

2002 Results Report

Joliet Junior College



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Executive Summary

The College instigated many new innovative partnerships with the local businesses, civic groups and colleges in the area including Tel Labs, Robert Morris College, Lewis University, and the Joliet Area Historical Museum. Collaborations with major corporations and other communities were also forged. These include the hosting of the Disney Institute and the Richland College AQIP team. In addition, the College continued to be a leader in civic and industrial organizations. Leadership positions held by the faculty and staff include serving on the Board of Directors for the Joliet Region Chamber of Commerce Joliet Catholic Academy, Joliet/Will County Center for Economic Development (CED), Will County Workforce Investment Board, and United Way of Will County.

The Institute of Economic Technology opened the Community Technology Center in June 2002. The Center provides free access to computers and computer related technology. The Institute of Economic Technology also provided customized training, mostly conducted on site for a wide array of businesses and governmental agencies.

Joliet Junior College posted a productive year in academic year 2002. Several new programs including the Computer Aided Design (CAD), Massage Therapy, and Medical Coding programs were approved or implemented.

Several new laboratories and facilities were completed in 2002. New computer laboratories in Interior Design, Fashion Merchandising, and Construction Technology were installed in summer 2002. The 911 Operator is fully operational and, in fact, is filled to its capacity. Plans for additional medical response programs are scheduled for next year.

The College maintains its support of the Collegiate Employment Network (CEN). A new customized training specialist and extended campus manager was hired in 2002. As a good neighbor, the College also provides support and leadership to several non-profit agencies including the United Way, Catholic Charities, and the Joliet Housing Authority. In addition, the College hosted the Joliet Area Historical Museum (JAHM) fundraiser and focus groups. It has also been commissioned to conduct a feasibility study for JAHM.

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. The Tech Prep Program continues to expand enrolling approximately 2,800 students in academic year 2002. In addition, 23 new Tech Prep articulation agreements in eleven new content areas were prepared in 2002.

The America Reads, America Counts Program was a success posting over 350 middle school participants with over 30 tutors.

The college provided approximately \$387,875 in scholarships awarding scholarships to over 597 students (49.3% increase). The Financial Aid Office provides a visible model for the dissemination and inclusion of underrepresented populations. This was accomplished by increasing the number of night hours, ensuring office coverage, and posting information on a variety of information media types. Among the different media types deployed include 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 hosted a cultural diversity workshop for faculty. Underwritten partially by the College and certified by the ICCB, 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 (AFE) Program continues to reinvent itself to provide the best education for GED, ESL, and other basic academic and basic skill students. The enrollment in AFE Programs increased by 100% in 2002.

Accepted into the Academic Quality Improvement Project (AQIP), the College has engaged in planning that focuses on student learning. Critical action goal areas were developed in 2002 and include:

- developmental education,
- technology planning, and
- institutional culture.

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, web registration was available for the first time in fall 2001. Students can also make payments, verify their financial aid status, check their grades, print their schedule, and obtain unofficial transcripts. Similarly, faculty can check their course load.

Six institutional core values were developed in fall 2001. The purpose of establishing institutional core values is to insure that all employees espoused to educational excellence in their everyday work practices. Dubbed RICH in Quality, the core values are respect, integrity, collaboration, humor & well-being, innovation, and quality.

As seen, the College has made great strides toward aligning its program and services to the needs of its community. The 2002 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 Twenty-First Century.

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

A. What is the college doing to advance this state goal?

The staff at the College has 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:

- ✓ The Joliet Region Chamber of Commerce and Industry, Board of Directors,
- ✓ Joliet Catholic Academy, Board of Directors,
- ✓ Joliet/Will County Center for Economic Development (CED), Board of Directors,
- ✓ Will County Workforce Investment Board, Board of Directors.
- ✓ Education to Careers Partnership for the Joliet Junior College Region, Board of Directors,
- ✓ United Way of Will County, Board of Directors and Immediate Past Chair of the Campaign Committee,
- ✓ Joliet Area Historical Museum, Board of Directors,
- ✓ Joliet/Will County Center for Economic Development Education and Workforce Committee, Chairperson,
- ✓ University of St. Francis, Board of Trustees,
- ✓ Chicago Counseling Association, President,
- ✓ Dress for Success Chicagoland, Board of Directors,
- ✓ Workforce Investment Board, Partner,
- ✓ Work Investment Act Board, Will County,
- ✓ Work Investment Act Board, Youth Council Board,
- ✓ Work Investment Act Board, One Stop Partner Committee,
- ✓ The Three Rivers Education for Employment System (TREES),
- ✓ Council for Working Women,
- ✓ Job Corp, Community Relations Board,
- ✓ Society for Human Resource Management, Joliet Region,
- ✓ Three Rivers Manufacturers Association Plant Managers Division.
- ✓ Kawanis,
- ✓ Spanish Center-Board
- ✓ Latino Businessmen's Association,
- ✓ Community Service Council, and
- ✓ Will County Continuum.

Not only does the staff belong to many business advisory committees, as seen above, they have assumed many leadership roles within these civic organizations. Membership in other associations include 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 the educational needs of the community.

The College signed an articulation agreement with Silver Cross Hospital regarding the degree program in Associate in Applied Science in Massage Therapy. The hospital will provide some of the laboratory and hospital experience needed for completion of the program.

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. In 2002, the Associate Vice President of Extended Campuses coordinated Chamber membership. As such, the College can better track the events that it attends and, subsequently, the impact of this exposure on the college's enrollment.

The 911 Operator Training Laboratory is fully operational and is currently accepting registrations for the Public Safety Telecommunicator Training Program. The program is designed to certify or re-certify public 911 Operators and Dispatch professionals.

Several new smart classrooms, equipped with projectors, video, computer workstations, and network capabilities, were installed in 2002.

The Institute of Economic Technology opened the Community Technology Center in June 2002. Residing at the City Center Campus, the Center provides free access to computers and computer related technology. Open to the public, participants can learn current software applications, familiarize with computer technologies, and search for local area jobs. The Center is supported by a SBC/Ameritech grant. Other grant partners include Senior Services Center of Will County, the Spanish Center, Inc., Joliet Township High School, and the Joliet Public Library.

The Institute of Economic Technology provides free academic advising services to Argonne National Laboratory, Caterpillar, Panduit, Salco Products, Ineos, Stepan, Empress Casino, and Harrah's Casino, and Borg Warner. These onsite advisement sessions help to identify training needs, proffers career guidance, and current instructional availability.

The College conducted Bilingual English/Spanish training for local business and industry. Spanish are tailored to specific workforce areas and include:

- Law Enforcement Officers,
- Paramedics and EMTs,
- Firefighters,
- Dental Staff, Spanish for Nursing,
- School Administrators, Teachers, and Support Staff, and
- Business, and Spanish for Industry, Manufacturing, and Warehousing.

Also offered were MS-Office instruction in Spanish.

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 Services Center posted a 58% increase in students and community residents served in 2002 compared to 2001. This is partially due to the increased outreach to the high schools and the addition of an Internship Coordinator who has increased the availability of career service and internship advisement.

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.

The College participates in the Metropolitan Youth Symphony Orchestra (MYSO). Held at Lewis University, both faculty and students from JJC practice with MYSO.

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. In 2002, Robert Morris College and the Office of Institutional Effectiveness at JJC have jointly coordinated a public relations campaign to increase the visibility of the programs and the articulation opportunities offered at Robert Morris College by contacting current JJC students and graduates.

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.

Other corporations and businesses that have used the College's customized training or onsite training services in 2002 include: Acme Steel, Alcoa, BP, Brach's, Chicago Heights Steel, Citgo, Delta Environmental, Diversified CPC, Dow Chemical, Equistar, Everest VIT, Exxon, Mobil, First American Bank, First Midwest Bank, Jel Sert, Kitchen Distributors, Orica Nitrogen, Pactiv, Paramount Plastics, Pelron, Priority Staffing, Reichhold Chemicals, St Anne's Church, Starcon, TRMA, Toyota America, Village of Romeoville, Walco Tool, and Will County Waste.

B. What specific action(s) does the college intend to undertake during the coming year to advance the state goal?

In 2002, the College underwent a major strategic planning effort. Over 500 interactions with stakeholders via surveys, interviews, and focus groups with several stakeholder groups ensued. The result was the establishment of five quality areas. These quality areas provide the framework for a strategic plan for 2002-2007. One of the quality areas, Collaboration with External Partners, emphasizes the importance of continuing existing partnerships as well as forging new innovative partnerships. Several initiative categories were created for this quality area. One specific category is Partners with Business & Industry. As slated by JJC's Model for Educational Excellence, the strategic plan calls for the following business and industry partnering action items in the next two academic years:

- ✓ Continue partnerships with business & industry,

- ✓ Work with vocational advisory boards to assess economic development and current market demand,
- ✓ Dovetail existing programs to meet market demands
- ✓ Increase visibility of academic departments, interns, and graduates in district workforce and leadership positions,
- ✓ Continue to be lead partner in economic development network with businesses that use the Baldrige Quality Criteria as basis for operations,
- ✓ Build number and strength of community service organization collaboration,
- ✓ Continue to network with governmental agencies, and
- ✓ Continue to be lead partner in Workforce Development.

Another of the five quality areas slated for the strategic plan is Communication with Stakeholders. Among the recommendations for the next academic year include:

- ✓ Enhance communication with various stakeholders
- ✓ Increase communication with students
- ✓ Foster connections and contact with JJC alumni, and
- ✓ Maintain visibility with community via web/media sources.

In summer 2002, the strategic plan will be distributed to all participants of the process including the Board of Trustees, full-time faculty, part-time faculty, staff, students, and community residents. An electronic bulletin board will be available to post comments and recommendations about the strategic plan. Continued dialogue concerning the strategic plan will ensue in 2003. This includes presentations and focus groups with various Chamber of Commerce, non-profit agencies, businesses, and civic events.

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

A. How do institutional priorities align with this goal?

Project Success was created to improve the success rates of area minority high school students. Accordingly, minority students are recruited to participate in a College Orientation course during their Senior year. Funded by the College, students learn college survival and study skills, are acquainted with college services, and provided with remedial instruction if needed. Upon college enrollment, each student is paired with a JJC faculty/staff mentor. The mentor provides further support through the freshmen year.

Tech Prep is a course of study that begins during the last two years of high school and culminates with an Associates degree at a post-secondary institution. Joliet Junior College proffers Tech Prep programs by providing academic programs of study linked to existing high school curricula. Current participating high schools include, Coal City, Bolingbrook, Gardner South Wilmington, Joliet Central, Joliet West, Joliet Central Partnership Academy, Lemont, Lincoln Way Central, Lincoln Way East, Lockport, Minooka, Morris, Reed Custer, and Wilmington High School. Additionally, the area career centers, namely the WILCO Vocational Center and the Grundy Area Vocational Center, also participate in Tech Prep. It is hoped to introduce Tech Prep into Peotone High School and Romeoville High School in 2003. In 2002, there were approximately 2,800 students enrolled in Tech Prep programs in District 525. In addition, articulation of 23 new agreements in 2002 in eleven content areas are now in existence. This is a 46% increase in the number of articulation agreements from 2001.

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 2002, the program served over 80 District 525 students.

In fall 2001, the college entered dual admission agreements with six area colleges. These include: Governors State University, Robert Morris College, Lewis University, Southern Illinois University, Northeastern Illinois University, Northern Illinois University, Western Illinois, University of St. Francis, and Aurora University.

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 CISCO Networking program not only prepares students for the CISCO certification examination but also prepares secondary professionals who pass the CISCO certification examination to teach networking to high school students. The College is a member of the CISCO Systems Academy network which includes local high schools and career centers.

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 in Spring 2002.

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.

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. One of the consequences from this articulation agreement is the Computer for Educators Certificate Program. A new program, the purpose of this nine credit certificate program is to familiarize K-12 teachers with technology and computer applications to enhance instruction with computers.

B. What specific action(s) does the College intend to undertake during the coming year to advance the state goal?

As mentioned in Goal 1, the college underwent an intensive campaign to solicit to its stakeholders for the College's strategic plan. As a result, JJC's Model for Educational Excellence was developed. This strategic plan provides a blue print for the College's tactical directions for the next five years. JJC's Model for Educational Excellence comprises of five quality areas. One of the areas, Collaboration of External Stakeholders, speaks directly to the continued involvement with K-12 districts. Specifically, the initiatives posited for the next five years include:

- ✓ Increase scope and number of recruitment activities at district high schools,
- ✓ Enhance existing partnerships with K-12 Districts,
- ✓ Continue to offer college level courses to high school students,
- ✓ Maintain dialogue with District 525 high school counselors,
- ✓ Forge new relationships and joint programs with educational entities, and
- ✓ Increase 2 + 2 + 2 articulation agreements and dual enrollment enterprises.

In spring 2002, the College co-authored with Lewis University and the Valley View K-12 School District (District 86U) an ICCB HECA grant. The purpose of the grant was to promote faculty and teacher peer mentoring. Specifically, the grant was to provide resources to develop formal faculty peer-training opportunities in 2003.

The High School Counselor Institute was expanded to include exposure to more JJC student and academic services and a tour of the facilities. In the works is the possibility to conduct the High School Counselor Institute twice a year.

The college will continue to be engaged in the Baldrige Support Team. Consisting of the Valley View School District, Lewis University, Joliet Junior College, Sprint PCS, McDonalds, and Tel-Labs, the partnership provides expertise in continuous quality improvement management techniques in both educational and industrial settings. The college will host the next "Best Practices" workshop to be held in spring 2003.

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

A. How do 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 Office continues to be a primary participant in institutional customer training to help staff to be motivated and student focused. In 2002, all full-time employees in the Financial Aid Office attended at least one customer service training.

The college provided approximately \$387,875 in scholarships awarding scholarships to over 597 students (49.3% increase). Information about the college's scholarships is posted on the web and can be searched by category or amount. In the spring 2002 student satisfaction survey, the financial aid office was rated as excellent or good by over 50% of the respondents. This is a 10% increase from 2001.

With over 750 invitees and 250 attendees, the annual scholarship luncheon in 2002 was one of the largest of all state community colleges and the one of the largest scholarship luncheon ever hosted by JJC.

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 practical 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. Thirty-five students were part of the program in 2002.

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

The college also maintains 20 off-site locations including the JJC-Grundy County Facility in Morris, IL. Equipped with both state-of-the-art classrooms and computer facilities, this satellite campus operates both day and evening classes. Lincoln-Way High School boasts the largest selection of credit and non-credit course offerings of all the satellite sites. In the works, is the scheduling of courses to afford students to complete an entire degree or certificate program at this location.

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.

The "Building Healthy Families" project, 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. In 2002, approximately \$2000 was contributed to 20 needy students for tuition, books, utilities, and lunch. Of the students served in 2001 and 2002, 70% are retained to the next semester.

A commonly cited barrier to attending JJC is the availability of inexpensive housing. Current students who attend the College, but whose permanent residence is not in a reasonably commuting distance, often temporarily rent units that are unsafe and inconvenient to public transportation. In response, the College has contracted to have campus housing built to accommodate students who travel to JJC from distances greater than 50 miles. As a gated community, the 296-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. At present, 78% of the rooms are leased.

Project Achieve sponsored 50 students to attend the Vagina Monologues, a play that was conducted on campus.

B. What specific action(s) does the college intend to undertake during the coming year to advance the state goal?

Student Access is among the initiatives of the 2002-2007 strategic plan, JJC's Model for Educational Excellence. As such, the college pledges to:

- ✓ Continue Summer Bridge Program to transition high school seniors to attend JJC the summer prior to starting in the fall,
- ✓ Provide adequate resources so that all displaced homemakers can take advantage of JJC training programs,
- ✓ Improve coordination of placement testing, developmental education, and integration into college level courses,
- ✓ Increase internship availability and placement,
- ✓ Provide more scholarships given by JJC to the high schools, and
- ✓ Provide sufficient core services at all points of contact.

The College supports more student workers through federal work-study and as part-time employees 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 \$1.00 salary increase in 2002 across all student worker classifications.

With the procurement of a \$160,000 grant from the Kellogg Foundation, the ENCLACE program will become fully operational in 2003. The program will offer tutoring,

academic advising, transfer and career counseling, to Hispanic college students and Hispanic high school students in District 525.

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

A. How do 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.

As mentioned in Goal 3, 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 118 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. The program provides tutoring in mathematics, English, and computer science. The program also coordinates a peer tutoring, academic counseling. In addition, the participants were able to partake in college visits Northern Illinois University, Illinois State University, University of St Francis, Spellman University, Morehouse University, and Clark University. Project Achieve also sponsored a Black History Month seminar. In 2002 the program served 200 students. Further, 29.6% of the 2002 students were accepted to four-year colleges and 17.2% graduated. This is comparable to institutional transfer and graduations rates.

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.

In fall 2001, the college conducted two Minority Leader Dinners. The purpose of these community forums was to provide input on the college's academic offerings and services regarding their appropriateness to minority students. Several recommendations including the creation of two new administrative positions were created as a result of these focus group sessions.

B. What specific action(s) does the college intend to undertake during the coming year to advance the state goal?

Again, the strategic plan has several initiatives that are aligned with diversifying the enrollment demographics. In fact, one of the quality areas, Serving Underrepresented Groups, directly addresses the issues faced by non-traditional students. Action items for the next strategic plan cycle include:

Reaching Minority Prospects:

- ✓ Increase high school minority students who take courses in high school for college credit,
- ✓ Offer general education courses for high school students so they can articulate to JJC when they graduate, and
- ✓ Offer “Summer head-start” programs.

Minority Student Support:

- ✓ Increase opportunities for minority student mentoring,
- ✓ Increase use of student clubs involving minority students,
- ✓ Continue to dialogue with high school counselors,
- ✓ Expand advisor training to meet minority needs and expectations,
- ✓ Ensure campus multicultural competence,
- ✓ Increase number of minority faculty and administrative leaders, and
- ✓ Address cultural diversity/sensitivity in all learning situations.

Special Considerations:

- ✓ Support ADA Advisory Board Support continued activities of African-American & Hispanic Taskforces, and
- ✓ Host Transition Fair (Students with disabilities).

Serving Non-Traditional Students:

- ✓ Provide adequate resources so that all displaced homemakers can take advantage of JJC training programs,
- ✓ Enhance services to lifelong learners so that they can upgrade existing skills and gain new ones, and
- ✓ Tutor limited English proficient students.

Two new positions were created to accommodate the emerging need for minority support. The Minority Recruiter position will help to recruit and maintain minority faculty and staff. This position will also provide a permanent EEO presence. The second, Director of Minority Affairs, will help create new programs and maintain new ones that support minority students and prospects.

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 2002, the Center served more than 300 minority students. This is a 50% increase over 2001. In 2003, the College will assume more financial responsibility for the Center.

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 programs in Business and Computer Science are being developed. One certificate program is in place, Certificate in Business Management and Supervision and was offered for the first time in fall 2001. The CIOS Department is currently developing additional online programs to accommodate the increased enrollment, restrictions of current facilities, and limited availability of traditional classes. These online programs will also accommodate those students who have career and personal obligations that limits their ability to attend college during the day.

The College has incrementally increased funding to the Multicultural Transfer Center between 2002-2006. 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, continue to support the faculty and staff Cultural Diversity Workshops. In fall 2001, over 30 staff and faculty received a \$250 stipend to attend the Cultural Diversity Workshop.

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.

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.

A. How do 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 have currently been established and include Developmental Education, Technology Planning, and Creating a Positive Institutional Culture. AQIP Teams are currently determining the status of these goals and the action plans to meet established targets.

The Assessment Committee has completely revamped the program assessment process at Joliet Junior College. As such, the program assessment, required by all academic programs, will focus on student outcomes. The Assessment Committee hosted an Assessment Luncheon, Assessment Workshops, and sponsored a two day session by Jim Nichols of Institutional Effectiveness Associates. The Assessment Review process has also been revised along with the Assessment schedule, Assessment Handbook, the Assessment Grid, and the Assessment Grant Proposal process. In addition, the Assessment Handbook and the Assessment Grid are now available on line.

As a result of the AQIP and several other campus initiatives, the College has decided to forego traditional planning. Instead, it solicited stakeholder feedback and developed five quality areas. As mentioned, these quality areas comprise the 2002-2007 strategic plan. The purpose of these specific quality areas is to reassert resources and priorities on critical learning processes as determined by the college's stakeholders.

B. What specific action(s) does the college intend to undertake during the coming year to advance the state goal?

The college will continue to participate in AQIP. As such, the college has emerged as a leader of the application of continuous improvement activities (CI) to educational settings. The college staff has worked in an advisory capacity with Kankakee Community College and Richland College who are also AQIP members. The college also participates in the Continuous Quality Improvement Network (CQIN). CQIN provides learning opportunities in terms of benchmarking, continuous quality improvement technique, and customer satisfaction practices. Three staff and faculty are trained as CQIN Pacesetter examiners. Two additional staff will be trained in October, 2002.

The college foresees a greater emphasis on accountability and quality. This is illustrated by one of the strategic plan's quality areas, Enabling Students to Achieve their Academic Goals. Action projects for this quality area include:

Credentialing:

- ✓ Improve and increase number of occupational programs that lead to licensure/credentialing, and

- ✓ Establish certain requisite skill sets for occupational programs that do not require certification/licensing examination.

Job Placement:

- ✓ Continue to place graduates in jobs related to their programs of study,
- ✓ Increase internship availability and placement, and
- ✓ Use JJC faculty for high school job shadow sites and mentors.

Seamless Curriculum:

- ✓ Improve coordination of placement testing, developmental education, and integration into college level courses,
- ✓ Develop “core” competency skills across all curricula programs measuring each student’s basic competency skills, and
- ✓ Assist student’s transition from GED to college level course

Faculty Support:

- ✓ Establish teaching resources (example: classroom management, technology, assessment, curriculum development) including a Center For Teaching Excellence for faculty,
- ✓ Conduct purposeful training and in-service opportunities for both adjunct and full-time faculty, and
- ✓ Develop additional faculty orientation sessions, regularly scheduled throughout semester.

Although the strategic plan has been constructed, the College has just begun its systematic planning endeavors. It hopes to reinforce its commitment to its plan by additional resources to those critical areas. This includes an additional \$100,000 for strategic planning initiatives in 2003.

The College continues to participate in the Valley View School District Baldrige Support Team. In 2002, 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 several models and examples in practice that emulate Baldrige criteria benefit academic programming and faculty development.

The retention committee will continue to collect information on why students drop their courses. Developed in spring 2000, the College has catalogued a student’s reason for dropping a course for five semesters by the construction of a Course Withdraw Database. From that database, the Course Withdraw Report was created for academic chairpersons in 2002. After given a demonstration of the report and the database, the academic chairpersons have overwhelmingly asked for its continuance. In fact, the Mathematics Department has used the results to construct department specific retention initiatives. This includes a student-faculty contract for all students who repeat a developmental mathematics course.

A consultant examined the effectiveness of the Campus Police. The results indicate the revision of many of the department’s practices and staffing. This will ensue in 2003.

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 Course Withdraw Report, faculty intervention strategies, and instructional methodologies to keep students connected to their course work.

A Revised Student Code of Conduct, which includes contemporary issues such as appropriate use of email and computer laboratory courtesy, was disseminated in fall 2001. As a result of the revised Student Conduct, the administration conducts workshops regarding disruptive behavior in the classroom for faculty. Also created was a crisis management system for faculty to use.

The new Faculty Orientation will be continued to be offered. The orientation provides new faculty with classroom management techniques, introductions to other academic departments, and familiarizes the new faculty with the College's procedures, services, and facilities. Seventeen new faculty are enrolled for the fall 2002 orientation sessions.

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

A. How do institutional priorities align with this goal?

In response to the current market and stakeholder base, the College has instigated web registration to mitigate the congestion of in-person registration. Web advisor enables students to register at any time within the confines of their home or work environment. It also allows current students to check their schedule and to retrieve their grades. Other services including applications, course schedules, and descriptions were also posted to the Internet. Concomitantly, the number of enrolled students in web base sections has increased 94% from Spring 2001 to Spring 2002 and headcount has increased 75% in the same period.

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. Complicit with the stakeholder feedback from the strategic planning meetings, the Enabling Students to Achieve their Academic Goal, addresses the improvement of student services and academic programming.

After a reorganization of the Institutional Research Office, new priorities were instituted. These include a systematic assessment process, a strategic planning process that incorporated the feedback of several stakeholder groups, and the dissemination of enrollment and institutional data that facilitates program service improvement. As such, institutional reports including the factbook, semester factsheets, and survey results are mailed to all administrative council members. The information is also available on the Internet and the college's intranet site. Survey results are charted with trend information when available. Workshops that explicate how to use these survey results for program and service delivery improvement are offered to both faculty and the Division of Student Services. Follow-up on program assessment reports is conducted regularly. The strategic planning process at the College comprised of several institutional meetings, focus groups, and surveys. In addition, the Institutional Effectiveness Office conducted five community focus groups to solicit feedback.

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.

Six institutional core values were developed in fall 2001. The purpose of establishing institutional core values was to insure that all employees espoused to educational excellence in their everyday work practices. The acronym, RICH in Quality, represents the six core values: respect, integrity, collaboration, humor & well-being, innovation, and quality. The core values are posted on the college's web page, printed in the College catalogue, and listed in the Employee Handbook. A core values logo was developed in 2002. In the works are core value banners to be displayed across campus.

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

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

The Human Resources Department has developed an Employee Handbook which was disseminated at the fall 2001 Opening Day. The contents of the Handbook include the College's mission, goals, core values, and policies and procedures. It also provides contact information for each college department. The handbook, in conjunction with a new employee orientation program, augments the training and development of new employees. It also provides an invaluable directory of the college's personnel, services and facilities.

B. What specific action(s) does the college intend to undertake during the coming year to advance the state goal?

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 2003 is a redesign of the web page, incorporation of a virtual tour for perspective students, offering additional accelerated and alternate course formats, review the convenience of the schedule, and to improve contact with the high schools, businesses, and community at large.

The budget process, completely revised in 2000, has proven to be effective in determining priority and under budgeted areas of the College. In spring 2002, the budgeting process was further modified to reflect appropriate funding of the five quality areas of the strategic plan. Accordingly, each division of the college was asked to prioritize budget requests within the realm of the college's mission, goals, and strategic plan for 2003. The resulting budget requests were then ranked by their alignment with the five quality areas. The budget items with the largest rankings are slated to be funded in 2003.

In 2000, the Controller has assumed responsibility for the Unit Cost Report. As a result, trend information from that report is now available. Salary, equipment, and overall direct and indirect cost comparisons for 2000 and 2001 by program and academic department were compiled and sent to all academic chairpersons and the administrative council. This information was also included in the JJC Factbook. Three year trend information will be available in 2003.

The College has made several new modules to its student/institutional database operation in 2002. These include Communications Management and the Events Module. Communication Management automates mailings such as admissions letters, follow-up

prospect letters, and financial aid notifications. The Events Module will enable more end-users to schedule classrooms and facilities, compile reports, and provide more accurate information on external reservations. It is anticipated that an additional 10-15 end-users will be trained on these two modules in 2003.

The salary designated for Dean of Enrollment Management position, vacated in 2000, was reallocated in 2001, 2002, and 2003 to fund the recommendations of the enrollment/marketing audit. This includes redesigned view books, streamline the Admissions Office, and an additional web designer.

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.

In 2002, the assessment process at Joliet Junior College was revisited. Several faculty assessment committee members began to reshape the purpose and focus of the Assessment Committee. As a result, several changes ensued.

The purpose of assessment was revised and articulated to the College community. Specifically, implementation of assessment and use of the results would:

- (a) improve student outcomes,
- (b) fulfill the needs and expectations of the stakeholders in District 525,
- (c) achieve of the mission and goals of Joliet Junior College, and
- (d) improve the institution and its academic programs based on sound and robust evaluation research.

As such, the Assessment Committee embarked on a two semester campaign to elucidate the college community on assessment techniques. This included several assessment workshops included a two-day workshop conducted by Institutional Effectiveness Associates. Soon after, Institutional Effectiveness Associates introduced the process of outcome assessment. This was accomplished in part by distributing workbooks, assessment manuals, and supporting materials to all the academic departments. The Dean of Institutional Effectiveness offered a follow-up workshop. The hands-on workshop afforded the academic department representatives to construct preliminary assessment plans, instruments, and result applications. Feedback on the efficacy of the plans was also provided.

In spring 2002, the Assessment Committee co-chairpersons updated the Assessment Handbook to reflect the changes made in fall 2001. The College's assessment goals were rewritten to reflect the influx of new occupational certificate programs, the need for general education outcomes to be articulated across campus, the increased flexibility of placement testing and developmental education instructional strategies, and the obligation to assess the effectiveness of alternative delivery methods. Also revised was the schedule for assessment plan, delivery, review, and use of results. This adjustment was made to accommodate the use of results for the improvement of program curricula. The assessment plan grid was also rewritten. Again, the purpose for the modifications was to target assessment efforts to the direct assessment and improvement of student outcomes.

To augment the assessment process, the Assessment Committee has made Assessment materials, primarily the Assessment Handbook, Assessment Grid, and the Assessment Grant Proposal form accessible on both the web, intranet, and through the interoffice dispersment of forms. In the works, is an online submittal form of assessment plans. In turn, each assessment plan will be stored on an electronic database. This will provide an

invaluable resource for future assessment designs that can easily be retrieved by experimental design or content area.

A commitment from the President has enabled the Assessment Committee to fund several innovative grants via the grant proposal process. The process, established in 1996, encourages faculty to conduct innovative program evaluations. For 2002, the assessment of interactive developmental education courses, fourth semester Veterinary Technician externs, and computer information system students were evaluated using a variety of techniques.

In sum, the purpose of the revision of the College's assessment process was to better meet the demands of new degree programs especially certificate programs, the rapidity of change in existing programs, and variety of degree offerings. It also was modified to better capture the identification and evaluation of student competencies. The Assessment Committee also provides valuable support to the AQIP mandates and the AQIP Developmental Education Quality Action Team.

Best Practices: Financial/Administrative/Support

In 2000, the Joliet Junior College's Strategic Plan expired. In 2001, a major needs-analysis (marketing study and enrollment audit) was conducted to ascertain the expectations and priorities of the college's constituents. Both the audit and the conclusion of the previous strategic plan have provided the impetus for the next planning cycle. Subsequently, the mission was reviewed for its relevance to the educational needs of the Twenty-First Century. In addition, a new vision, aligned with the needs-analysis results, was developed.

With the mission and vision in tact, the internal college stakeholders developed six institutional goals. These internal stakeholders included faculty, staff, and administrators. Over the course of two months, those institutional goals were refined to align with the community's expectations of JJC.

After the goals were established, the Board of Trustees was asked to list their priorities in relation to the institutional goals for 2002-2007. Collectively, the members of the President's Cabinet and the Board of Trustees articulated five priorities as the focal points for the strategic plan. The Leadership Team's priorities and the Institutional goals, in turn, were to be the foundation for the initiatives of the next strategic planning cycle.

In fall 2001, the College hosted several community meetings (Peotone, Morris, Bolingbrook, New Lenox, and Joliet). The purpose of these meetings was twofold. First, the College's vision and goals were shared with the community at large. Second, the community was afforded the opportunity to assert what academic programs and student services were important. They were also asked to identify the key performance indicators that were critical to measuring the College's success.

Based on this feedback, the College generated five quality areas in spring 2002,

- (a) Enabling students to achieve their academic goals,
- (b) Faculty and faculty support and compensation,
- (c) Serving underrepresented groups,
- (d) Collaboration with external stakeholders, and
- (e) State-of-the-art facilities.

Currently, the planning sub-teams are in the process of completing action plans and developing a "balanced score-card" approach to measure vital key areas. Most importantly, Joliet Junior College has incorporated the input solicited from the community at large in its strategic planning and resultant operational activities.

Joliet Junior College is committed to keeping the community abreast of its planning activities and will post the key performance indicators it will use to gauge its success in the implementation of the strategic plan. This will take the form of press coverage and regular updates to the JJC planning web pages. Currently available is a web-based community bulletin-board to post comments about the academic programs and student services of JJC. In addition, regular newsletters on campus quality initiatives and strategic planning updates are sent to the participants of the community planning meetings.

JJC Mission Specific Indicators

ICCB Goal	JJC Goal	Indicator	Measurement
1: Economic Growth (PEER Comparison: No)	1. Maintain/Increase Collaborative Partnerships	Pursue an increase in the number of collaborative partnerships with local businesses and industry Pursue an increase in the number of workforce education programs responsive to business and industry	<ul style="list-style-type: none"> ✓ Number of non-credit students, ✓ Number of new “sponsorship” (agency billed) courses ✓ Number of businesses served ✓ Number of community organizations served ✓ Number of new workforce education programs ✓ Percent of students/clients that were satisfied with educational experience
3. Affordability (PEER Comparison: Yes)	2. Provide flexible/accessible quality instruction	Maintain tuition rates within current statewide averages	<ul style="list-style-type: none"> ✓ Tuition Rate/Trends ✓ Number of students receiving financial aid ✓ Increase financial amount of grants ✓ Increase number of programs using grant money
4. Access and Diversity (PEER Comparison: No)	3. Address needs of shifting community demographic	Increase the number of minority students that reflects community demographics	<ul style="list-style-type: none"> ✓ List of Programs, ✓ Number of programs, ✓ Expenditures for Programs, ✓ Number of students served in programs ✓ List of new programs ✓ “Quality” surveys to every student”
2. Partnerships with K-12 Education (PEER Comparison: Yes)	2. Provide Flexible/accessible quality instruction	Continue to offer quality educational opportunities to K-12 students	<ul style="list-style-type: none"> ✓ List of youth programs ✓ List of new youth programs ✓ Number of youth program students ✓ Number of dual-enrolled ✓ Number of Tech Prep articulation agreements ✓ Number of College/Career Fairs Hosted ✓ Number of high school students entering workforce training