



An evaluation of Joliet Junior College's progress towards meeting the  
goals of the Illinois Commitment

Submitted to the Illinois Community College Board  
by the Office of Institutional Effectiveness

AUGUST 2005

JOLIET  
Junior College



## POLICY AREA ONE: HIGHER EDUCATION WILL HELP ILLINOIS SUSTAIN STRONG ECONOMIC GROWTH THROUGH ITS TEACHING, SERVICE, AND RESEARCH ACTIVITIES

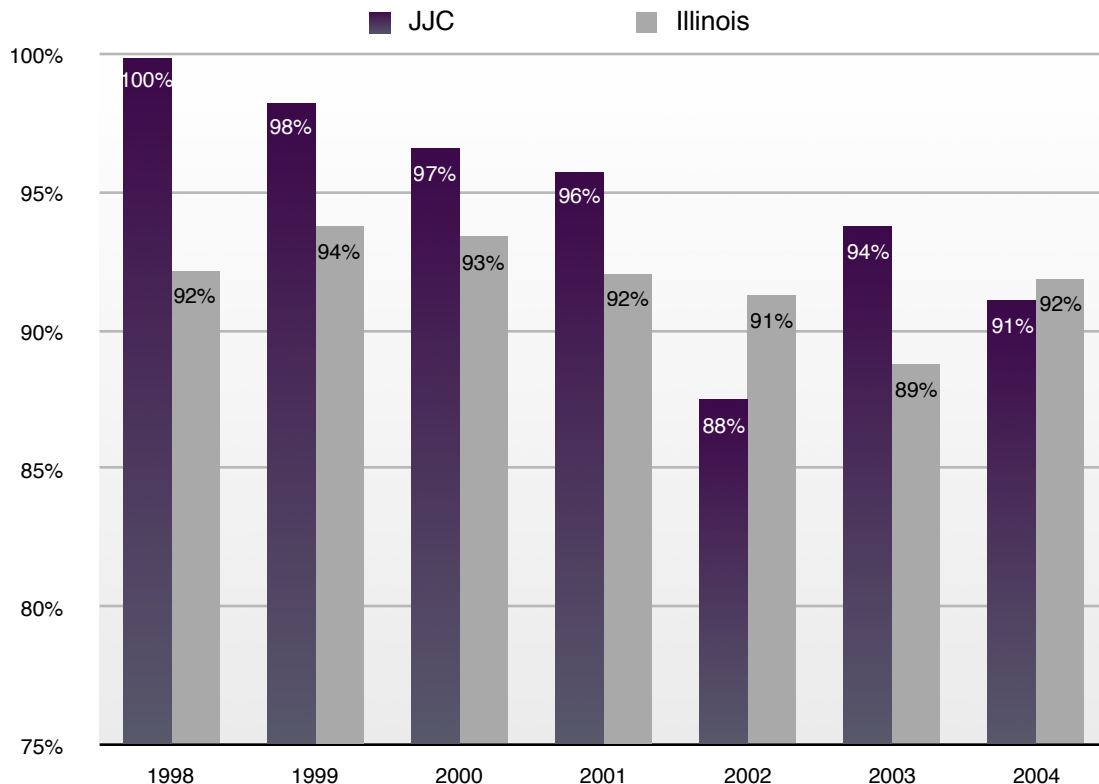
The U.S. is quickly moving from a goods-based economy to a service-based economy. This new economy is known as the human capital economy, where the wealth and economic prosperity of a region is increasingly no longer based on goods like factories, plants, or even natural resources, but on investments that region makes in people through training and education. Regions that understand this will witness the most economic prosperity in the future; those that do not will find themselves quickly falling behind. This section of the Illinois Commitment will highlight Joliet Junior College's special role in the district -- a role that not only enhances the lives of the students and other stakeholders it serves, but also through indirect economic benefits that spillover throughout the entire district and northeastern Illinois in general.

### Part 1. Joliet Junior College Accomplishments, Plans, & Challenges

*ICCB did not require community colleges complete a narrative for this policy area this year.*

### Part 2. Common Institutional Indicators

Figure 1.1 Percent of Occupational Graduates Employed or Enrolled in Further Education One Year After Graduation, FY 1999-2004



### *Institutional goal(s) for this indicator*

See performance goals below.

### *Brief interpretation of institutional performance and related implications*

For the past seven years, occupational placement rates for Joliet Junior College graduates has consistently been over 90%.<sup>1</sup> Despite positive occupational placement rates, Joliet Junior College needs to constantly evaluate the economic and labor market environment when preparing occupational and career program graduates. As market forces continue to play a larger role in determining institutional quality, grades and credentials could lose their value without the skills and knowledge a student has learned in a program attached to them.

## **Part 3. Mission-Specific Indicators**

### *Mission-specific indicators and their relationship to Joliet Junior College s Mission*

Area	Description
Strategic Plan	Enabling students to achieve their academic goals
Strategic Plan	Collaboration with external stakeholders
AQIP	Helping students learn
AQIP	Building collaborative relationships

### *Performance Goals*

*Performance Goal 1.* Over a three year period, at least 90% of all Joliet Junior College Occupational graduates will be placed in employment at least one year after graduation. (Source: Occupational Follow-Up Study)

*Performance Goal 2.* At least 50% of occupational graduates will be in a new job as a result of their attendance at Joliet Junior College. (Source: Annual Graduate Survey)

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<sup>1</sup> See Graduate Surveys administered by the Joliet Junior College Office of Institutional Effectiveness on-line at <http://www.jjc.edu/admin/ie/information/Surveys/surveys.htm>

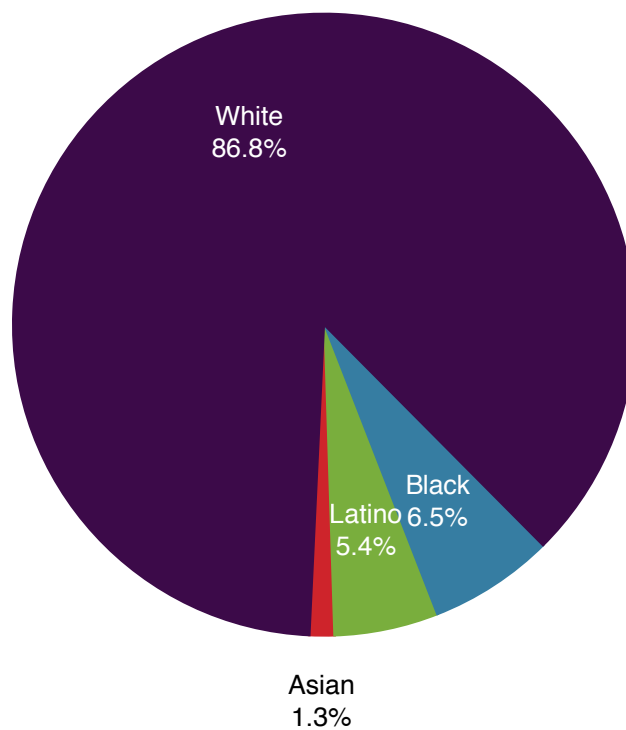
Data for the three most recent years

Figure 1.2 Non-Credit Enrollment at Joliet Junior College, FY 2000-2005

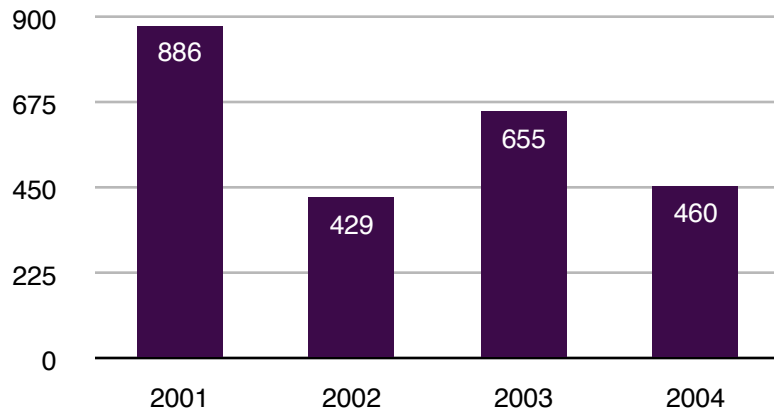
Enrollment/Courses	2000	2001	2002	2003	2004	2005
Duplicated Head Count	19,231	17,718	18,501	18,721	14,530	15,858
Unduplicated Head Count	19,231	16,494	17,354	17,574	13,782	15,031
Courses Offered	1,683	1,698	1,840	1,890	1,461	1,508

Note. 2005 data preliminary. The large decrease in non-credit enrollment between 2003 and 2004 can be largely explained by decreases in state grant funding for particular programs and the movement of some course sections from “non-credit” to “credit” status.

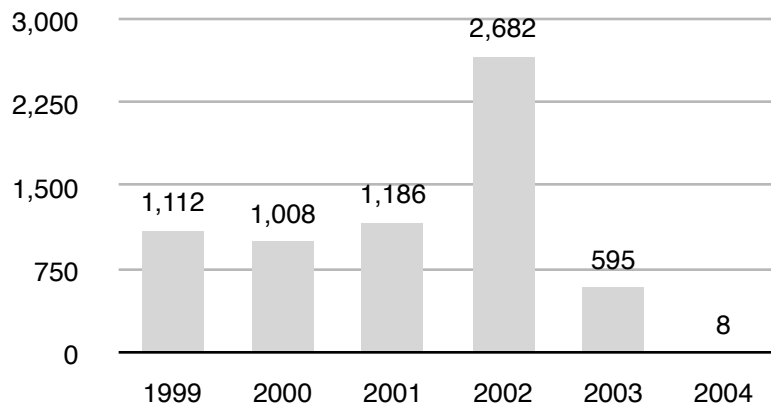
Figure 1.3 Non-Credit Enrollment at Joliet Junior College by Race, FY 2005



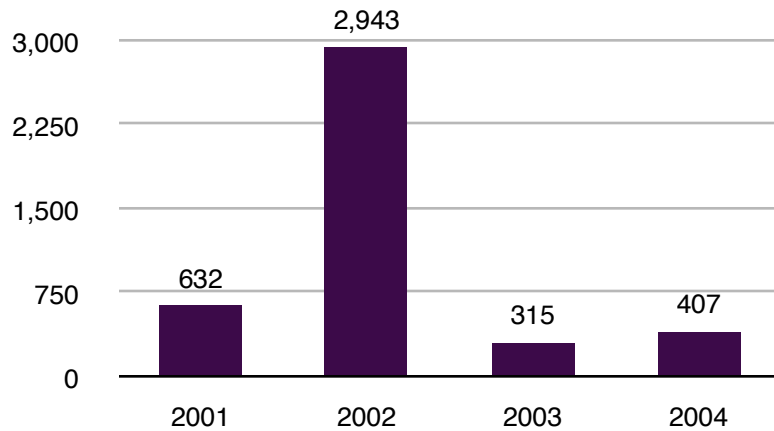
**Figure 1.4 Number of Businesses Provided with Technical Assistance through the Joliet Junior College Institute of Economic Technology (IET), FY 2001-2004**



**Figure 1.5 Number of Individuals Receiving Customized Training through IET, FY 1999-2004**



**Figure 1.6 Number of Current Workers Receiving Training through Workforce Training Centers, FY 2001-2004**



**Figure 1.7 Number of Businesses Retained through the Joliet Junior College IET, FY 2001-2004**

Year	1999	2000	2001	2002	2003	2004
Number	3	0	7	2	0	0

*Note.* In FY 2004, 30 businesses were started and 9 expanded through IET, for a creation of 138 jobs.

**Figure 1.8 Number of IET Courses and Workshops Conducted, FY 2001-2004**

Year	2001	2002	2003	2004
Number	403	365	6,942	42

**Figure 1.9 Number of IET Courses and Workshops Conducted in Computer Skills and Quality Process Improvement FY 2001-2004**

Year	2001	2002	2003	2004
Computer Skills	65	16	32	0
Quality Process Improvement	5	78	0	0

**Figure 1.10 Annual Number of Graduates by Level and Broad Field of Study at Joliet Junior College, Fiscal Years 1999-2004**

Discipline	1999	2000	2001	2002	2003	2004
Transfer	356	361	378	356	377	413
Agriculture	82	69	45	61	40	42
Business	70	133	151	145	119	131
Education & Child Care	16	11	16	15	9	14
Engineering	18	26	26	26	26	22
Health Care	94	127	170	187	214	217
Public & Protective Services	29	27	33	41	24	38
Trade & Industrial	82	54	59	49	68	77
All Other	62	70	63	66	65	52
<b>TOTAL</b>	<b>809</b>	<b>878</b>	<b>941</b>	<b>946</b>	<b>942</b>	<b>1,006</b>

*Brief interpretation of performance and related implications*

In regard to economic growth, three things stand out:

1. Joliet Junior College’s direct and indirect economic impact is significant.
2. Many district individuals and businesses are served by the college.
3. The occupational placement rates and students who receive new jobs as a result of their attendance at Joliet Junior College is high.

Joliet Junior College has a significant impact on the economic development of the region. These impacts occur on four levels, outlined in figure 1.11.

**Figure 1.11 The Economic Impact of Joliet Junior College**

	<b>Direct</b>	<b>Indirect</b>
<b>Public</b>	<p>Taxpayers see a 21% return on their investment in Joliet Junior College over 6 years.</p> <p>College educated people are much less likely to engage in activities that cost taxpayers (i.e., public assistance, crime, smoking, unemployment etc.). Joliet Junior College saves district taxpayers millions of dollars annually</p>	<p>Taxpayers benefit from having a college in their district. Communities with colleges are more likely to possess citizens who are actively engaged, vote, volunteer, participate in public service, and otherwise engage in positive social activities.</p> <p>Another benefit is the provision of personal and cultural enrichment activities to the community, often free or at minimal costs to the users.</p>
<b>Private</b>	<p>Students enjoy a 17% rate of return on their investment over their lifetime.</p> <p>For every \$1 a students invests in their Joliet Junior College education, they witness a return of \$4.54.</p>	<p>A college education is highly correlated with variables associated with a high quality of life.</p> <p>For instance, those with college educations are more likely live longer, read newspapers, subsidize their own retirement, have meaningful and purposeful occupations, exercise, have better diets, and witness measurable developmental (cognitive and affective) and behavioral change.</p>

Secondly, Joliet Junior College serves thousands of individuals and many local businesses through occupational and training programs. Clearly, these programs and activities are a vital component of Joliet Junior College's mission of preparing students for success in higher education and employment.

Finally, the data show Joliet Junior College is meeting its performance goals related to this area of the *Illinois Commitment*. Over the last three years, occupational placement rates have been over 90%, while the percent of occupational graduates stating they received a new job as a result of their attendance at Joliet Junior College was 52% in 2003 and 54% in 2004 (Office of Institutional Effectiveness, Graduate Survey).

Like all community colleges, Joliet Junior College must ensure that workforce development and occupational training and courses align with external standards, meet local business demands, remain competitive with competitor institutions (i.e., career colleges, for-profit institutions, and distance education providers), and most importantly use program assessment and evaluation to communicate learning outcomes to employers and students. This may require collaborations with programs and courses that focus on general education and transfer outcomes, but as Educational Testing Service (ETS) Vice-President Anthony Carnevale notes, "clearly, the winners of the education versus training (debate) will be those who recognize that both are required in today's workplace" (p. 83).

