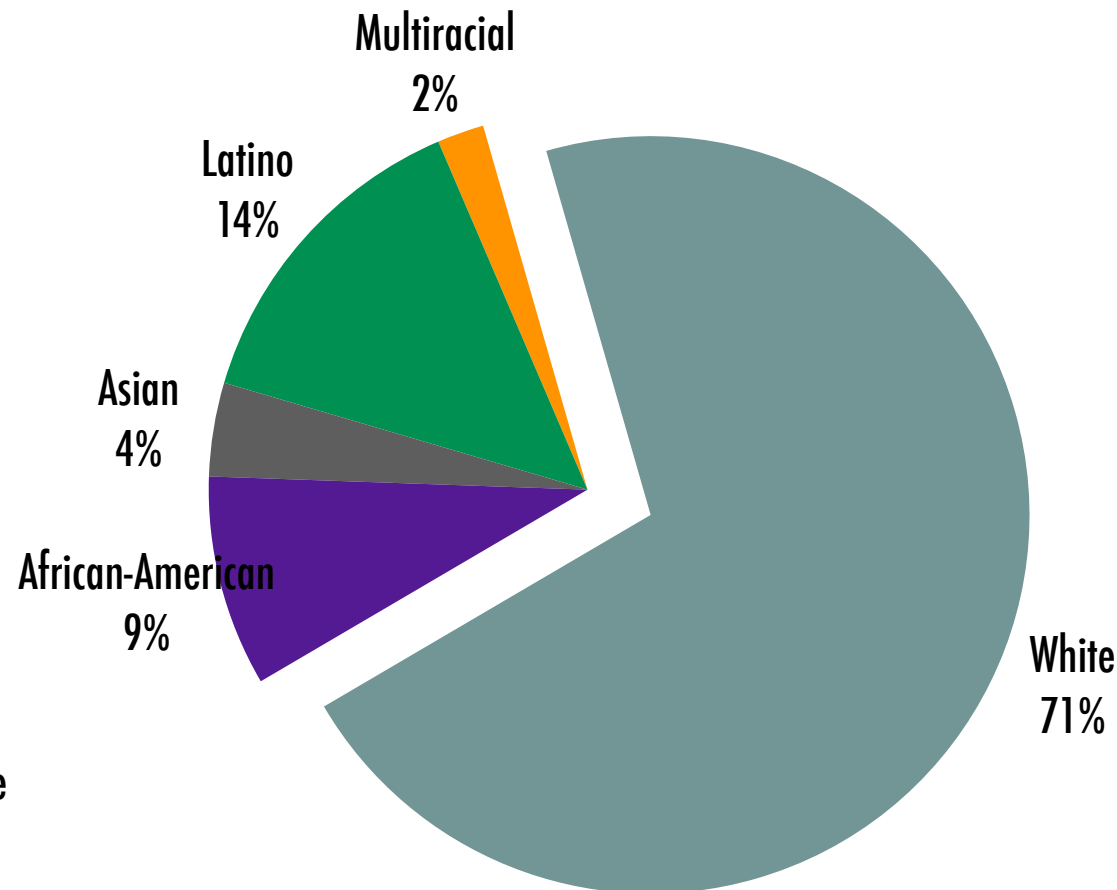
Pipeline: Will County Demographics

2003



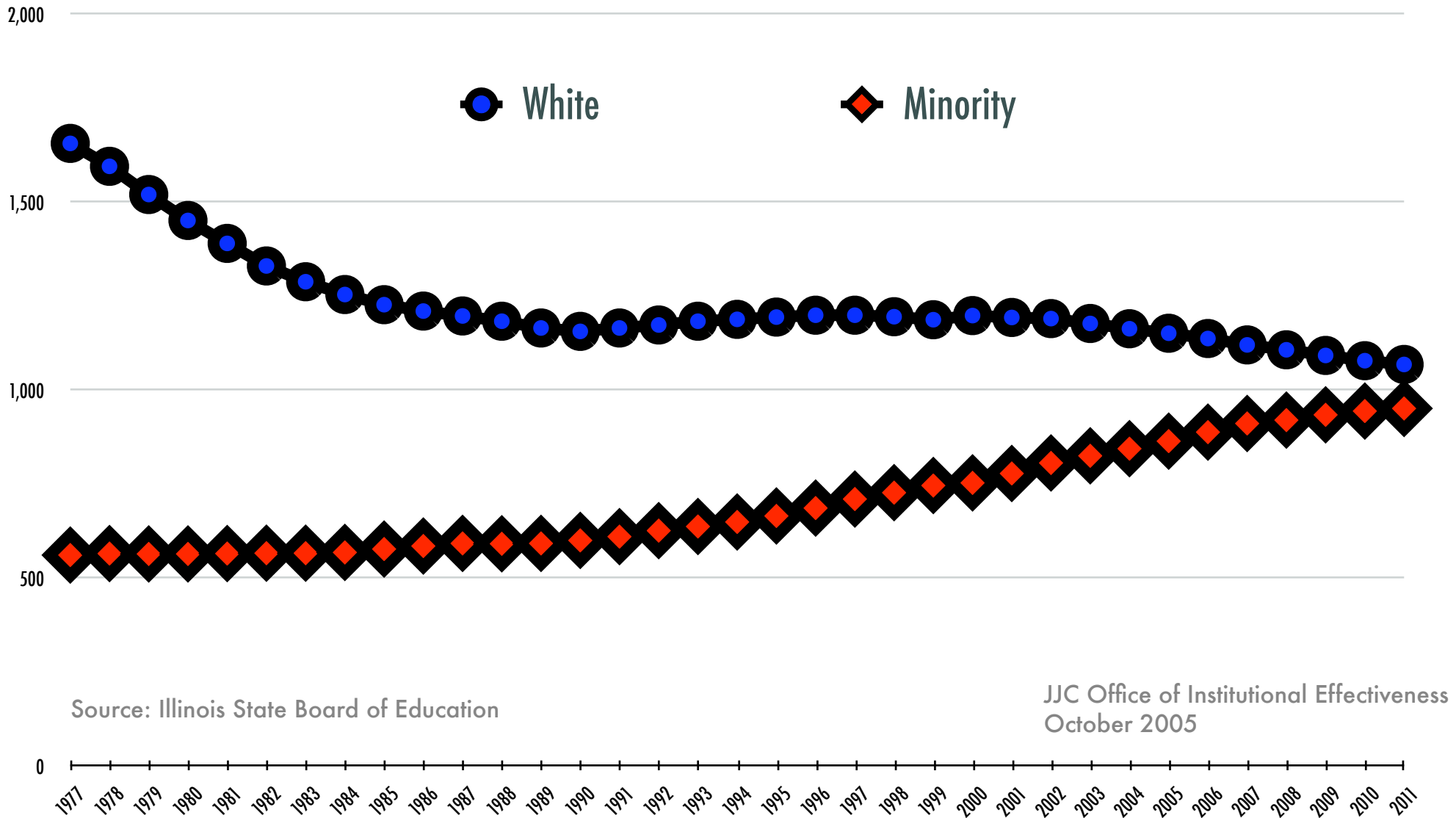
Source: U.S. Census Bureau

2015



JJC Office of Institutional Effectiveness
October 2005

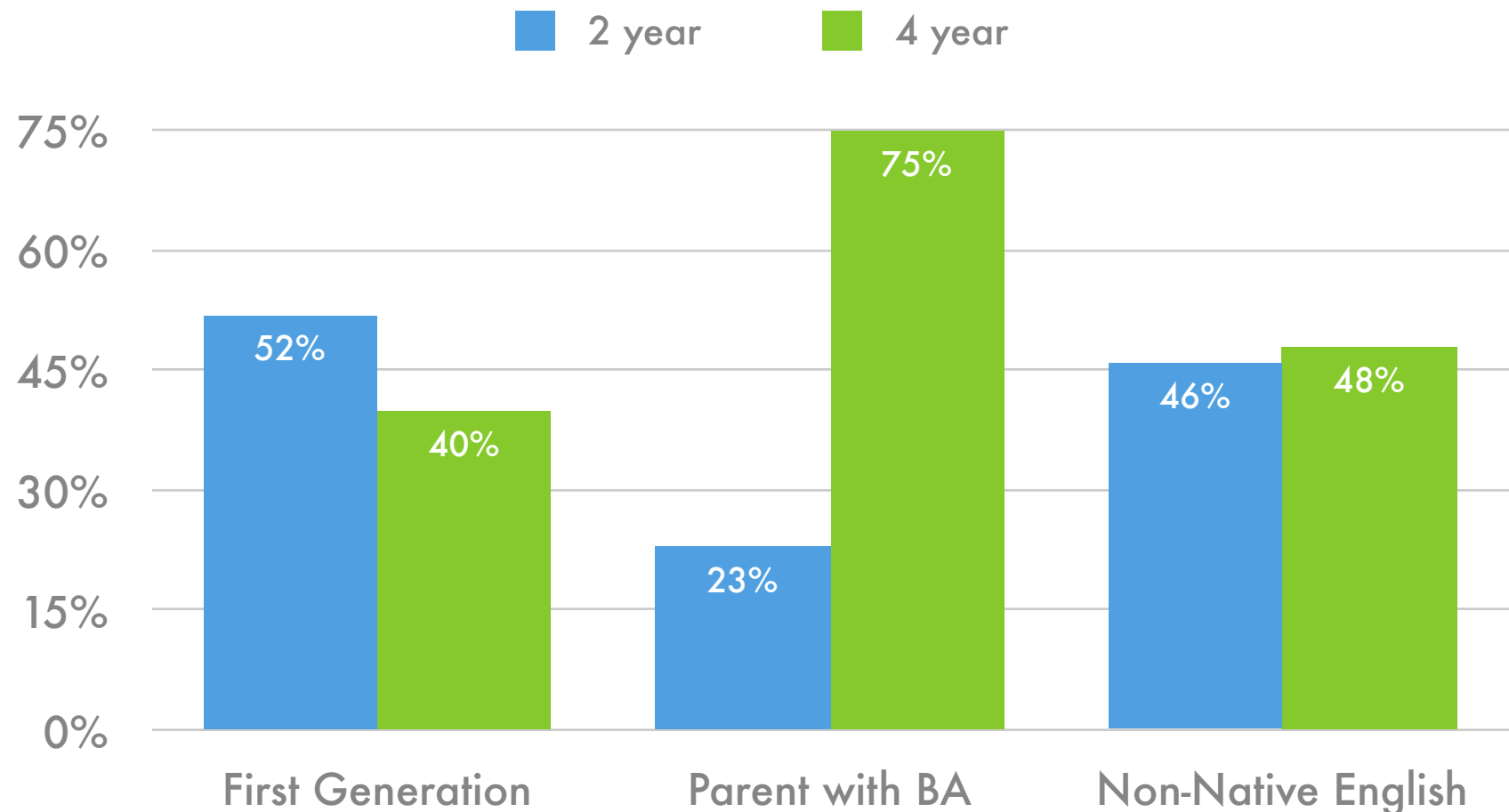
Pipeline: K-12 Enrollment in Illinois



Source: Illinois State Board of Education

JJC Office of Institutional Effectiveness
October 2005

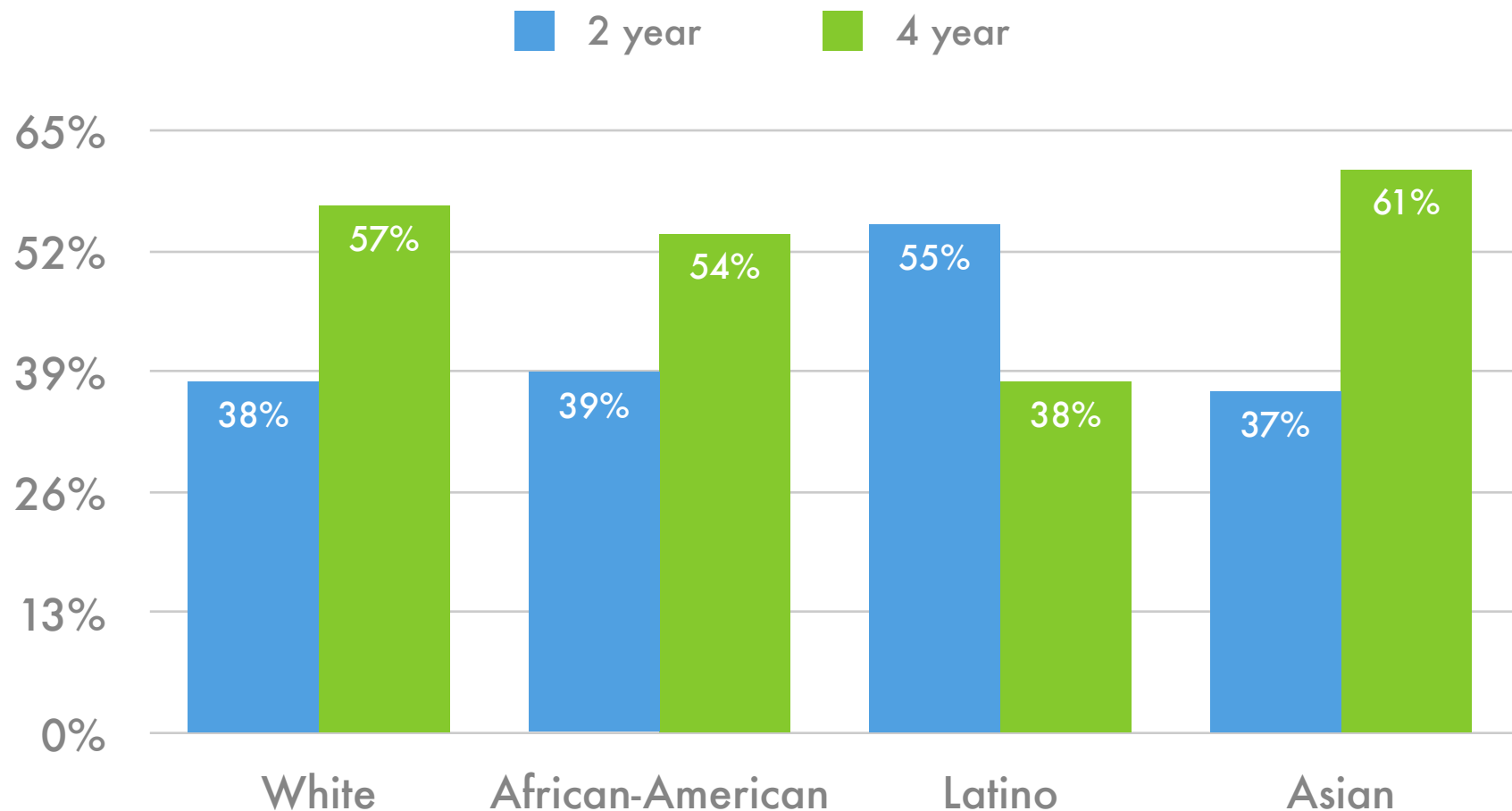
Entrants: First College Enrolled by Demographic



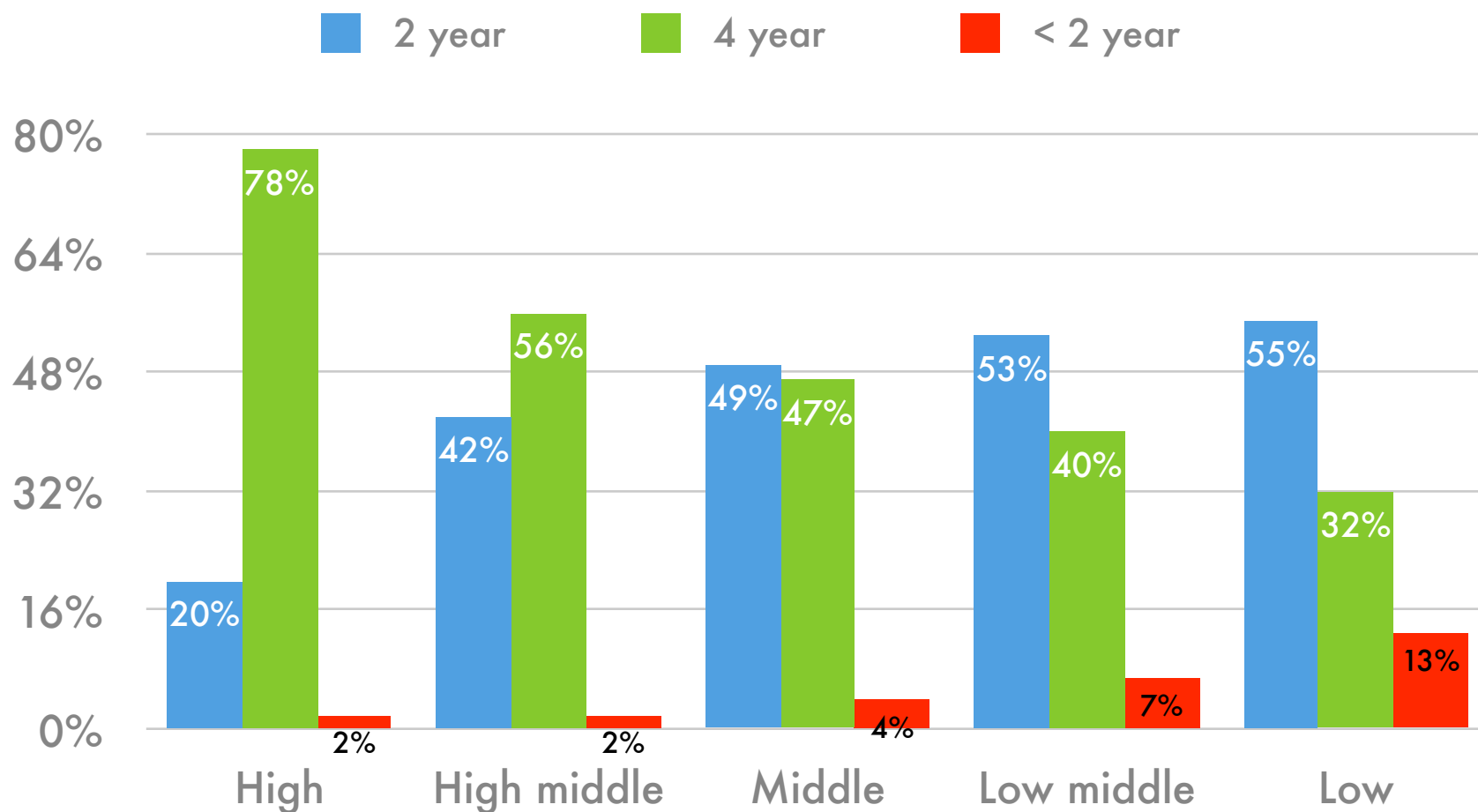
Source: C. Adelman, Community College in the Lives of Traditional-aged Students

JJC Office of Institutional Effectiveness
October 2005

Entrants: First College Enrolled by Race



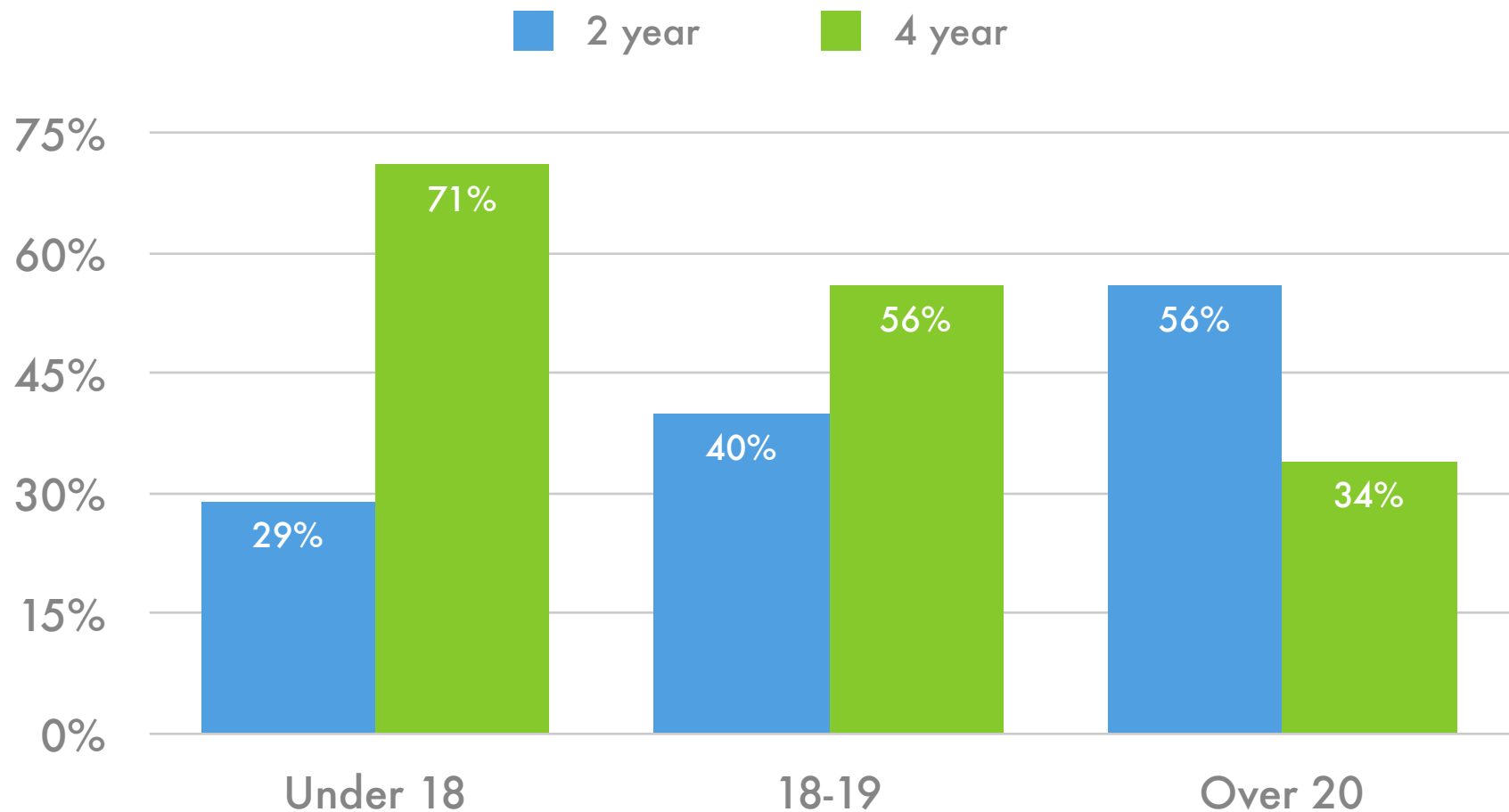
Entrants: First College Enrolled by Income



Source: C. Adelman, Community College in the Lives of Traditional-aged Students

JJC Office of Institutional Effectiveness
October 2005

Entrants: First College Enrolled by Age



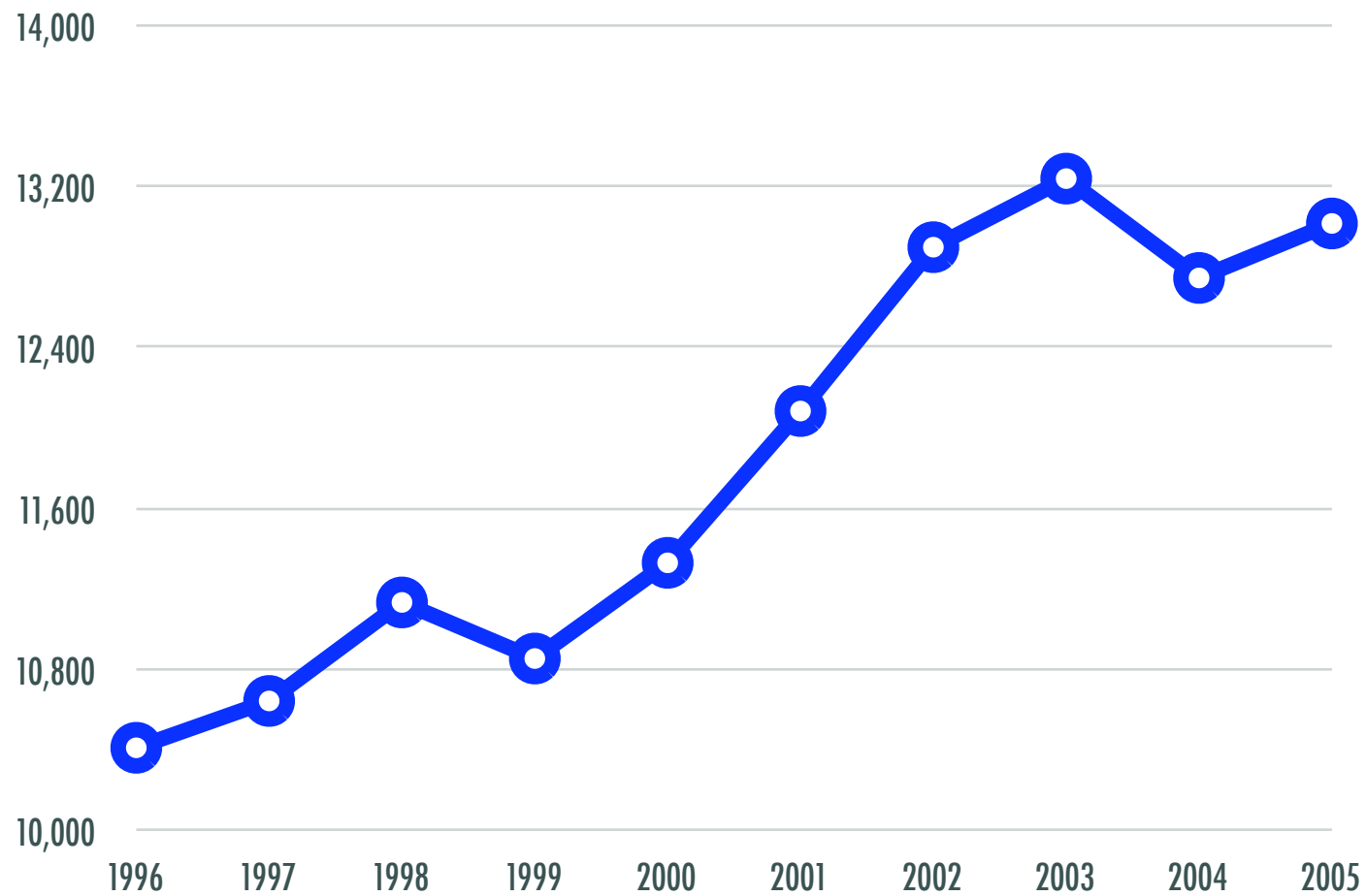
Source: C. Adelman, Community College in the Lives of Traditional-aged Students

JJC Office of Institutional Effectiveness
October 2005

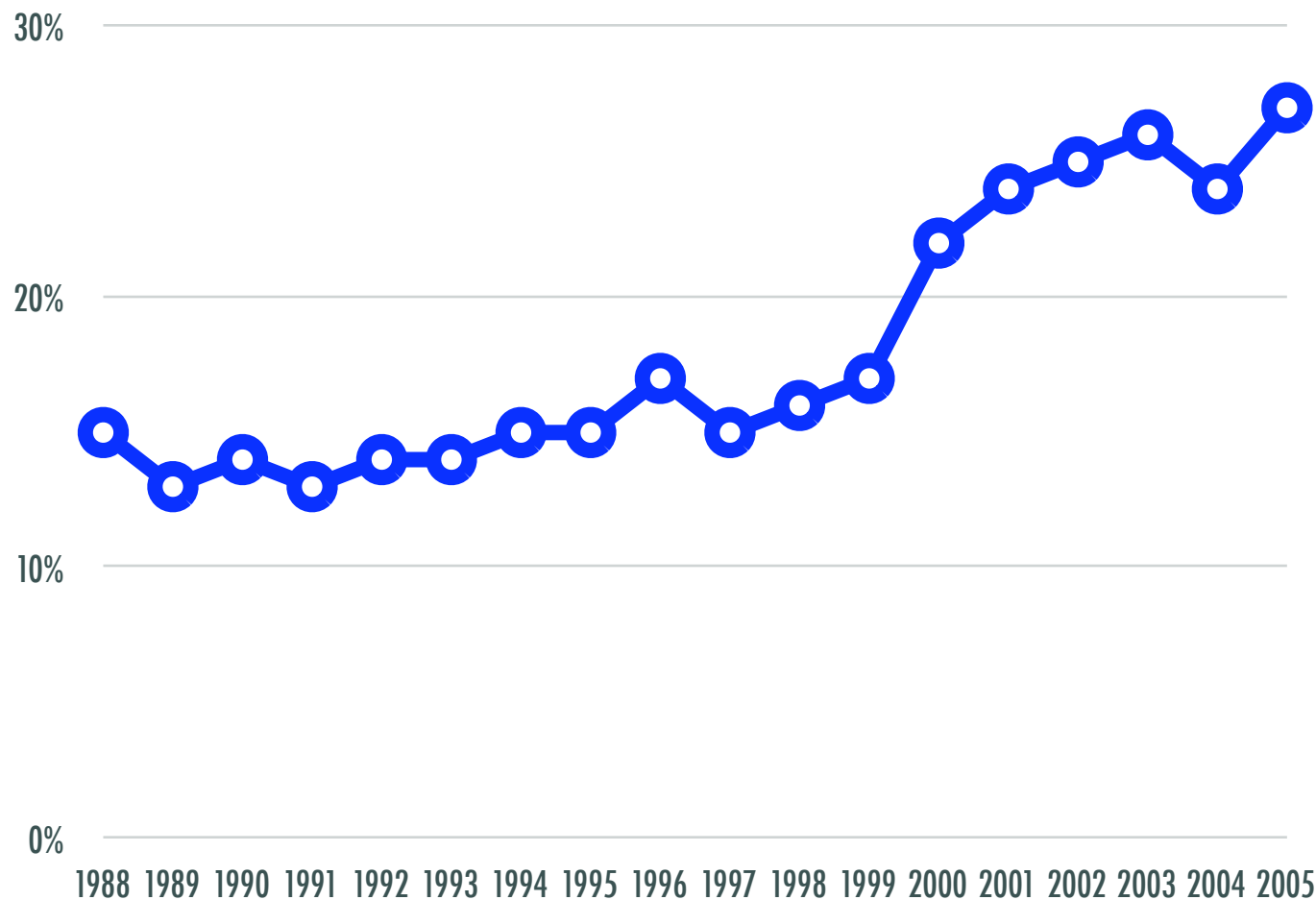
Entrants: First College Enrolled by Job Status

	Student	Employee
16-20	76%	24%
21-23	43%	57%
24-29	25%	75%
30 +	26%	74%

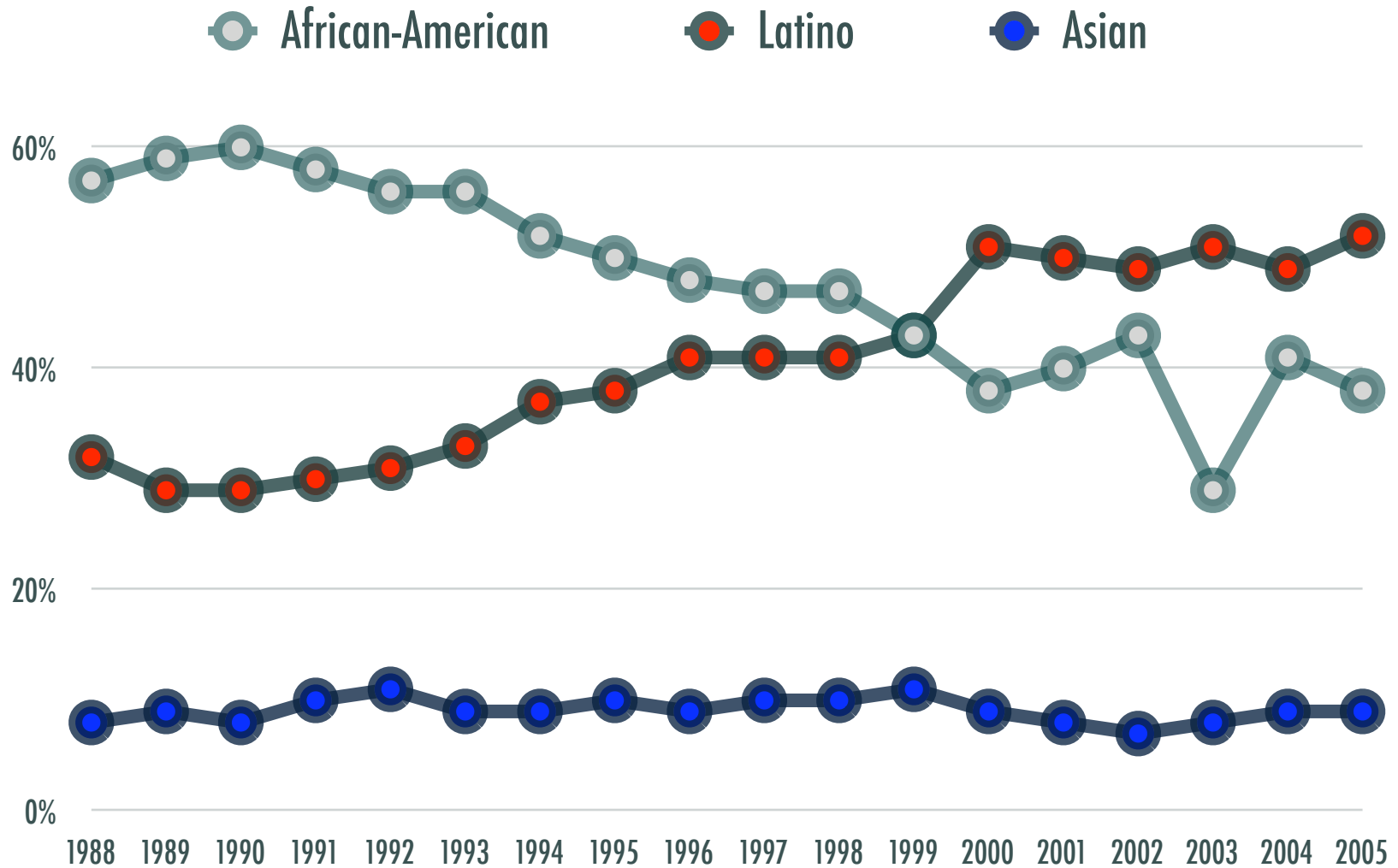
JJC Enrollment: 1995-2005



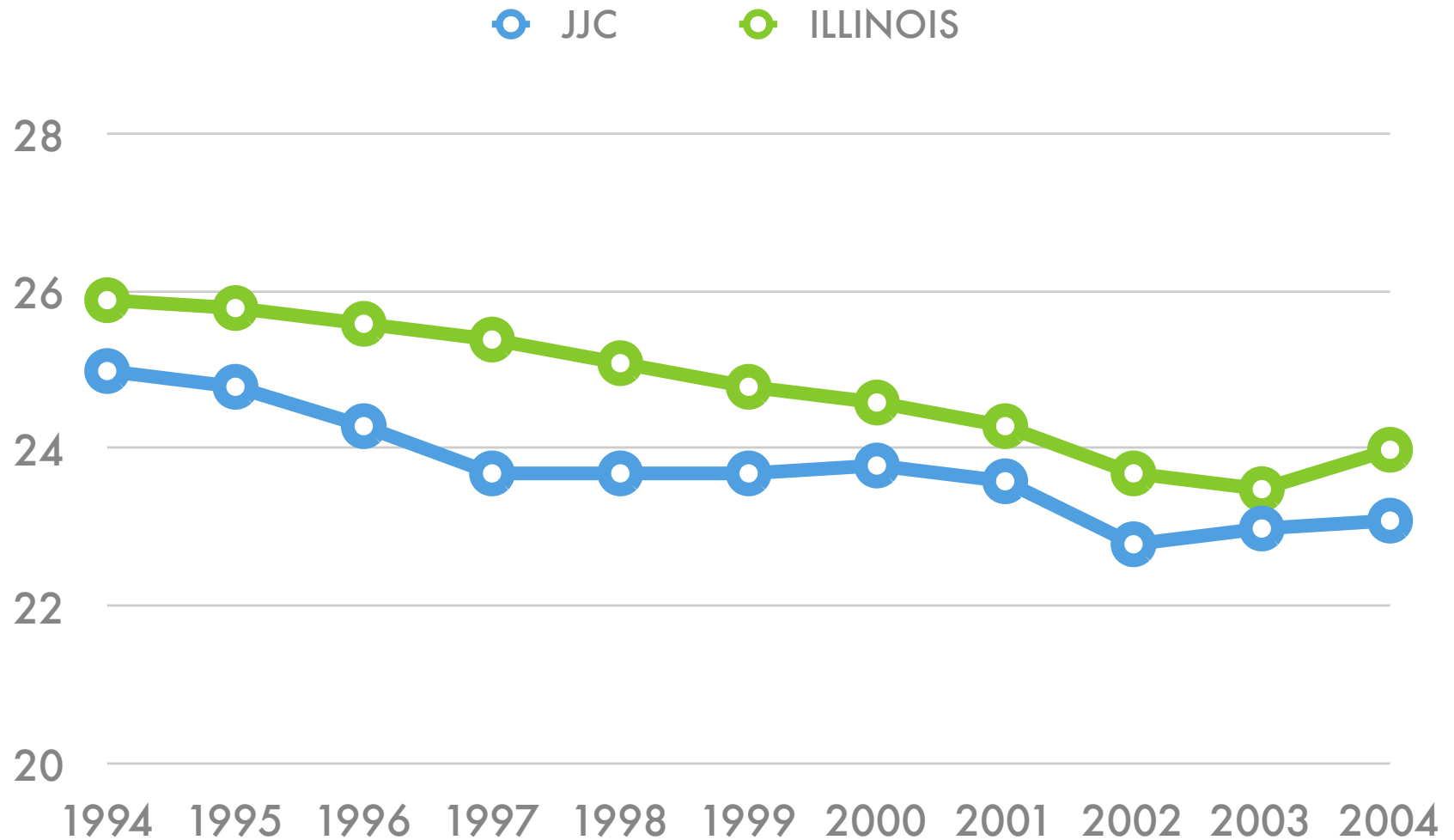
JJC Enrollment: % Minority



JJC Enrollment: Minority Students



JJC Enrollment: Age



JJC student portrait

- Two groups - age
- Lower income, first-generation, more diverse
- Technologically competent and sophisticated learners
- Suburban and rural
- Have not made it past Algebra II
- Delayed entry and more incidental enrollment
- Lower degree expectations

Why students enroll

- Students enroll at JJC for three reasons:
 - Price
 - Geography
 - Program

Why students enroll

Students choose a community college for four reasons:

1. Price

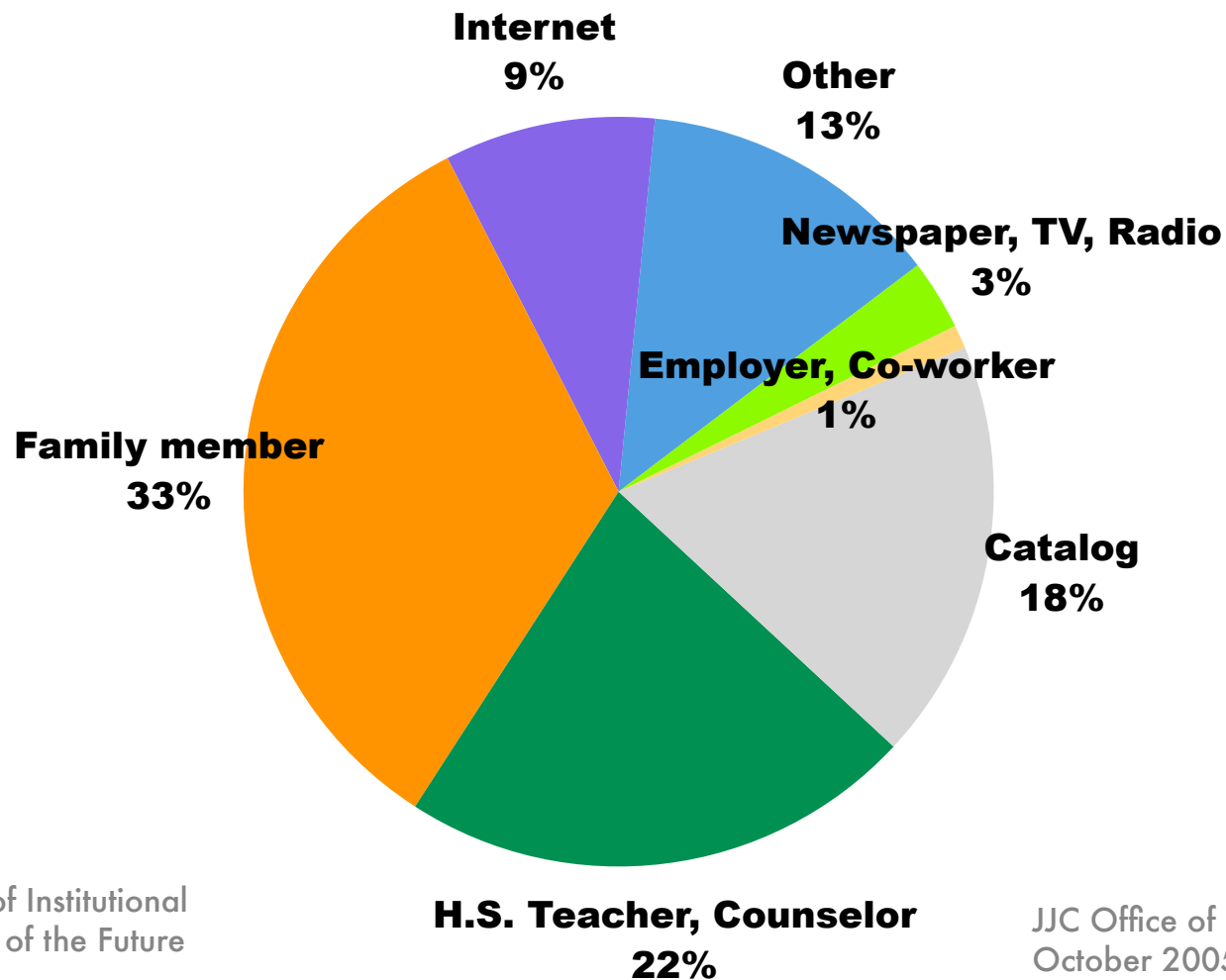
2. Geography

3. Program

4. Quality

Why students enroll

Where students learn the most about JJC before enrolling



Why students enroll

VERY IMPORTANT REASONS FOR ENROLLING	2 year	4 year
1. Degree in chosen field	70%	77%
2. Availability of financial aid	63%	56%
3. Availability of specific courses/program	61%	69%
4. Good job placement	55%	61%
5. Low expenses	47%	31%
6. Strong academic reputation	43%	65%
7. Living at home	40%	16%
8. Good graduate school placement	40%	46%
9. Low crime	39%	35%
10. Easy admissions standards	36%	17%

Why students enroll

VERY IMPORTANT REASONS FOR ENROLLING	2 year	4 year
11. Acceptance of prior college credit	28%	23%
12. Active social life	24%	33%
13. Away from home	20%	34%
14. Racial/ethnic makeup*	17%	13%
15. Athletic program	15%	15%
16. School size	12%	19%
17. Same school as parent attended	5%	3%

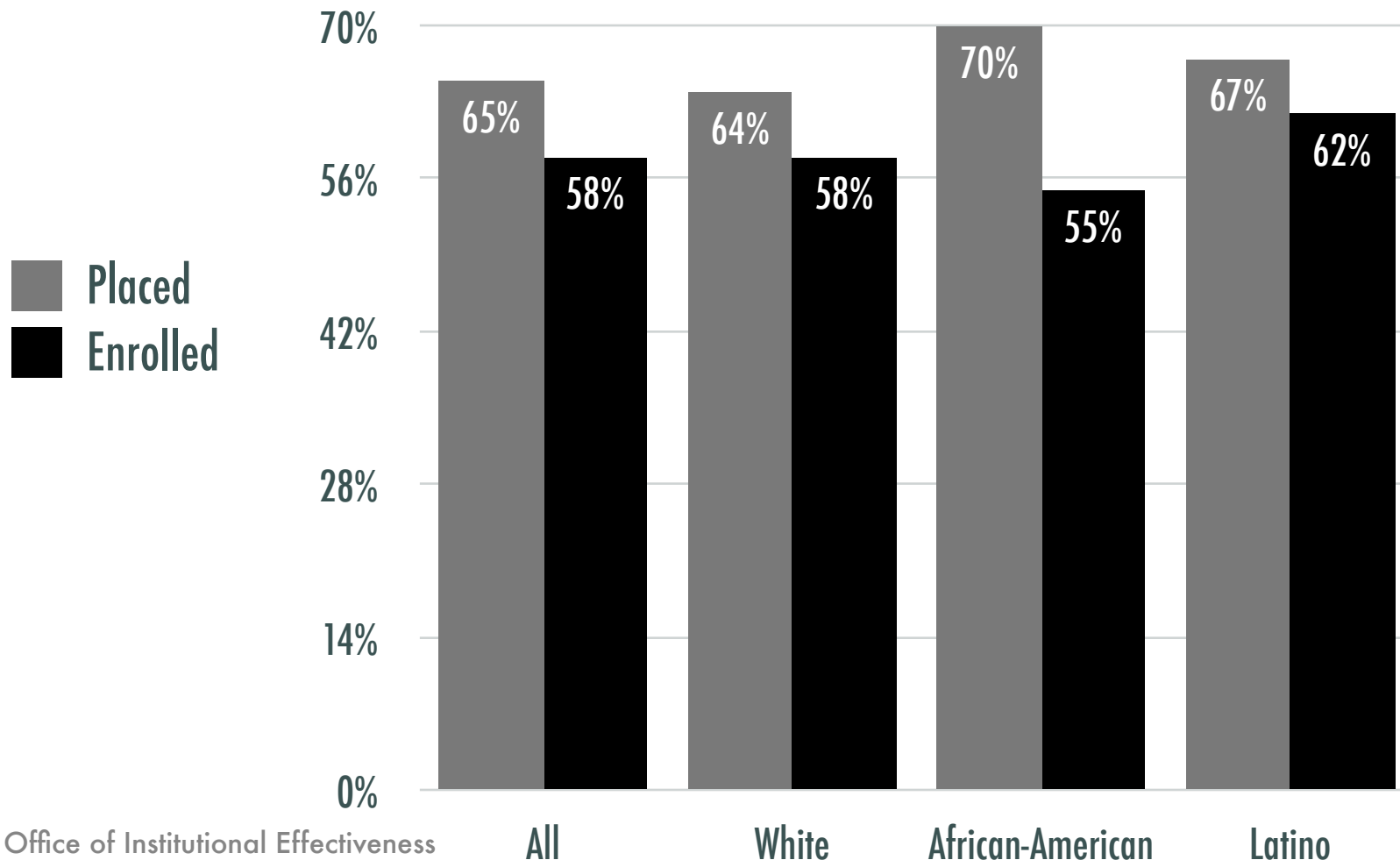
*Students from minority populations, and in particular African-Americans, are more likely to consider this institutional characteristic very important.

Retention: Why students leave

- Gender
- Ethnicity
- First-generation status
- Student personal finances
- Socio-economic status
- 2nd language background
- Motivation
- Income

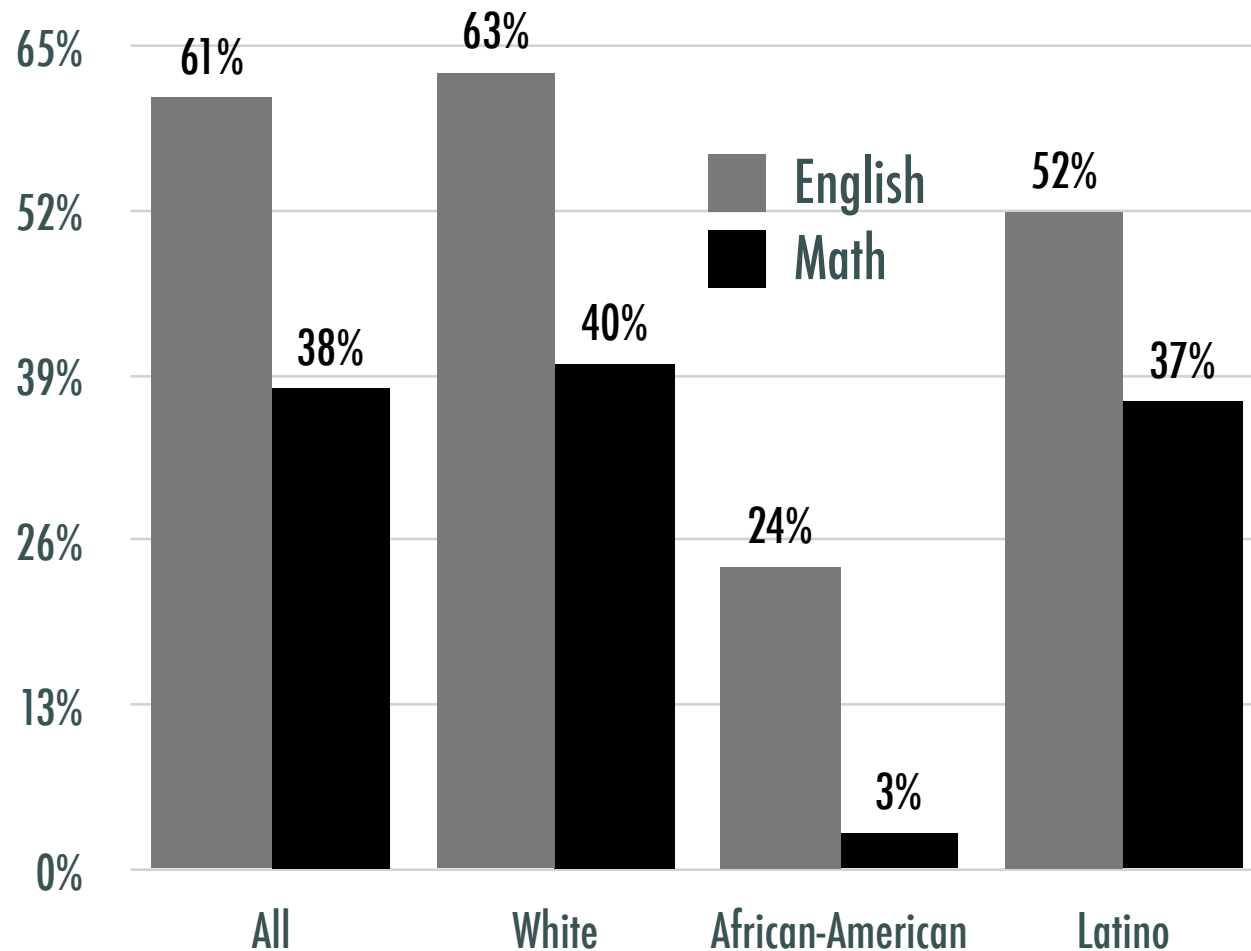
Retention: Why students leave

Percent of JJC students enrolled and placed in developmental math



Retention: Why students leave

Percent of JJC students who finish a credit math and english course within three years of initial enrollment



Retention: Why students stay

- Expectations & motivation
- Academic preparation (particularly math)
- Continuous enrollment (especially summers)
- Challenging enrollment
- Avoidance of no-penalty withdrawals & repeats
- Working on campus
- No more than 2/3 of courses in occupational programs

Community College Outcomes

- Markers of attainment
 - Transfer A.A. or transfer no degree
 - Occupational A.S., A.A.S.
 - Vocational or occupational skills
 - Personal enrichment

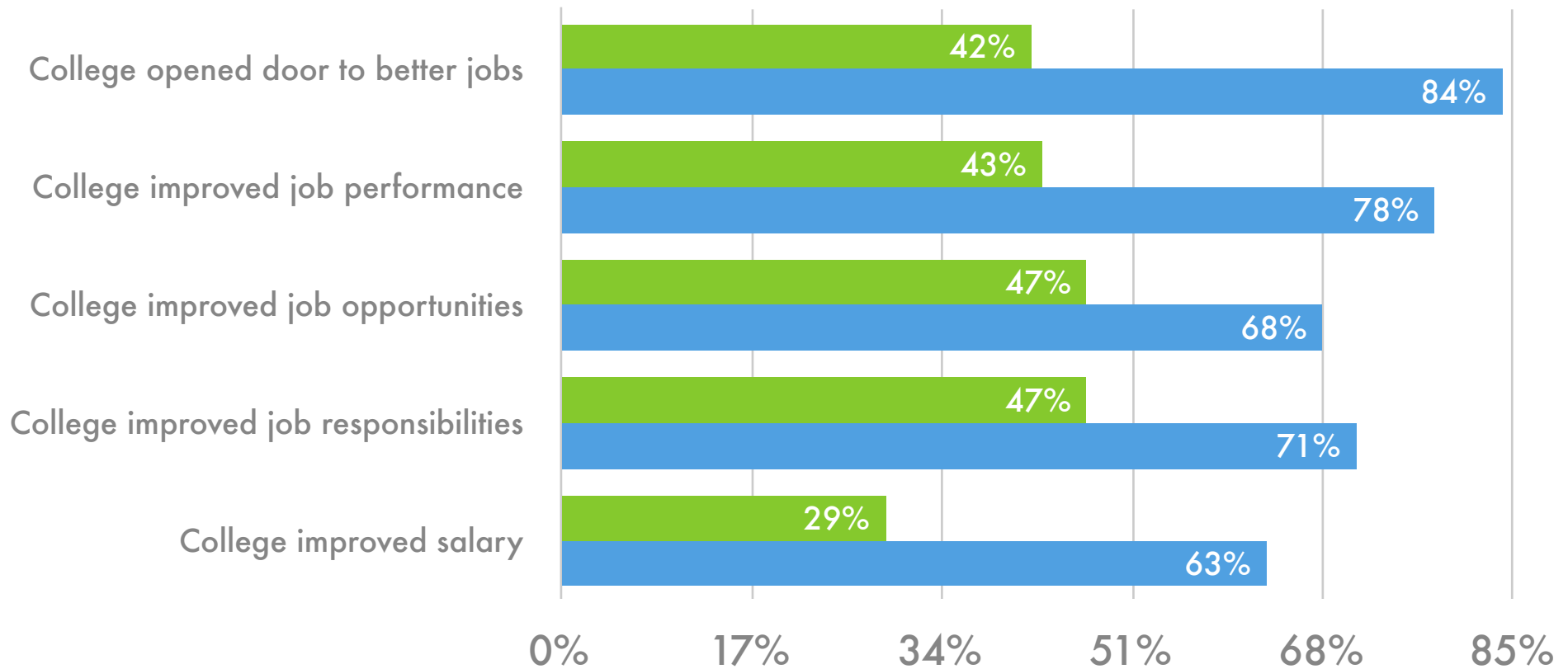
Community College Outcomes

- Transfer & B.A. attainment for students who start at a community college:
 - About 45% will transfer to a 4-year college
 - About 70% will earn a B.A.
 - There is no income penalty for first attending a community college.
 - JJC transfers do just as well as, if not better, than native students.

Community College Outcomes

Percent of students who agreed with the following statements

Received degree No degree



Community College Outcomes

- Increased income & taxes
- Less unemployment & poverty
- Better health & less likely to smoke
- Less likely to be in prison
- More likely to volunteer, vote & give blood
- More likely to save for retirement
- Less likely to smoke while pregnant
- More likely to wear seat belt while driving drunk

Values & Changes

- Learning

- JJC students are generally satisfied, but report JJC contributes relatively less to their learning.

- Accountability

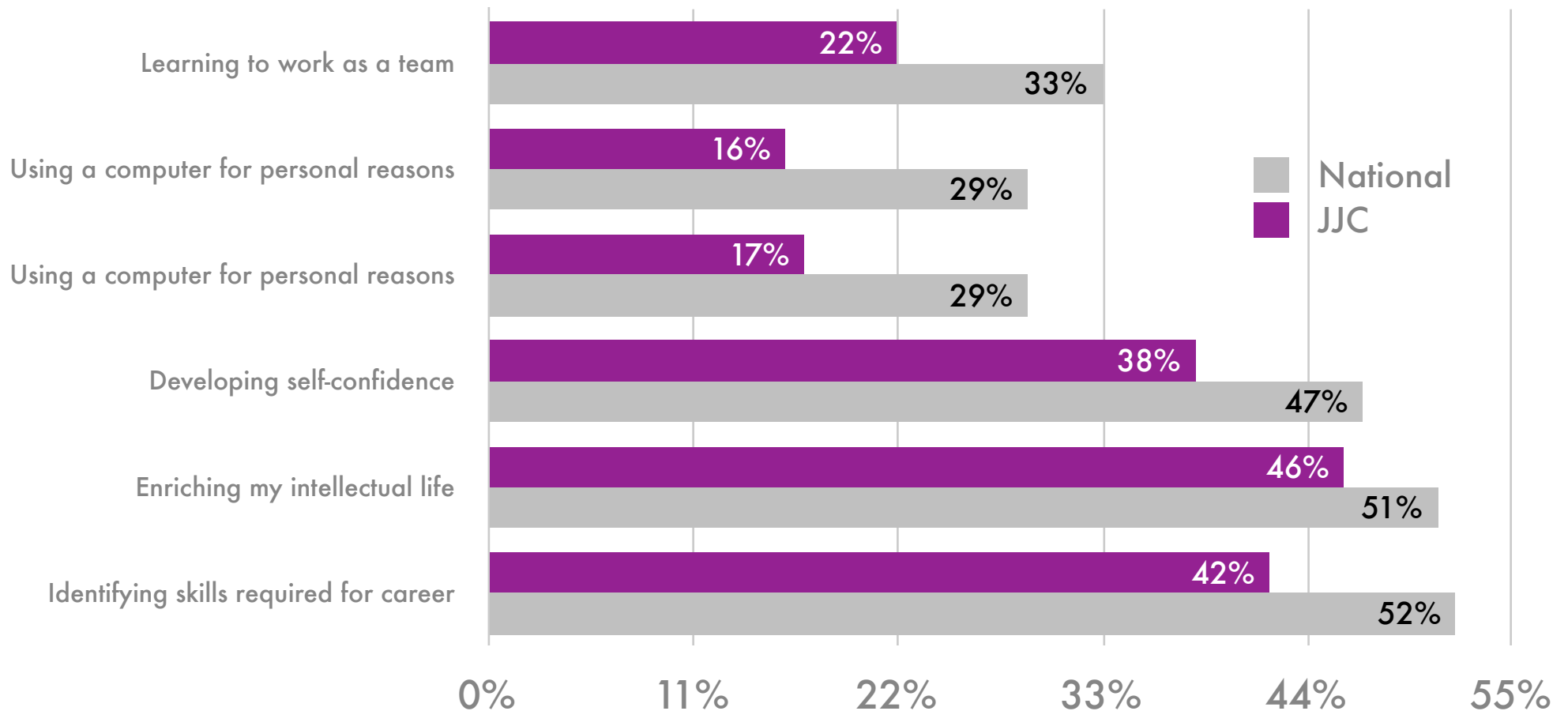
- Is there evidence of learning?

- Diversity

- Are we serving our populations? Are there gaps?

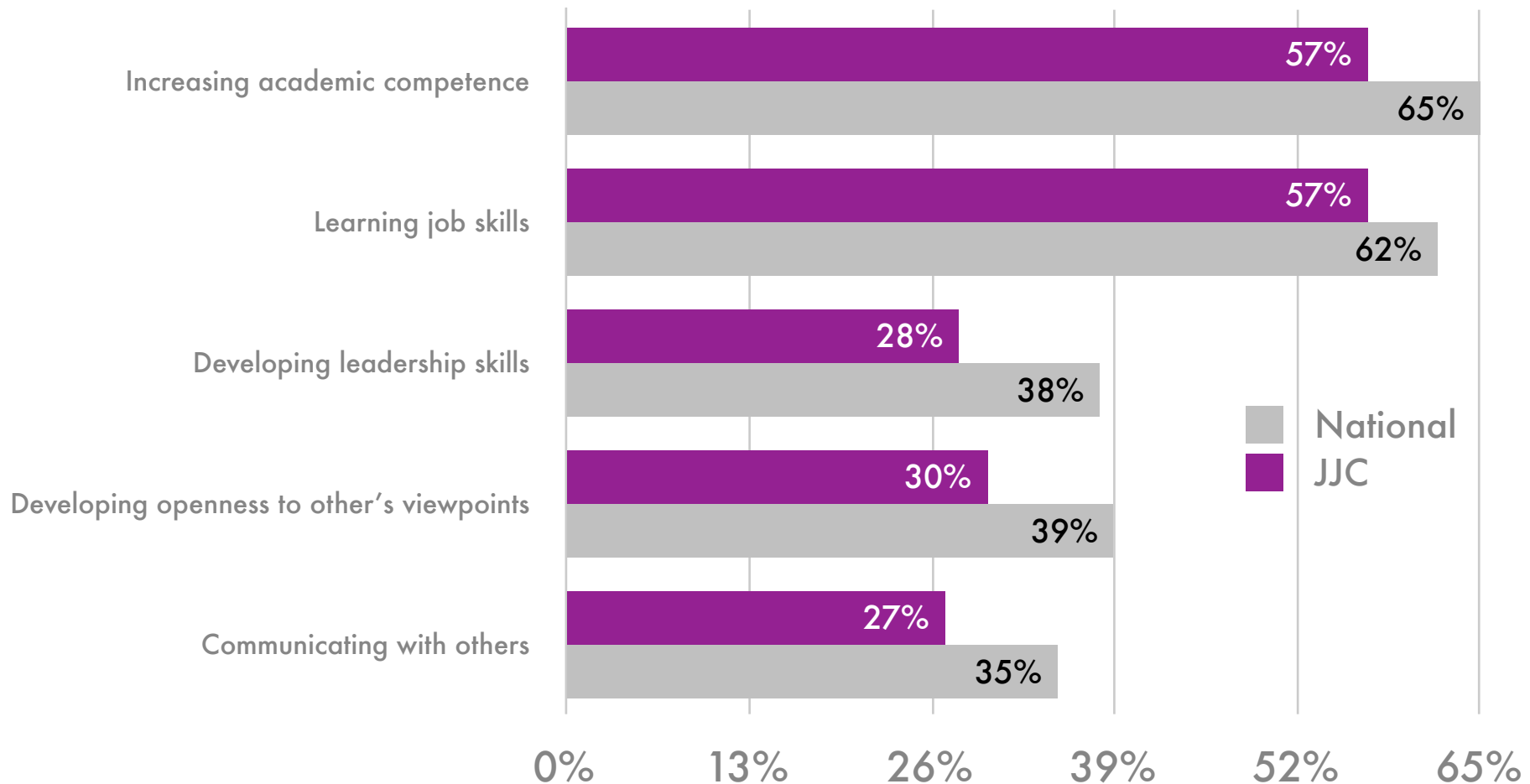
Learning

“Major” contribution to learning



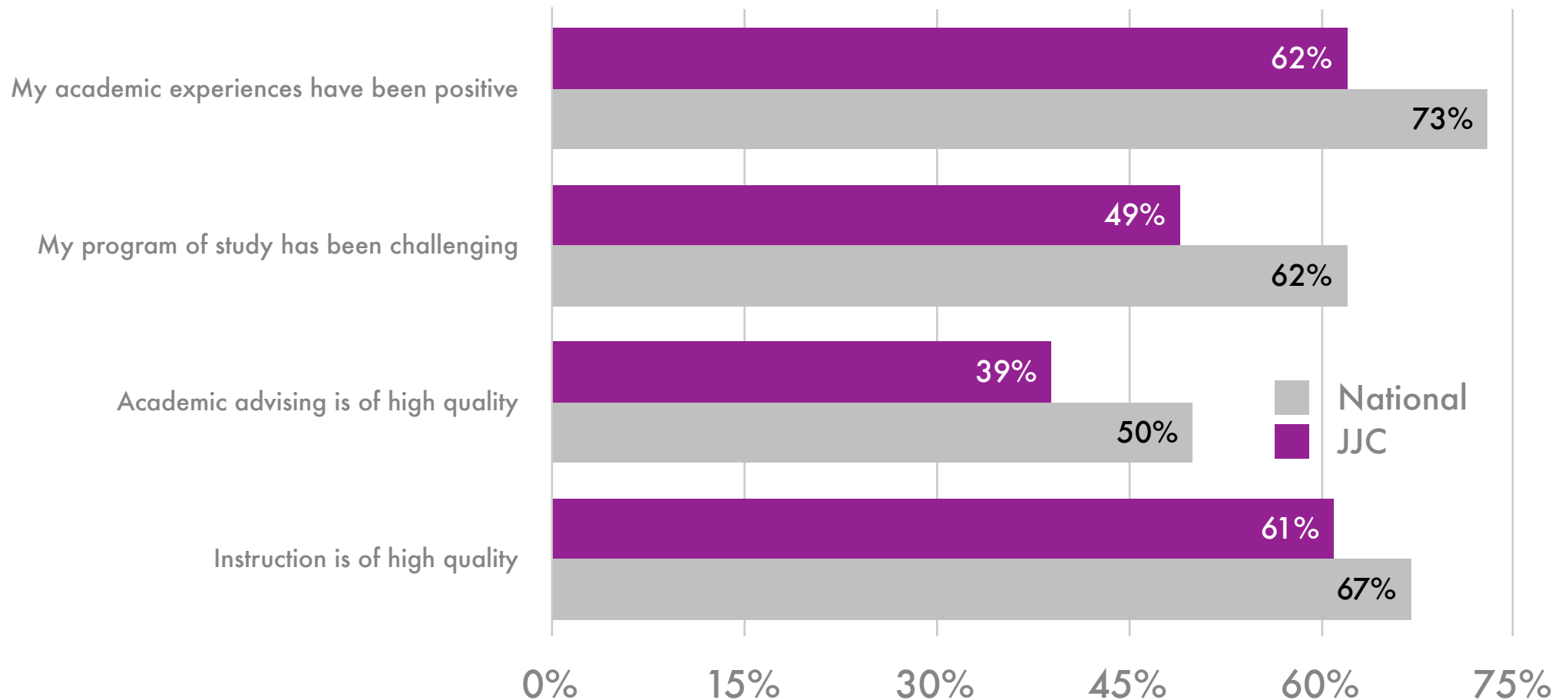
Learning

“Major” contribution to learning



Learning

Agreement with the following statements



Learning



“May I be excused? I’ve got to start up my own company.”

Learning

- Students make significant gains in subject matter knowledge, but also in other learning dimensions, including:
 - Verbal, quantitative, and critical thinking skills
 - Reflective judgment
 - Internal locus of control
 - Independence & identity formation
 - Principled moral reasoning
 - Identity formation

Learning

Assumption	Reality
People learn by committing facts to memory and repeating them later on an instrument.	Learning is constructed over time and in several dimensions.
Grades demonstrate learning.	Grades say little to nothing about learning.
Students learn by going to class.	Students learn much more from each other than in most classes.
Technology is only a communication tool.	Research proves technology can enhance learning, more so than traditional methods.
External rewards encourage learning.	People will only learn when internally motivated.
Lecturing is a time-tested, effective method for enhancing learning.	This only holds true if lecturers are entertaining and interesting.

Learning

A bad syllabus

Spells out requirements and tasks.

Describes who is in control - the professor - but puts all the responsibility on the student

Summarizes how teachers will communicate the details of the subject.

A good syllabus

Lays out promises and opportunities.

Invites students to a learning experience, giving students the control and professors the responsibility.

Summarizes how teachers and students the nature of learning by the end of the course.

Accountability

- ICCB Program Review question: Describe processes to ensure students demonstrate mastery of a program's stated learning goals

Enrollment in
specific courses

Reports

Written tests

Grades

Term papers

Essays

Accountability & grades

- “Grading represents an invention, a way of looking at someone else’s thoughts and work and categorizing those intellectual products into broad classifications (“A” work, and so on), a device that, in truth, conveys little insights into the qualities and deficiencies of what students are doing.”
 - K. Bain, What the Best College Teachers Do
- “An interesting aspect of the GPA is that it tells us very little about what a student actually knows or what the student’s competencies or talents are. Grades are a relatively poor indicator of how much students are actually learning.”
 - A. Astin, Assessment for Excellence
- “Grades are a predictor of persistence and attainment, but not of learning and knowing.”
 - P. Terenzini & E. Pascarella, How College Affects Students
- “Grades provide no information about what students have actually learned.”
 - C. Adelman, researcher for the Dept. of Ed. National Center for Ed. Statistics, Principal Indicators of Student Academic Histories: 1972-2000

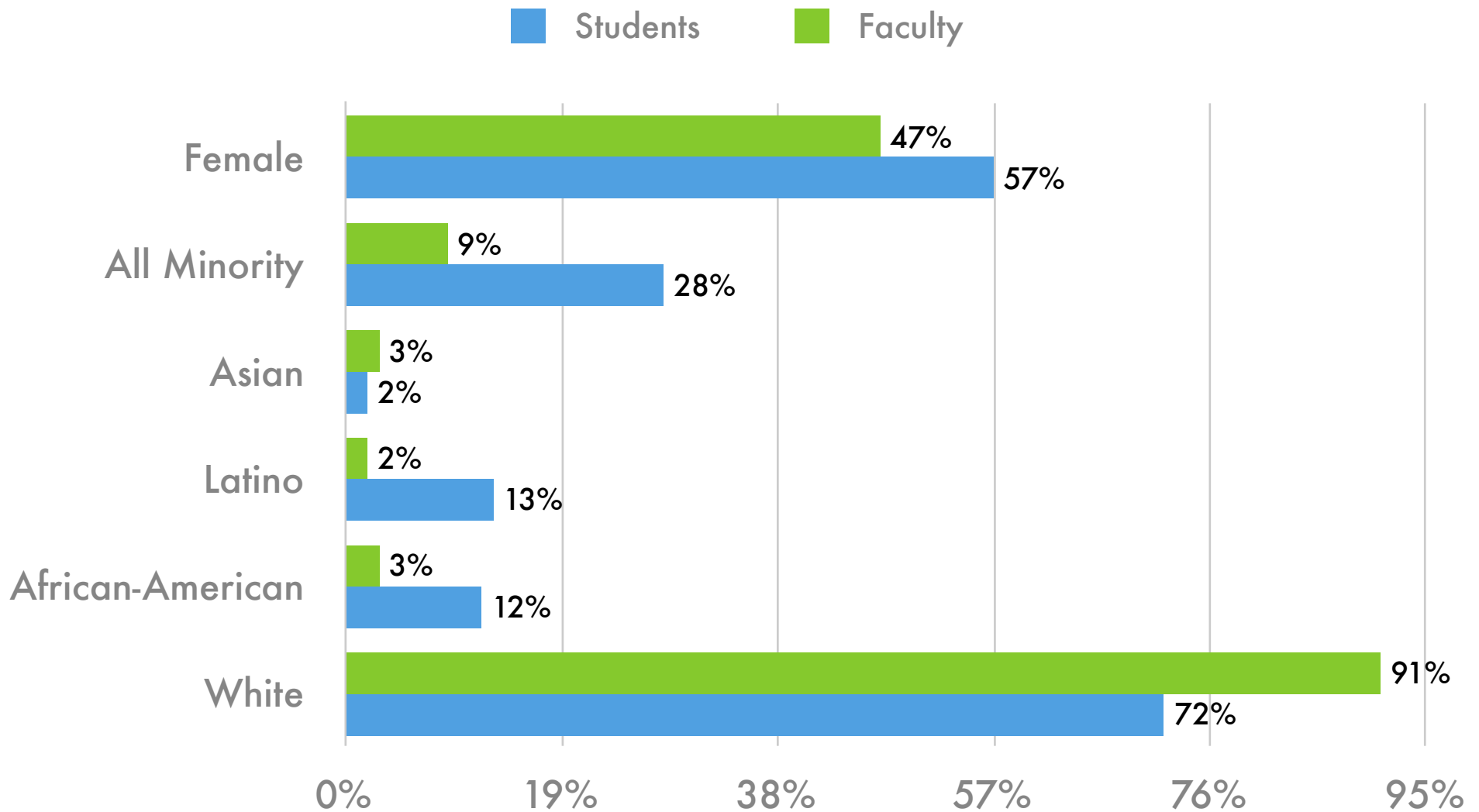
Learning & assessment

- “Three examples make plain the willingness of institutions to provide an array of learning opportunities, but leave students with all the responsibility:
 - Almost never do institutions set out a clear statement of what the student is expected to learn in terms of knowledge, intellectual skills, competencies, and attitudes.
 - Despite the centrality of learning to the mission of every college and university, these institutions (with a small number of notable exceptions) do not know and do not try to find out how much learning is taking place.
 - In cases where the instructors, faculty, or leadership decide to align the curriculum and the mode of teaching with learning goals, so as to assess actual learning and embark on an effort to alter the mode of teaching and learning to improve results, the gains are dramatic.”

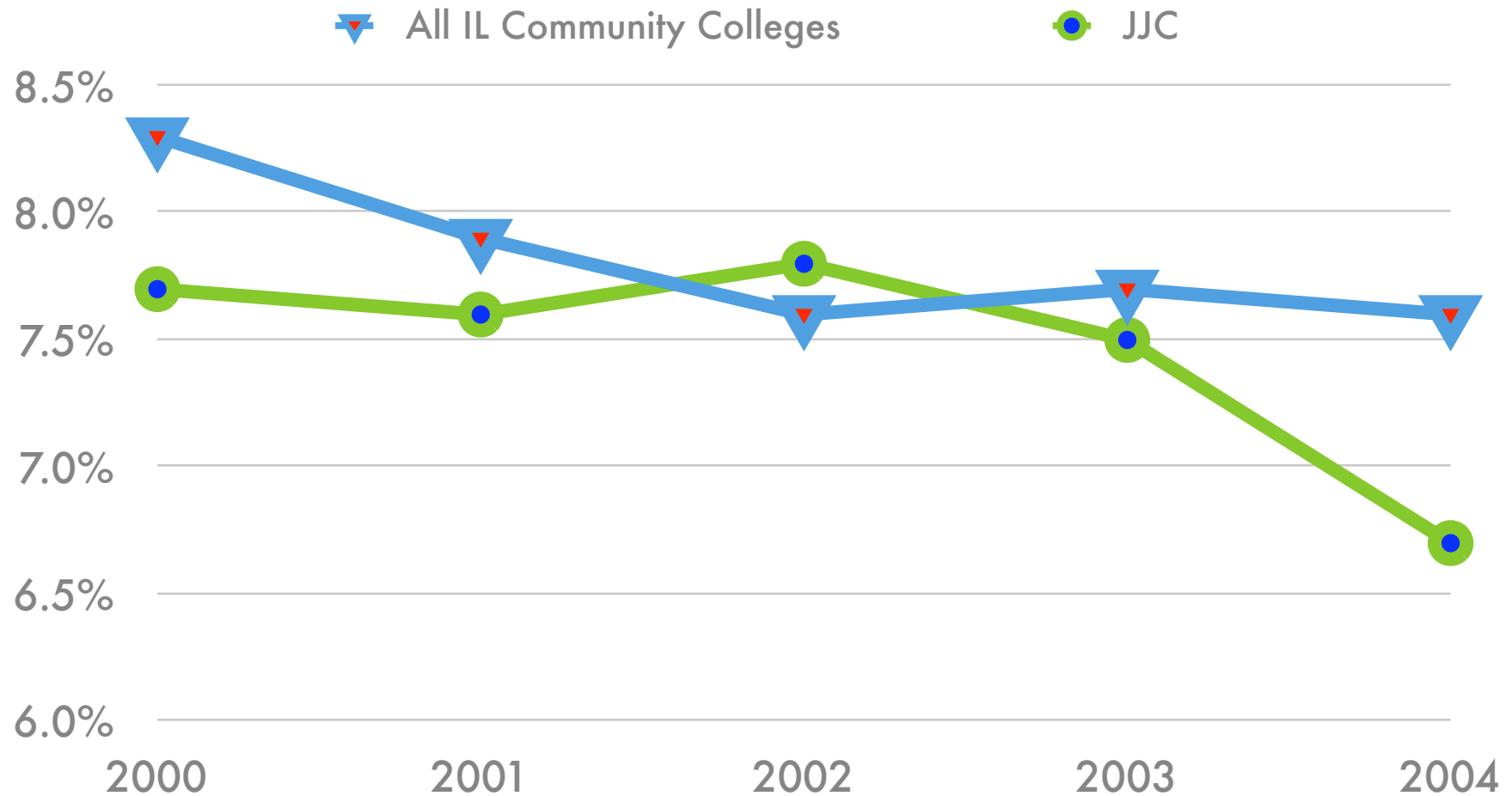
Learning & assessment

- Assessment is simply about establishing a course or program goal, developing a method to see if students are achieving the goals, using the results to improve, and being public with the results.
- Types of assessment methods:
 - Rubrics
 - Portfolio & e-portfolio
 - Journals
 - Minute papers
 - Group activities

Diversity



JJC Enrollment: Market Share



JJC in 2020

- In order to manage its enrollment, JJC must:
 - Satisfy accountability to external stakeholders: state, federal governments, & accreditation agencies (NCA / AQIP)
 - Demonstrate actual learning outcomes.
 - Provide convenient student services.
 - Integrate technology in meaningful ways.
 - Develop partnerships with K-12 institutions.

JJC in 2020

There is clear evidence students who graduate from college have learned stated societal and institutional goals. No longer do students learn in spite of what colleges do to them, but because of meaningful experiences and interactions with their institution. Our graduates are distinguished as interested, literate, and able to analyze and problem-solve. *As this guarantee has strengthened, so has the confidence in the quality of the college educated.*

-- Letter to the editor, Business Week, 2020