



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 FOUR: ILLINOIS WILL INCREASE THE NUMBER AND DIVERSITY OF CITIZENS COMPLETING TRAINING AND EDUCATION PROGRAMS

Research suggests students complete college as a result of developmental changes and interactions with their environment. On one level, the greater the social and academic integration a student has with his or her institution, the more likely they will complete their program of study. Research shows two factors are associated with completion: academic preparation (especially high school credits earned in math beyond Algebra II) and motivation (Adelman, 2004; Miller, et al., 2005).

On another level, the creation of environments can facilitate completion rates. Community colleges can do a lot in this area to increase completion rates. Adelman (2005) notes factors that facilitate transfer to a four-year institution and completion of an occupational degree. For transfer, these factors include earned credit in college-level math in the first year of college, continuous enrollment (including summers), and avoidance of no-penalty withdrawals¹ and repeats. For *terminal* occupational degree completion, the same factors apply but also include on-campus employment and earning no more than 65% of credits from occupational courses; after 65%, the probability of completion generally falls.

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

FY 2005 Accomplishments

The Multicultural Transfer Center (MTC) and Engaging Latino Communities for Education (ENLACE) program organized and participated in several events, including:

- A tour of Governors State University focused on transferring to a four-year college, with transportation and food provided free to students.
- Coordinated an Associates of Applied Sciences Open House in April for students in occupational fields interested in transferring to four-year colleges and universities.
- Hosted a Private Illinois College and University Fair in November for Joliet Junior College students interested in transferring to a private college or university in Illinois.
- Hosted an Adult Learners Expo in March. The goal of the event was to offer adult learners an opportunity to learn about the options available to them, including fast-track programs and flexible course scheduling. Several four-year colleges and universities sent representatives.

¹ No-penalty withdrawals and repeats have risen significantly at community colleges over the last 20 years (Adelman, 2004). For students who report zero no-penalty withdrawals or no-credit repeats, 68% earn a degree in an average of 4.1 years. For students who report seven or more no-penalty withdrawals or no-credit repeats, only 25% eventually receive a degree; those who do receive a degree do so in an average of 6 years. By implementing lax withdrawal and repeat policies, community colleges are doing a disservice to their students.

- Professional mentors provide professional advice and counsel for Joliet Junior College students, helping them envision career goals and realistically assess career opportunities. Professional mentor biographies can be viewed on-line at <http://www.jjc.edu/TransferCenter/ProfessionalMentors.html>.
- Last year, MTC and ENLACE advised and/or provided programs for approximately 500 students.
- MTC worked with General Student Development courses to provide information and presentations, including Transfer 101: Building a Student Resume and Choosing a College. MTC also developed a Lunch & Learn program for student athletes focused on topics like test taking skills, transfer, and conflict resolution.
- 484 Joliet Junior College students utilized MTC in 2005. 51% of those serviced by MTC in 2005 were minority students. Another 168 received advising on-line.

The Office of Minority Student Affairs (OSMA) is the campus unit designated with the responsibility of providing academic and social support for minority students at Joliet Junior College. Last year, over 340 students, faculty, and staff visited OSMA for consultation, while many more participated in OSMA programs and services. In the past year, OSMA coordinated the following events and programs with the intention of increasing the retention and completion rates of minority students at Joliet Junior College:

- The OSMA President's Twilight Dinner, where minority students were given the opportunity to interact with prominent college leaders, ask questions, and discuss issues that impact them as they work on completing their program at Joliet Junior College. According to OSMA director Yolanda Isaacs, "It is my hope that the personal and professional principles shared by (President) J.D. Ross during the event will serve as a strong foundation for our students."
- Established an advisory committee representing internal and external stakeholders to develop a Strategic Plan for OSMA titled Vision 2006.
- Coordinated a comprehensive orientation program for entering/transfer minority students and parents with English and Spanish language sessions. A full day event held in June, it oriented minority students to not only the academic, but the social aspects of the college.
- Developed a Peer Mentor & Leadership Program to enhance the educational experience of minority students at Joliet Junior College. The program curriculum is designed to create a friendly and supportive environment for minority students and their families by connecting them to successful student leaders for individualized, one-on-one meetings. Peer mentors receive \$250 per semester to compensate for their time, while mentees get the opportunity to connect to the

college in a social and academic way. Last year, over 270 peer mentor-mentee meetings were held. 97% of participants in the program were retained for the 2004-2005 academic year, while peer mentors reported experiencing higher levels of academic motivation due to OSMA expectations as student leaders.

- The Grassroots Leadership Development Program (GLDP) helps promote and facilitate constructive dialogue and interaction between Joliet Junior College minority students and public officials in the district. GLDP participants meet for one session per week for nine weeks. By engaging in dialogue with influential figures in the Joliet Junior College community, students are empowered to play an influential role in formulating public policy and in staying connected to their college in a meaningful way.
- The Success Stories Series is a monthly “lunch and learn” seminar in which students are introduced to successful Joliet Junior College graduates who have either transferred to a four-year institution and/or are currently working in a profession. Success Stories are highlighted and placed on-line at <http://www.jjc.edu/Dept/OSMA/UpcomingEvents.html>.

Started in 1983, the goal of Project Achieve is to increase the retention and graduation rates of its 200 at-risk participants and facilitate the process of transition from one level of higher education to the next. Some of the past year’s accomplishments include:

- Individualized and customized academic plans for all 200 participants in the program.
- All 200 students received financial aid. This was a major accomplishment -- low-income and community college students are much less likely to apply for financial aid (King, 2004).
- All 200 students in the program received customized training in computer applications, including e-mail, Microsoft Office applications, web site construction, and basic computing.
- The average grade point average of Project Achieve participants in 2003-2004 was 2.74, just below the 3.12 for all Joliet Junior College students. At the end of the academic year, 89% of the 200 participants were in good academic standing.
- 90% of Project Achieve participants returned to Joliet Junior College in the Spring after completion of the Fall semester.

The Office of Career Services coordinated the following programs in 2005:

- Piloted 6 Exploring College Majors workshops for new high school students entering Joliet Junior College. The workshops were also offered to students who never registered for courses to determine if career planning would assist them in making a decision to register.

- Collaborated with the Office of Financial Aid to develop new procedures for student worker job postings. The new language makes it mandatory for all student worker positions to be posted on the Career Services web site before a contract will be awarded for the position. Presented during Staff Development day a workshop *Student Work Can Work for You* to guide supervisors through the hiring, supervising, and evaluation process.
- Organized and hosted three job fairs: Part-time/seasonal (26 employers, 200 students); Nursing (26 employers, 5 baccalaureate nursing colleges, and 120 students); and the Joliet Regional job fair (88 employers and over 1000 job seekers). In addition, the office coordinated 124 employer recruiting visits.
- Met with nearly 330 students in 2005. 285 walk-in appointments were accepted.

FY 2006 Plans

The development of a Community Colleges Minority Affairs Committee in conjunction with the director of Minority Student Affairs at another community college. The goal of the committee would be to serve as a support mechanism and resource for Minority Student Affairs professionals in developing and assessing programs and services to address the educational needs of minority students at community colleges in Illinois.

Development of a faculty liaison in each academic department to communicate OSMA programs and services and serve as a resource for minority students in each department.

Development of a Minority Resource Team to work directly with minority students and use data to implement strategies proven to impact the completion rates of minority students.

OSMA plans to continue to work with the South Metropolitan Higher Education Consortium (SMHEC) on Project Exito. This Hispanic student recruitment and retention project will bring together colleges and universities in the south Chicago metropolitan area. The goals of the project are to serve the growing Latino population by empowering Latino students and parents and making sure they are knowledgeable about the benefits of higher education.

MTC wrote and was awarded a HECA grant from the Illinois Board of Higher Education, allowing for initiatives to enhance center operations, hire interns, develop a resource center, and enhance the MTC website.

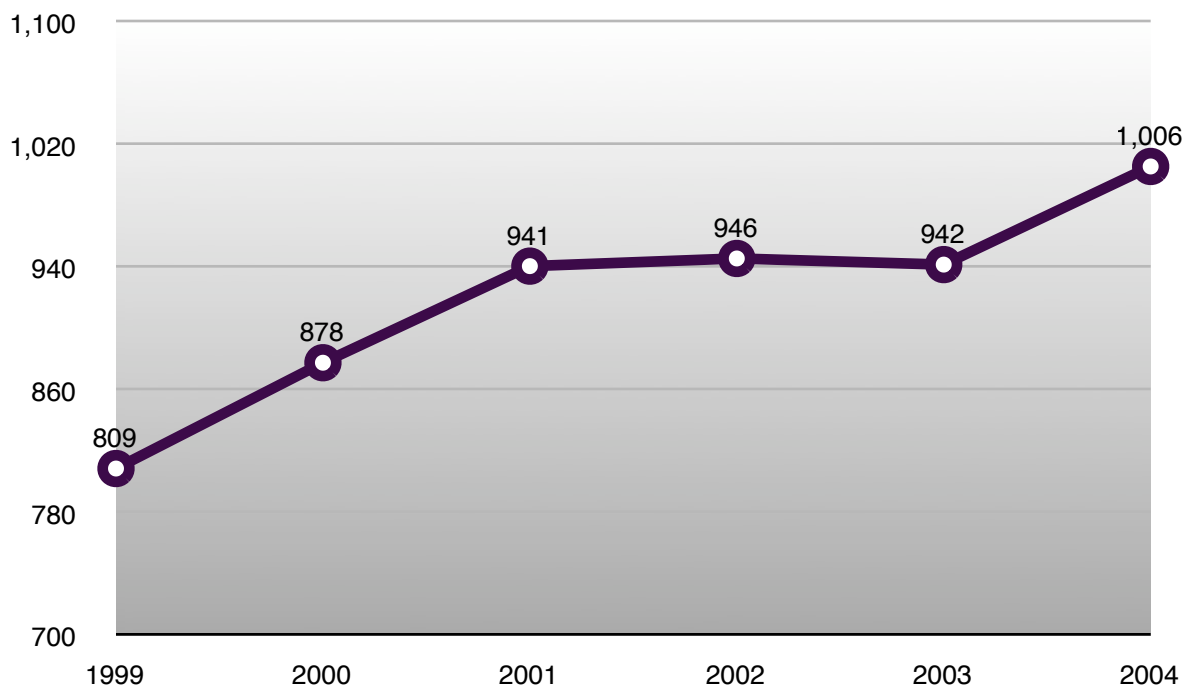
FY 2006 Challenges

Joliet Junior College faces the following challenges in regard to this Illinois Commitment goal.

- Increasingly, employers are looking for the demonstration of skills and knowledge in addition to credentials. Because the knowledge and skills a student gained in a program can only be articulated through assessment and evaluation -- and Joliet Junior College's record in that area is mixed -- the institution faces a large hurdle in identifying exactly what skills and knowledge Joliet Junior College program completers actually possess.
- Another challenge is in regard to minority completion rates. Fortunately, OSMA, ENLACE, and MTC possess dedicated staff and evaluation mechanisms to construct interventions that may enhance completion rates among those populations.

Part 2. Common Institutional Indicators

Figure 4.1 Number of Graduates at Joliet Junior College, FY 1999-2004²



² Graduates refers to the number of students who graduated in an academic year with either a certificate or degree, regardless of how long it took the student to complete their program. For Non-resident Aliens, 0 students graduated in 1999, 1 in 2000, 1 in 2001, 0 in 2002, 1 in 2003, and 2 in 2005. In the same years, 2, 0, 0, 3, 3, and 2 Native American students graduated.

Figure 4.2 Number of Minority Graduates at Joliet Junior College, FY 1999-2004

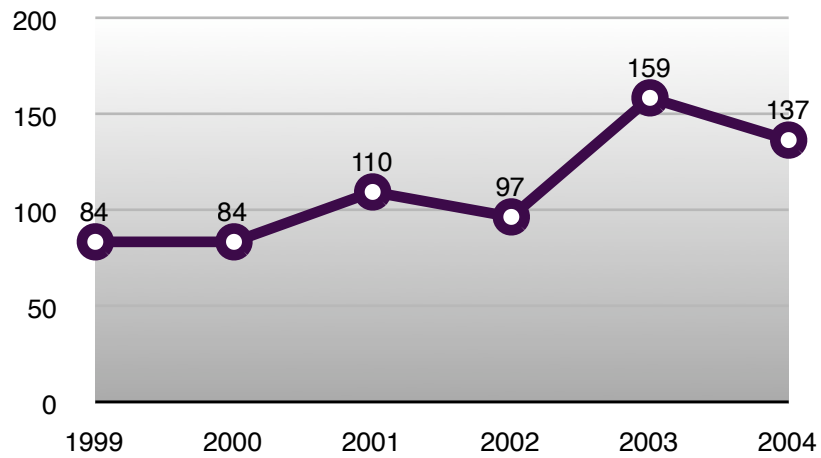


Figure 4.3 Number of Asian Graduates at Joliet Junior College, FY 1999-2004

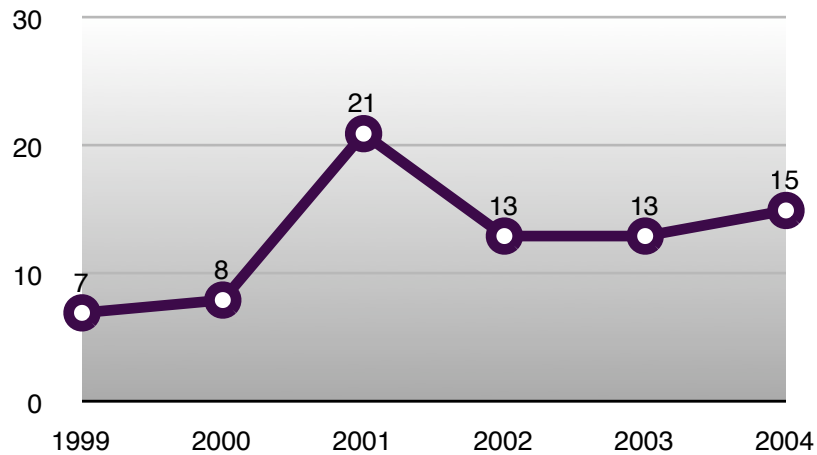


Figure 4.4 Number of African American Graduates at Joliet Junior College, FY 1999-2004

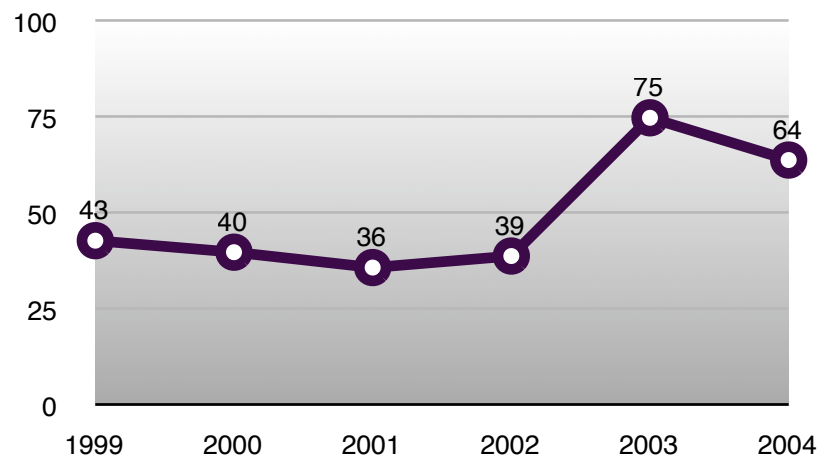


Figure 4.5 Number of Latino Graduates at Joliet Junior College, FY 1999-2004

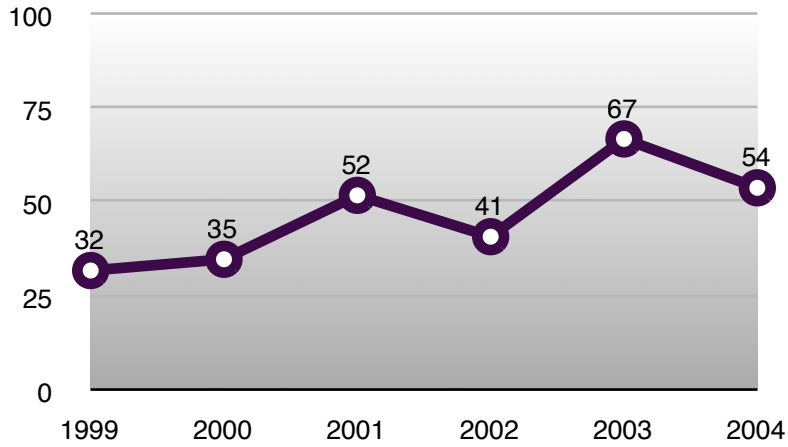


Figure 4.6 Number of White Graduates at Joliet Junior College, FY 1999-2004

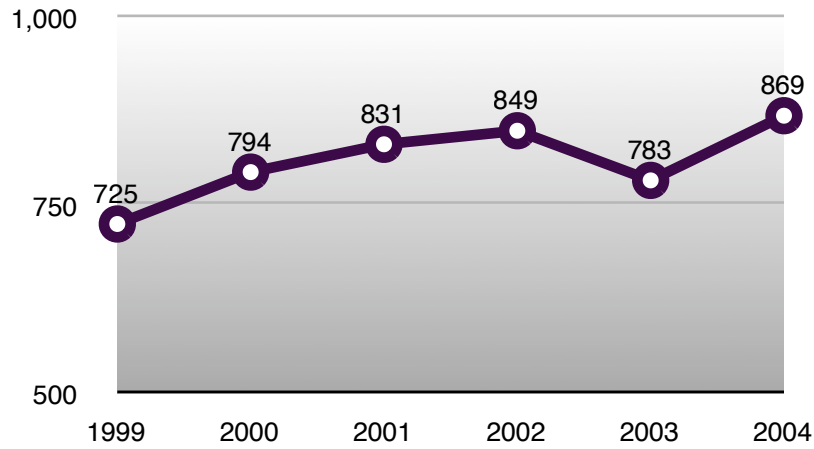
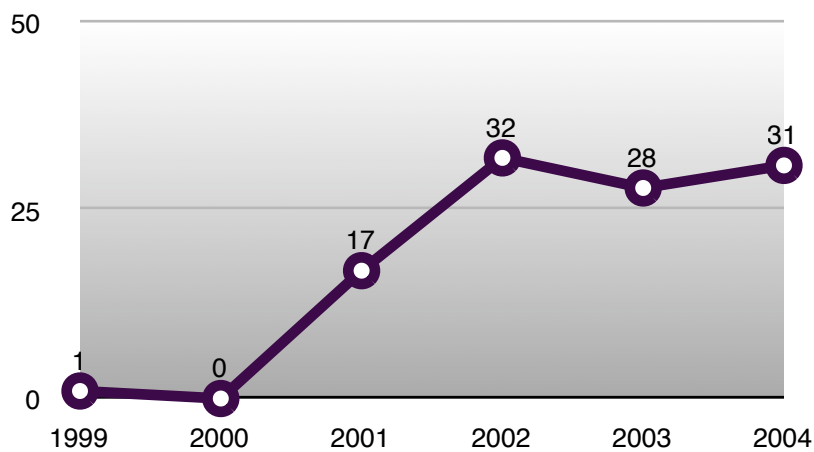


Figure 4.7 Number of Students with Disabilities Graduates at Joliet Junior College, FY 1999-2004³



³ The number of graduates without disabilities in the same years was 808, 878, 924, 914, 914, and 975.

Figure 4.8 Number of Female and Male Graduates at Joliet Junior College, FY 1999-2004

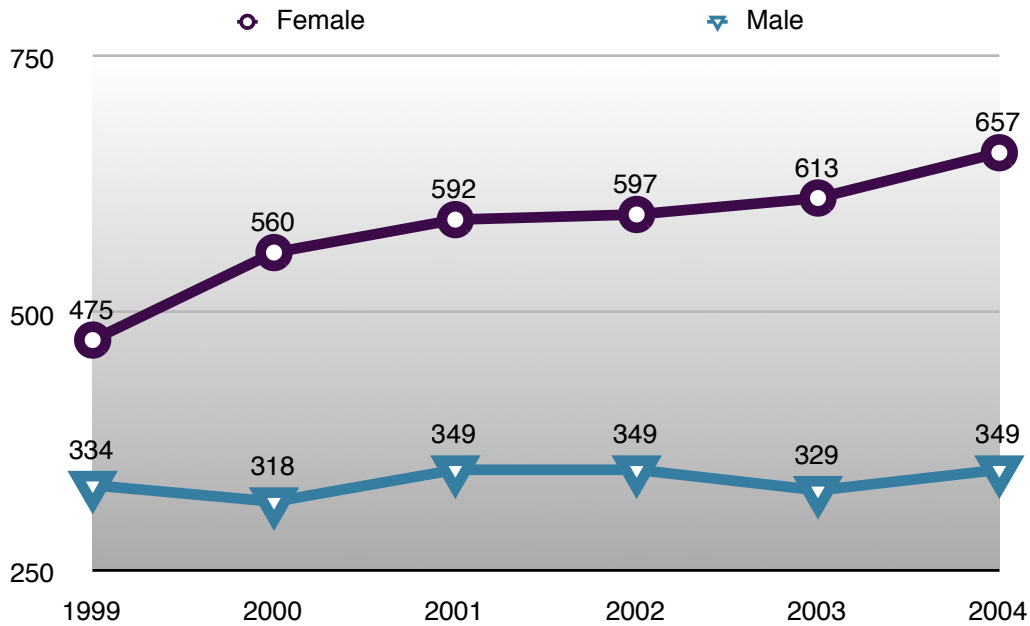
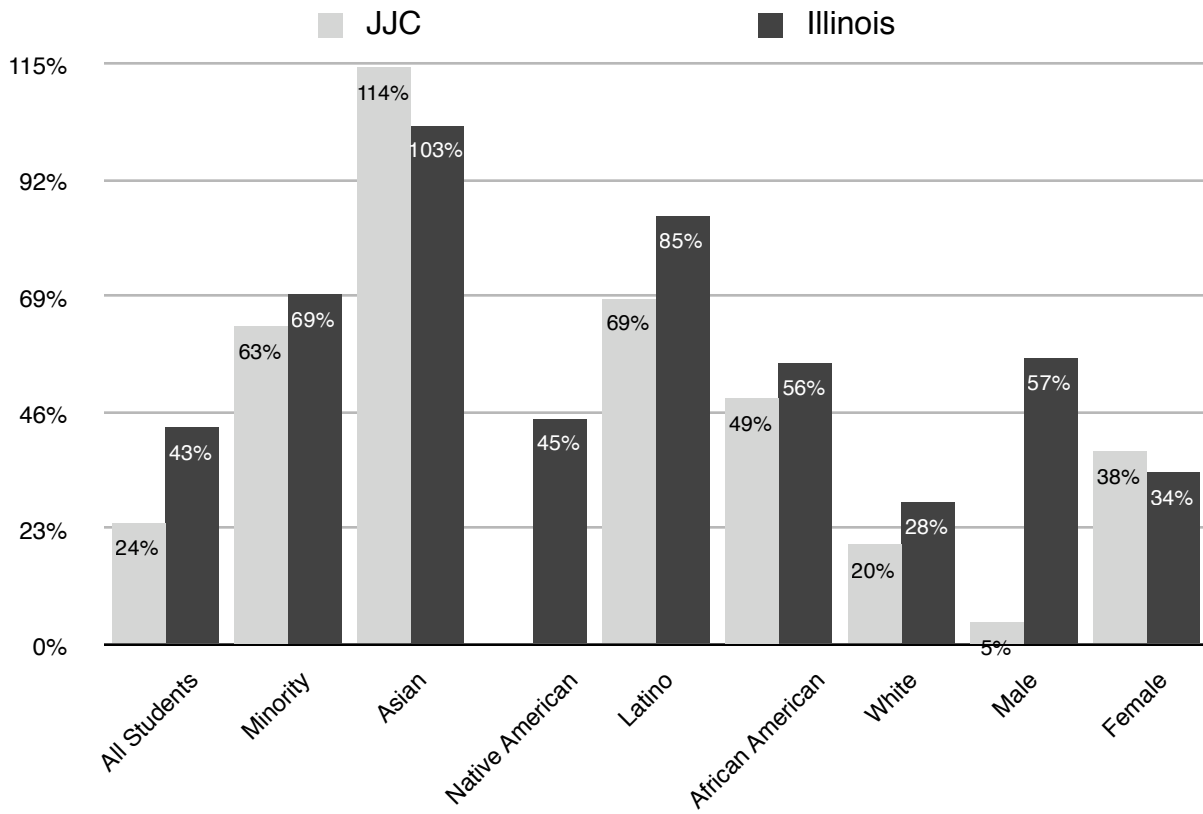


Figure 4.9 Percent Change in the Number of Graduates at Illinois Community Colleges, by Race and Gender, FY 1999-2004



*Note: Native American percent change in graduates at Joliet Junior College not reported due to small number of graduates.

Brief Interpretation of Institutional Performance

At Joliet Junior College, students with disabilities, Latino, and Asian students have witnessed the fastest growth in receiving degrees. The number of minorities receiving degrees at Joliet Junior College increased by 63% over the last five years, compared to 24% for all students.

Differences in the number of students receiving degrees is most noticeable by gender. Male degree recipients at Joliet Junior College increased by only 5%, much lower than the state rate of growth for males (57%) and the female growth at Joliet Junior College (38%). While explaining this phenomenon would be pure conjecture, regional data suggests male students in the district may be responding to burgeoning employment opportunities in occupations related to the dramatic growth in the district -- occupations traditionally associated with males that do not necessarily require postsecondary education (i.e. construction).

Part 3. Mission-specific indicators

Area	Description
Mission	Joliet Junior College is committed to providing a quality education that is affordable and accessible to the diverse student population it serves. Through a rich variety of educational programs and support services, JJC prepares its students for success in higher education and employment.
Strategic Plan	Enabling students to achieve their academic goals
Strategic Plan	Serving Underrepresented Groups
AQIP	Helping Students Learn
AQIP	Understanding students' and other stakeholders' needs

Performance Goals

Performance Goal 1. 90% of graduates, upon leaving Joliet Junior College, will report their original goal in attending (or subsequent goal decided while enrolled) has been met. (Source: Annual Graduate Survey)

Performance Goal 2. The fall to spring retention of first-time, full-time students will be above the state average across all racial and gender lines. (Source: Underrepresented Groups in Higher Education Report).

Performance Goal 3. The completion rate of first-time, full-time students will be above the state average across all racial and gender lines. (Source: Office of Institutional Effectiveness).

Data for the four most recent years: Enrollment of Students with Disabilities

Figure 4.10 Enrollment by Disability Status at Joliet Junior College, FY 2001-2004

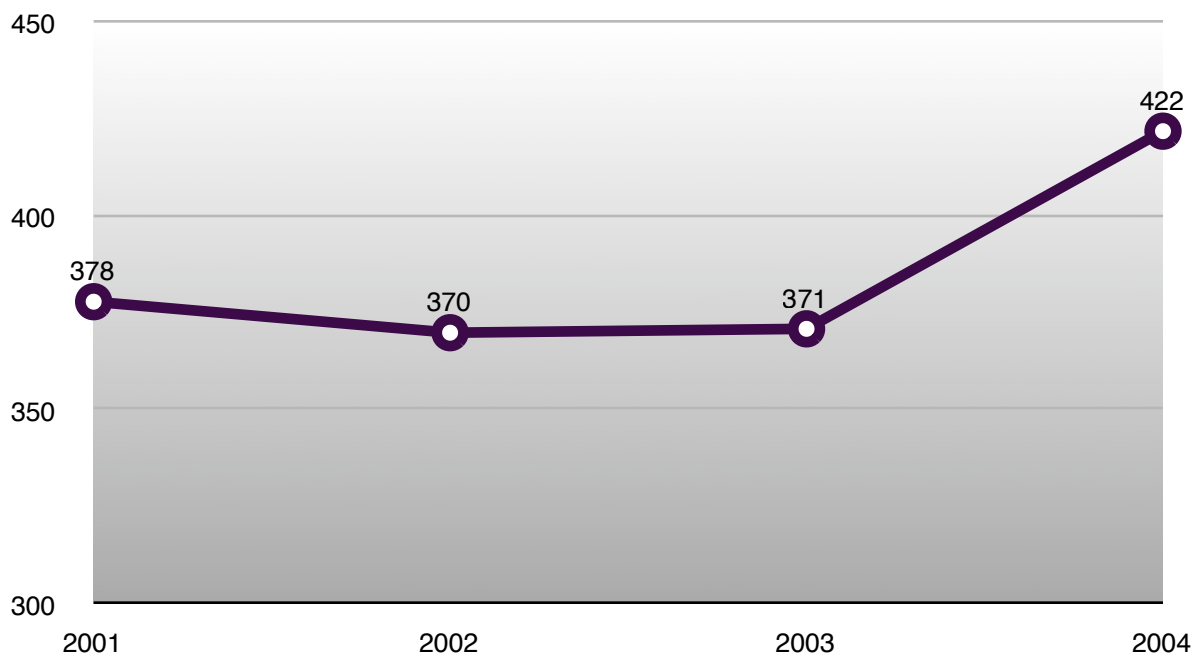
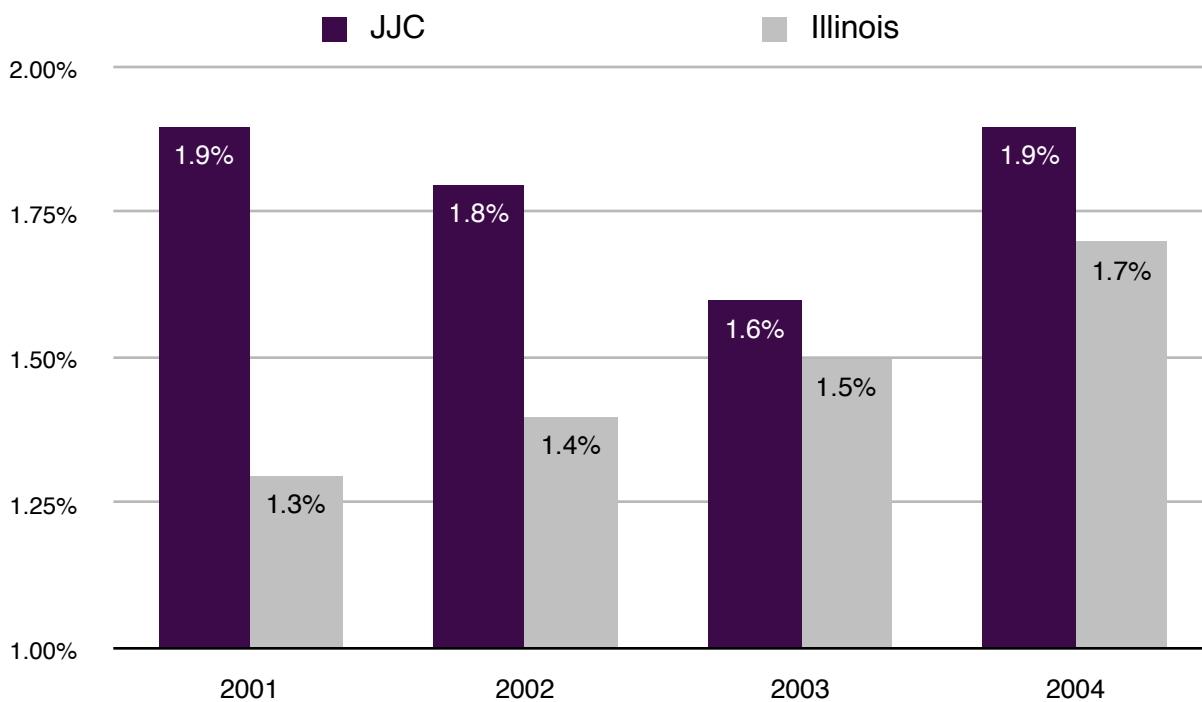


Figure 4.11 Percent of Total Enrollment by Disability Status at Illinois Community Colleges, FY 2001-2004



Data for the six most recent years: Enrollment of Minority Students

Figure 4.12 Enrollment of Minority Students at Joliet Junior College, FY 1999-2004

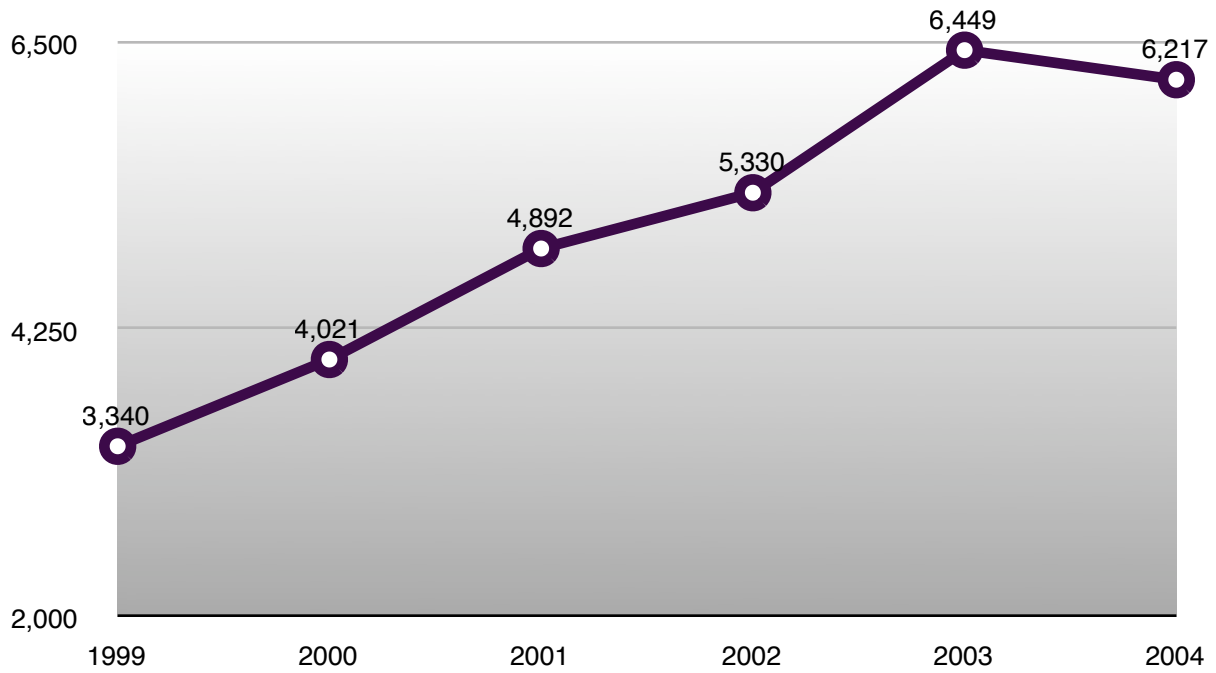
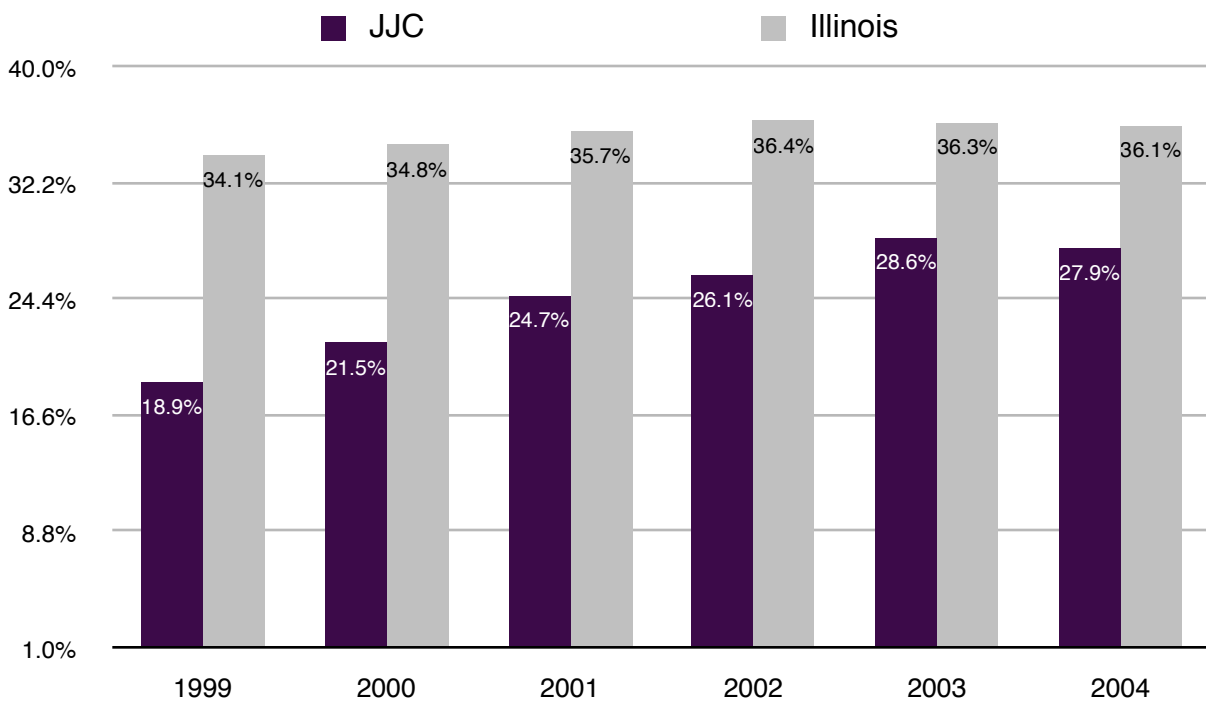


Figure 4.13 Minority Students as a Percent of Total Enrollment at Illinois Community Colleges, FY 1999-2004



Data for the six most recent years: Enrollment of Asian Students

Figure 4.14 Enrollment of Asian Students at Joliet Junior College, FY 1999-2004

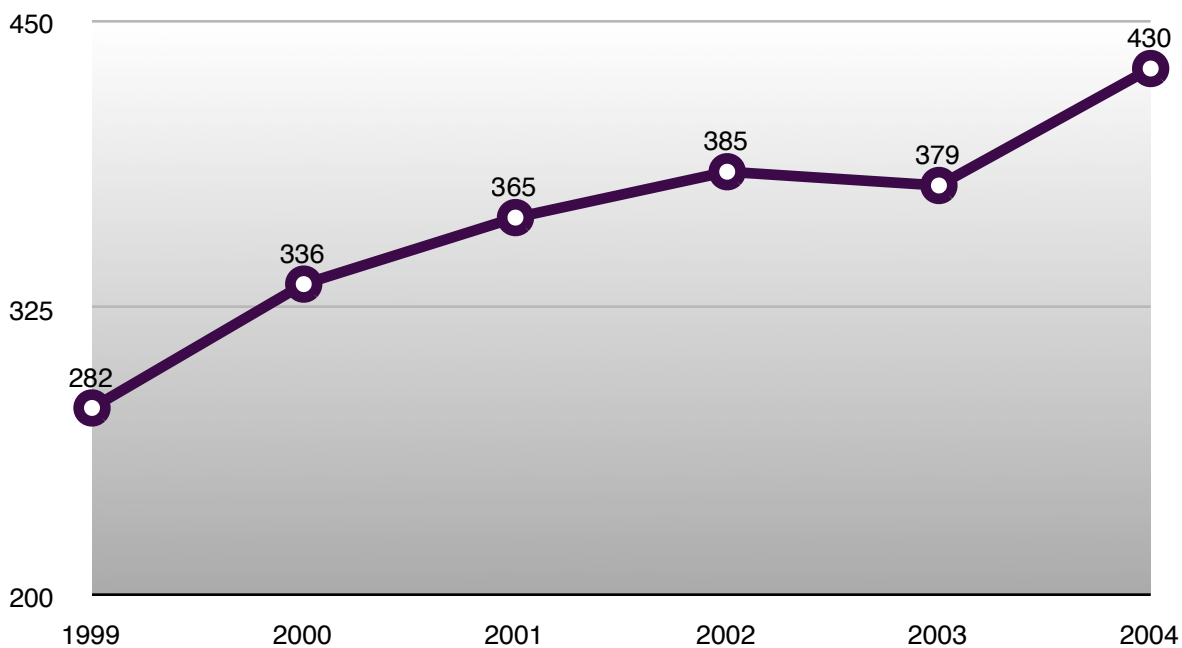
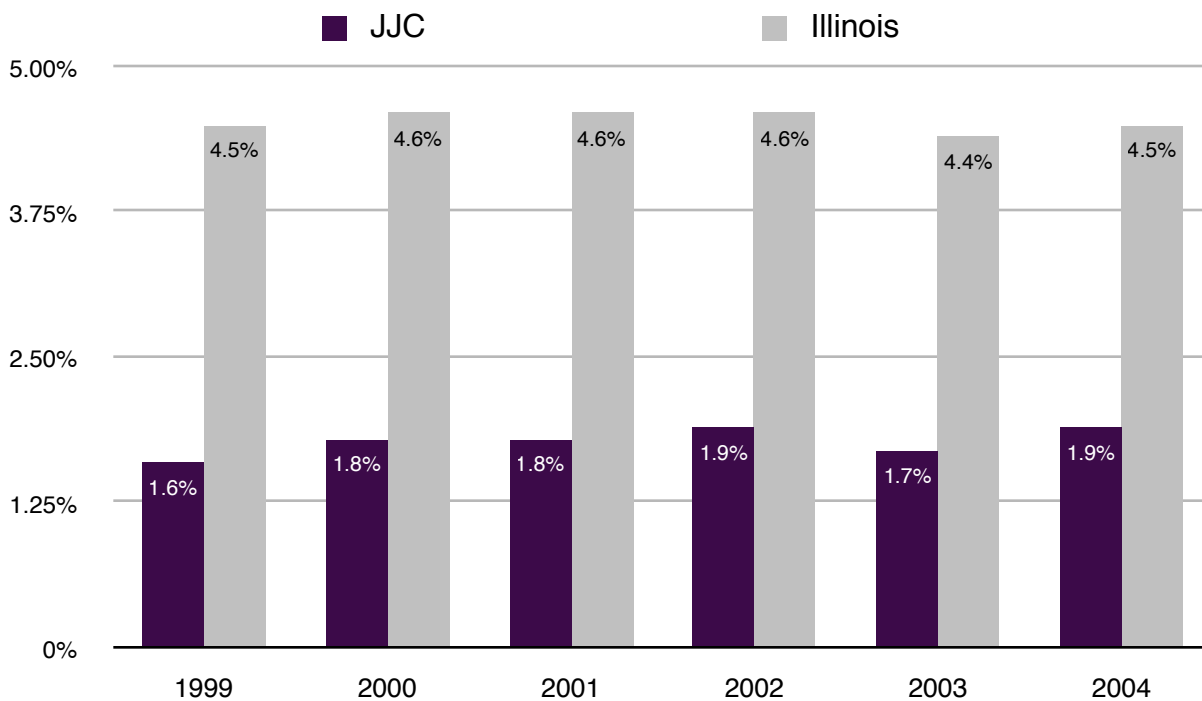


Figure 4.15 Asian Students as a Percent of Total Enrollment at Illinois Community Colleges, FY 1999-2004



Data for the six most recent years: Enrollment of Native American Students

Figure 4.16 Enrollment of Native American Students at Joliet Junior College, FY 1999-2004

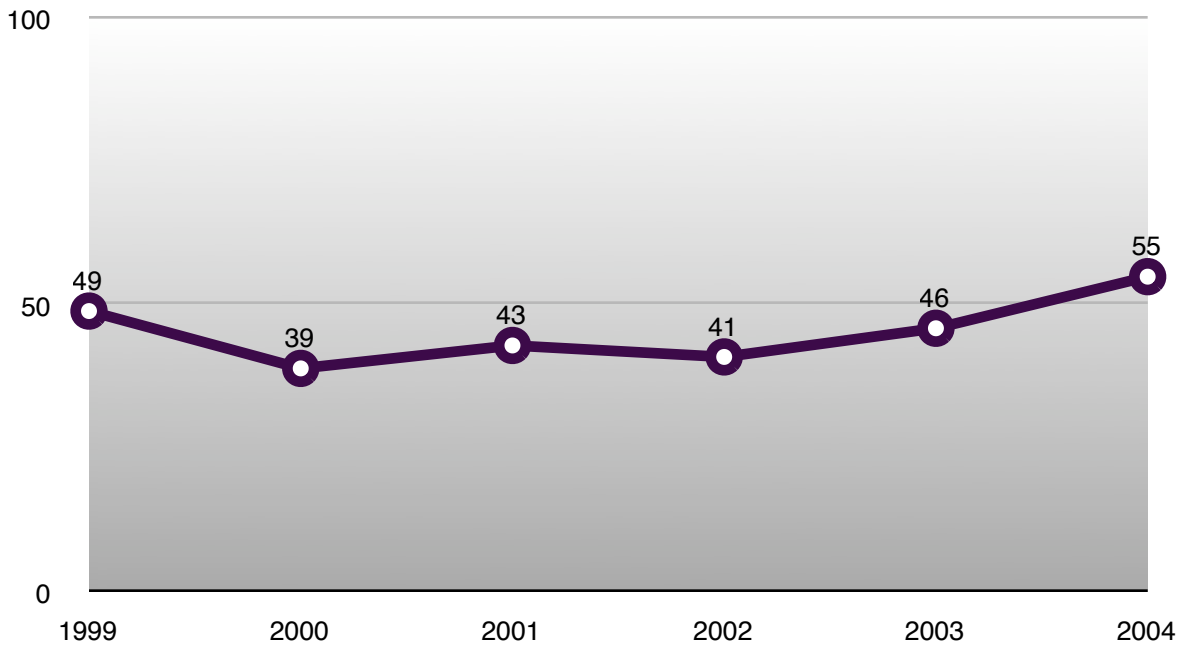
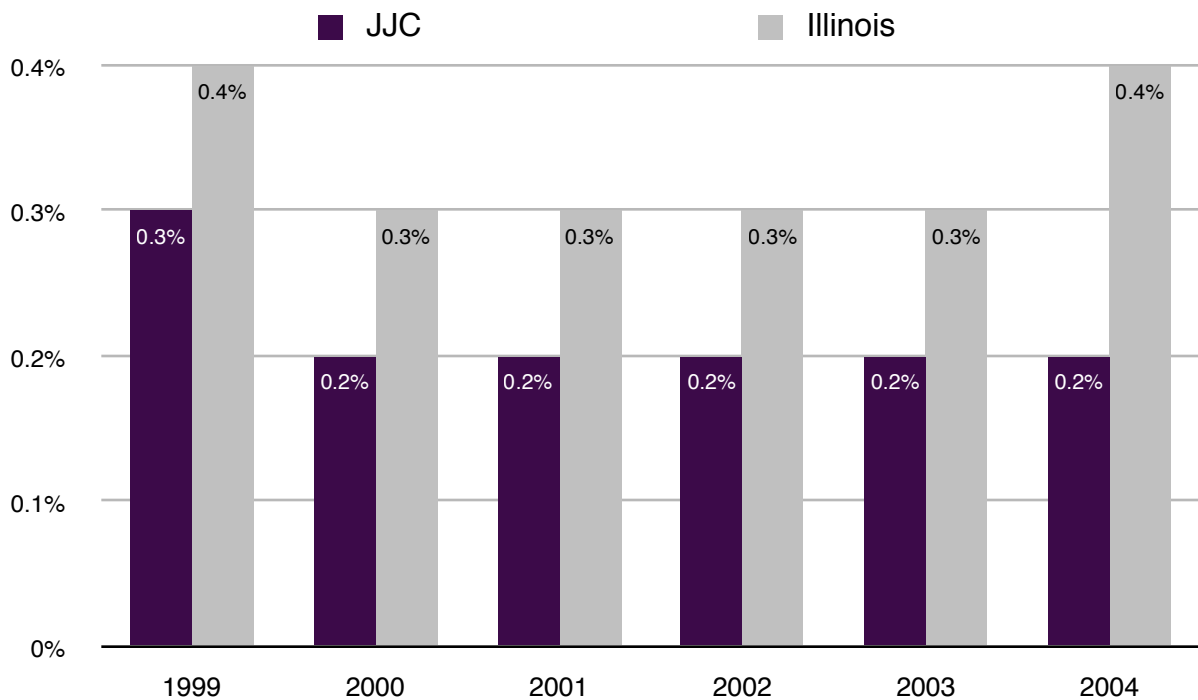


Figure 4.17 Native American Students as a Percent of Total Enrollment at Illinois Community Colleges, FY 1999-2004



Data for the six most recent years: Enrollment of African American Students

Figure 4.18 Enrollment of African American Students at Joliet Junior College, FY 1999-2004

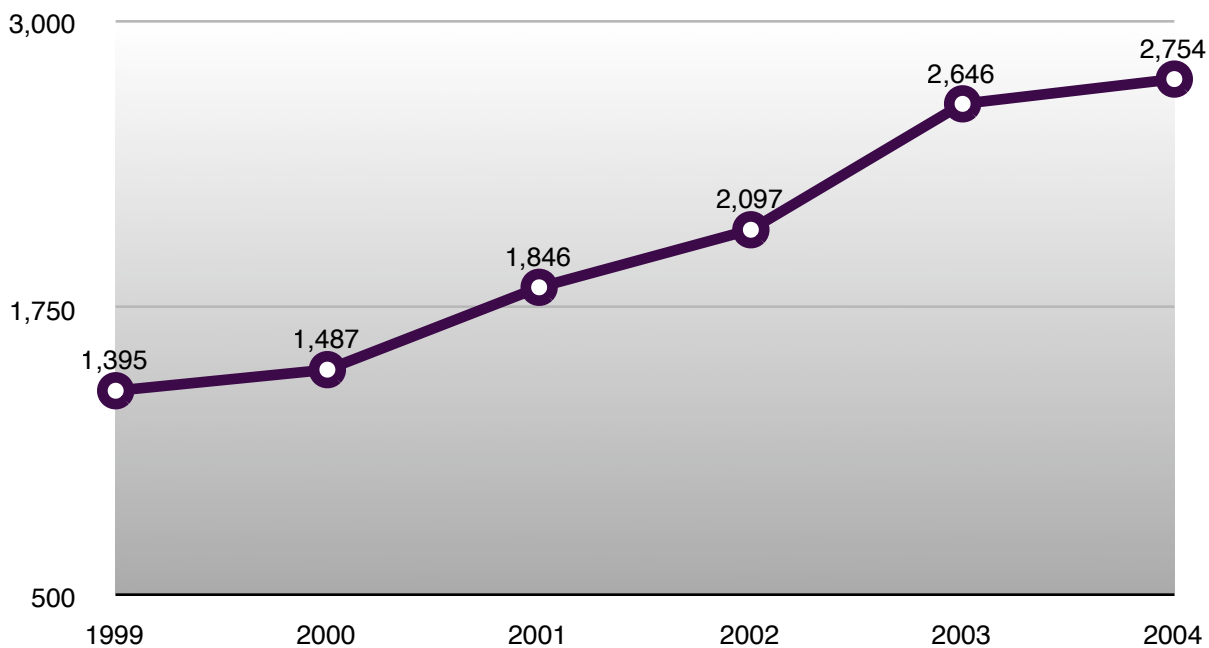
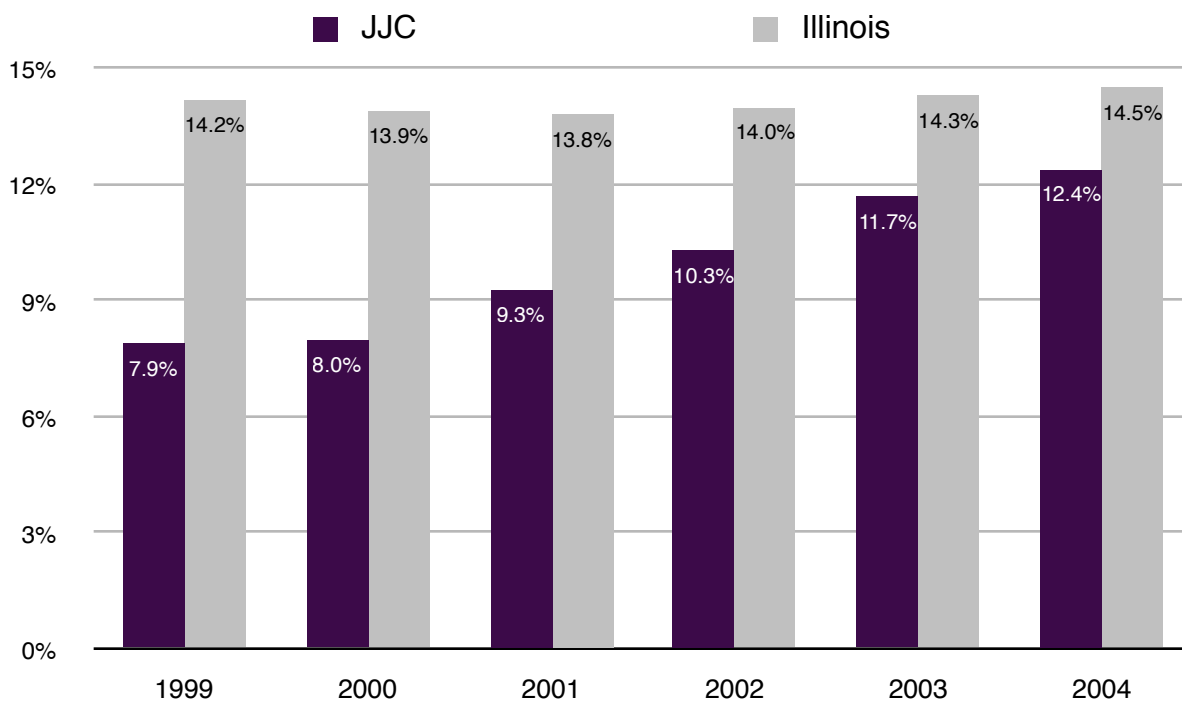


Figure 4.19 African American Students as a Percent of Total Enrollment at Illinois Community Colleges, FY 1999-2004



Data for the six most recent years: Enrollment of Latino Students

Figure 4.20 Enrollment of Latino Students at Joliet Junior College, FY 1999-2004

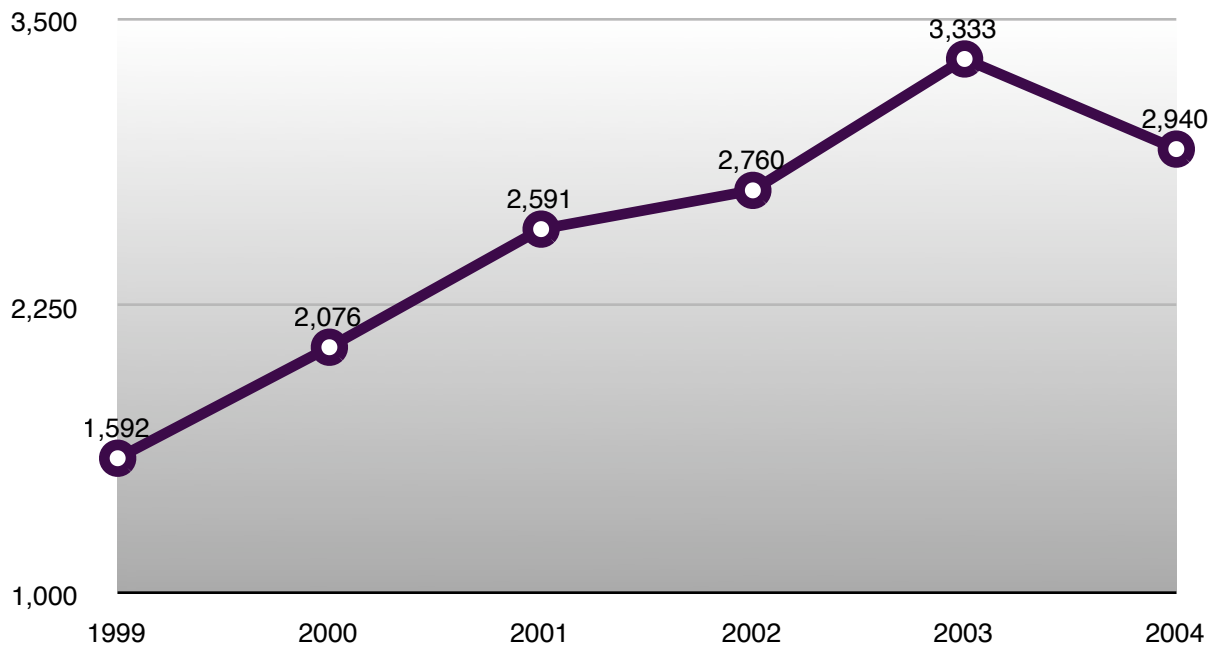
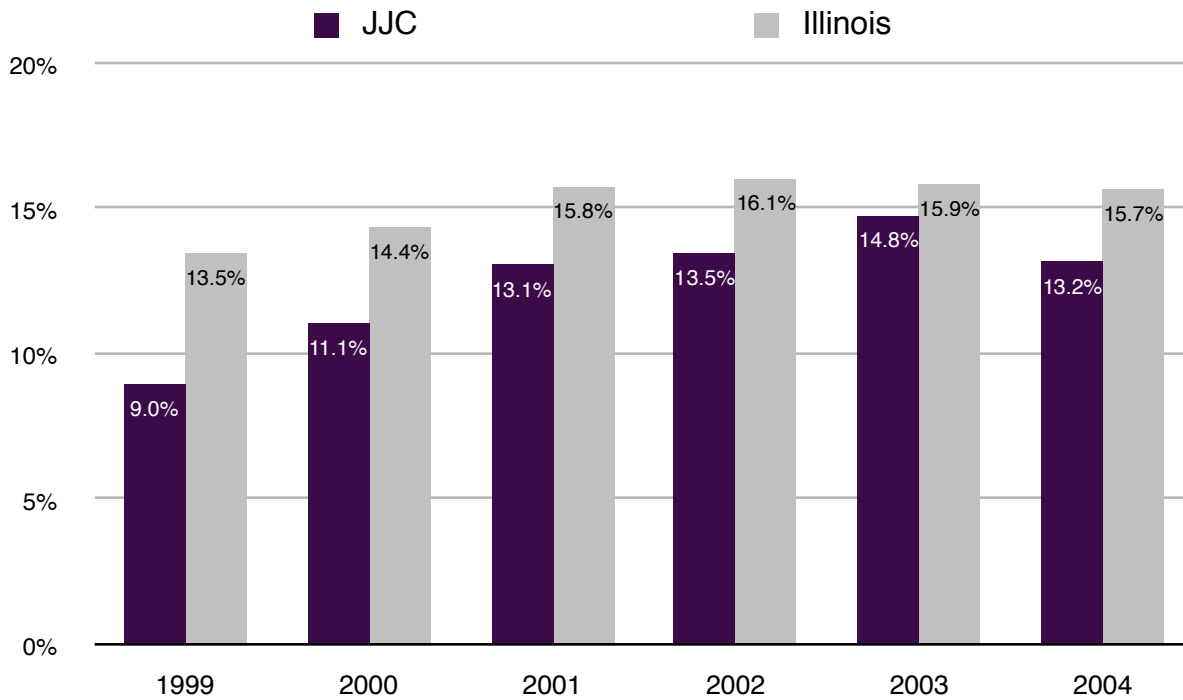


Figure 4.21 Latino Students as a Percent of Total Enrollment at Illinois Community Colleges, FY 1999-2004



Data for the six most recent years: Enrollment of White Students

Figure 4.22 Enrollment of White Students at Joliet Junior College, FY 1999-2004

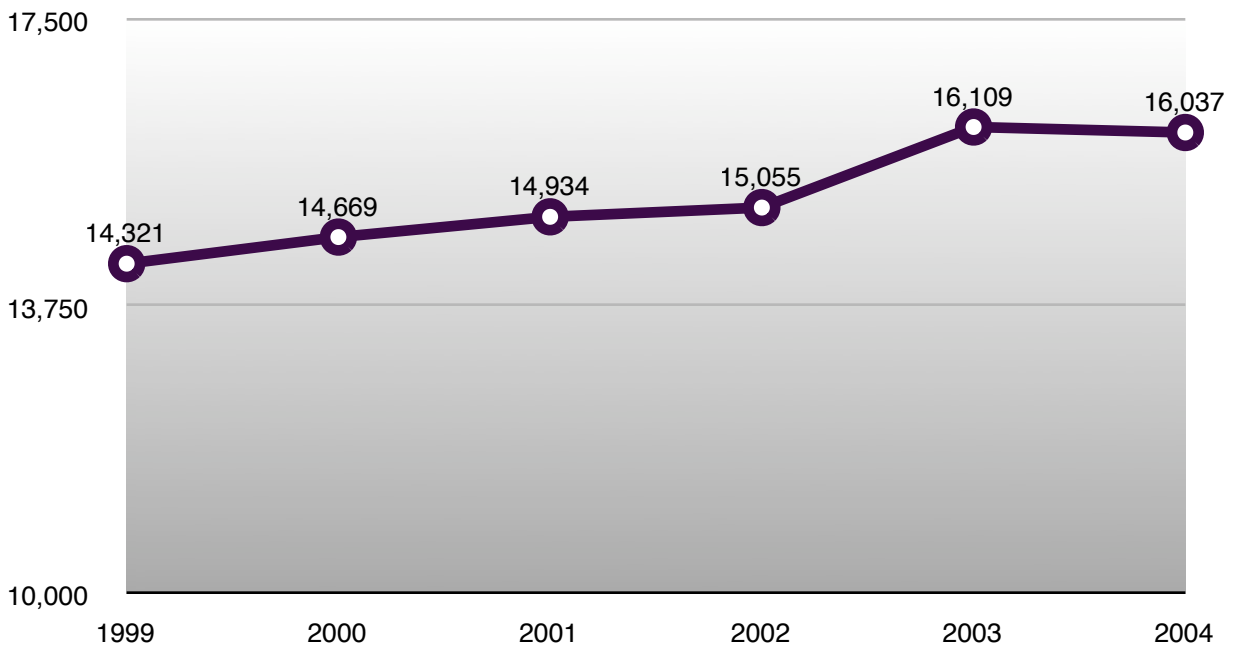
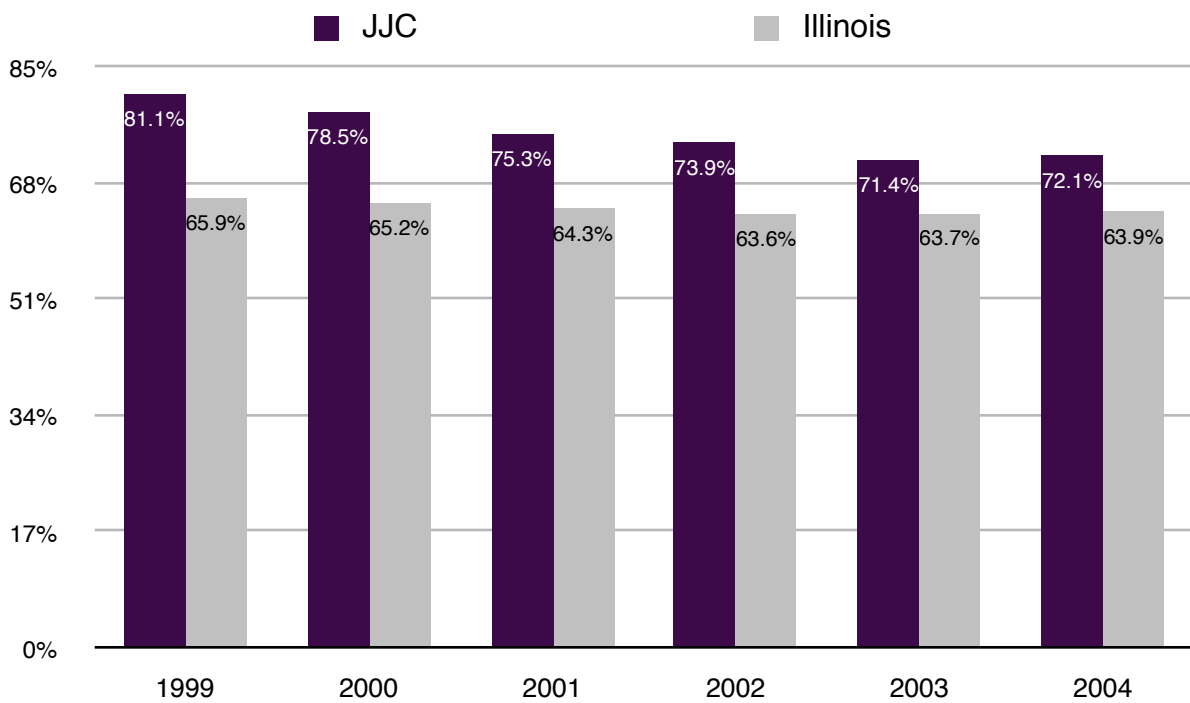


Figure 4.23 White Students as a Percent of Total Enrollment at Illinois Community Colleges, FY 1999-2004

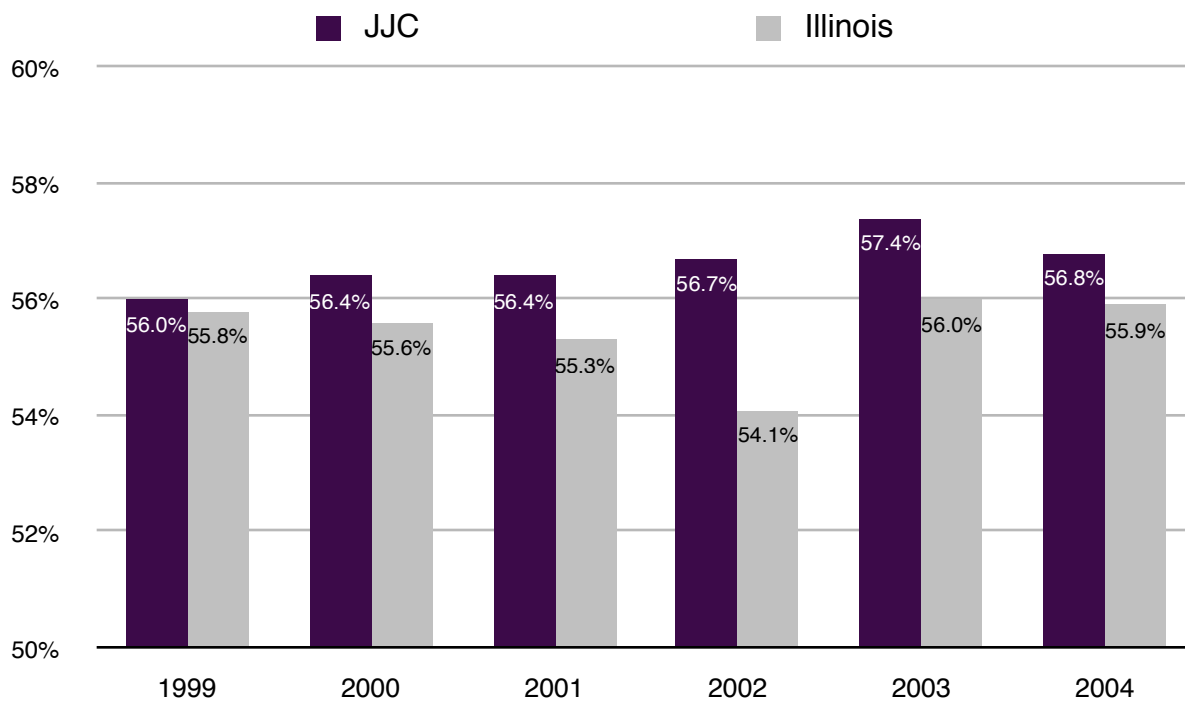


Data for the six most recent years: Enrollment of Male & Female Students

Figure 4.24 Enrollment of Male & Female Students at Joliet Junior College, FY 1999-2004

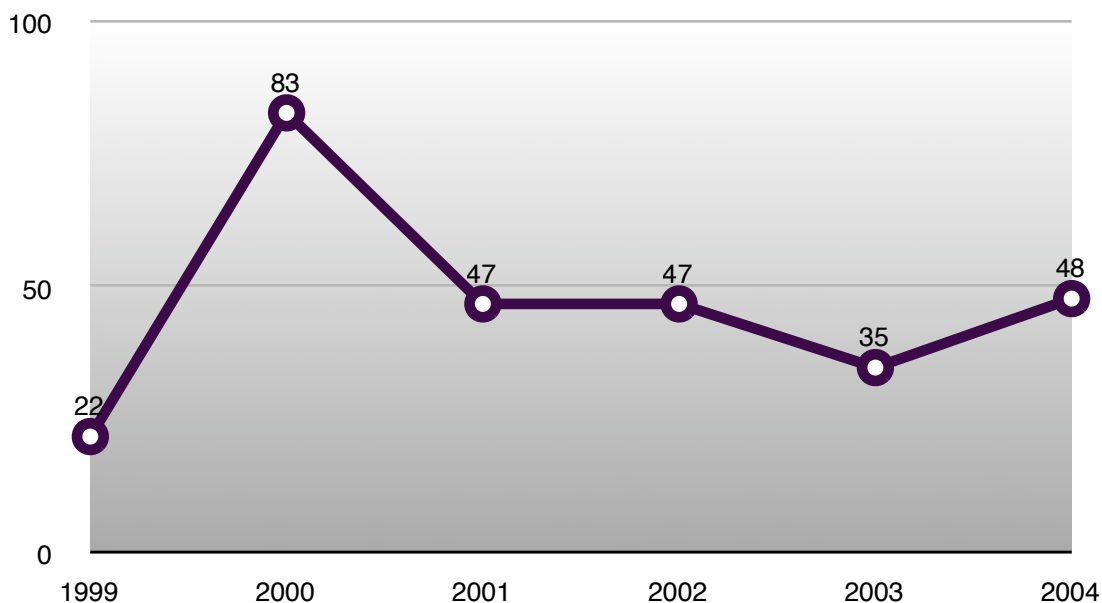


Figure 4.25 Female Students as a Percent of Total Enrollment at Illinois Community Colleges, FY 1999-2004



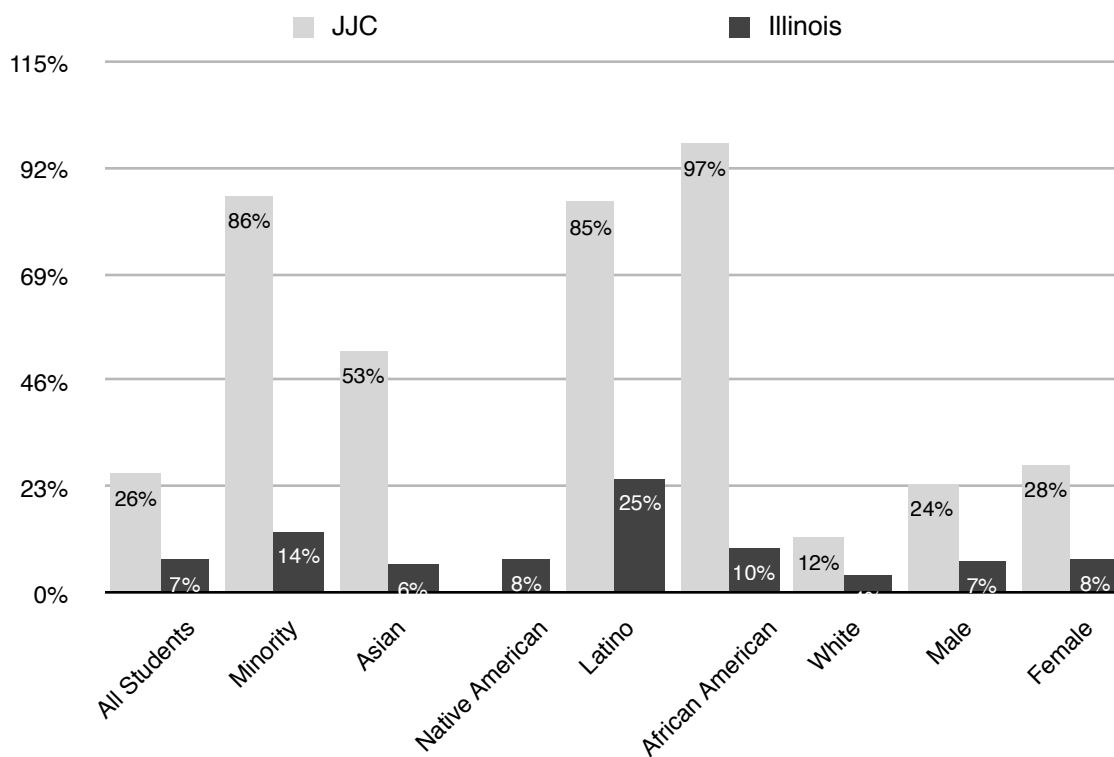
Data for the six most recent years: Enrollment of Non-Resident Alien Students

Figure 4.26 Enrollment of Non-Resident Alien Students at Joliet Junior College, FY 1999-2004



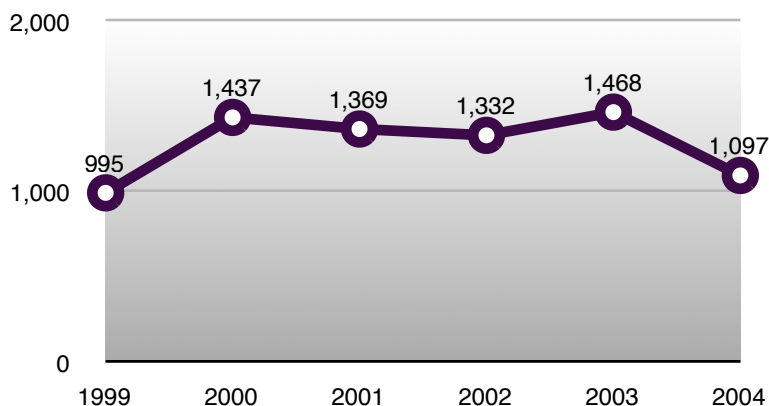
Data for the six most recent years: Percent Change in Enrollment

Figure 4.27 Percent Change in Enrollment at Illinois Community Colleges, by Race and Gender, FY 1999-2004



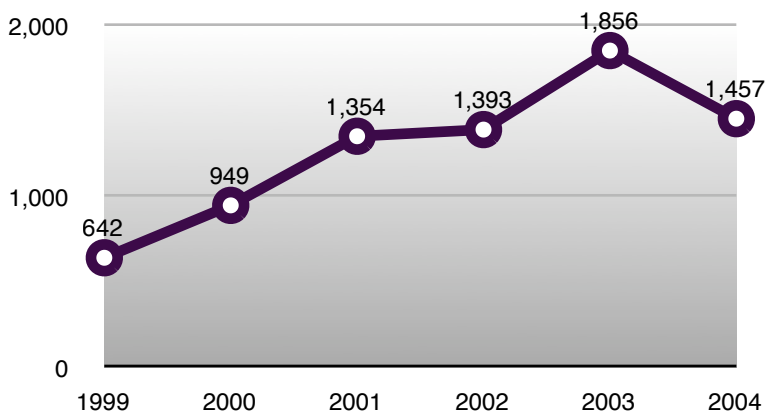
Data for the six most recent years: Adult Basic & Secondary Education and English as a Second Language (ESL)

Figure 4.28 Number of Students Served through Adult Education Coursework at Joliet Junior College, FY 1999-2004



Note. The number of students served through Adult Education courses increased 10% between 1999 and 2004 at Joliet Junior College, compared to a -13% decrease for all community colleges.

Figure 4.29 Number of Students Served through ESL Coursework at Joliet Junior College, FY 1999-2004



The number of students served through ESL courses increased 127% between 1999 and 2004 at Joliet Junior College, compared to a 31% rate of growth for all community colleges in Illinois.

Figure 4.30 Number of Level Advancements in Adult Education and ESL, FY 2001-2004

	2001	2002	2003	2004	% change	% state change
Adult Education	498	511	184	128	-74%	-40%
ESL	352	482	469	387	10%	20%

Note. Level advancements refer to the number of students who move from level of coursework to another.

Data for the six most recent years: Students Enrolled in Remedial Courses

Figure 4.31 Unduplicated Head Count Enrollment in Remedial Courses at Joliet Junior College, FY 1999-2004

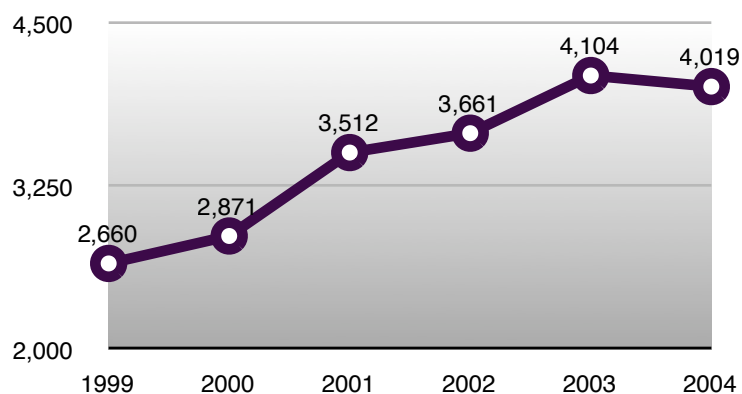
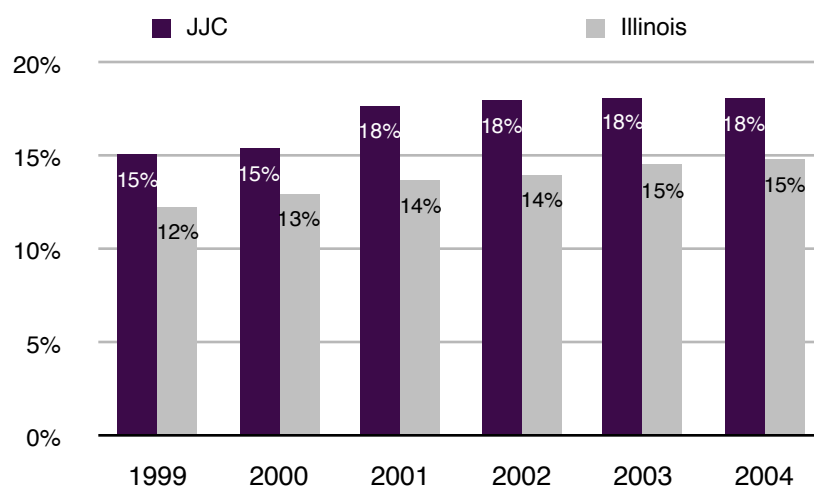


Figure 4.32 Enrollment in Remedial Courses as a Percent of Total Enrollment, FY 1999-2004



Note. The unduplicated head count of students enrolled in remedial courses increased 51% between 1999 and 2004 at JJC, compared to a 29% increase at all community colleges in Illinois.

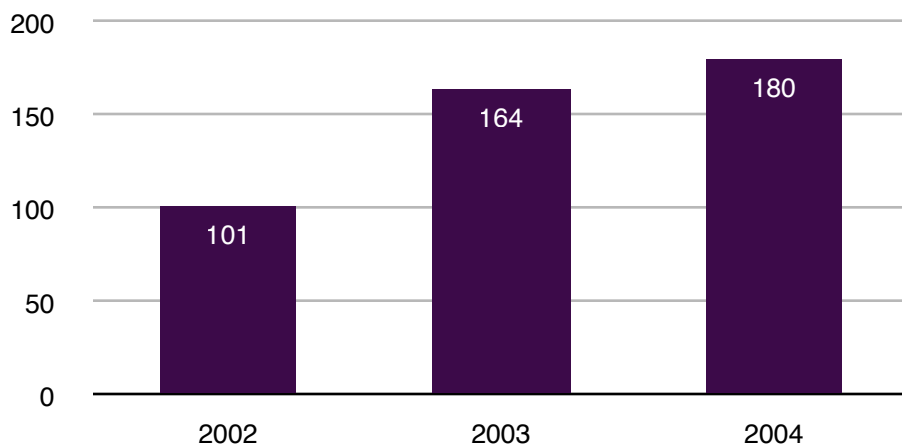
Figure 4.33 Remedial Credits Earned and Attempted at Joliet Junior College, FY 1999-2004

	1999	2000	2001	2002	2003	2004
Attempted	15,605	17,542	23,707	24,312	27,252	24,399
Earned	13,742	15,510	16,239	15,933	17,761	17,824
Percent	88.1%	88.4%	68.5%	65.5%	65.2%	73.1%
State Percent	66.0%	63.6%	61.2%	64.4%	64.6%	66.8%

Note. Percent is the percent of remedial credits attempted divided by the percent of remedial credits earned. State percent is the average for all community colleges in Illinois. The percent of attempted remedial credits grew by 56% at Joliet Junior College between 1999 and 2004, compared to 37% for all community colleges in Illinois. Remedial credits earned by Joliet Junior College students grew by 30% during the same time period, compared to 39% for all community colleges in Illinois.

Data for the three most recent years: Students Enrolled in Distance Learning Courses

Figure 4.34 Number of Distance Education Courses Offered at Joliet Junior College, FY 2002-2004



Note. The number of distance education courses offered at Joliet Junior College increased by 78% between 2002 and 2004. All Illinois Community Colleges in Illinois offered 9,473, 11,596, and 11,899 distance education courses, for an increase of 26%.

Figure 4.35 Enrollment in Distance Education courses at Joliet Junior College, 2001-2004

	2001	2002	2003	2004	% change
Spring	1,130	784	1,026	1,275	13%
Summer	447	623	919	1,031	131%
Fall	682	958	1,000	1,396	205%

Figure 4.36 Enrollment in Internet courses in Illinois Higher Education, 2001-2004

	2001	2002	2003	2004	% change
Spring	19,764	34,155	50,125	69,015	249%
Summer	13,332	23,651	34,399	55,343	315%
Fall	23,254	40,550	50,093	80,165	245%

Data for the five most recent years: Full-Time Faculty

Figure 4.37 Number of Full-Time Faculty at Joliet Junior College, FY 2001-2005

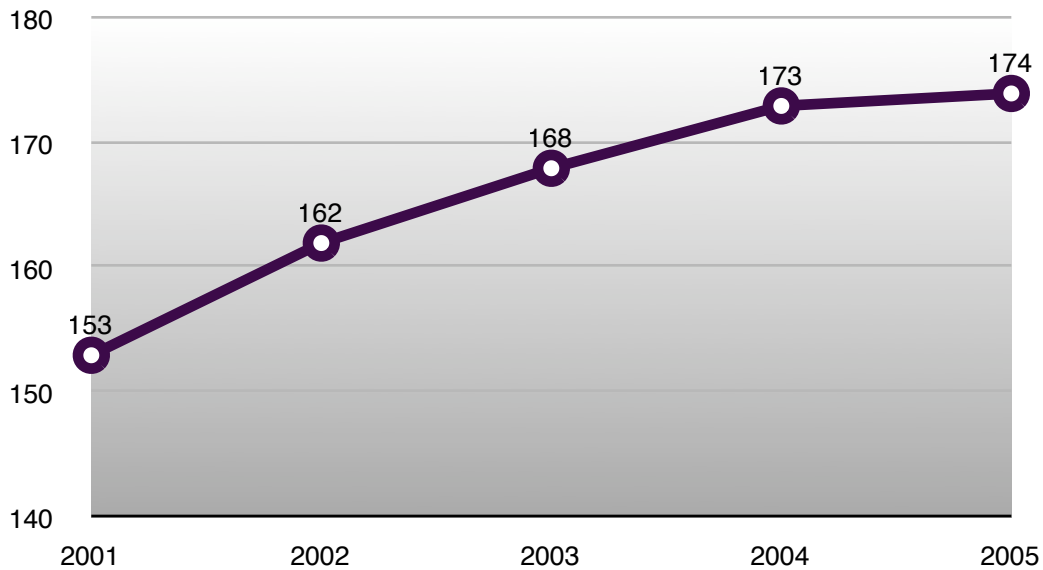
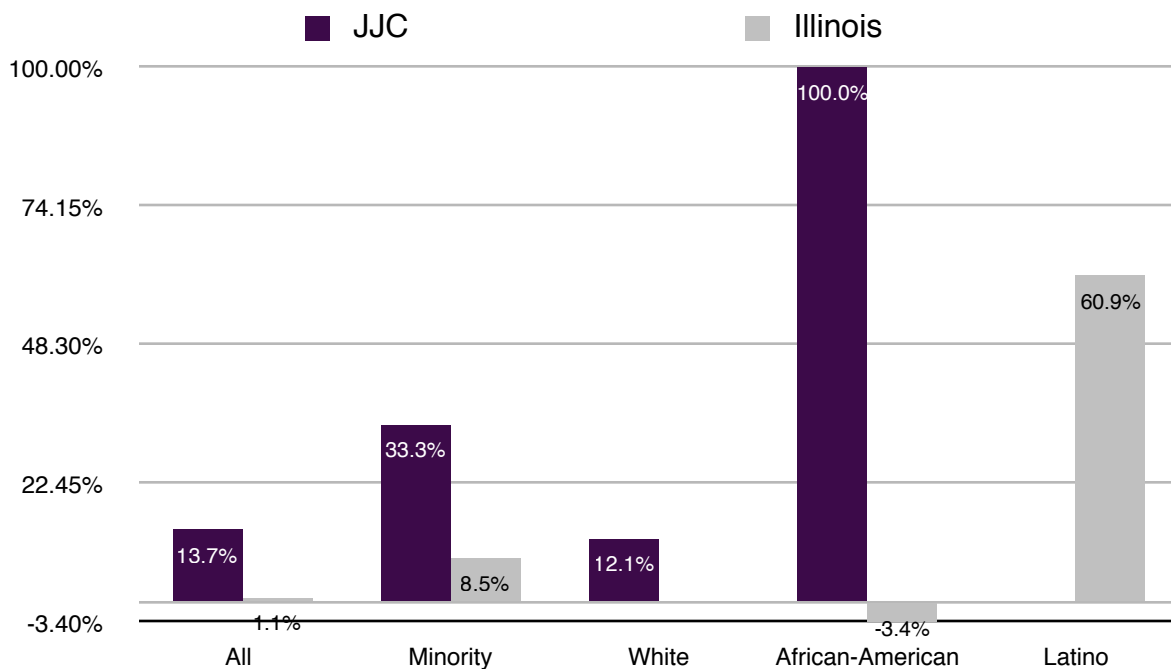


Figure 4.38 Percent Change in Full-Time Faculty by Race at Illinois Community Colleges, FY 2001-2005



Note. Between 2001 and 2005, 21 of 39 community colleges witnessed decreases or no change in the number of full-time faculty. The 13.7% increase at Joliet Junior College was the 6th highest in the state. Percent change in White faculty at Illinois community colleges and Latino faculty at Joliet Junior College increased by 0%. The number of full-time Native American faculty increased by 87.5% at Illinois community colleges between 2001 and 2005.

Data for the five most recent years: Full-Time Minority Faculty⁴

Figure 4.39 Number of Full-Time Minority Faculty at Joliet Junior College, FY 2001-2005

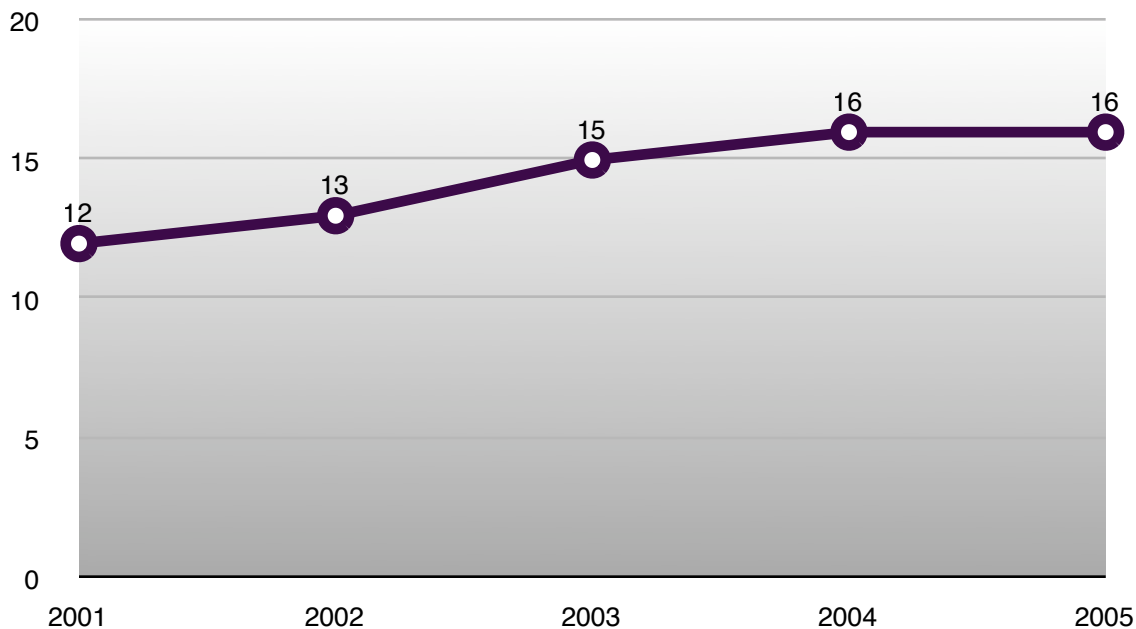
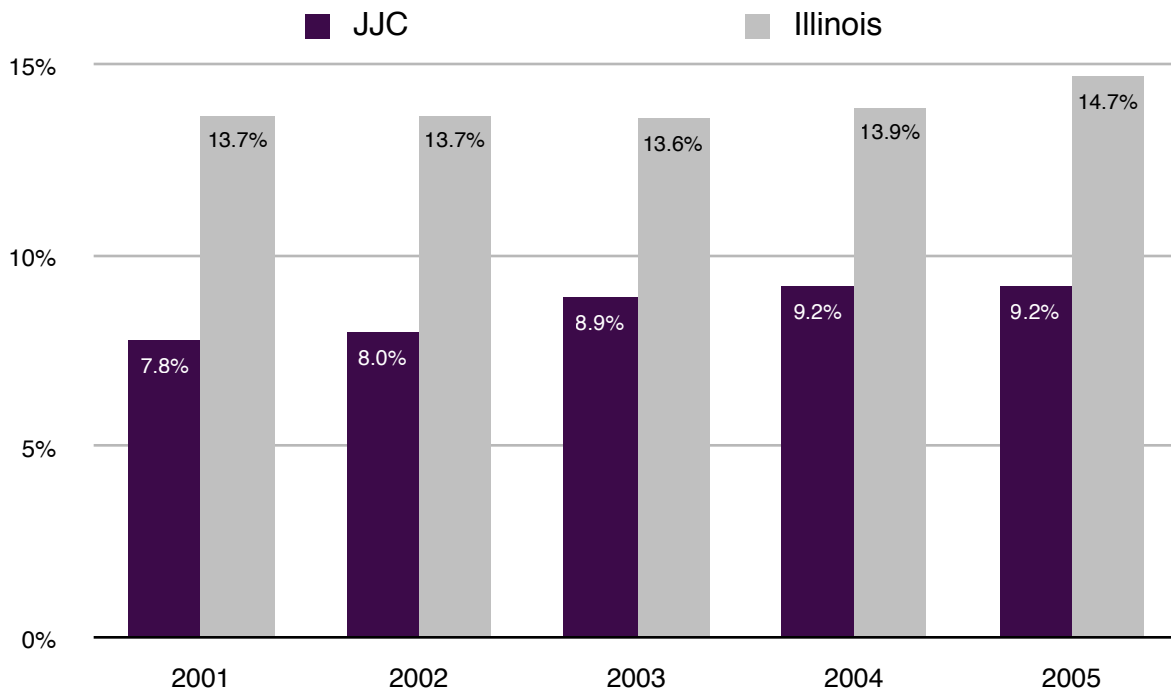


Figure 4.40 Full-Time Minority Faculty as a Percent of All Faculty at Illinois Community Colleges, 2001-2005



⁴ Zero Non-Resident Alien and Native American full-time faculty were employed at Joliet Junior College in the time frame covered in this report. In 2005, 15 Native American full-time faculty were employed in Illinois community colleges, comprising 0.3% of all full-time faculty. In 2005, 7 Non-Resident Aliens were employed in Illinois community colleges.

Data for the five most recent years: Full-Time Asian Faculty

Figure 4.41 Number of Full-Time Asian Faculty at Joliet Junior College, FY 2001-2005

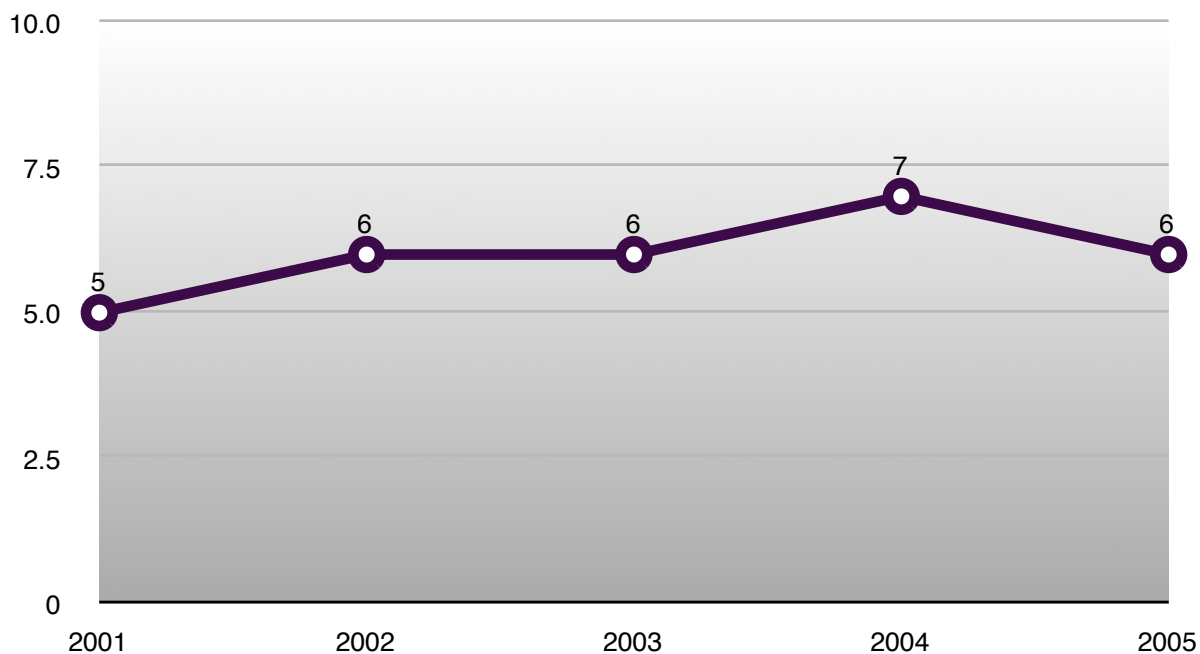
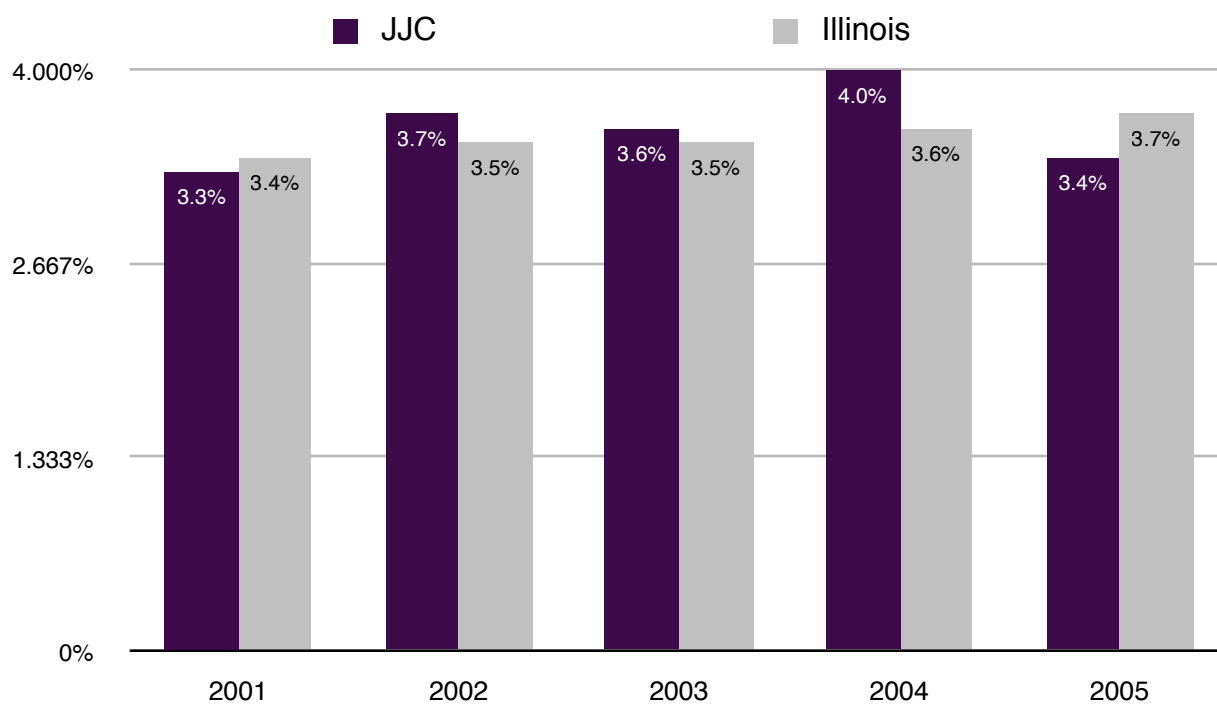


Figure 4.42 Full-Time Asian Faculty as a Percent of All Faculty at Illinois Community Colleges, FY 2001-2005



Data for the five most recent years: Full-Time African American Faculty

Figure 4.43 Number of Full-Time African American Faculty at Joliet Junior College, FY 2001-2005

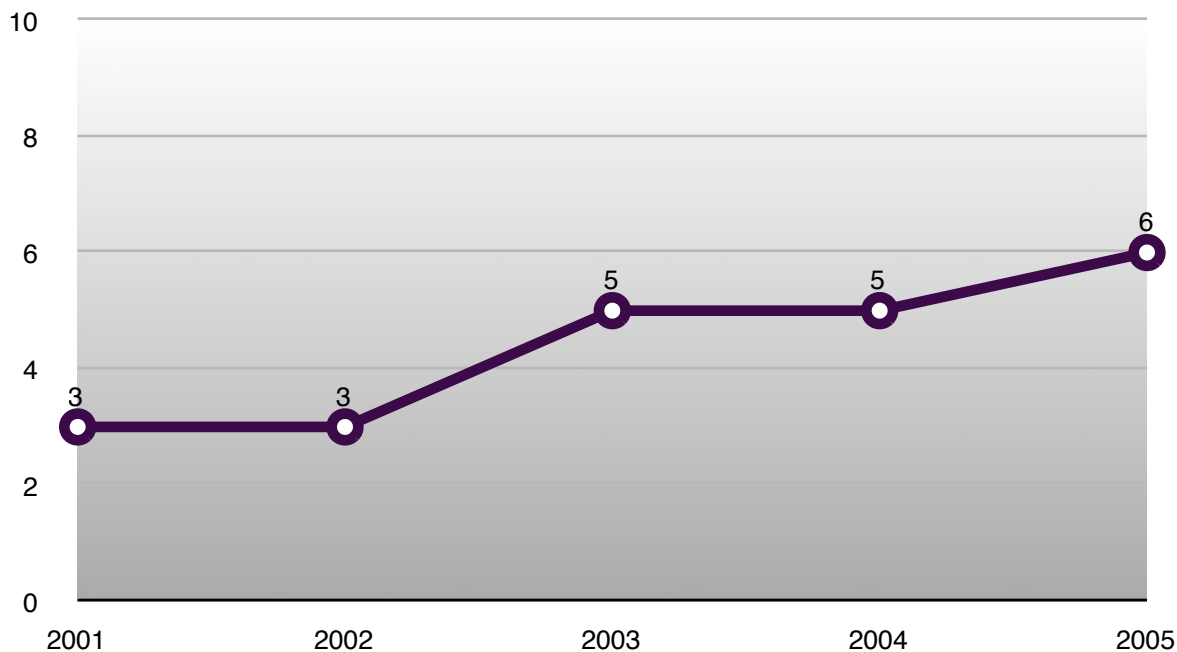
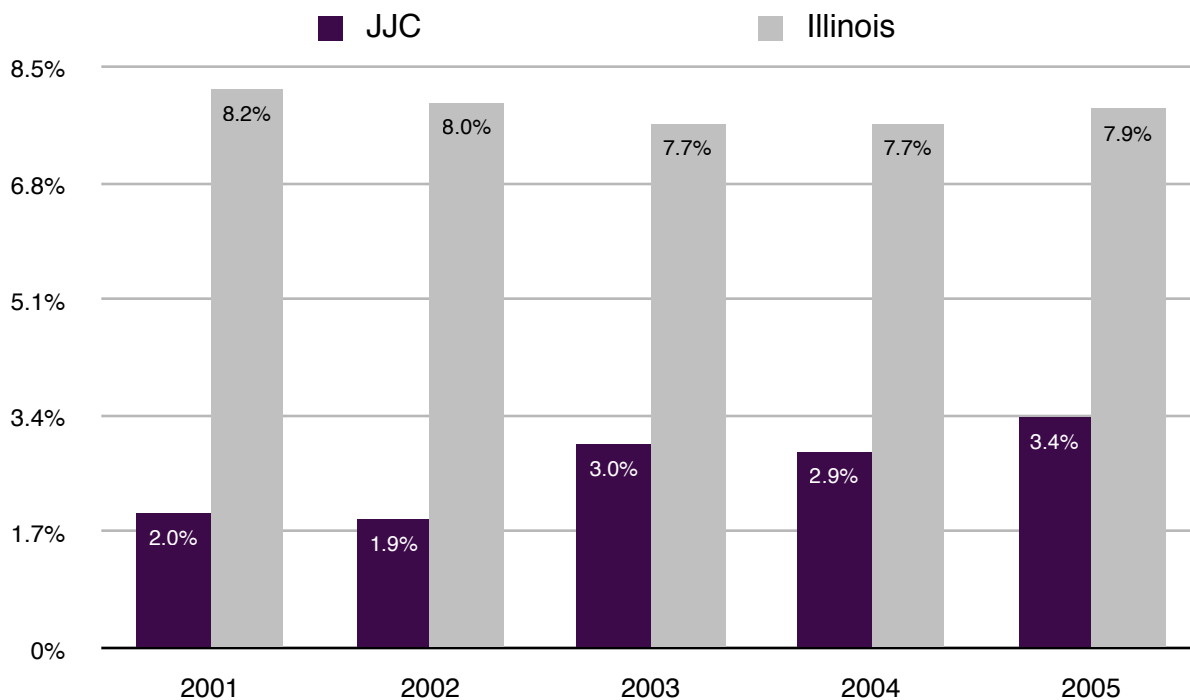


Figure 4.44 Full-Time African American Faculty as a Percent of All Faculty at Illinois Community Colleges, FY 2001-2005



Data for the five most recent years: Full-Time White Faculty

Figure 4.45 Number of Full-Time White Faculty at Joliet Junior College, FY 2001-2005

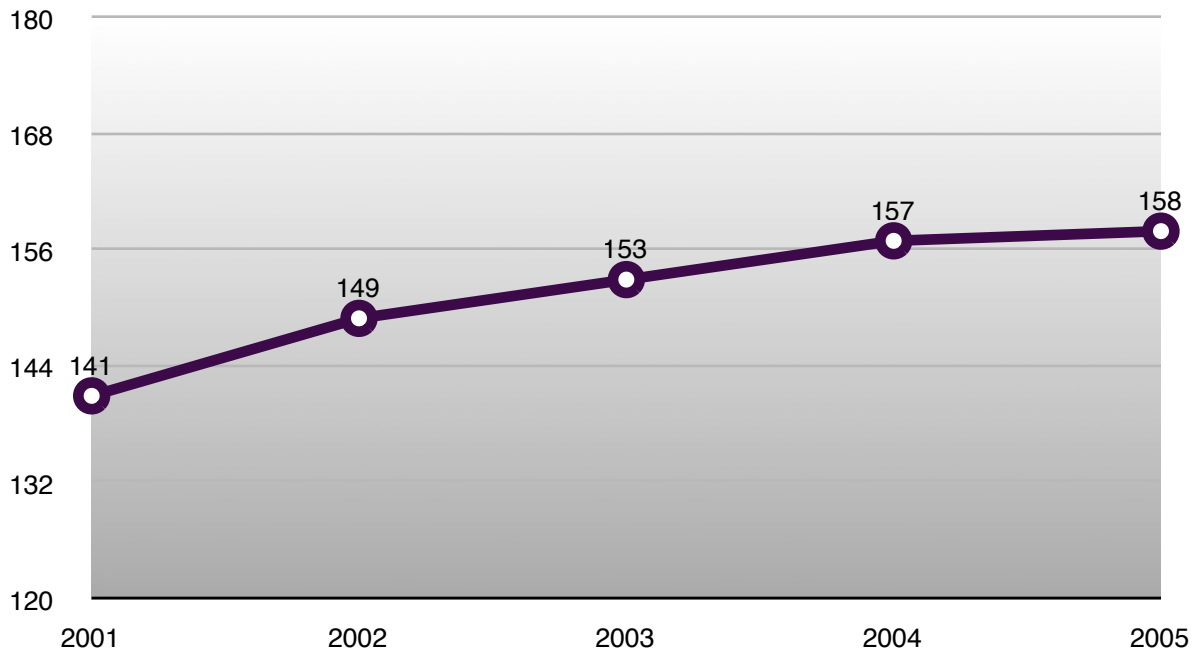
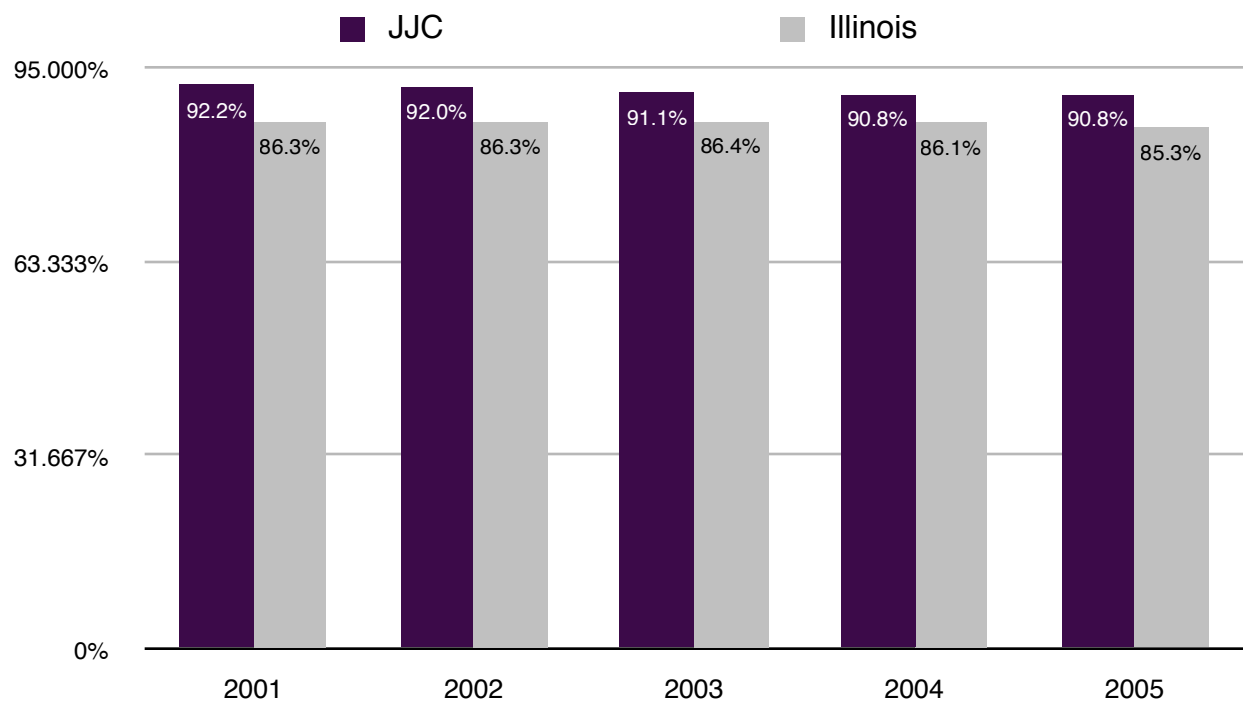


Figure 4.46 Full-Time White Faculty as a Percent of All Faculty at Illinois Community Colleges, FY 2001-2005



Data for the five most recent years: Full-Time Latino Faculty

Figure 4.47 Number of Full-Time Latino Faculty at Joliet Junior College, FY 2001-2005

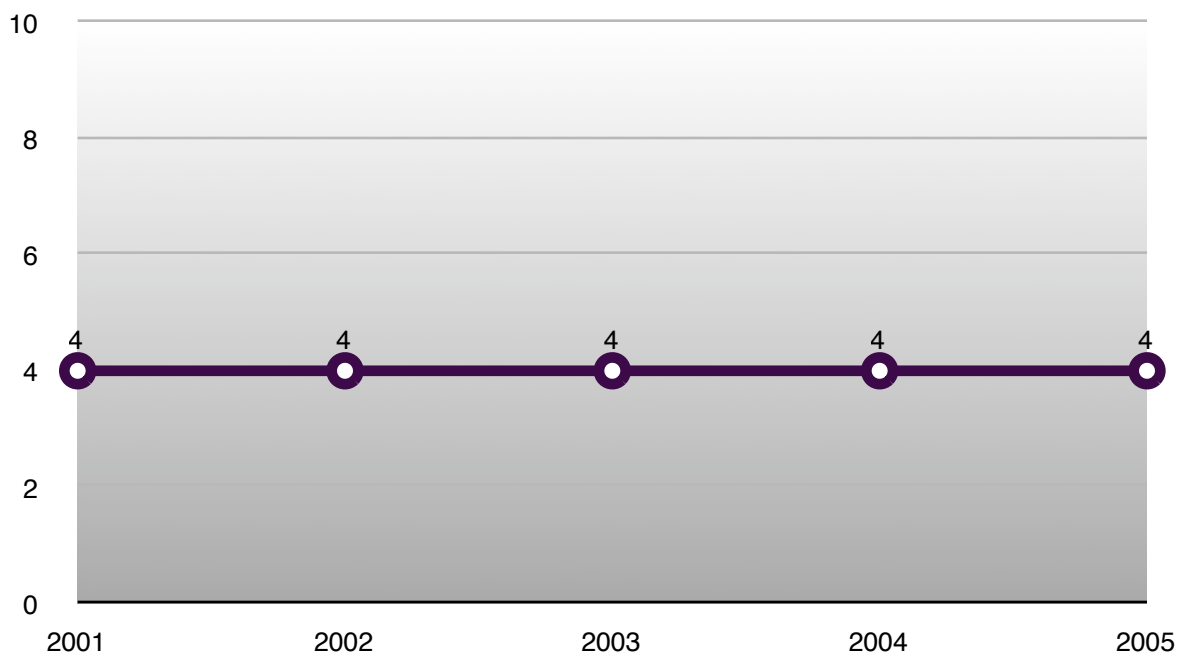
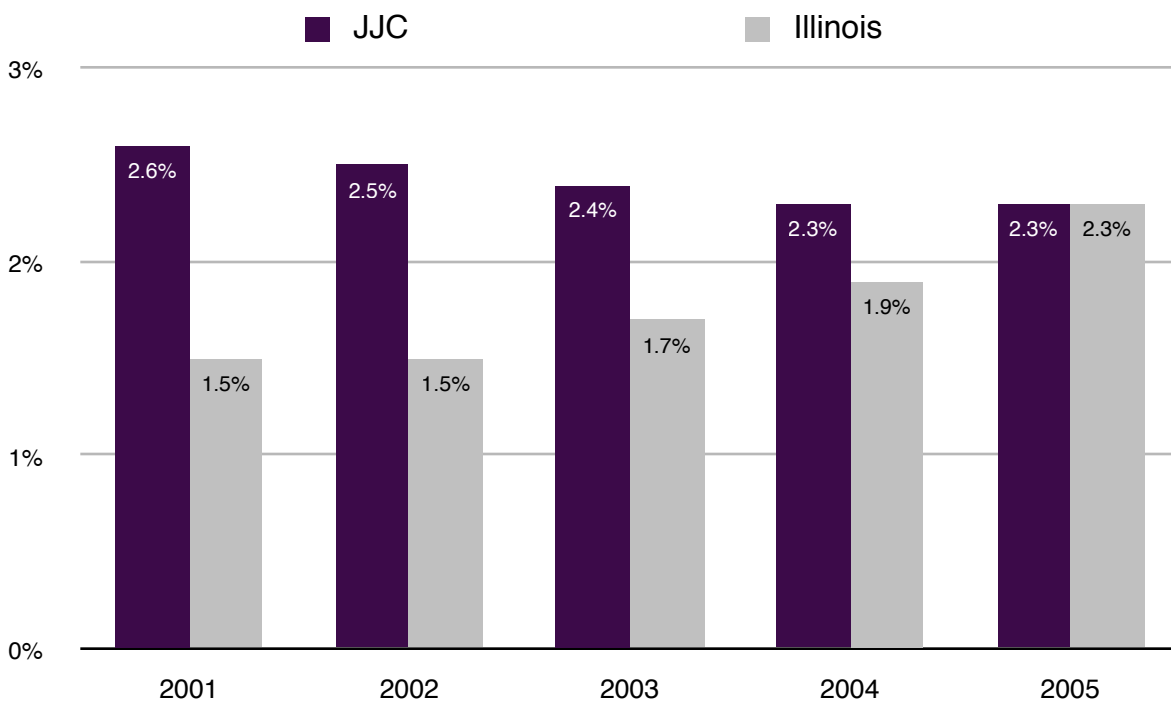


Figure 4.48 Full-Time Latino Faculty as a Percent of All Faculty at Illinois Community Colleges, 2001-2005



Data for the five most recent years: Full-Time Administrators

Figure 4.49 Number of Full-Time Administrators at Joliet Junior College, FY 2001-2005

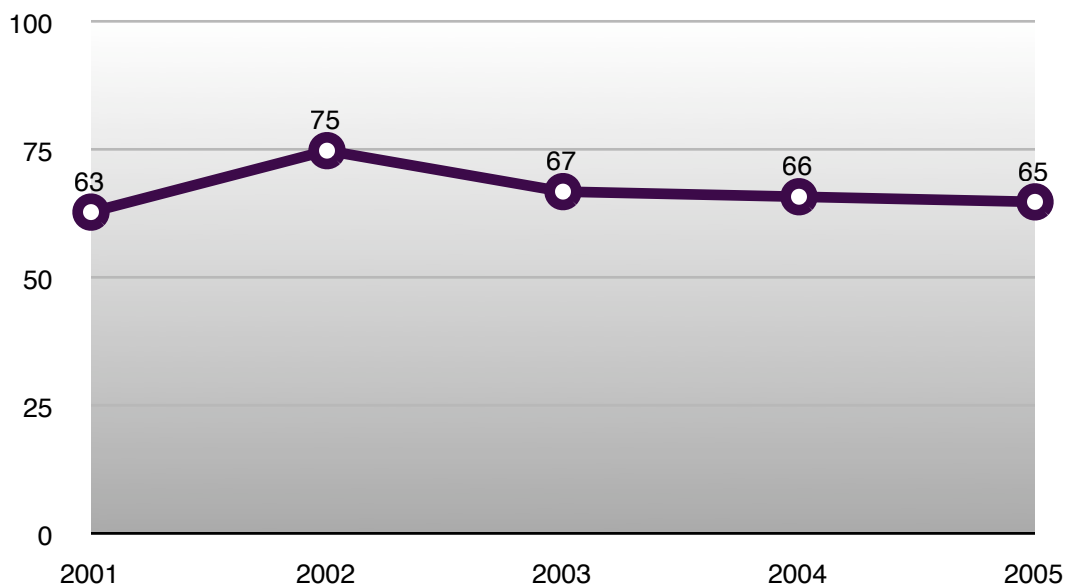
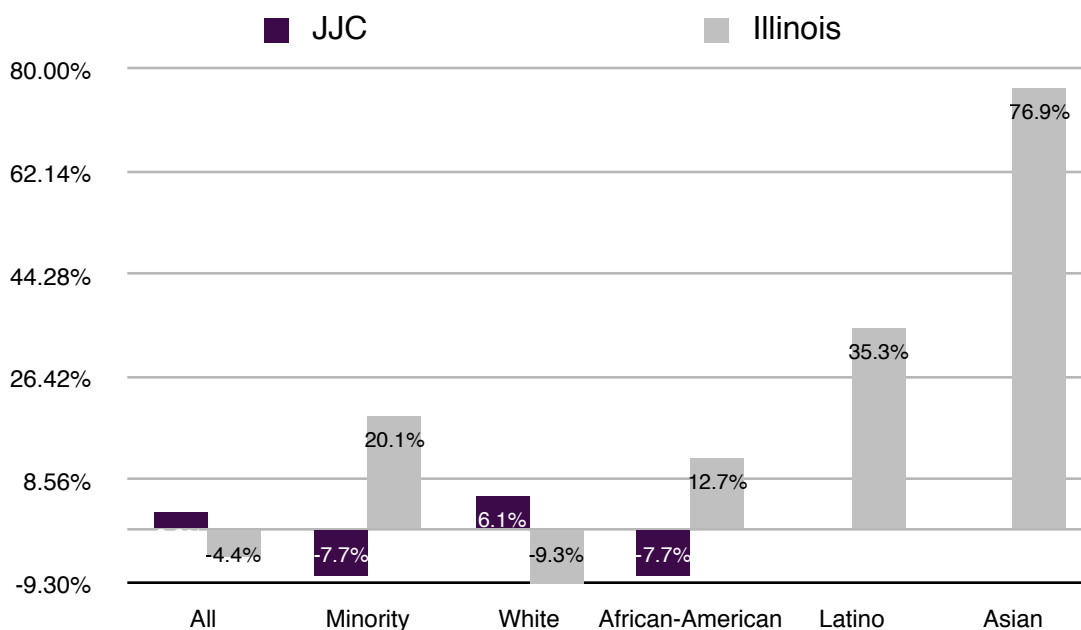


Figure 4.50 Percent Change in the Number of Full-Time Administrators by Race at Illinois Community Colleges, FY 2001-2005



Note. Between 2001 and 2005, 25 of 39 community colleges witnessed decreases or no change in the number of full-time administrators. Percent changes in the figure above were not reported for Latino, Asian, or Native American administrators due to small population size.

Data for the five most recent years: Full-Time Minority Administrators⁵

Figure 4.51 Number of Full-Time Minority Administrators at Joliet Junior College, FY 2001-2005

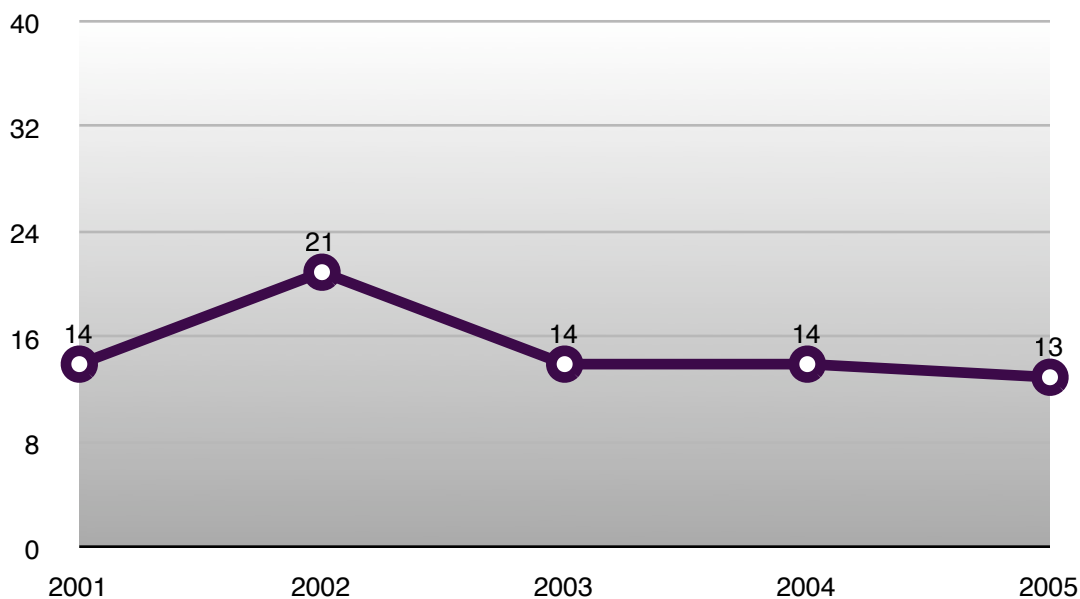
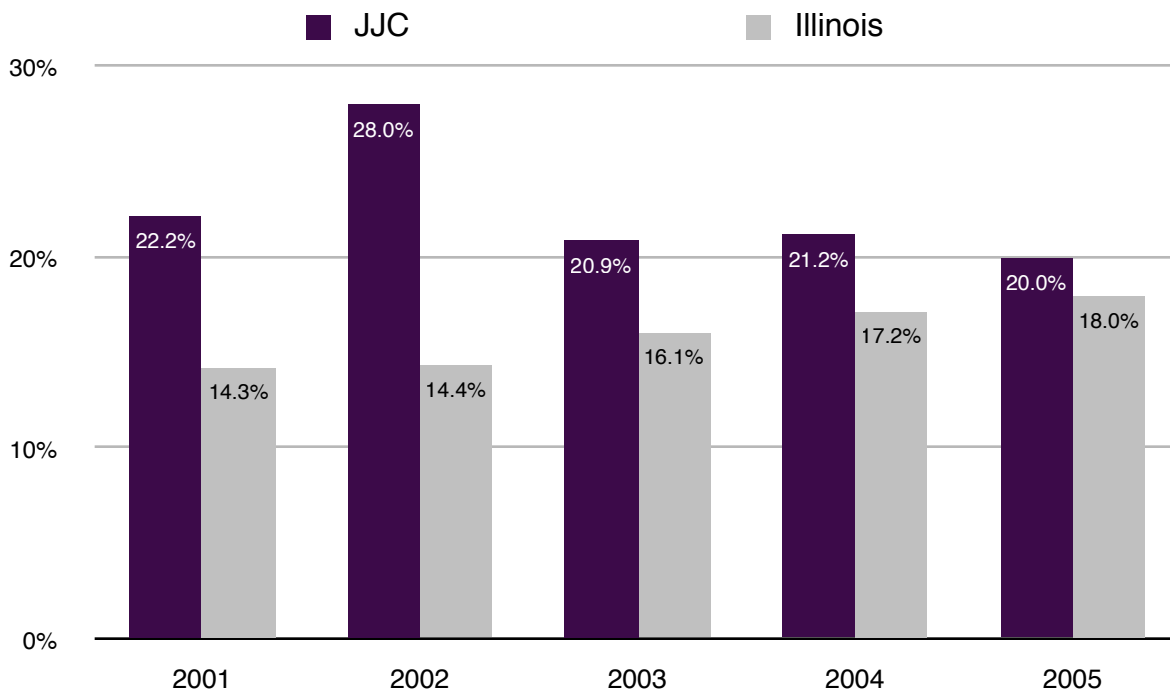


Figure 4.52 Full-Time Minority Administrators as a Percent of All Faculty at Illinois Community Colleges, FY 2001-2005



⁵ Zero Non-Resident Alien and Native American full-time administrators were employed at Joliet Junior College in the time frame covered in this report. In 2005, 3 Native American full-time administrators and 1 Non-Resident Alien administrator were employed in Illinois community colleges. One Asian administrator was employed at Joliet Junior College between 2001 and 2004, but not 2005. The 23 Asian administrators made up 1.8% of all administrators in Illinois community colleges in 2005. In 2005, Joliet Junior College reported 1 Latino administrator. The 46 Latino administrators in all Illinois community colleges in 2005 made up 3.5% of all full-time administrators.

Data for the five most recent years: Full-Time White Administrators

Figure 4.53 Number of Full-Time White Administrators at Joliet Junior College, FY 2001-2005

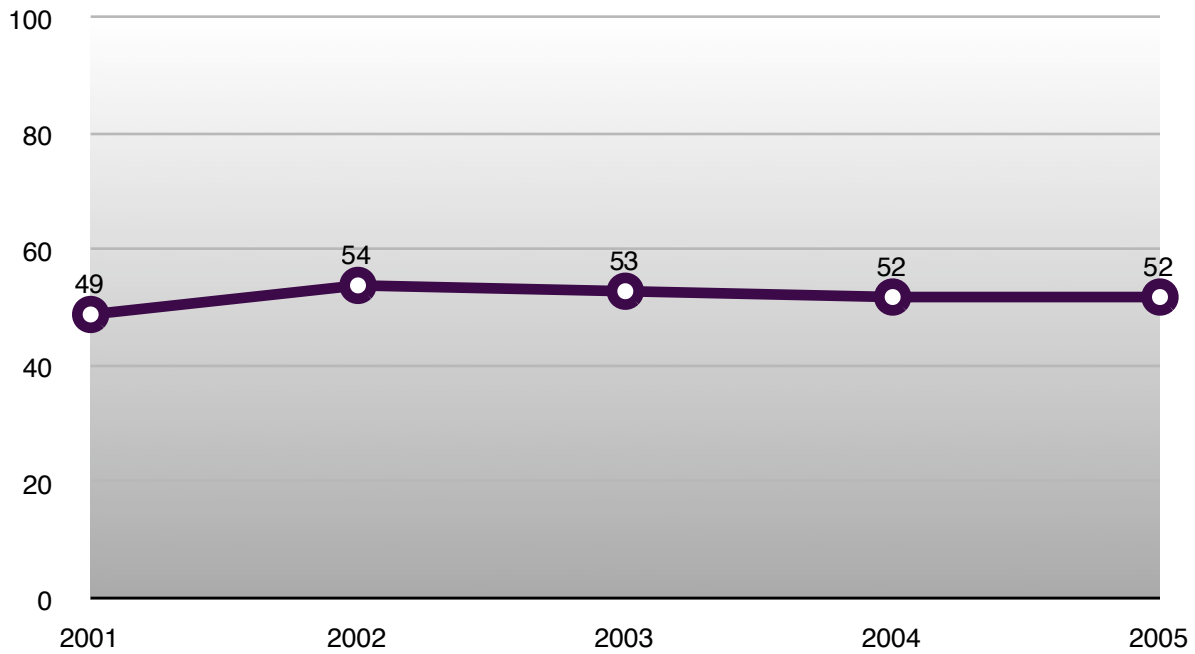
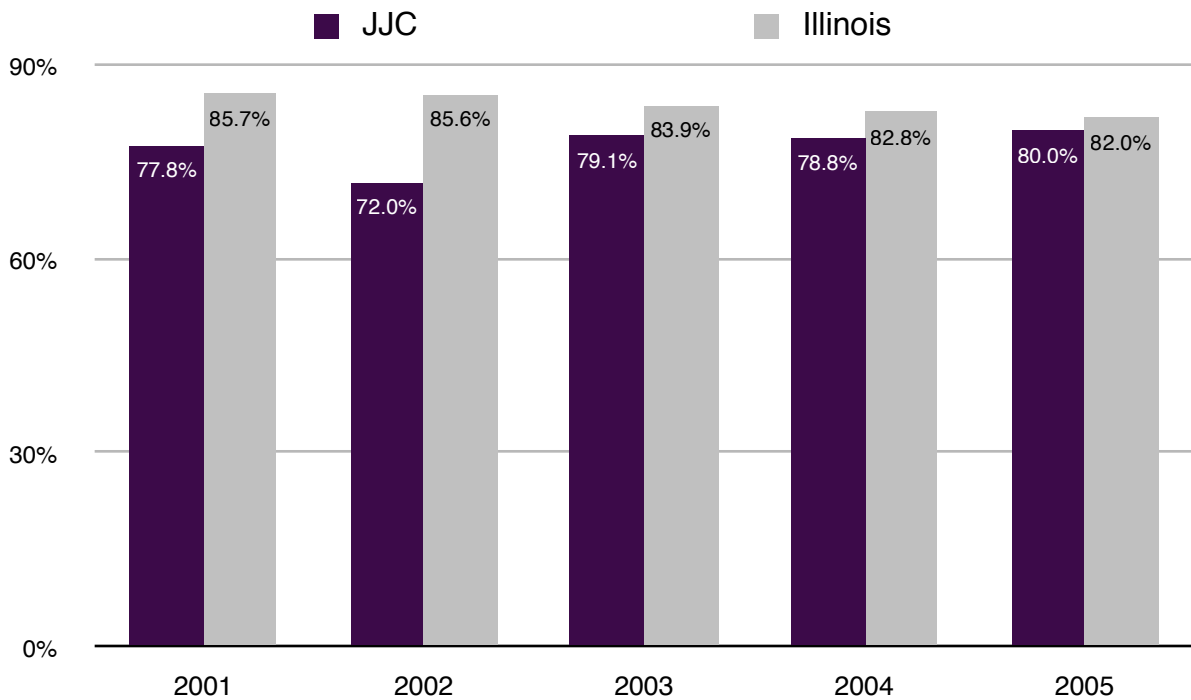


Figure 4.54 Full-Time White Administrators as a Percent of All Faculty at Illinois Community Colleges, 2001-2005



Data for the five most recent years: Full-Time African American Administrators

Figure 4.55 Number of Full-Time African American Administrators at Joliet Junior College, FY 2001-2005

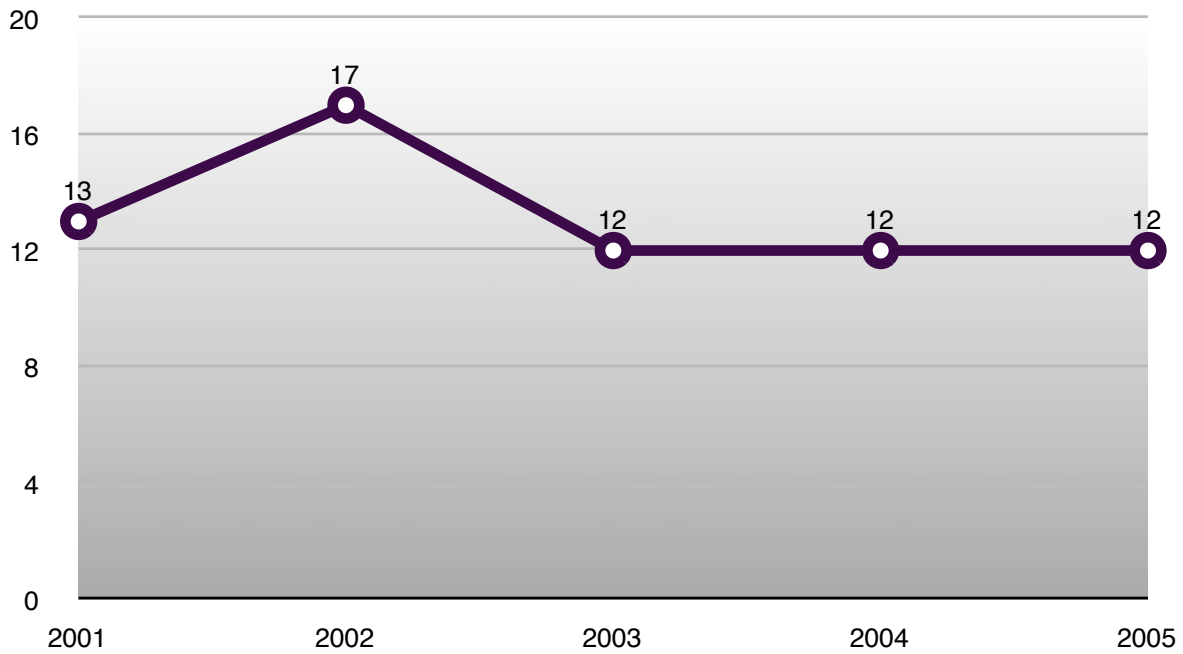
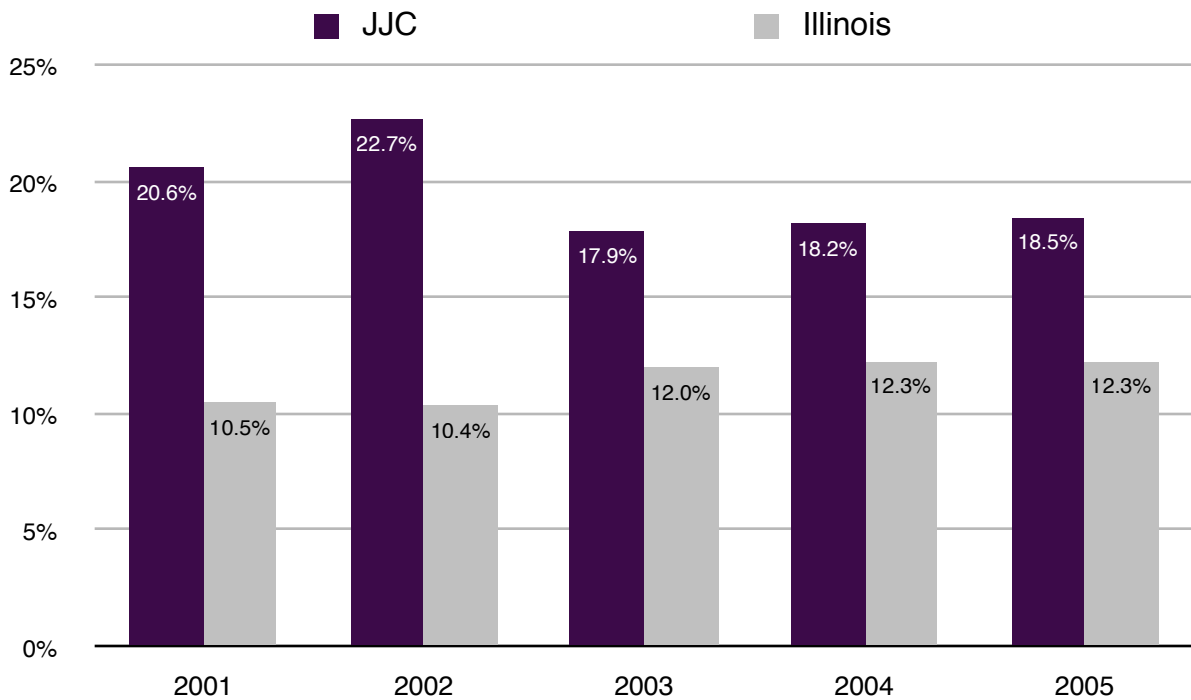


Figure 4.56 Full-Time African American Administrators as a Percent of All Faculty at Illinois Community Colleges, FY 2001-2005



Data for the five most recent years: Other Full-Time Professionals

Figure 4.57 Full-Time Professionals other than Administration or Faculty at Joliet Junior College, FY 2001-2005

	2001	2002	2003	2004	2005	% change
Asian	0	0	0	0	0	0%
Native American	0	0	0	0	0	0%
African American	1	1	1	1	1	0%
Latino	1	1	0	0	0	-100%
White	26	33	28	30	29	11.5%
Non Resident Alien	0	0	0	0	0	0%

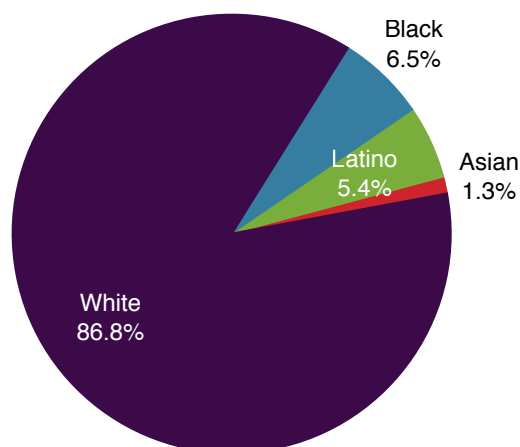
Data for the five most recent years: Non-Credit Enrollment

Figure 4.58 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 4.59 Non-Credit Enrollment at Joliet Junior College by Race, FY 2005



Statewide completions

Figure 4.60 Illinois Community College Graduates by Disability Status, Race, and Gender, FY 2001-2005

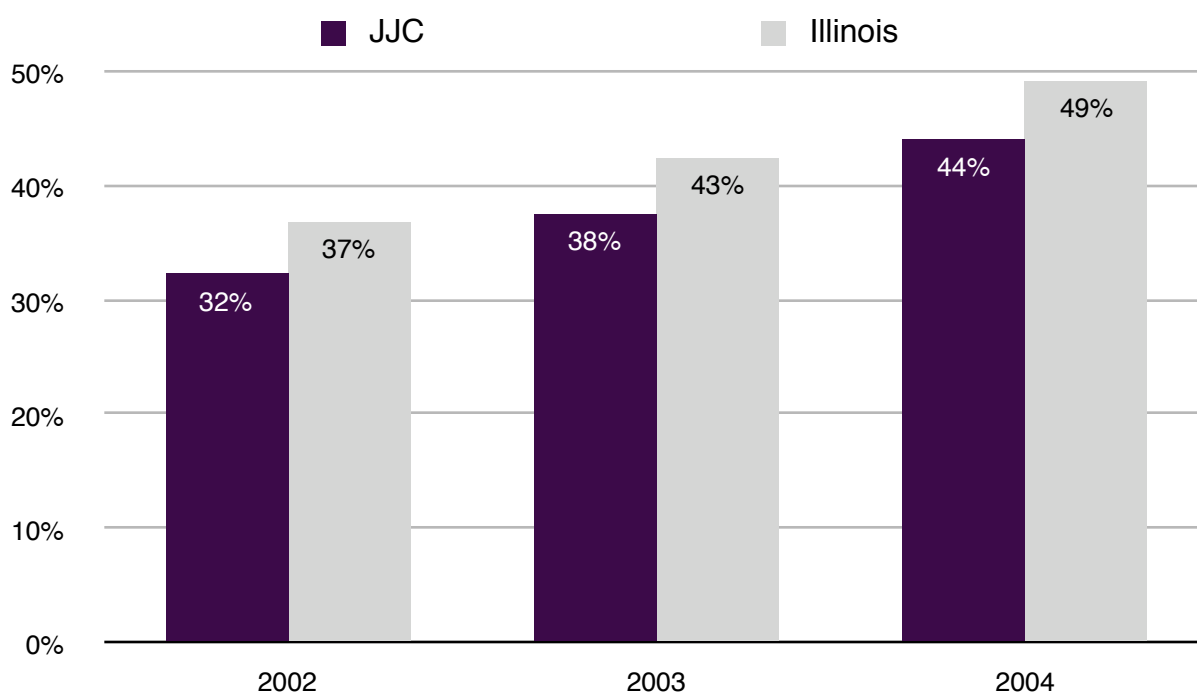
	1999	2000	2001	2002	2003	2004	% change
Disabled	723	681	679	854	985	1,110	53.5%
Not Disabled	32,819	34,119	37,741	38,092	44,345	46,876	42.8%
Asian	1,346	1,262	1,972	1,800	2,262	2,734	103.1%
Native American	144	112	127	138	176	209	45.1%
African Amer.	4,636	4,834	6,146	5,546	6,714	7,229	55.9%
Latino	2,117	2,395	2,742	3,119	3,666	3,917	85.0%
White	25,027	25,896	27,182	28,051	32,145	33,564	34.1%
Non Resident	154	140	131	142	194	196	27.2%
Other	118	161	120	150	173	137	16.1%
All Minority	8,515	8,904	11,799	10,895	13,185	14,422	69.4%
Male	13,143	13,787	16,021	16,108	19,172	20,621	56.9%
Female	20,399	21,013	22,399	22,838	26,158	27,365	34.1%
Total	33,542	34,800	38,420	38,946	45,330	47,986	43.1%

Brief Interpretation of Performance and Related Implications

Previously in this report, the number of graduates from Joliet Junior College was examined. While this indicator is important, it is not an entirely accurate measure of *goal attainment* at community colleges (Alfred, Ewell, Hudgins, & McClenney, 1999). Unlike a significant majority of students at four-year institutions, whose main goal is a degree, or secondary students, whose goals are determined by local and regional regulations and legal definitions, community college students' goals are varied and not necessarily associated with degree completion -- short-term occupational training, obtaining general education credits before transfer, or personal enrichment are just a few examples. Adelman (2005) collapsed all the different types of community college students into just six groups, but acknowledged there are many more.

A different indicator of goal attainment is completion rates, although since they do not capture the complexity involved with evaluating community college performance in the context of goal attainment. Thus, completion rates focus on first-time, full-time students only. Completion rates⁶ look at the number of students who receive degrees and transfer out to other institutions. Figures 4.61 through 4.67 examine completion rates for Joliet Junior College students in comparison to completion rates for all Illinois community colleges.

Figure 4.61 Completion Rates for All Students at Illinois Community Colleges, 2002-2004



⁶ Completion rate data was downloaded from the Integrated Postsecondary Education Data System (IPEDS). It examines cohorts of first-time, full-time students who either graduate or transfer out within 150% of normal time, or 3 years. So, 2002 completion rates look at the entering Fall 1999 cohort who graduated or transferred out by Summer 2002. The Fall 2000 entering cohort is tracked through Summer 2003 and the Fall 2001 cohort tracked through Summer 2004.

Figure 4.62 Completion Rates for MALE Students at Illinois Community Colleges, 2002-2004

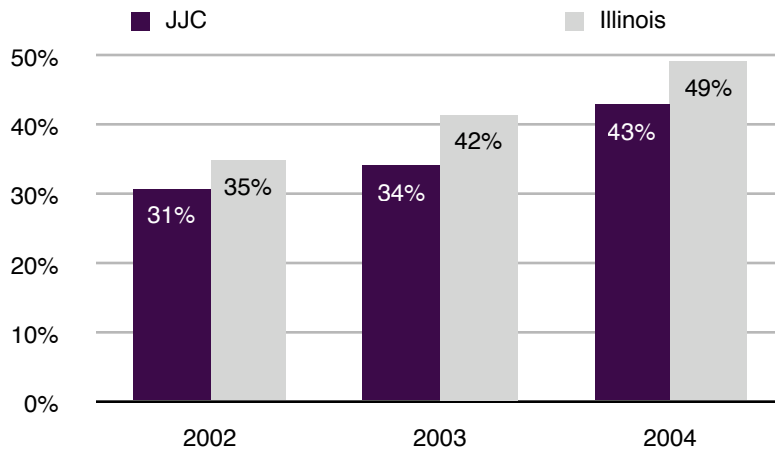


Figure 4.63 Completion Rates for FEMALE Students at Illinois Community Colleges, 2002-2004

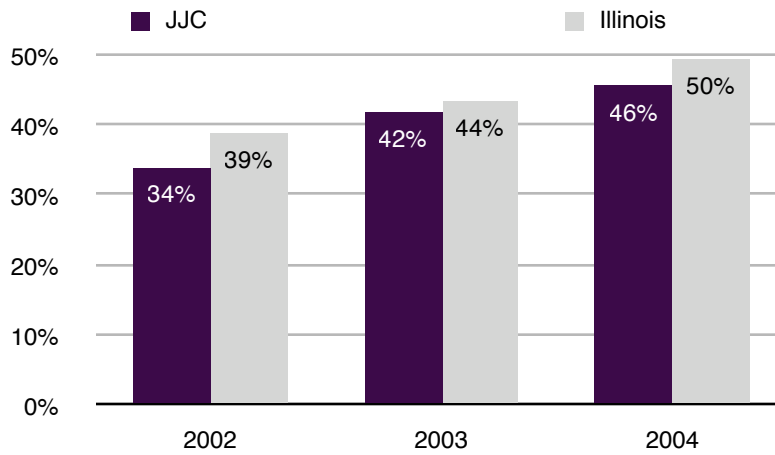


Figure 4.64 Completion Rates for AFRICAN AMERICAN Students at Illinois Community Colleges, 2002-2004

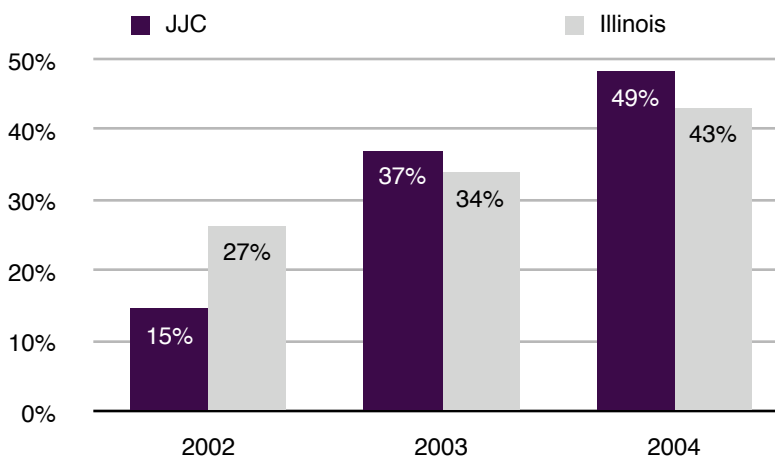


Figure 4.65 Completion Rates for LATINO Students at Illinois Community Colleges, 2002-2004

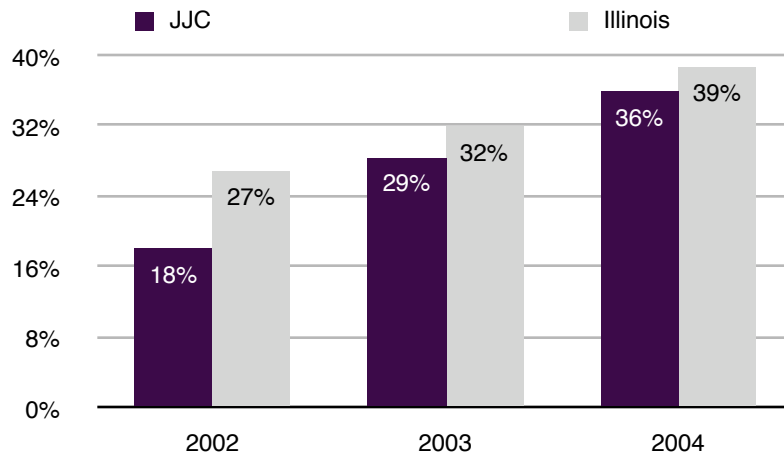


Figure 4.66 Completion Rates for ASIAN Students at Illinois Community Colleges, 2002-2004

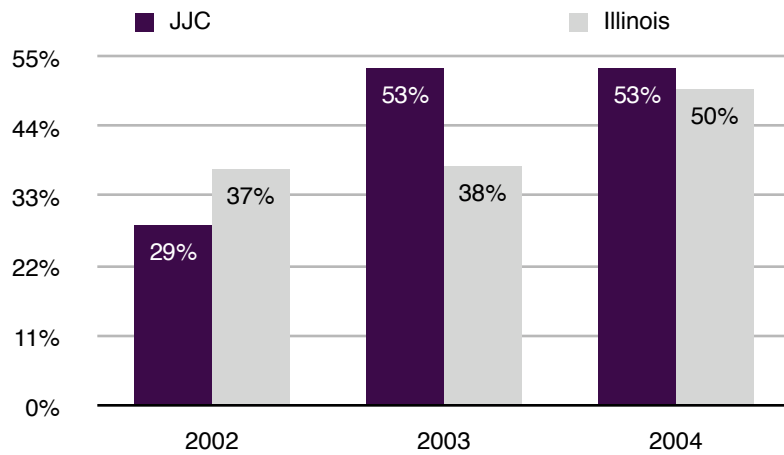
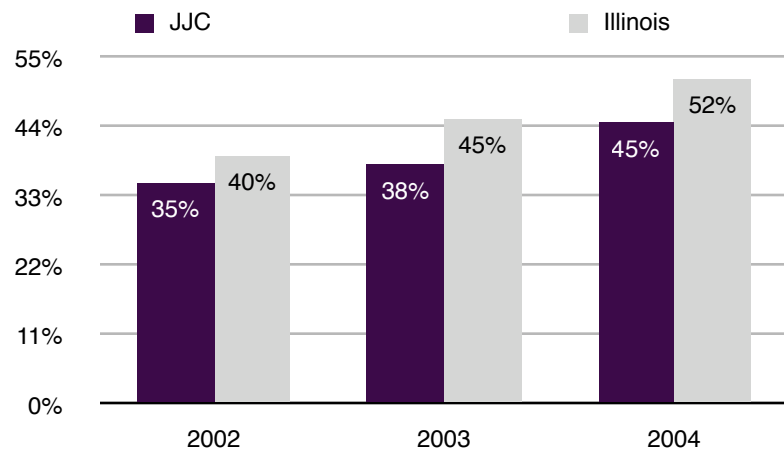


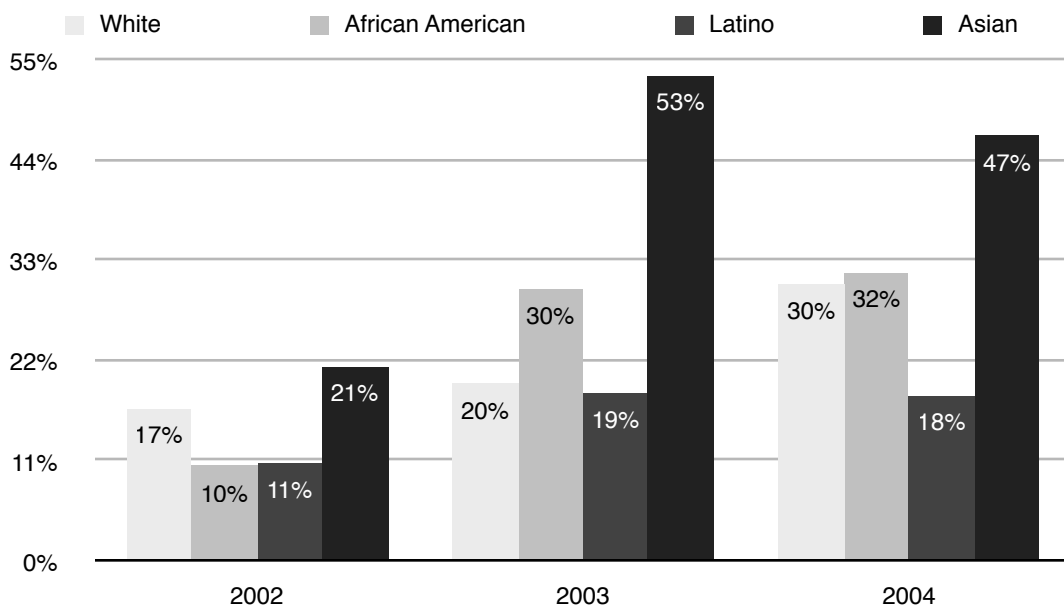
Figure 4.67 Completion Rates for WHITE students at Illinois Community Colleges, 2002-2004



Clearly, completion rates -- a composite of the number of first-time, full-time students who either graduate or transfer out within three years -- have increased across all gender and racial groups at Joliet Junior College and Illinois community colleges. The main cause of increased completion rates is not just increases in the number of students receiving degrees, but also in the number of first-time, full-time students attending community colleges and then transferring to senior institutions.

Increased growth in transfer out rates cuts across all racial and gender lines, but is more pronounced among minority populations. While white students in the first-time, full-time cohorts tend to have higher graduation rates, minority students tend to have higher or comparable transfer out rates. This suggests minority students in the Joliet Junior College district -- *whose eventual goal is to earn a bachelor's degree* -- could be more likely to start out at a community college, while white students who intend on earning a bachelor's degree are more likely to start out at a four-year college or university. The following figure illustrates this phenomenon.

Figure 4.68 Transfer Out Rates at Joliet Junior College by Race, 2002-2004



Joliet Junior College's progress towards meeting this area of the Illinois Commitment can be summarized as follows:

Graduation & Enrollment:

- The number of minority students completing programs at Joliet Junior College has increased dramatically over the last five years, although at a slower rate than the Illinois average. More minority students are attending Joliet Junior College, although as a percent of all students, less minority students are enrolled at Joliet Junior College than all Illinois community colleges.
- Females continue to earn more degrees than males. The number of males receiving degrees at Joliet Junior College is significantly lower than females and the Illinois average. Female growth in enrollment is also growing faster than male enrollment.
- The number of students enrolled in ESL coursework at Joliet Junior College has grown by 127% over the last five years, much faster than the state average.
- 19% of Joliet Junior College students are enrolled in remedial courses, compared to 15% for all Illinois community colleges.
- Fall enrollment in distance education courses at Joliet Junior College has grown by over 200% in the last four years.

Completion Rates:

- Completion rates for first-time, full-time African-American and Asian Joliet Junior College students are comparable or even higher than for White students. Latino student completion rates lag behind the institutional average.
- Asian and African-American first-time, full-time students possess comparatively higher completion rates but comparatively lower retention rates, while Latino and White students possess higher retention rates but comparatively lower completion rates. Again, this suggests Joliet Junior College Asians and African-Americans *whose eventual goal is to obtain a four-year degree* might be more likely to start at a community college, while White and Latino students are more interested in obtaining an Associate's degree.

Faculty & Staff:

- The number of full-time faculty at Joliet Junior College grew by 14%, compared to a 1% rate of growth for all community colleges -- the 6th highest rate of growth in the state. At 3%, the rate of growth for administration at Joliet Junior College during the same time period was

much lower. The number of minority full-time faculty grew by 33% at Joliet Junior College, compared to a 10% rate of growth for the state.

- Despite these gains, the number of minority full-time faculty as a percent of all faculty lags behind all Illinois community colleges. 9% of Joliet Junior College full-time faculty are minorities, compared to 15% of all Illinois community college full-time faculty. The differences are most glaring among African-American full-time faculty, who are very underrepresented at Joliet Junior College.
- The Joliet Junior College administration, however, is much more racially diverse. 20% of full-time administrators at Joliet Junior College are from minority populations, compared to 19% for all Illinois community colleges. 18.5% of full-time administrators at Joliet Junior College are African-American, compared to 12.% at all Illinois community colleges.
- Clearly, Joliet Junior College values investments in instruction. Not only has JJC brought on more full-time faculty when a lot of Illinois community colleges made cuts, but the average full-time faculty earned \$60,380 in the 2003-2004 academic year, compared to \$58,400 for all Illinois community colleges (ICCB, March 2005). The average Joliet Junior College administrative salary of \$67,200 in 2004 was below the state average of \$74,700.

The final analysis will examine whether Joliet Junior College met its performance goals for this Illinois Commitment policy area.

Performance Goal 1. 90% of graduates, upon leaving Joliet Junior College, will report their original goal in attending (or subsequent goal decided while enrolled) has been met. In the past two years, 97% of Joliet Junior College graduates stated they attained their educational objective at Joliet Junior College.

Performance Goal 2. The fall to spring retention of first-time, full-time students will be above the state average across all racial and gender lines over a three year period. Overall, the Joliet Junior College retention rate was comparable to the state average for all students, above the state average for Latino and White students, but below the state average for African-American and Asian students.

Performance Goal 3. Growth in the number of minorities receiving degrees will be equal to the number of all students receiving degrees. The number of minorities receiving degrees at Joliet Junior College increased by 63% compared to a 24% rate of growth for all students. The number of males receiving degrees at Joliet Junior College, however, grew at a very slow rate.

Performance Goal 4. The completion rate of first-time, full-time students will be above the state average across all racial and gender lines. In 2004, African-American and Asian completion rates were above state averages, while White and Latino were below.

Community colleges typically examine process outcomes -- like grade point average, retention, or satisfaction -- or endpoint outcomes related to completion like job placement, alumni satisfaction, or number of degrees. It is important that community colleges also focus on variables they can control and are shown to enhance student success -- grading policies, providing opportunities for campus employment, orientation programs, ensuring students enrolled in occupational programs enroll in general education courses outside their program, and using assessment of student learning.

