

# **RESULTS REPORT 2003**

## **JOLIET JUNIOR** **COLLEGE**

## **Section I: Executive Summary**

Joliet Junior College is a public two-year college located 30 miles southwest of Chicago. Established in 1901, JJC is the oldest continually operated community college in the United States. Approximately 13,000 credit students and 17,000 non-credit students attend one of Joliet Junior College's three campuses. The three campuses are strategically located within the district attracting both urban and rural residents. The college district straddles seven counties and encompasses a 1,142 square mile area.

The college offers pre-baccalaureate programs for students planning to transfer to a four-year university (61 AA and AS degree programs), occupational education (52 AAS degree programs and 82 certificate programs) leading directly to employment, adult education and literacy programs, workforce and workplace development services, and support services to help students succeed. The college is unequivocally committed to provide access to post-secondary education and occupational training to all residents to improve their quality of life as well as the quality of the community. Joliet Junior College maintains a quality faculty and higher than average instruction costs while controlling the costs of administration and retaining low tuition.

Despite the challenges faced during FY 2003 due to budget reduction the College has ventured forward into some new areas and continued its commitment to planning, implementation, and evaluation.

The college has been in the fortunate position of having Century Corporation construct a 300-bed residential facility adjacent to the main campus. This housing complex, although beset by early problems which affect many new initiatives, is an important addition to the affordable residential choices of JJC students. A housing task force made up of professionals from Century, JJC administration, the JJC Foundation, local business leaders, and the Joliet Police Department has crafted strategies to assist Century Corporation manage the facility into the coming year.

Following a year of data gathering and study, the college has instituted a new performance management system and salary structure for administrators and support staff. This system was perfected with the assistance of a management consulting firm and fits nicely into the college's move toward having functional employment units and staff develop annual goals. Personal and unit goal setting will help fine tune institutional goal setting and will be an important addition to planning and budgeting.

New curriculum has been developed in process technology, cosmetology, pharmacy technology, library technician, several health science certificates, and radiology technology to try to meet the needs of the local work force. These initiatives have come from the work the college has done with local advisory committees. The curriculum seems to be both proactive to perceived needs and reactive to business and industry demands. A strong relationship has been developed in District 525 between Joliet Junior College and the local business and industry partners.

Distance education initiatives have continued to grow in a planned response to stakeholder needs. Approximately 15 new credit courses are developed each year and

more effort recently has focused on non-credit activities. The college contracted with the BlackBoard company to expand its current Basic level of agreement and moved to the Enterprise level this summer (in time for fall). The resources expended here are heavy in the short term but allow the college to more fully develop its online presence. A new full-time Online Course Technician was also added to the staff.

Joliet Junior College lost two referenda attempts during the past year. The fall effort for a bond and tax referenda was defeated by a closer vote than the spring's tax question. Although these referenda failed they were opportunities for the college to finalize a master facility plan, focus on current deferred maintenance needs, and spend a great deal of time with local citizens sharing ideas and listening to their feedback. The college is growing faster than it ever has, but its physical facilities can barely sustain the current population. Challenging times lie ahead and planning and evaluation will be critical.

**Section II: Report on Institutional Performance of  
Goals 1 through 6 of The Illinois Commitment**

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

**What is Joliet Junior College now doing that advances this goal and related actions?**

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 close tabs on the economic development of the region as well as providing guidance in terms of training and workforce development. 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 the educational needs of the community.

During the past twelve months the college has had an active presence on the local Workforce Investment Board and now has over 60 programs approved for WIA funding. The college has outreached to local business and industry and entered into third party relationships in order to establish degree programs in cosmetology, pharmacy technician, and radiology. Due to the space limitations currently challenging JJC with enrollment increases, these third party agreements allow the college to use business and industry sites to deliver a part of the credit instruction.

The statistical data for this category is somewhat inconclusive. The average number of businesses served over the three year period (00-02) was 445 for JJC. This is roughly 1/11 of the entire community college system number which was served. The data on the number of individuals who received customized training increased drastically in 2002. This runs counter to the state trends which actually show a decrease in number of individuals trained. JJC experienced a slight drop in the number of workshops provided and offered significantly fewer non-credit computer training classes. During the last three years the business/industry outreach section of the college (IET-Institute of Economic Technology) offered over 70 workshops in quality process improvement. This was the largest number offered by any institution in the state. The Institute of Economic Technology also 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.

**What specific actions does Joliet Junior College intend to undertake in the coming year (or two) to advance this goal and related actions?**

The challenges facing any business and industry training unit in the current economic environment is how to provide cost effective programs in a time of diminishing resources. The obvious answer is to make more of these experiences on-line and Joliet Junior College has taken a positive step by hiring more professionals who will help with online curriculum development.

The JCC Foundation's Business and Industry Taskforce, which committed in 2001 to fund raising efforts to construct a Process Control Technology Laboratory, has been successful in 2002 with securing a commitment for about \$200,000. This group has been working with academic affairs to identify other areas in which they can attempt to raise funds. These efforts are the very spirit of Goal 1 of the Illinois Commitment, where business and industry has some training or staffing needs and works closely (through advisory committees and financial resources) with a community college to establish a program.

The work in adult education is also a critical component of Goal 1. Joliet Junior College has one of the three largest adult education programs in the state and is directly involved in training Illinois citizens for employment. Programs developed under WIA funding allow individuals to become involved with one of the construction trades, prepare for work with computer data entry, and prepare for entry into the hospitality industry. Much of the Division of Adult and Family Services time over the next two years will be spent on getting non-English speaking clients ready for entry into the job market. Two new full-time and several part-time employees have been hired to work with this segment of the work force. This work will be just as critical to maintaining economic vitality in Illinois.

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

### **What is Joliet Junior College now doing that advances this goal and related actions?**

The Tech Prep program continues to forge relationships with local high schools and career centers. JJC now has expanded the program to over ten sites and has developed over fifty transfer of credit agreements with these sites. Occupational students in the local high schools and career centers can earn college credit upon presentation of certificates which indicate that they successfully completed a year of study through a Tech Prep initiative. One of the most successful areas has been in Cisco training where the high school or career center and the College have been able to offer state-of-the-art networking training and certification at four sites (JJC North Campus, WILCO Career Center, Reed-Custer HS, and Grundy County Career Center). Specifically, students who complete the core sequence are eligible to take the Cisco Certified Networking Associate Exam. The program has experienced rapid growth and there are still more students who wish to enroll than spaces for those students.

One of the important initiatives taken during the past academic year concerned JJC's involvement with the new requirements for Paraprofessional training. The Vice President of Academic Affairs and a retired education faculty member served on a state-wide task force organized by ICCB/IBHE/ISBE. The work of the task force has helped to define the methods and actions that should be taken to assist paraprofessionals meet the new training requirements define under the federal No Child Left Behind legislation. JJC began in earnest in October to meet with District 525 schools and help to initiate training programs for paraprofessionals. The retired adjunct faculty member was employed on a part-time basis to serve as the liaison with local schools. Several courses have been offered at various schools which meet the time and place requirements of this population.

The Academic Skills Center in conjunction with the Information Technology Center has worked over the last three years and has initiated ACT COMPASS Test sites at 17 high schools. College resources were shifted to allow a test facilitator to visit each high school and coordinate "on-site" testing. This provides immediate feedback on course placement for students. Some 600 students took advantage of this option during the past year.

Joliet Junior College has been a leading player in the Fairmont Partnership, which provides assistance to one of the local schools which has been on the ISBE "watch list". 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 group helped the school district secure a 21<sup>st</sup> Century

federal grant and is currently developing strategies for future funding raising initiatives.

Joliet Junior College sponsors a district-wide college fair every October with area high schools. Classes at the main campus are cancelled for the evening as more than a thousand prospective college students and parents descend on the college to meet with 100-125 college admissions representatives.

One of the goals from last year's report involved expanding the High School Counselor's Summer Institute. This goal was accomplished as twelve new counselors received training in a week-long series of sessions organized by Joliet Junior College's Counseling Department.

**What specific actions does Joliet Junior College intend to undertake in the coming year (or two) to advance this goal and related actions?**

JJC has undertaken two initiatives which have been defined as new important steps for the college in its role as a provider of training for prospective and current educators. The first initiative involves the continuing work on paraprofessional training. JJC will continue to provide courses and workshop training for paraprofessionals at times and places that are convenient. The second initiative involves the establishment of an "educational training center" at a site jointly supported by Joliet Junior College, Governor's State University, and Lincoln Way High School. Begun in the Fall of 2002, JJC and GSU offered a series of courses designed to allow prospective education majors to start their undergraduate degrees, work on upper division requirements for the BSEd, or take graduate courses. The joint venture occurred through the collaborative relationships of the three levels of education to promote "educational training" in one of the most densely populated sections of District 525. JJC has committed resources, including staff, to this venture and is well positioned to expand this initiative in the coming years.

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

**What is Joliet Junior College now doing that advances this goal and related actions?**

The Financial Aid Office has taken a well defined customer service orientation within the college. The office has provided financial aid workshops at local high schools and for 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. In the 2003 graduate survey, the financial aid office was rated as excellent or good by over three-fourths of the respondents. The Financial Aid Office seems to be very successful at executing its customer service orientation. The financial award numbers have increased slightly over the past three years and are in line with other community colleges in Illinois. The college's Financial Aid Office has been a beacon of good will as it has outreached to local communities and assisted students and parents with college funding (even if the students were actually going to attend other institutions.)

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 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.

Housing, especially affordable housing, has always been a concern for college students who live in suburban areas like Joliet. This is especially true for students who attend specialized programs (Vet Tech, Agriculture/Horticulture, Culinary Arts) and come from outside District 525. Past JJC students who attended the college, but whose permanent residence was not in a reasonable commuting distance took up residence in areas that are unsafe and inconvenient to the college. The Joliet Junior College Foundation entered into a fiduciary relationship with Century Corporation and built a gated community, a 300-bed unit adjacent to campus. This facility has its own security, and many amenities such as laundry and fitness facilities. The complex was filled long before the fall, 2002 semester began. Although the facility has been plagued with some start up concerns and disciplinary issues, philosophically the college has made a good move in providing affordable housing in order to facilitate greater opportunity for students with financial needs.

The Division of Adult and Family Services (DAFS) and the Institute of Economic Technology (IET) has established the college's One-Stop Center. The Center, providing services for some seven to eight hundred clients annually, has established linkages with area businesses offering classes in workforce

preparation, GED, and occupational training. Outreach activities include frequent presentations at Will County's Workforce Development Center and our part of the new program of support defined under WIA. DAFS continues to provide information, through partnerships with many local non-profit and governmental agencies, 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. IET has created several occupational training programs (approved for WIA funding) which are delivered in Spanish and open opportunities not available to non-English speaking clients.

The college has continued its Student Emergency Fund for students who may not have enough money for a meal on campus; are having difficulty paying their utilities; cannot afford bus transportation. This program allows a student to ask any JJC employee for assistance. The student can get a meal voucher, bus fare, or even emergency money for class supplies. The College Bookstore permits bookstore loans to students who cannot afford their textbook cost at the beginning of the semester. Although only a short-term solution, it can be a critical link for students with temporary financial need.

The Joliet Junior College Foundation has continued its impressive record for providing scholarship funds for over 600 students each year. Even in the recent tough economic times for investments the Foundation has continued its outreach to students who have demonstrated academic ability but may also have financial need.

**What specific actions does Joliet Junior College intend to undertake in the coming year (or two) to advance this goal and related actions?**

The Financial Aid Office will continue its outreach to students through providing programs for parents of high school students in the evening at many area high schools. The Director of Financial Aid has recently joined the recruitment team, a body that plans and directs recruitment activities.

A new series of events, Discover JJC, is combination recruitment, financial aid workshop on-campus activity to allow prospective students and parents the opportunity to gain the information needed to make a decision about college.

Financial Aid and Admissions/Recruitment staff members will continue to participate in cross-training activities. When recruiters visit high schools they always carry financial aid and scholarship materials with them.

A Housing Task Force was started this summer to work with Century Corporation to improve their success in the new residential units. Made up of local officials from city government, city police, college administration, and Century employees, the Task Force seeks to improve the experience for all students.

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

**What is Joliet Junior College now doing that advances this goal and related actions?**

There has been a precipitous increase in the number of minority students at Joliet Junior College. A seventy-four percent increase in minority students has occurred in the last five years, with the Hispanic population experiencing the largest gains (over 100% for the last five years). In response to these trends a new administrative position was created late in fiscal year 2002. A new Director of Minority Student Affairs was hired in the fall semester of 2002. This person will plan and implement recruitment and retention initiatives in collaboration with the college's academic departments. It will also be the liaison to the community for advancement of minority causes.

The college was fortunate to be part of a consortium who received a large Kellogg Foundation grant called ENLACE. Sponsored by Chicago ENLACE Partnership, the monies has provided on-going academic advisement, tutoring, leadership skills, and cultural development to assist Latino students adjust to the campus environment. JJC covered 50% of the cost of the grant last year and will assume full funding of this initiative in two more years. There were some 20 ENLACE scholars at JJC during the 2002-2003 academic year

The College has shifted resources in order that it can fully fund the Multicultural Transfer Center. The Center, begun through the generosity of the HECA grant program, provides transfer advising, leadership seminars, and college tours. Last year the Multi-Cultural Transfer Center functioned in more of a transfer advising and counseling mode, especially for minority students. All newly enrolled students and their parents (for students ages 17-21) receive a letter about the Multi-Cultural Transfer Center and its focus on minority transfer. The demographics by ethnicity for minority students served last year are listed below.

<b>Multicultural Transfer Center</b>	<b>Hispanic</b>	<b>African-American</b>	<b>Asian</b>	<b>Native American</b>	<b>Total</b>
Count	112	45	7	1	165

The Multi-Cultural Transfer Center provides college tours for minorities. The Multi-Cultural Transfer Center has increased the number of hours of operations to include two evenings. In concert with ENLACE, the Multi-Cultural Transfer Center hosted "Navigating College: Minority Student & Parent Orientation". Several of these workshops were made available to parents and

prospective students. The purpose of the seminars are to answer questions that high school students and parents have about admission procedures, registration, specific majors, tutoring, and financial aid at Joliet Junior College.

Working closely with the Joliet Township High School and Joliet Job Corps, the Division of Adult and Family Services developed a program to allow over 150 Job Corps students to received a Joliet Township High School diploma during the last year. This program received a national Job Corps Alpha Award in Washington in mid-July. Some 50 of these Job Corp students are district residents and efforts have begun to recruit them to college degree and non-credit training programs.

The mission of TRIO grant funded Project Achieve is to provide academic support services to low-income, first generation, or disabled college students. In the last year over 140 students were served.

There is a good assortment of student clubs which outreach to minority students and promote positive retention. Included in these clubs are Latinos Unitos, the Black Student Union, and the Gay and Straight Lifestyles group.

**What specific actions does Joliet Junior College intend to undertake in the coming year (or two) to advance this goal and related actions?**

Another position designed to support diversity training and recruitment (minority human resource manager) will be hired this coming spring semester to lead efforts to promote cultural awareness especially with respect to faculty and staff. The position will also be responsible for coordinating a college-wide effort to promote inclusion. Another charge of this position will be to develop and maintain the college's Affirmative Action (AA) plan that includes monitoring hiring practices for the AA. It is hoped that this new position can enhance the college's hiring success in full-time faculty. Although the college is well represented by minority professionals at all levels of the administration (20-25% compared to a state average of around 14%) the full-time faculty has only about a 9% population. This is a slight increase over the last 3-5 years, but still falls below the state average of about 13.7%. Outside the Chicago city-wide system the "downstate" average would be about 8% minority full-time faculty. Joliet Junior College should be able to accomplish at least the 11-12% mark.

Under the Director of Minority Student Affairs a Minority Advisory Committee will be established to coordinate internal and external cohorts composed of faculty, students, and members of the community.

The college has agreed to fully fund the ENLACE program by the fall semester of 2004 through shifting of previous resources. This will ensure that "hard" money will provide on-going academic advisement, tutoring, leadership skills, and

cultural development to assist Latino students acclimate to the campus environment for the future.

The College will fully fund the Minority Student Transfer Center beginning in FY 2004.

**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.**

**What is Joliet Junior College now doing that advances this goal and related actions?**

Joliet Junior College is currently in its third year of participation with 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. A key focus area of the AQIP effort is “helping students learn” and as such has focused the college effort on the improvement of student learning. Key focus areas for 2002-03 have been developmental education and helping student navigate the new technologies. The college organized and executed a Trailblazer in technology support (through CQIN – Datatel) and is awaiting results for planning purposes. JJC is firmly committed to academic excellence and began producing “results” reports for NCA-HLC as part of their AQIP process.

During the past year the Assessment Committee has upgraded its efforts across campus. The Committee developed a revised handbook, reached out to departments who were doing the five year program review process, and agreed upon a philosophy.

*The purpose of assessment at Joliet Junior College is to continually improve learning outcomes. The main focus of the Assessment Committee at JJC is to support quality assessment at the program level. Program assessment provides opportunities for faculty, staff, and administrators to examine the current needs and expectations of the college’s stakeholders. As such, systematic academic program evaluation can determine the college's current ability to meet these needs and expectations as well as indicate the areas that should be improved.*

Systematic assessment of student learning has yielded excellent results in several departments and curriculum changes have followed. Areas like Nursing, Veterinary Medical Technology, and Emergency Medical Technology have made substantial changes to curriculum in response to assessment of learning and in conjunction with national standards of testing. Other programs have incorporated assessment into the restructuring of courses. Example of this occurred in both the Mathematics and English Departments. In mathematics the delineation of placement testing into its component parts allowed the department to take two four-hour developmental courses and divide them into four one-hour modules. For those students who placed near the “cut-off” scores, but still lacked one critical skills, enrollment in one one-hour course took the place of having to sit in

a four-hour course. The byproduct of this work produced satisfactory results in the first year as over 80% of the students who qualified and attempted the one-hour modules passed (20% higher than the standard developmental math). In composition the faculty used placement test scores to place students in a six-hour English and reading course which was team taught, coordinated, and designed to produce good results for students with both developmental deficiencies. Not surprisingly the first year grade and completion results were excellent and students rated the experiment positively. Both of these designs “hold students accountable for learning” by putting them in an environment in which they can succeed.

Class sizes at JJC average about 16 and one-half students, over one-half a student below the state average. Maintaining class sizes, even when your institution is experiencing record growth, is an important indicator of the value placed on academics. JJC will hopefully be able to continue to maintain these numbers even as enrollment continues its near double digit growth rate.

A major change occurred in the General Education program for those students pursuing an associate degree in agriculture or horticulture. The Curriculum Committee voted to require all departments to satisfy their General Education requirements for the Associate of Applied Science degree from outside of their major department. This change will require the Agriculture/Horticulture students to complete nine new hours of coursework from outside of their major department. Following a consultant’s work on degree requirement for agriculture and horticulture students, it was decided that a committee of faculty would assist in developing a wider range of General Education courses for AAS students. Following successful courses like Technical Mathematics, Technical Writing and Communications, Math for Culinary Arts, etc. this committee will promote and help develop a wide range of “integrated” curriculum to integrate the philosophy of general education with the practical application in occupational fields. Assessment of these courses will be critical to developing a quality integrated curriculum for AAS students.

Three Common Institutional Indicators (CII) are recognized for Goal 5. The graduate alumni surveys find an 89% satisfaction ratio at JJC which places in securely with the state average. The ratio has ranged from below average (81%) to above average (95%) over the last three years.

The pass rates on professional licensure exams has shown excellent results at Joliet Junior College. In the Veterinary Medical Technology Program all 21 graduates (spring 2003) passed the Vet Tech Boards. There have been three graduating classes (2001,2002,2003) from the Vet Tech Program and **all** (100%) of the students have passed the boards on their first attempt. The Nursing Program had good results for students taking the certification exam to become a Practical Nurse. The results for Nursing students trying to enter the Registered

Nursing profession the results were not as strong. The pass rate was equal to the overall national average although for some periods fell slightly below the average.

**Number of Nursing Students Passing the NCLEX-PN Exam**

Oct-Mar 2000	Apr-Sep 2000	Oct-Mar 2001	Apr-Sep 2001	Oct-Mar 2002	Apr-Sep 2002	Oct-Mar 2003
13/15	17/19	16/16	34/37	29/31	31/33	32/37
87%	89%	100%	92%	94%	94%	86%
National norms		85%		84%		87%

**Number of Nursing Students Passing the NCLEX-RN Exam**

Oct-Mar 2000	Apr-Sep 2000	Oct-Mar 2001	Apr-Sep 2001	Oct-Mar 2002	Apr-Sep 2002	Oct-Mar 2003
42/48	34/41	27/34	40/50	30/42	41/45	39/47
88%	83%	79%	80%	84%	91%	83%
National norms		82%		84%		85%

Although not necessarily a best practice, the continuing work of the college’s assessment committee (described at length in Section IV of this report) has produced excellent results and continues to move the college forward in the area of accountability with respect to student learning.

**What specific actions does Joliet Junior College intend to undertake in the coming year (or two) to advance this goal and related actions?**

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. 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.

The “Integrated” General Education Task Force will help develop the standards and monitor the progress in a series of new courses designed to bridge the gap between theory and application. A fully integrated curriculum will need to be developed in the 2003-04 academic year for agriculture and horticulture students. This coursework and newly developed ones will hopefully begin to be phased into

other occupational departments in the 2004-05 academic year. Resources from Perkins III and other college sources will be designated to assist in funding this initiative.

The new and improved Student Code of Conduct was unveiled in the 2002-2003 academic year and used as a student development discipline tool. Some thirty students were “charged” under the student code and appropriate sanctions given for proven infractions. Many faculty now hand out the code brochure at the beginning of a semester.

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

**What is Joliet Junior College now doing that advances this goal and related actions?**

Joliet Junior College conducted a formal process for improving productivity during the summer and fall of 2002 which resulted in a referendum vote in November of 2002. The College redesigned its comprehensive Facilities Master Plan through a series of meeting with BLDD Engineering and external constituencies for the purpose of identifying capital improvement projects that would best support student learning and expand campus outreach. The plan also helped in the identification of future space requirements, replacement and repair work, and space utilization. Although the \$252 million referendum did not succeed, the process was very instrumental in JJC identifying long-term goals and way to be cost effective. A byproduct of this work was the identification of a funding strategy (not requiring voter approval) which will allow the college to finance about \$30 million over the next ten years and care for the maintenance and repair of the 35 year old Main Campus facility. Accountability to the physical facilities is an important goal often overlooked in times of tighter budgets and JJC is well positioned in this area.

Joliet Junior College is in the process of refining internal employee productivity and accountability through a new employee management system for administrators and professional support staff. This process is better described in the “best practices” section; however, in general it is a performance management system based on the SMART approach (specific, measurable, attainable, relevant, and time-defined). It will be a cascading process to establish/communicate priorities and subsequently develop both functional and individual metrics and objectives. Perhaps the most exciting outcome of this second phase of the process will be the development of a system whereby individuals and units set annual goals within the context of institutional goals and their performance measured against these goals. A merit-based section of the annual compensation system will be the eventual outcome of the performance management system.

The Business Office developed a new system of using an approved credit card system (Elan) to handle many small and medium cash purchases. The credit card system allows departments to make purchases directly without having to ask for reimbursements or check advances. The system has cut down drastically on staff time required to process many small cost type of purchases. The system will be expanded into airline tickets and conference registration fees during the coming year and is anticipated to have similar cost savings results.

The productivity numbers for JJC seem very good when compared to the ICCB state averages. First, the percentage change in the population served at JJC is virtually equal to the state average changes (see the following table). There is

roughly an eight percent increase in the population served for each of the following three years.

Percentage Change in Total Population Served				
	2000	2001	2002	00-02
JJC averages	8.0%	7.8%	7.7%	7.8%
State averages	8.3%	7.9%	7.6%	7.9%

An interesting pattern of cost-effectiveness has occurred at Joliet Junior College over the last few years. The cost of instruction exceeds the state average. This is not surprising considering the elevated salaries needed to attract and retain quality faculty and support staff in the southern suburbs of Chicago. However, the five year change in the percentage increase for the cost of instruction was only 12.5% compared to an average state increase of 15.4%.

Cost of Instruction per Credit Hour						
	FY 1998	FY 2000	FY 2001	FY 2002	5-Year Change	
					Number	Per Cent
Joliet	\$187.89	\$202.67	\$205.02	\$211.38	\$23.49	12.50%
State Average	\$171.76	\$187.34	\$194.25	\$198.13	\$26.37	15.35%

The administrative cost change was 9.3% at JJC for the previous five years; however, the state average was actually 21.1%. In fact, the administrative cost at JJC was actually under the state average, despite being on of those institutions “north of I-80” in terms of employment cost.

Administrative and Support Cost per Credit Hour						
	FY 1998	FY 2000	FY 2001	FY 2002	5-Year Change	
					Number	Per Cent
Joliet	\$76.48	\$79.40	\$78.15	\$83.60	\$7.12	9.31%
State Average	\$75.66	\$103.70	\$88.69	\$91.65	\$15.99	21.13%

It appears from these data that JJC is maintaining a cost effective approach to educating residents of District 525. Perhaps the most important performance measure is how your tuition and fee structure related to other community colleges in the state. Joliet is unique in that it has the cost of the south suburbs of Chicago, the need to maintain competitive salaries, and its tax rate is comparatively low. These factors, combined with more limited state funding, would seem to suggest that the only way to provide a quality education would be to rapidly increase tuition and fees. However, JJC will be exactly at the state average for FY2004

and some 4% lower than two years ago. JJC has been able to maintain high quality without large impact on what students must pay to attend the institution. This has been a testament to the work of the administration and includes a recent half-million dollar effort to pare funds from the departments funded by the education fund. Will County is the largest provider of JJC students and is currently the fastest growing area in the state. This certainly assists the college in the number of taxpayers; however, with the tax rate so low the institution may not be able to maintain its current growth rate for many more years (especially if state revenues continue to erode).

**What specific actions does Joliet Junior College intend to undertake in the coming year (or two) to advance this goal and related actions?**

Following up on the last statements made above. Joliet Junior College will have to redefine its priorities to include the possibility that passing a bond referendum in the near future is a low probability. Therefore, the college will have to discuss goals which may reconfigure its future to include more of an online presence, setting enrollment limits and goals for traditional in-class courses, and looking for very creative ways to find low-cost day-time alternative sites.

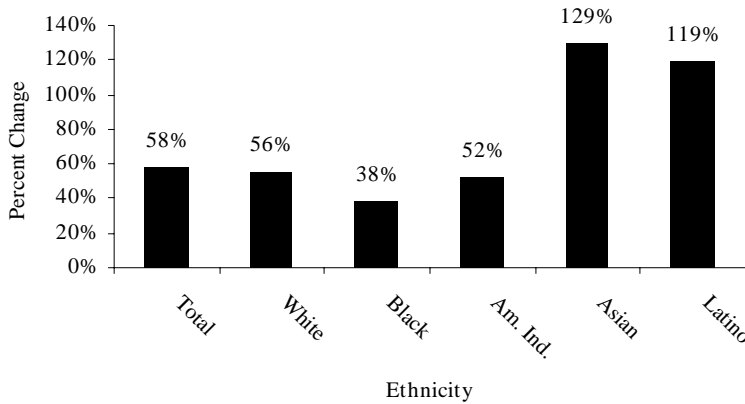
As a result of the enrollment/marketing audit, the college is streamlining some of its operations in terms of admissions and registration to address the concerns of students and the community. Among some of the changes slated for the near future is a redesigned web page, offering more accelerated degree programs, and expanding adult education programs through a “faith-based” initiative.

The budget process, now firmly tied to institutional core values and goals, has proven to be effective in determining priorities. The fiscal year 2004 budgeting process, replete with a Board requested reduction in the education fund, was balanced along with the core values and institutional objectives. The new money went toward new faculty positions, a couple of part-timers in student services, and another professional to assist in expanding distance education. Each of these needs and all of the other budget changes were identified under the institutional planning process.

## **SECTION III: Performance Indicator Reporting**

## Institutional Context

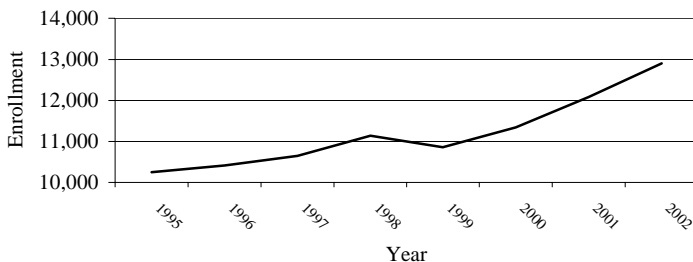
Percent increase in population, by ethnicity in Grundy, Kendall, & Will Counties, 1990-2000



JJC serves a rapidly growing and diverse population of 465,000 residents. As the figure on the left shows, the three largest counties served in the JJC district witnessed a 58% population increase in the last 10 years, making the JJC district one of the fastest growing areas in the nation. International immigration and increases in historically

underrepresented minority populations were the main drivers of growth.

Fall Enrollment, 1995-2002



In the Fall 2002 semester, 12,904 students enrolled at JJC. Because of significant population growth and growing diversity in the college district, JJC witnessed a 26% increase in enrollment in the past eight years and 74% increase in minority student enrollments over the past five years.

Joliet Junior College is part of the Continuous Quality Improvement Network for Community and

Technical Colleges (CQIN). This network allows for the sharing of ideas and practices with groups inside and outside of education allowing us to move ahead with organizational transformation via out-of-the box thinking/learning. The Joliet Junior College Community intends to use this network as a means of fostering a caring and friendly environment that embraces diversity and encourages personal growth by promoting our core values: Respect, Integrity, Collaboration, Humor and Well-Being, Innovation, and Quality (“RICH In Quality”).

Assessed values of residential units in the JJC district have increased by 8.6% between 2000 and 2001 and 7.9% between 1999 and 2000. New housing units grew by 42.8% in the 1990’s. While the State of Illinois lost approximately 36,000 jobs in the manufacturing sector during the 1990’s, Will County gained 2,000. Unlike many other

regions, JJC is in the unique position of not only providing opportunities for economic growth in a 21<sup>st</sup> century economy, but also in meeting manufacturing and industrial sector demands for employees with highly developed technological skills.

These demographic, programmatic, and economic factors will impact JJC’s work on the common institutional indicators in the following ways:

1. Economic growth	Responsiveness to demands and continued focus on practical-oriented and certification-required employment and the development of partnerships with local business and industry.
2. Partnerships	Continued and increased cooperation with elementary and secondary schools in providing awareness about programs and opportunities for collegiate credit while enrolled in high school.
3. Affordability	Continued commitment to below average tuition and institutional scholarships for over 600 students.
4. Access & diversity	Increased focus on programs that accommodate minority students and strategic plans for designing capital and operational structures to accommodate significant growth in enrollment.
5. Quality	Recent CQI initiative, participation in AQIP, and systematic assessment efforts conducted by assessment committee.
6. Productivity	Above average FTE costs offset by low administrative costs and low tuition. Implementation of new performance management system.

## Common Institutional Indicators

There are fifteen common institutional indicators (CII) within the six Illinois Commitment Goals. A concise review of Joliet Junior College’s performance in each area follows.

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

*CII – Percentage of degree/certificate recipients either employed or enrolled in further education within one year of graduation, FY 1998, 2000-2002*

	1998	2000	2001	2002	3YRAVE	5YRDIFF
Joliet Junior College	100%	96.6%	95.8%	87.5%	92.4%	-12.9%
State Averages	92.2%	93.4%	92.1%	91.3%	92.1%	-0.9%

Joliet Junior College’s performance by this measure is better than the state average for all years but 2002. This is potentially an outlier in statistical terms and may not represent any drastic change. Next year’s data will show whether there is a trends or not. The strong performance for 1998-2001 suggested it was a statistical abnormality.

*CII – Description of Effective Practice: Collaborative Activities with Business and Industry*

About two years ago some of the local petrochemical industry representatives approached JJC with the following concerns:

- Future need for process technicians to replace retiring “baby boomers”
- Greater need for basic skills and the ability to work with newer technologies
- The changing role of an operator and the additional skills required to do the job
- More in depth training and recertification of existing technicians.

**Initial Goal of the Partnership**

The initial goal of the partnership was to collaborate to co-develop an associate degree program to provide area process industries with a trained workforce competent in the basic skills and technologies to perform successfully and safely as entry-level process operations technicians. The goal of this program is to produce a graduate with the technical background necessary for entry-level job knowledge and skills as a process operator in a chemical or petrochemical plant, petroleum chemical plant, petroleum refinery, coal gasification plant, or similar related process industries. Due to the nature of our local industry, emphasis is on the

preparation and placement of the certified students will be within the petrochemical industry. Additionally, it is a goal of this project to include local petrochemical industry participation in the development and in both the formative and summative evaluations of the program. It is our intent to form a partnership with local industry in developing this program ensuring the best interests of local industry, Joliet Junior College, and community at large are served.

This goal has been expanded to continually work on quality initiatives, workforce assessment and preparation, employee training, and technology deployment to insure workforce and workplace excellence for the entire petrochemical industry.

### **Advisory Committee and Industry Alliance**

With the aid of the American Chemical Society, JJC used our existing JJC Process Technology Alliance to form an Advisory Committee to help in the development of the new process related credit courses. JJC has been a key player in working with the American Chemical Society in the development of the Process Technician's National Skill Standards. We wanted to make sure that any new courses would adhere to the National Skill Standards and meet our local industry needs. The Alliance is designed to ensure uniform preparation of process technicians. The job of process technicians is vital to the success of the petrochemical industry; like many other jobs, it has become more complex in the past decade. From the beginning, the industries mandated that the educational institutions collaborate to develop a curriculum in process technology that was based on industry needs and sanctioned by the industry. Skills and tasks performed by process technicians were identified. Participation in externships helped chemistry, math, and physics faculty develop applied modules. Seven common core technical courses that have been developed and approved by the Alliance are required for an associate's degree in process technology.

The mission statement for this program is:

*The Joliet Junior College Process Technology Alliance is designed to ensure uniform preparation of new and existing process technicians based on National Skill Standards and industry needs.*

### **Facilities and Instructional Strategies**

Chemical Process Technicians work in a chemical manufacturing plant that may range small pilot plants to very large equipment in large facilities. Many plants run continuous and batch processes simultaneously that require different types of manufacturing equipment. Equipment may vary from process to process, but typically the process technician will likely encounter electrical motors, compressors, pumps, steam turbines, steam traps, valves, bearings, seals and instruments. Some of the larger equipment may include reactors, distillation units, refrigeration units, water treatment systems, utilities, pressure relief equipment, boilers, furnaces, and heat exchangers. In many instances processes

are monitored and controlled from a unit control room that is staffed by process technicians.

Therefore, it was determined that the instructional strategies used in this program needed to be designed to provide as much real world, hands-on experience as possible. It is to this end that JJC decide to take a two-pronged approach. First of all, a new classroom/lab facility would be needed for the process program. This facility will include process plant trainers and simulators, temperature, level, flow and pressure simulators, and a Delta V to allow the simulation of a distributed control system. Additionally, JJC received the donation of a classroom \$60,000 distillation training tower used to teach the theory behind distillation and troubleshooting skills.

Also, JJC has made the commitment to build a fully operational pilot plant to provide the students with hands-on opportunities in a real world environment. This pilot plant will be built in a modular format starting with a distillation unit. JJC has received a \$290,000 donation of equipment to build of such a unit. Also in the planning stages are a basic process control unit, an extraction module, a reactor unit, and a waste treatment facility.

### **Summary**

The chemical process industry plays a significant role in our business and local economy. It, like the chemical industry generally, is very diverse in that it serves many sectors including pharmaceutical, food and beverage, textiles, petroleum processing, plastics, paints, cosmetics, and more. Every day in your life you encounter products and services that are supported by the chemical process industry. Chemical process technicians play a key role in helping to provide products and services through chemical technology.

The community will benefited through increased employment opportunities, the creation and retention of a highly skilled workforce, and the resultant revenue enhancement, back to the community, resulting from a qualified local workforce that can remain competitive on the global market. In addition, many of the programs resulting from our partnership qualify for unemployment assistance opportunities. Therefore, many people who have been faced with unemployment have had access to training programs and employment opportunities which have led to rewarding careers. Also, vast amounts of the training dollars, spent by local industry, sending employees to other parts of the country for training, would remain here in our district.

This relationship represents a “best practice” in that industry will be stronger and the College will have a hand in training or retraining the local workforce in a major district industry. This relationship will strengthen the economic growth of the district’s business and industry.

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

*CII – Annual Number of Students Completing Requirements for Initial Teacher Certification* - this area does not apply for Community Colleges.

*CII – Description of Effective Practices: Strategies to Foster p-16 Partnerships*

Joliet Junior College formed a three way partnership with Lincoln Way High School (East Campus) and Governors State University and began to offer day and evening courses at LWHS. The three way partnership allowed high school students opportunities for dual credit, allowed JJC students another site in which to take credit courses, and allowed for upper division and graduate education courses for Lincoln Way teachers and area residents. It truly represented a “win-win-win” partnership. Plans are being unfolded this year to make the site an “education” campus where a student could pursue education courses at the beginning, advanced, and graduate level.

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

(there is information in the earlier section of this report on this topic; however there is no data to report on either of the CII's.)

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

*CII – completions by race/ethnicity, disability status, and gender (by level)*

Joliet Junior College has had a steady increase in the completion rate for minority students. The rate of 26% over the last five years compares to the 27.4% increase for the state as a whole. Female completion rate increases were nearly three times the state average (21% versus 7%); however, male completion rates only increased 5% versus 20.8% for the state. Students with disabilities increased from 0 to 32 students during the five year period evaluated and have grown faster than the state increases. The work of the college retention committee has contributed to Joliet Junior College's performance.

*CII – Description of Effective Practice: Institutional Strategies to Increase the Number and Diversity of Students Completing Academic Programs*

Although the intent and design of the College's ENLACE program is a best practice, results have been below expectation. JJC chooses not to report on this category for FY 2003; however, anticipates a strong statement in this area for the 2004 report.

**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.**

*CII-Extent to Which Institutional Quality and Effectiveness are Recognized by Graduates Through Alumni Surveys*

Three Common Institutional Indicators (CII) are recognized for Goal 5. The graduate alumni surveys find an 89% satisfaction ratio at JJC which places in securely with the state average. The ratio has ranged from below average (81%) to above average (95%) over the last three years.

*CII – Pass Rates on Professional/Occupational Licensure Exams Relative to State and/or National Averages*

Joliet Junior College has recently received word that for the third year in a row the Veterinary Medical Technology Program had a 100% pass rate (19 test takers) on the Vet Tech Board Exam. The national average for this exam (2207 test takers) is 77%. This 100% result in 2003 means that the first three graduating classes from JJC Vet Tech Program have never had a graduate fail the Board Exam, a remarkable achievement. The Nursing Program had good results for students taking the certification exam to become a Practical Nurse. The results for Nursing students trying to enter the Registered Nursing profession the results were not as strong. The pass rate was equal to the overall national average although for some periods fell slightly below the average.

**Number of Nursing Students Passing the NCLEX-PN Exam**

Oct-Mar 2000	Apr-Sep 2000	Oct-Mar 2001	Apr-Sep 2001	Oct-Mar 2002	Apr-Sep 2002	Oct-Mar 2003
13/15	17/19	16/16	34/37	29/31	31/33	32/37
87%	89%	100%	92%	94%	94%	86%
National norms		85%		84%		87%

**Number of Nursing Students Passing the NCLEX-RN Exam**

Oct-Mar 2000	Apr-Sep 2000	Oct-Mar 2001	Apr-Sep 2001	Oct-Mar 2002	Apr-Sep 2002	Oct-Mar 2003
42/48	34/41	27/34	40/50	30/42	41/45	39/47
88%	83%	79%	80%	84%	91%	83%
National norms		82%		84%		85%

CII – Description of Effective Practices: Institutional Commitment to Academic Quality and Assessment

Joliet Junior College is committed to moving the institution to level 3 on the Higher Learning Commission’s (HLC-NCA) levels of implementation matrix which assists higher education institutions with determining the current status of progress toward building a comprehensive system for the assessment of student learning. While JJC current has attained the top levels of the matrix in some areas, work needs to be done in the next two years to bring the overall evaluation to level 3.

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

CII – Cost of Instruction Per Credit Hour by Student Level and as a Percent of Sector Average by Level

An interesting pattern of cost-effectiveness has occurred at Joliet Junior College over the last few years. The cost of instruction exceeds the state average. This is not surprising considering the elevated salaries needed to attract and retain quality faculty, staff, and support staff in the southern suburbs of Chicago. However, the five year change in the percentage increase for the cost of instruction was only 12.5% compared to an average state increase of 15.4%.

Cost of Instruction per Credit Hour						
	FY 1998	FY 2000	FY 2001	FY 2002	5-Year Change	
					Number	Per Cent
Joliet	\$187.89	\$202.67	\$205.02	\$211.38	\$23.49	12.50%
State Average	\$171.76	\$187.34	\$194.25	\$198.13	\$26.37	15.35%

CII – Administrative and Support Cost Per Credit Hour (all levels) and as a Percent of Sector Average

The administrative cost change was 9.3% at JJC for the previous five years; however, the state average was actually 21.1%. In fact, the administrative cost at JJC was actually under the state average, despite being on of those institutions “north of I-80” in terms of employment cost.

Administrative and Support Cost per Credit Hour						
	FY 1998	FY 2000	FY 2001	FY 2002	5-Year Change	
					Number	Per Cent
Joliet	\$76.48	\$79.40	\$78.15	\$83.60	\$7.12	9.31%
State Average	\$75.66	\$103.70	\$88.69	\$91.65	\$15.99	21.13%

It appears from these data that JJC is maintaining a cost effective approach to educating residents of District 525. Perhaps the most important performance measure is how your tuition and fee structure related to other community colleges in the state. Joliet is unique in that it has the cost of the south suburbs of Chicago, the need to maintain competitive salaries, and its tax rate is comparatively low. These factors, combined with more limited state funding, would seem to suggest that the only way to provide a quality education would be to rapidly increase tuition and fees. However, JJC will be exactly at the state average for FY2004 and some 4% lower than two years ago. JJC has been able to maintain high quality without large impact on what students must pay to attend the institution. This has been a testament to the work of the administration and includes a recent half-million dollar effort to pare funds from the departments funded by the education fund. Will County is the largest provider of JJC students and is currently the fastest growing area in the state. This certainly assists the college in the number of taxpayers; however, with the tax rate so low the institution may not be able to maintain its current growth rate for many more years (especially if state revenues continue to erode).

CII – Percent of First-time, Full-time Degree Seeking Freshmen Who Complete Their Degree Within 150% of Catalog Time, or Are Still Enrolled or Transferred  
Joliet Junior College's performance in this area is roughly equivalent to the state average. Approximately 60-62% of the students have completed, are still enrolled, or have transferred in 150% of the catalog time. Although the number match the state averages, the retention committee and others are firmly committed to improving this performance.

CII – Description of Effective Practices: Administrative and Academic Productivity Enhancements Adopted by the Institution - Joliet Junior College builds a performance management and compensation system to improve productivity, cost-effectiveness, and accountability

Joliet Junior College is nearing completion of work designed to redesign its classification and compensation structure and personnel review system for administration and support staff. Other work groups like campus police, clerical, building and grounds are covered by collective bargaining agreements and chose not to participate. The College had operated under a system which was based on a model used successfully in manufacturing (MEMA) since the beginning of the 1990's. This system did not seem to be able to handle the changes in position description and compensation, especially in the areas related to technology, as the years progressed. The College employed RSM McGladrey, Inc. to help it through the process of redesigning its classification and compensation system for administrators and classified staff.

Specific goals and outputs of the program included:

- documenting a compensation strategy that will guide JJC in evaluating and enhancing its compensation program.
- reviewing job descriptions for compliance with governmental regulations.

- finalizing a job classification methodology tailored to JJC's unique jobs and environment.
- completing an analysis of JJC compensation levels vis-à-vis the competitive employment market for 60 benchmark positions.
- developing a salary administration plan that considers both internal equity and competitive market.
- documenting salary administration policies and procedures.
- preparing a final report that documents all key project findings and recommendations.
- communicating to relevant constituencies during the course of completing the project work.

McGladrey, Inc used two of its professional staff to meet with the President's Cabinet and a committee of selected, representative administration and support staff to design and complete the project. The work included an opportunity for all staff affected (slightly more than 200) to examine and update their job descriptions. These job descriptions were categorized, with the assistance of supervisors, into a compensation and classification schedule which best matched the initial goals of the project. Information from the ICCB salary survey and regional comparative job placements from business and industry were used to complete this project. At the completion of this work a number of staff and administrative positions were re-graded and appropriate salary compensation assigned. The College completed this work in the last year and now believes it is well positioned for the next decade or more with salary and compensation for administrators and support staff.

As the 2003 fiscal year drew to a close the College is well entrenched in the work which will be step two of this "best practice". Namely, RSM McGladrey, Inc. is well along its way in assisting JJC to design a performance management system to compliment its new classification and compensation system. A committee of representative administrators and staff is working on the annual performance review system and will be designing a performance management system which will annually evaluate all administrative and professional staff against a series of college, unit, and personal goals.

The performance management system will use the SMART approach (specific, measurable, attainable, relevant, and time-defined). It will be a cascading process to establish/communicate priorities and subsequently develop both functional and individual metrics and objectives. Perhaps the most exciting outcome of this second phase of the process will be the development of a system whereby individuals and units set annual goals within the context of institutional goals and their performance measured against these goals. A merit-based section of the annual compensation system will be the eventual outcome of the performance management system.

## Mission Specific Indicators

### I. Goal 1: Economic Growth

#### **Joliet Junior College goal: Maintain/increase collaborative partnerships**

- Indicators:**
- 1. an increase in the number of collaborative partnerships with local business and industry.**
  - 2. an increase in the number of workforce education programs responsive to business and industry.**

Statistics follow which demonstrate that JJC has actually gone against the statewide trends which have shown reductions in some of these areas. The number of non-credit students has risen slightly. The number of businesses served suffered a reduction from 2001 to 2002; yet the number of individuals trained grew by over 100%. The number of quality based courses increased, again defying a state trends. However, computer classes and workshops numbers in general declined. Please refer to the following tables for some numerical comparative data.

#### *Number of non-credit students*

	<b>FY2001</b>	<b>FY2002</b>	<b>FY2003</b>	<b>% Change 2001-02</b>	<b>% Change 2002-03</b>
Duplicated Count	17,718	18,501	18,721	4.4%	1.2%
Unduplicated Count	16,494	17,354	17,574	5.2%	1.3%

#### *Number of Businesses Served*

<b>Year</b>	<b>Number of businesses served</b>
FY 2000	21
FY 2001	886
FY 2002	429
<b>TOTAL</b>	<b>1336</b> (Three year average: 445)

#### *Number of Individuals Receiving Customized Training Through College Business & Industry Centers*

<b>Year</b>	<b>Number of businesses served</b>
FY 2000	1008
FY 2001	1186
FY 2002	2682
<b>TOTAL</b>	<b>4876</b> (Three year average: 1625)

*Number of Current Workers Receiving Customized Training Through College Business & Industry Centers*

<b>Year</b>	<b>Number of businesses served</b>
FY 2001	632
FY 2002	2943
<b>TOTAL</b>	<b>3575</b> (Two year average: 1788)

*Number of Businesses Attracted or Retained Through College Business & Industry Centers*

<b>Year</b>	<b>Number of businesses served</b>
FY 2001	7
FY 2002	2
<b>TOTAL</b>	<b>5</b> (Two year average: 9)

*Number of Course/Workshops Provided Through College Business & Industry Centers*

<b>Year</b>	<b>Number of businesses served</b>
FY 2000	86
FY 2001	403
FY 2002	365
<b>TOTAL</b>	<b>854</b> (Three year average: 285)

*Number of Computer Courses Offered Through College Business & Industry Centers*

<b>Year</b>	<b>Number of businesses served</b>
FY 2001	65
FY 2002	16
<b>TOTAL</b>	<b>81</b> (Two year average: 41)

*Number of Course/Workshops in Quality Process Improvement Provided Through College Business & Industry Centers*

<b>Year</b>	<b>Number of businesses served</b>
FY 2001	5
FY 2002	78
<b>TOTAL</b>	<b>83</b> (Two year average: 42)

## II. Goal 3 - Affordability

### **Joliet Junior College Goal: Provide flexible/accessible quality instruction**

#### **Indicator: maintain tuition rates within current statewide average**

Joliet Junior College has been able to maintain at or close to the state average in tuition and fees over the last few years. The number of students receiving financial aid increased by 25% from 2001 to 2002 and the average award went up 36% for the same time period. The institution has held to its promise to keep tuition in range with the state average (see table below).

#### *Tuition Rate/Trends*

	<b>Fall 2001</b>	<b>Fall 2002</b>	<b>Fall 2003</b>	<b>% Change 2001-02</b>	<b>% Change 2002-03</b>
JJC District Residents	\$46.00	\$49.00	\$51.00	6.5%	4.1%
Illinois Out-of-District	\$165.54	\$177.90	\$189.72	7.5%	6.6%
Out-of-State	\$206.45	\$221.60	\$230.36	7.3%	4.0%
Out-of-Country	\$235.84	\$249.16	\$274.01	5.6%	10.0%
Technology Fee	\$4.00	\$4.00	\$4.50	0.0%	12.5%
Student Services Fee	\$3.00	\$3.00	\$3.00	0.0%	0.0%
Capital Assessment Fee	\$0.00	\$0.00	\$2.00	NA	NA

	<b>Tuition</b>	<b>Fees</b>	<b>Total</b>
State Average – Fall – calendar	\$1605	\$131	\$1736
JJC In-District	\$1530	\$210	\$1740

#### *Number of Students Receiving Financial Aid*

<b>Type</b>	<b>Fall 2001</b>			<b>Fall 2000</b>			<b>% Change Count</b>	<b>% Change Total \$</b>
	<b>Count*</b>	<b>Total \$</b>	<b>Average</b>	<b>Count*</b>	<b>Total \$</b>	<b>Average</b>		
Federal Grants	209	\$211,240.93	\$1,010.72	133	\$132,168.08	\$993.74	57.1%	59.8%
State/Local Gov. Grants	169	\$100,706.50	\$595.90	103	\$91,123.00	\$884.69	64.1%	10.5%
Institutional Grants	93	\$53,859.91	\$579.14	36	\$66,239.12	\$1,839.98	158.3%	-18.7%
Student loans	70	\$78,321.00	\$1,118.87	160	\$36,829.00	\$230.18	-56.3%	112.7%
Duplicated ct.	541	\$444,128.34	\$820.94	432	\$326,359.20	\$755.46	25.2%	36.1%

\* First-Time, Full-Time, Degree-Seeking Students

#### *Increase Number of Programs Using Grant Money*

Joliet Junior College is seeking approval of 29 new programs for eligibility of financial aid funds for the 2004 fiscal year.

## Goal 4: Access and Diversity

### **JJC Goal: Address needs of a shifting community demographic**

#### **Indicator: Increase in the number of minority students that reflects community demographics.**

There has been a precipitous increase in the number of minority students at Joliet Junior College. A seventy-four percent increase in minority students has occurred in the last five years, with the Hispanic population experiencing the largest gains (over 100% for the last five years). There has also been a shift of financial resources to support minority student retention.

#### *A List of Programs That Support Minority and Special Needs Student Retention*

##### StAR – Student Accommodations and Resources

StAR - Student Accommodations and resources is the academic support department that provides support services to students with disabilities and students enrolled in career and technical majors. For fiscal year 2002 StAR serviced 563 students, which is an increase of 5.8% when compared to fiscal year 2001.

##### DAFS – Department of Adult and Family Services

The Adult and Family Services Division annually serves more than 2,500 people wishing to complete adult basic education, the GED, or improve their English skills. Students enrolled in any of the DAFS classes or programs are invited and encouraged to combine their educational activities with career training as part of the Integrated Education and Training program.

##### Project Achieve - An Intergarted TRIO / Student Support Services Program.

Project Achieve is a federally funded Trio program, which supplies an educational opportunity for low-income and disabled Americans. The goal of Project Achieve is to increase the college retention and graduation rates of its participants and facilitate the process of transition from one level of higher education to the next. In fiscal year 2002, Joliet Junior College supplied services for 453 students under this program.

## Goal 2: Partnerships with K-12 Education

### **Joliet Junior College Goal: Provide flexible/accessible quality instruction**

#### **Indicator: Continue to offer quality educational opportunities to K-12 students**

An example of one of our many youth programs is the Youth College for grade school children. The Youth College has programs ranging from beginning artist courses to nature exploration to the “Magic of Science”. The Youth College at the junior high level has programs designed for those students in 6<sup>th</sup> through 9<sup>th</sup> grades like introduction to the internet, beginning Spanish, and drama workshops, just to name a few. Joliet Junior College also offers Youth College for the “Parent and Tot”; these programs are designed

for the parents and children ranging in the age o 2 to 3 years of age. JJC also offers “Camp JJC” a week full of enrichment classes in art, computers, drama, nature, science, social studies, sports and more, for students in the 1<sup>st</sup> through 9<sup>th</sup> grades.

*List of Youth Programs*

Youth College - Grades School: 37 different program/course offerings

Youth College - Junior High: 20 different program/course offerings

Youth College – Parent and Tot: 8 different program/course offerings

Dual credit efforts with the district high schools has yielded excellent success. The statistics shown below clearly show an impressive increase in dual credit courses and students. The numbers for Tech Prep are also good for the last three years.

**Dual Enrolled Students**

	Fall 2000	Fall 2001	Fall 2002	% Change 2000-01	% Change 2001-02
<b>Head Count</b>	52	197	259	278.8%	31.5%

	Spring 2001	Spring 2002	Spring 2003	% Change 2001-02	% Change 2002-03
<b>Head Count</b>	148	227	265	53.4%	16.7%

	Summer 2001	Summer 2002	Summer 2003	% Change 2001-02	% Change 2002-03
<b>Head Count</b>	76	143	201	88.2%	40.6%

*Number of Tech Prep Articulation Agreements*

Joliet Junior College has 88 articulation agreements in 15 different content areas, which is an increase of 51.7% from last years total of 58 agreements.

*Number of College/Career Fairs Hosted*

Joliet Junior College hosted one college fair and a Tech Prep Student Conference, which attracted 916 attendees to the Main Campus.

## **Status Report on Goal Setting for Common Institutional Indicators**

The 2002-2007 strategic plan, JJC's Model for Educational Excellence, took about 14 months to complete. Over 500 constituents including Board of Trustees, faculty, staff, community residents, and students have been involved in its evolution and refinement. Over 50 innovative initiatives have been slated for this strategic plan within five quality areas:

- Enabling Students To Achieve Their Academic Goals
- Faculty And Faculty Support and Compensation
- Serving Underrepresented Groups
- Collaboration With External Stakeholders, and
- State-Of-The-Art Facilities Committee.

Certainly, these quality areas represent an agglomeration of stakeholder sentiment and alignment to the current campus initiatives. Moreover, the strategic plan has only commenced. The college has elucidated its adherence of stakeholder priorities and expectations in the delivery of its academic programs and support services. JJC will continue to examine its vision, mission, and goals to ensure they align with the constitutions they serve.

The strategic plan is an integral part of every department's working day and process. Measures to determine the effectiveness and extent that the plan is being realized must also be regularly scrutinized. The results of these measures should be used in the direct and immediate improvement of current academic programs and support services. Revisions to the strategic plan should also be made accordingly. Financial resources have begun to follow the goals set in the strategic plan.

The current challenge is that Joliet Junior College built its planning and goal setting procedures in alignment with those steps required to adhere to AQIP (NCA-HCL) and now must return to the same constituencies and interrelate the process of planning for the Common Institutional Indicators with the current strategic plan. Joliet Junior College will use a version of the same process to establish an annual procedure whereby input is solicited from the various constituencies mentioned above, results of progress on previous goals shared, and the establishment of modified goals completed. The establishment of the institutional strategic plan was a monumental task; the full implementation of annual updates will be another one. However, the common institutional goals and institutional plan is the current driving force for budgeting and annual goal-setting. Joliet Junior College will now do that planning to align more closely with the Illinois Commitment.

**Section IV:**  
**Status Report on Assessment of Student Learning**

The Higher Learning Commission (HLC-NCA) has published a levels of implementation matrix which assists higher education institutions with determining the current status of progress toward building a comprehensive system for the assessment of student learning. This matrix was used to update JJC's current status at the end of the 2003-03 academic year. It also helps to establish a set of realistic goals for 2003-04.

The matrix includes a three part rating system eight different categories. The rating system is as follows:

- Level 1: Beginning Implementation of Assessment Programs
- Level 2: Making Progress in Implementing Assessment Programs
- Level 3: Maturing Stages of Continuous Improvement

The assessment program at Joliet Junior College has had strong faculty leadership over the last decade. The Assessment Committee is composed of 12 faculty (one from each faculty department), the Dean of Institutional Effectiveness, and a representative from the college's North Campus. The Committee's focus has been on student learning with most attention directed to classroom learning.

The current evaluation of JJC's Assessment of Student Learning Program would include the following rating from the HCL-NCA matrix.

### **I: Institutional Culture**

- a. Collective/Shared Values:** JJC recently made the transition to the beginnings of Level 2. There exists the beginning of a shared understanding of the purposes, advantages, and limitations of assessment which exists outside of the instructional areas. JJC has virtually completed the definitions of purpose and educational goals throughout all academic departments.
- b. Mission:** JJC is between Level 2 and Level 3 of this category. The College mission statement is a strong endorsement of the value learning, both theoretical and applied learning. Measurement of learning is appropriately represented in a strong way. The Assessment Committee's materials carry the college's mission statement and each academic department has established learning goals which support that mission.

### **II: Shared Responsibility**

- a. Faculty:** JJC is at Level 2 in this category. Faculty are well informed and knowledgeable about assessment. Many of the current faculty have developed individual assessment plans and faculty committees are knowledgeable (and use) of assessment results. Most notable are areas like Nursing, Emergency Medical Technician, and Veterinary Medical Technology. Faculty members close the loop by using their assessment data to improve courses.

- b. Administration and Board:** JJC is between Level 1 and Level 2 in this category. There has been a strong financial commitment developed by the administration for the assessment of student learning. Faculty coordinators are given release time, there is \$10-12,000 annually for assessment grants, and a pool of money support faculty travel to conference and workshops on assessment. Part of the missing piece for a full level 2 rating involves “looping” the student learning material back through all units of the college (including the Board) and looking for more ways for the non-instructional units to assist the instructional departments.
- c. Students:** JJC is unfortunately at Level 1 in this area. Students know little or nothing about the assessment program. While some faculty may explain to their classes how and why assessment tools are used, most students would be hard pressed to find any public statements (other than the college mission and some course objectives) which address their learning. Students are not involved in planning assessment activities.

### **III – Institutional Support**

- a. Resources:** JJC is easily in Level 3 in this category. There is an annual budget for assessment which is controlled by the Assessment Committee which provides stipends for 2 faculty coordinators, travel to assessment conferences, and assessment grants. The CEO and CAO are well versed in assessment activities and an annual report is made available to faculty and senior administrators.
- b. Structures:** JJC is between Level 2 and Level 3 in this area. There is a strong presence of the IR office (Institutional Effectiveness at JJC) in assessment. Assessment Committee presentations are made through the Department Chairs meeting and through the Assessment Committee website and public folders. Data collection activities of IR support the assessment activities and departmental plans are submitted and reviewed annually. Assessment outcomes regularly affect curriculum and occasionally affect budget development.

### **IV: Efficacy of Assessment**

Joliet Junior College is at Level 2 in this summative category. A realistic goal will be to arrive at level 3 in the next couple of years. Currently, considerable program-level data exists and is used to improve departmental activities. Assessment data is routinely collected and used in making curricular decisions. However, there is still work to be done to reach the efficacy needed to achieve Level 3. First, students must become a part of the process. Student representation is needed for the Assessment Committee and will begin in earnest in the next year. More effort must be made to

describe assessment of student learning in college promotional material and classroom material. Some faculty do very well at this but a more uniform system needs to be implemented. Perhaps the biggest challenge still facing the Assessment Committee and the institution is the systematic assessment of general education. Some efforts have occurred in these areas but a strong effort will be required in the next year to accomplish the goals set by ICCB and IBHE. The institutional culture, because of JJC's entrance into AQIP, is ready to take on the full effect of integration of student learning goals into every division of the college (academic and non-academic). The assessment movement has had a slow, steady movement at JJC and now needs an intensification of effort. This will occur and is a goal of both the CAO and CEO.