

2001 Results Report

Joliet Junior College



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Executive Summary

Joliet Junior College posted a productive year in 2001. Several new programs including the EMT/Paramedic, Networking and Web Design programs were implemented. The first Veterinary Technician Program degrees were conferred. The College instigated many new partnerships with the local businesses in the area including Com-Edison, Tel Labs, EdGo, Citgo Refinery, and Sprint PCS.

The Institute of Economic Technology provided customized training, mostly conducted on site for a wide array of businesses and governmental agencies.

Several new laboratories and facilities were completed in 2001. The Cisco laboratory is fully operational and, in fact, is filled to its capacity. Plans for an additional Cisco laboratory are scheduled for next year. Classes were also conducted for the first time in the 911 Operator Training Center. Over 25 courses and workshops were offered in the newly constructed Industrial Training Center.

The partnerships with business and industry are expanding at a rapidly increasing pace. The staff has assumed many leadership roles with key local and regional economic development organizations including the Will County Local Council, the Illinois Adult Continuing Education Association, and the Will County Economic Council. The College maintains its support of the Collegiate Employment Network (CEN). A new customized training specialist and extended campus manager will be hired in 2001. As a good neighbor, the College also provides support and leadership to many non-profit agencies including the United Way, Catholic Charities, and the Joliet Housing Authority.

The College continues its strong presence in the high schools and even the middle schools. Fifteen high schools and two vocational centers signed articulation agreements with the College. To facilitate the placement of high school students, 16 new Compass Test Sites were constructed in 2001. As such, the Academic Skills Center staff worked closely with the counselors and high school students providing timely and explicit basic skills assessment and development. Under new leadership, the Tech Prep program continues to expand. Two new high schools joined the program in 2001. Plans for three additional high schools to offer occupational programs in conjunction to the College's rigorous academic curriculum are slated in the Fall 2001 semester. The America Reads, America Counts program was a success posting over 350 middle school participants with over 30 tutors.

The college provided approximately \$300,000 in scholarships awarding scholarships to over 400 students. The Financial Aid Office provides a visible model for the dissemination and inclusion of underrepresented populations. They accomplished this by increasing their night hours, ensuring office coverage, and posting information on a variety of information mediums. This includes the Internet, newspaper, school district, and community areas. The Early Leavers program continues to prepare high school dropouts to continue their education and realize their educational goals.

The College will host a variety of cultural diversity workshops for faculty. Underwritten partially by the College, the College is committed to the advancement of students from diverse backgrounds. Project Achieve provides proven services to help students who are

either first generation, with limited household incomes, and/or non-white to succeed in college. The Adult and Family Education Program continues to reinvent itself to provide the best education for GED, ESL, and other basic academic and basic skill students.

Accepted into the Academic Quality Improvement Project (AQIP), the College has engaged in planning that focuses on student learning. Priorities to determine critical goals are being established. Under the auspices of AQIP, Continuous Quality Improvement (CQI) methodology will elucidate the areas of the College's most crucial to student learning and establish techniques to systematically strengthen those areas.

Aligned with the commitment to provide timely and convenient services and academic programming, touchtone registration was available for the first time in Spring 2001. Other services including applications, course schedules and descriptions were also posted to the Internet. The College recently completed an extensive Enrollment/Marketing Enrollment Audit and is currently developing action plans to address the issues disclosed from the study.

As seen, the College has made great strides toward aligning its program and services to the needs of its community. The 2001 academic year was marked with the persistent metamorphosis to the planning and assessment methodologies that best suits the College. With this process firmly in place, the College can continue its quest to provide quality education for the next 100 years.

Goal 1: Higher Education will help Illinois business and industry sustain strong economic growth.

How institutional priorities align with this goal.

The staff at the College have assumed many leadership roles in key district economic development agencies. The College has become a visible presence in the business community by keeping a palpable pulse on the economic development of the region as well as providing guidance in terms of training and workforce development. Principal positions include:

- ✓ Vice President for Instruction and Curriculum Directed Programs for Illinois Adult Continuing Education Association,
- ✓ Regional Director for Curriculum and Policy-Will County Economic Council,
- ✓ Local Workforce Investment Board, Partner,
- ✓ Board of Directors-Dress for Success – Chicagoland, and
- ✓ University of Illinois-Extension Center-Board member, and
- ✓ Three Rivers Manufacturers Association Plant Managers Division.

The staff belongs to many business advisory committees. For example, faculty and staff belong to the Bolingbrook Local Development Corporation, Fairmount Community Partnership, Lockport Development Council, District 525 Adult Regional High School Council, Will County Local Workforce Investment Board, Grundy County Workforce Youth Council, Grundy Economic Development Council, Illinois Adult Continuing Education Association, Illinois Professional Association-Special Needs Taskforce, Illinois Community College Foundation, and the National Business Education Association Work force. As such, the College keeps abreast of the industrial and business development in the district. Membership also affords the College opportunities to determine what the educational needs of the community. In addition, the College hosted the Joliet Area Chamber Salute to Industry function.

What decisions have been made to support this goal?

The College signed an articulation agreement with Silver Cross Hospital regarding the Paramedic/EMT program. Participants in this program will get front line training at the hospital while earning their general education credits at the College.

An initiative to improve the College's visibility among the business community has resulted in the increased involvement in area Chamber of Commerce associations. This includes participating in business expos, participating in Chamber events, and speaking at Chamber seminars.

The college was devoted to secure a grant from the Prairie State 2000 Authority for the Individual Training Assistance Program. Particularly relevant to District 525, the program provides financial assistance to Illinois companies and individuals that need to retrain in new technology and/or productivity/quality improvement systems. Over 350 participants from 44 companies participated in 2001.

What strategies, initiatives, activities or programs were created, refocused or completed in last year to achieve this goal?

The construction of a new 4,000 square foot Industrial Training Center features a 16 station welding lab, a process/instrumentation lab, and a mechanical production lab. Approximately 25 full semester courses, seminars, and workshops have been delivered in this facility in the last year. The 911 Operator Training Laboratory will be fully operational by July 2001.

The Institute of Economic Technology provided an array of customized training, most conducted on site. This included the development of training activities for Northwest Hospital, BP Amoco, Starcon, Ameritech, Citgo Refinery, City of Joliet, Will County Sheriff's Department, Toyal America Inc., American Cylinder, Acme Steel, and Arrow Labs.

The College hosts several job fairs and workshops including the Joliet Regional Job Fair, High Tech Job Search Skills Workshop, Self Directed Workshop, and What Do Employers Want Workshop. The Career Placement and Planning Center posted a 25% increase in students served in 2001.

The College continues to be a strong presence in the development and maintenance of the Collegiate Employment Network (CEN). The CEN facilitates the connection between employers and qualified college graduates/students.

What strategies, initiatives, activities or programs were created, refocused, planned for next year to achieve this goal?

The College still provides facilities for students to take upper level courses offered by Southern Illinois University with the support of Caterpillar Incorporated. The community can also earn a bachelors degree in business from Robert Morris College by attending courses located on the campus.

The UPS Earn-to-Learn Program provides tuition assistance as well as management internships at UPS. The College continues to work closely with UPS leadership to sustain the program.

The Institute of Economic Technology will continue to play an integral part in developing workshops based on the Grundy Area Economic Development Retention Survey findings. The purpose of the survey was to ascertain what local factors were facilitating as well as deterring the sustainability of regional businesses.

What funds were reallocated for next year to support this goal?

A full-time project specialist position will be created to facilitate the development of the Grundy Area Economic Development Retention Survey training projects.

The JCC Foundation's Business and Industry Taskforce has dedicated its fund raising efforts to construct a Process Control Technology Laboratory. Located at PETRO Chemical, the facility will provide training to manufacturing technicians.

Goal 2: Higher education will join elementary and secondary education to improve teaching and learning at all levels.

How institutional priorities align with this goal.

The Joliet Area Math Science Computer Educational Enrichment Program (JAMSCEEP) helps local elementary, middle, and high school teachers in the innovative delivery of math, science, and engineering curriculums. Importantly, the curriculum deliberately focuses on the application of the curriculum to real world situations. In 2001, the program served over 60 students.

The Tech Prep program course of study consists of two years of secondary school and an additional two years at the post-secondary level. Consequently, Joliet Junior College generates a tangible academic program of study to help high school students achieve their educational and career aspirations. Current participating high schools include Morris HS, Plainfield HS, Reed Custer HS, Wilmington HS, Joliet Central HS, Joliet West HS, Joliet Central Partnership Academy, WILCO Vocational Center, and Grundy Area Vocational Center. It is hoped that Tech Prep programs will be operational at Bolingbrook HS, Romeoville HS, and Peotone HS in the coming year.

The Cisco Training Center consists of a state-of-the-art networking lab that supports Cisco Training and certification. Specifically, students who complete the core sequence are eligible to take the Cisco Certified Networking Associate Exam. The program has grown 600% in the last two semesters and plans for a new lab are underway. The College is also a member of the Cisco Systems Academy network which includes local high schools and career centers.

What decisions have been made to support this goal?

In May 2001, the College signed forty-five credit bearing articulation agreements with the 15 high schools and the two vocational centers in the region.

Several faculty and College employees have volunteered to be mentors to minority students. In Spring 2001, 40 minority students were mentored by employees at all levels and from different departments at the College.

What strategies, initiatives, activities or programs were created, refocused or completed in last year to achieve this goal?

The Academic Skills Center in conjunction with the Information Technology Department constructed ACT Compass Test sites at 16 high schools. Conveniently located at most area high schools, students no longer need to come to the JJC campus to take the Compass test. A test facilitator regularly visits each high school to provide immediate feedback on the Compass results and course placement of students. Over 500 students have been tested at these high schools.

Spearheaded by the College, the Fairmont Partnership consists of JJC grant writers, the local housing authority, health care providers, business and industry partners, and the local Park District. The purpose of the collaboration is to support the Fairmont School District, one of the least affluent in District 525, in its efforts to improve the quality of student learning.

Through an ICCB HECA grant, the College has developed several accelerated courses. Unique to JJC was the alliance with the high school counselors in the development and implementation of those courses. Through this collaboration, the College was able to offer courses that were most pertinent to the area high schools.

A Spanish translation of the Industrial Training Program was created.

What strategies, initiatives, activities or programs were created, refocused, planned for next year to achieve this goal?

The College has made the signing of five additional articulation agreements with area high schools as a primary goal in 2002.

More staff will participate in the collaborative efforts with the high school counselors to develop additional accelerated courses.

Plans to extend the High School Counselor Institute are being deliberated. Specifically, it is hoped that the College can offer the Institute at least twice a year.

Additional occupational programs are slated to be translated and offered in Spanish.

What funds were reallocated for next year to support this goal?

Funding of approximately \$180,000, for an additional Cisco laboratory to accommodate the increase in enrollment is planned for next year.

The College has extended the Cisco Academy training to include two area high schools, Reed Custer High School and the Grundy Vocational Center.

The College has collaborated with the University of St. Francis to develop a High School Teacher Certification curriculum to enable current and potential high school teachers earn a permanent endorsement in Career/Technical Training.

Goal 3: No Illinois citizen will be denied an opportunity for a college education because of financial need.

How institutional priorities align with this goal.

The Financial Aid Office, with the support of the College, has remained a visible entity within the College. The office has provided several financial aid workshops to both students and the community at large. In response to stakeholder suggestions, the office has increased its staffing, is open at night four days a week, and provides Internet access to many of the required forms. A listing of scholarships and awards is updated regularly and also provided on the Internet.

The college provided approximately \$300,000, both institutionally and externally funded, in scholarships awarding scholarships to over 400 students. Information about the college's scholarships is posted on the web and can be searched by category or amount. With over 600 invitees and 400 attendees, the annual scholarship luncheon in 2001 was one of the largest of all state community colleges and the largest scholarship luncheon ever hosted by JJC. In a recent graduates survey, the financial aid office was rated as excellent or good by three-fourths of the respondents.

The Early School Leavers' Program is designed for high school non-completers, sixteen to twenty-one years of age, who want to complete their secondary level of education and participate in work-based work experiences. Those youth who demonstrate a willingness to meet both objectives and who are able to benefit (9th grade reading level) from such a program are selected through an interview process.

The College's One-Stop Center services The Welfare-to-Work program. The Center, providing services for 690 participants, has established linkages with area businesses offering classes in workforce preparation, GED, and occupational training.

What decisions have been made to support this goal?

The Financial Aid Office has consciously taken a customer first approach to all of its services. Employees have been retrained to be student focused.

Through the constant increase in the number of satellite locations, the College has been sensitive to students who have limited transportation. Currently, the College operates 13 satellite sites dispersed throughout the district.

What strategies, initiatives, activities or programs were created, refocused or completed in last year to achieve this goal?

Along with hosting several job fairs, the College also initiates and presents career workshops at many local non-profit organizations. Workshops were held at Catholic Charities, the United Way, and the Joliet Housing Authority.

Through the participation in the start up meeting on "Building Healthy Families", a statewide initiative, this program provides information and support for adults and families who receive some form of public assistance, such as TANF, Social Security income (SSI), food stamps, etc. Many families are not aware that they are eligible for other benefits including health care for themselves and their families as well as other services.

The College's Department of Adult and Family Services disseminated this information through their partnerships with many local non-profit and governmental agencies.

The College created a Student Emergency Fund for students who may not have enough money for a meal on campus; are having difficulty paying their utilities, or cannot afford bus transportation. A student can ask any JJC employee for assistance. In return, the College reimburses the employee for their donation to the student. Any student that is referred to this service also receives financial aid assistance.

What strategies, initiatives, activities or programs that were created, refocused planned for next year to achieve this goal?

Students interested in enrolling in adult education classes must attend an orientation and a testing program. All students attending classes will be tested prior to attending classes.

A commonly cited barrier to attending JJC is the unavailability of inexpensive housing. Current students who attend the College, but whose permanent residence is not in a reasonably commuting distance sometimes temporarily rent units that are unsafe and inconvenient to public transportation. Therefore, the College has proposed student housing to accommodate students who travel to JJC from distances greater than 50 miles. As a gated community, the 300-bed unit will be on campus, will have its own security, and will have many amenities such as laundry and fitness facilities. Hence, this will afford many potential students a comfortable residence while pursuing their academic goals. The student apartments will be completed in August, 2002.

What funds were reallocated for next year to support this goal?

The College supports more student workers through federal work-study and as part-time than any other community college in Illinois. Not only has the college extended its commitment to providing student employment opportunities, current student workers will be receiving a 4% salary increase, the same as the other constituent types: administrators, support staff, and clerical employees.

Century Development Incorporated will support the development of an International Student Program. Contributing \$100,000 to the efforts, the program will diversify the student population. In turn this will afford Illinois residents opportunities to interact with persons of different cultural backgrounds and gain global perspectives from citizens from all over the world.

For 2002, the Financial Aid Office secured an ISAP-MAP Grant for assistance for students enrolled less than half time, students with less than six college credits. The funding is also available for students attending summer sessions. Thirteen thousand dollars were secured.

Goal 4: Illinois will increase the number and diversity of citizens completing training and education programs.

How institutional priorities align with this goal.

The 2000 Census has confirmed what Joliet Junior College has anticipated in the last three years. The population is becoming more racially diverse. For example, Will County has a US Census diversity index of 41%. In other words, there is a 41% probability that two persons chosen at random in Will County will be of different ethnic or racial backgrounds. In response, the College will offer Cultural Diversity in Education workshops to faculty and staff developed by the Illinois Community College Board. The purpose of the workshops is to expand the knowledge of multicultural education and intercultural communication to enable them to translate their curricula pedagogies and services for a diverse student population.

The College has also been awarded an ENLACE leadership grant. Sponsored by Chicago ENLACE Partnership, the monies will provide on-going academic advisement, tutoring, leadership skills, and cultural development to assist Latino students acclimate to the campus environment. The Latino Student Recruitment team, composed of enrolled Latino students, recruited Latino students at district high schools. Seven high schools were visited in the last year. The College hosted a Latino Career Expo that attracted over 100 Latino professionals.

The mission of Project Achieve, via a TRIO sponsored grant, is to provide academic support services to low-income, first generation, or disabled college students. In 2001 the program served 134 students.

Under the guidance of the Joliet Junior College District 525 Area Planning Council, the high school adult education program offers opportunities for increased enrollment, and regional collaboration with regional high schools to offer the high school diploma option in addition to the GED and opportunities for dual credit for these students.

The Student Accommodations and Resources (StAR) department supplies students with documented disabilities academic support and classroom aids. Based on a recent survey of adult residents in the district, the College is considering revamping its evening and weekend schedule to include later classes (5:30PM vs. 5:00PM) and Friday/Saturday course options.

What strategies, initiatives, activities or programs were created, refocused or completed in last year to achieve this goal?

In response to the increase diversification of the district's population, the College has secured a Higher Education Cooperation Act (HECA) grant to develop and sustain a Multicultural Transfer Center. The Center provides transfer advising, leadership seminars, and college tours. In 2001, the Center served more than 200 minority students.

The College is negotiating with Governor's State University to offer weekend courses.

What strategies, initiatives, activities or programs were created, refocused, planned for next year to achieve this goal?

Many grants have been prepared for next year including the Adult Education Grant in the amount of 1.7 million dollars. With additional funding, additional staff will be sanctioned to student support services, such as case management, counseling, testing, orientation, retention, follow-up and tracking. Funds will also be allocated for student tuition for college credit classes, books, and supplies, transportation, childcare, etc. Funds will also be provided for short-term non-credit classes in computer literacy.

The college is working closely with the Adult and Vocational Education at Joliet Technical High School to develop an agreement for a regional Adult High School Credit Council. Through membership in the Council, the Superintendents of the feeder high schools will agree to accept certain JJC college credit and/or developmental courses for credit towards the high school diploma at the student's respective high school. A major benefit to area high schools is that Adult Education funding can be reimbursed for a maximum of twelve hours of college credit in vocational related courses. Funding is also available through the JJC Bookstore for books and supplies.

Fast track courses in Business that lead to a Certificate in Business Management and Supervision will be offered in Fall 2001. The existing computer labs will be reassigned for these courses as well as extending the computer lab hours. Existing budget resources were used for these programs.

What funds were reallocated for next year to support this goal?

The College has incrementally increased funding to the Multicultural Transfer Center between 2001-2006. By 2006 it is hoped that the College will fully fund the Center.

The College will underwrite 25% of the ENCLACE grant in 2002. The College plans to augment support to 100% in the next three years.

Academic Affairs will, in part, support the faculty and staff Cultural Diversity Workshops.

Most job descriptions have been rewritten within the Division of Adult and Family Services to be responsive to grant changes and requirements. As indicated above, more funding will be put into support services and less into administrative positions.

Tech Prep helped fund the Hispanic Expo.

The ICCB/IBHE Grant was secured for the Cultural Diversity Faculty Training. The Institution will match this grant to implement this training.

Goal 5: Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of learning.

How institutional priorities align with this goal.

In Fall 2000, Joliet Junior College was accepted into the Academic Quality Improvement Project (AQIP) accreditation process offered by the North Central Association of Schools and Colleges (now the Higher Learning Commission). As such, the college has examined the effectiveness of all its programs including student, student support, and administrative offices. Priorities for formal evaluation are currently being established. With these priorities in tow, the College will develop a five-year evaluation cycle that will ensure that all departments are:

- 1.) Aligning their activities with the institutional goals and mission,
- 2.) Developing evaluation tools that directly connect the effect of their activities on student learning,
- 3.) Interpreting the results of the assessment competently and in terms of possible areas for improvement, and
- 4.) Developing comprehensive plans to implement change based on these results of assessment, and hence, improvement of student outcomes.

What decisions have been made to support this goal?

As a result of the AQIP process, the College has decided to forego traditional planning. Instead, it will focus on three crucial College areas/functions. For 2002, these areas are: technology planning, developmental education, and promoting a shared institutional culture. As a result, the College will concentrate its energies to improve these vital few areas.

The College continues to participate in the Valley View School District Baldrige Support Team. In 2001 the College has emerged as a viable resource and a leader in Baldrige quality activities conducted in educational settings across District 525. Subsequently, the College has provided models and examples Baldrige activities benefit academic programming and faculty development.

What strategies, initiatives, activities or programs were created, refocused or completed in last year to achieve this goal?

The impetus of institutional planning has considerably changed to incorporate the criteria of "helping students learn" as the core of the entire process.

The Academic Skills Center provides supplemental instruction, peer tutoring, online tutoring, and volunteer tutoring programs. The Skills Enhancement Learning Lab, SELL, helps students review and reinforce basic skills that were identified as weaknesses on the Compass Placement Test. SELL also provides supervised computer aided instruction to anyone enrolled in developmental classes. Students also have the opportunity to take the Constitution Tests to meet state mandates for high school graduation. A review for this test is also offered. Study circles, led by peer tutors, professional tutors, and Supplemental Instructors attract many students who wish to do well on their midterm and final exams. Collaboration with academic departments makes participation in the Study

Circles particularly effective. In five out of the last seven years the Student Trustee, has been a tutor in the Academic Skills Center.

The retention committee conducted an institutional wide retention survey to uncover what program and services students rely on to remain in school. Overwhelmingly, the faculty play a vital role in the academic endeavors of JJC students. Faculty contact outside the classroom, convenience of faculty office hours, and the friendliness of the faculty were the three most cited factors in the successful achievement in educational goals.

What strategies, initiatives, activities, or programs were created, refocused, planned for next year to achieve this goal?

The continuance of the full-time faculty post-tenure review fuses the commitment to teaching excellence and provides an effectual venue for recognizing the use of new pedagogies and technologies in the classroom.

A Revised Student Code of Conduct, which includes contemporary issues such as appropriate use of email and computer laboratory courtesy, will be disseminated in Fall 2001.

Retention workshops will be conducted at the new faculty orientation and the opening session at the beginning of the Fall 2001 Semester. The sessions will cover the results of the Retention Survey, faculty intervention strategies, and instructional methodologies to keep students connected to their course work.

What funds were reallocated for next year to support this goal?

The new Faculty Development Committee has enabled faculty to participate and present at several regional and national conferences and workshops. For example, three faculty earned Cisco/A+ certification with the assistance of the resources of the Faculty Development Committee. Another faculty passed the National Lab Safety Certification course. Three students participated in the Phi Rho Pi Speech Society Contest placing in the top percentile in the competition.

An external agency was charged with recovering the addresses of over 3,200 alumni with incomplete or inaccurate address information. The College can then better track the success of its graduates. In turn, the College can obtain more accurate job and post-secondary training information.

In 2002, monies earmarked for the Assessment Committee will be redirected towards specific program evaluations.

Goal 6: Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability.

How institutional priorities align with this goal.

In response to the current market and stakeholder base, the College has installed touchtone registration to mitigate the congestion of in-person registration. Touchtone registration enables students to register at any time within the confines of their home or work environment. Other services including applications, course schedules, and descriptions were also posted to the Internet. Concomitantly, the number of web base sections has increased 50% from Spring 2000 to Spring 2001. Workshops for faculty to develop online courses are conducted twice a year.

In Fall 2000, the College commissioned an enrollment/marketing audit to assess its alignment with the educational objectives of the community. Several stakeholder constituents including the community, employers, students, high school students, and high school counselors participated. As a result, the Institutional Planning process was retrenched to developing and implementing plans that best address the weaknesses and issues unearthed by the results.

A comprehensive Facilities Master Plan is in the final stages of approval. The purpose of the guide was to identify future capital improvement projects that will best support student learning. The plan also helps in the identification of future space requirements, replacement and repair work, and space utilization. The plan will be a useful guide to the institutional planning process as well as the creation of new programs, laboratories, and learning areas.

What decisions have been made to support this goal?

The Office of Institutional Research was reorganized to incorporate institutional planning, program evaluation, and the timely dissemination of results and information. This includes the external dissemination to JJC partnerships and cooperatives. The office provides centralized support for planning, assessment activities, and survey development.

The 1998 and 1999 the Director of Institutional Research completed ICCB Unit Cost Report submissions. In 2000, that job responsibility was moved to the Controller in the Business Office. Because of the extensive experience needed for the position, it was posited that the Controller would more accurately compile the cost information for each program. Accordingly, only the 2000 information is used in the PQP Reviews as well as the 2000 Fact book. However, historical cost analyses are planned for the next academic year. That said, the controller now provides a detailed accounting record of purchases and overall equipment, salary, and miscellaneous expenditures to each program coordinator. This is accompanied by the revenues generated by the program and a "net" cost of maintaining the program area.

As a result of the enrollment/marketing audit, the College is streamlining some of its operations in terms of admissions and registration to address the concerns of students and the community. Among some of the changes slated for 2002 is a redesign of the web page, incorporation of a virtual tour for perspective students, offering accelerated and

alternate course formats, review the convenience of the schedule, and to improve contact with the high schools, businesses, and community at large.

What strategies, initiatives, activities or programs were created, refocused or completed in last year to achieve this goal?

Touchtone registration was available for the first time in Spring 2001. To comply with the college's commitment to provide convenient access to student services, the college continues its efforts to bring online registration to fruition.

In Fall 2001, through the funding of the Harry Crisp Grant, secured by the College Foundation, a total of \$22,449 will be awarded for the following projects:

1. Purchase of equipment to construct a Dynamometer for measuring motor performance torque,
2. Purchase of a music library of player piano CDs, piano cover, cart and other items for the piano at the Renaissance Center,
3. Purchase of materials and labor to construct a JJC float,
4. Purchase of a food cart for the North Campus, and
5. Acquisition and exhibition of artwork for the Permanent Collection of JJC Student Art.

What strategies, initiatives, activities or programs were created, refocused, planned for next year to achieve this goal?

The College's Strategic Plan expired in 2000. For the next planning cycle, the Strategic Plan will be developed with input from a variety of constituents. A Planning Workshop for the Board of Trustees is slated for this summer. With the AQIP, the Board of Trustees will articulate key institutional priorities. Subsequently, a specific Strategic Plan will be developed based on these priorities.

The Harry Crisp Awards for Excellence Committee selected eight projects for a total of \$26,938 for funding 2002. Twenty-two grant applications were submitted.

The Human Resources Department has developed an Employee Handbook. The handbook will introduce the College to the College's mission, policies and procedures, and provide a listing of College departments. The handbook, in conjunction with a new employee orientation program, should facilitate the training and development of new employees.

Web registration and web admissions should be available for Spring 2002. Other web conveniences slated for the 2002 academic year include payment, obtainment of course grades, and student transcripts.

What funds were reallocated for next year to support this goal?

The budget process, completely revised in 2000, has proven to be effective in determining priority and under budgeted areas of the College. Adhering to a budget plan that equals to 95% of their prior year budget (exclusive of salaries and benefits), each area must determine what items and services need to be purchased or maintained that fit within the fiduciary and goal oriented structure set by the college. The remaining 5%

allows the College to take this supposed surplus and reallocate it to crucial areas to sustain quality academic programs.

The College completed a comprehensive upgrade to its student/institutional database. Several staff members were assigned full-time to a special taskforce to implement the new system. In part, replacement staffing was provided.

As a result of the Student Housing contract, the College will reap the revenues generated from campus housing if its capacity exceeds 72%. In addition the Housing vendor will annually contribute to the JJC Foundation.

The salary designated for Dean of Enrollment Management position, vacated in 2000, was reallocated to fund the enrollment/marketing audit.

A full-time Vice President for Business Services replaced the interim Vice-President. This should facilitate the consistency of financial, facility, and technical services that best meets the requests of all of the College's constituents.

Best Practices: Academic

Since 1995, the college has been dedicated to the assessment of all its academic programs. The assessment plan is scrutinized by a panel of faculty peers who work individually with each program coordinator. The plan is reviewed for relevance to the improvement of the program, coherence to valued student outcomes, feasibility of assessment instruments, alignment of measurement to the evaluation, and the use of results.

The English Department assessed the effectiveness of their English Composition I class. Awarded a JJC Assessment Grant, the English department specifically examined its prescription to teach the content covered in the English Composition I course. The English department, albeit requires an annual assessment of all its academic course offerings, investigated the impact of the English Composition I class on several levels, primarily student outcomes, faculty adaptability, and course content conformity. In addition, several faculty, both full and part time, were rigorously engaged in the assessment project over a four-month period.

As a first step, the English Department developed a 17-page questionnaire that was distributed to the English faculty. Via the questionnaire, faculty were asked about their current teaching methodologies, use of suggested assignments, syllabus, textbook, and the English Composition Faculty Handbook.

The results revealed that the faculty, although adhering closely to the prescribed syllabus, could better serve the students if there was increased flexibility in the writing and reading assignments. Remaining within the guidelines of the Illinois Articulation Initiative, faculty felt that students could improve their writing and increase the opportunities to use more writing styles if the size of the writing assignments were varied.

Several measurements of the impact of the changes made to the English Composition I course were suggested. First, student portfolios, which are samples of the students' writing throughout the semester, will be examined for both old and new methodologies. It is hypothesized that student writing will improve more rapidly and that the writing styles assigned will be more varied. Second, the success of the students in their subsequent English course, mainly, English Composition II, will be investigated. It was asserted that students in the English Composition course sections that use the new methodologies would do better than those sections taught in the traditional method.

Ancillary to the process was the increased dialogue between faculty. As a result, full and part time faculty and day and evening faculty were afforded occasion to engage in constructive discussion about preferred pedagogies, textbooks, classroom problems, and the merit of assignments. Consequently, the faculty exchanged ideas that they reportedly would implement in the classroom. They indicated that these informal networking sessions to be one of the best professional development opportunities they had experienced. Notably, they intend to continue into the next academic year and to share their model with other academic departments.

Best Practices: Financial/Administrative/Support

The Counseling Center has made a concerted effort to build and improve on the College's partnerships with the area high schools. Although, Joliet Junior College had always enjoyed a productive relationship with the district's 19 high schools, several new initiatives has solidified the connection. These new programs and services have made the transition from high school to college easier. At the same time, high school counselors and teachers can provide the academic foundation to help their students succeed in college.

The high school counselors and College recruiters are in constant contact with high school visits at least once a month. In a recent high school counselor survey, the counselors rated their experience and contact with the college recruiters as good to excellent. In March 2001, the College hosted a half-day informational session. The high school counselors were given a tour of the College, were provided information and brochures about each academic program. They also met with recruiters, admission staff, program coordinators, current students, student club advisors, and coaches to clarify issues about admission and enrollment. Again, in a recent high school counselor survey, the high school counselors indicated that this informational session or High School Counselor Breakfast, was one of the best sources to obtain information about the College.

In June 2001, the College sponsored a High School Counselor Summer Institute. The weeklong workshop introduced high school counselors to the College's programs, course offerings, faculty, and campus services. The College also provides a listserv solely for the high school counselors employed at the district high schools. Staff from the Academic Support Services Department were also engaged in the workshop to discuss their role in the maintenance of quality programs offered at Joliet Junior College.

Through the auspices of Project Success, minority students are afforded additional advising and financial services. High school graduates that qualify for the program can enroll, free of charge, in the College's freshman orientation course. Minority students that are considered "at-risk" are actively recruited. Advising, course scheduling, and college adjustment are geared specifically to the minority population and the extra challenges they may have in affording and attending college. Parent, spouse, or other external support relationships are also encouraged to take part. In summer 2001, 90% of the students in a summer orientation course designed specifically for this audience finished successfully.

District 525 high school students are able to join any Joliet Junior College student club that is associated with an academic program. For example, there are three students involved in the Veterinary Technician Club. High school participants also enjoy membership in the Automotive Technician Club, Agriculture/Horticultural Club, and the Future Nurses Association. Hard pressed to find a better opportunity to learn about a future career, the high school students interact directly with current students, faculty, and professionals in their interested field of study. In addition, current college students will mentor high school students who demonstrate exceptional interest or talent in the field. High school students learn first hand the duration of study and commitment needed to pursue these careers. In turn, the College help these students make better-informed decisions about their future after high school.