



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

2005 PERFORMANCE REPORT ONE-PAGE SUMMARY

Economic Growth

- JJC occupational graduates report above average occupational placement rates.
- JJC's economic impact on the region is significant. Taxpayers can expect a 21% return on their investment in JJC.

K-12 Partnerships

- JJC has many programs and activities geared towards K-12 institutions. Some of them, like the web design and robotics design competition, directly link curriculum with an occupation.
- In 2004, 19% of district high school graduates enrolled at JJC in Fall 2004. An estimated 29% of high school graduates who actually go to college choose to enroll at JJC.

Access

- Because of need-based financial aid, Illinois residents from the bottom two income quintiles -- or 40% of the Illinois population -- pay nothing for tuition, fees, and books.

Completions & Diversity

- Growth in the number of degree recipients has been the most dramatic among female and minority students and lower among males and white students.
- JJC has made significant commitments towards instruction and less towards administration. Only five community colleges in Illinois added more full-time faculty in the last five years. While JJC faculty salaries and unit costs for instruction are above state averages, administrative salaries and unit costs for administration are below state averages.
- Faculty at JJC are less racially diverse than the average for all community colleges. Latino and African-American faculty are significantly underrepresented among JJC faculty. By contrast, JJC administration is more racially diverse.
- Asian and African-American first-time, full-time JJC students possess lower persistence rates at JJC, but higher completion rates than White and Latino students. White and Latino first-time, full-time JJC students possess higher persistence rates but lower completion rates. This suggests Asian and African-American students whose eventual goal is to obtain a bachelor's degree are more likely to start at JJC than a 4-year institution.

Learning

- JJC occupational program graduates report high levels of satisfaction with their program and high occupational placement rates, but lower levels of satisfaction with job preparation, transfer planning, and counseling and advising.

Accountability

- Unit costs for instruction are above state averages. Unit costs for administration, however, have been below state averages for the past five years.

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JOLIET JUNIOR COLLEGE INSTITUTIONAL GOALS

1. Internal goals are developed by Joliet Junior College students, faculty, staff, and other stakeholders for the main purpose of **improvement**. These goals are stated in the Joliet Junior College Strategic Plan.
2. External goals ensure Joliet Junior College is **accountable** to its many stakeholders. These goals are stated through the Illinois Commitment and accreditation through the Academic Quality Improvement Program (AQIP).

Strategic Planning Goals

1. Enabling students to achieve their academic goals
2. Serving underrepresented groups
3. State of the art facilities
4. Faculty support and compensation
5. Collaboration with external stakeholders

Strategic Planning Goals

1. Respect
2. Innovation
3. Collaboration
4. Humor
5. Integrity
6. Quality

The Illinois Commitment: State of Illinois Goals

1. Higher education will help business and industry sustain strong economic growth
2. Higher education will join elementary and secondary education to improve teaching and learning
3. No Illinois citizen will be denied an opportunity for a college education because of financial need
4. Illinois will increase the number and diversity of citizens completing training and education programs
5. Illinois colleges and universities will be accountable for providing high quality academic programs and the systematic assessment of student learning outcomes while holding students to even higher expectations for learning and growth
6. Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability

AQIP: Accreditation Goals

1. Helping students learn
2. Accomplishing other distinctive objectives
3. Understanding students' and other stakeholders' needs
4. Valuing people
5. Leading and communicating
6. Supporting institutional operations
7. Measuring effectiveness
8. Planning continuous improvement
9. Building collaborative relationship

Goal Overlap	STRATEGIC PLAN	IL COMMITMENT	AQIP	CORE VALUES
LEARNING	#1	#3, #4, #5	#1	
DIVERSITY	#2	#4		#1
COLLABORATION	#5	#1, #2	#9	#3
QUALITY	#3	#5, #6	#6, #7, #8	#2, #5
PEOPLE	#4		#3, #4, #5	#1, #4, #5

BACKGROUND

In 1999, the State of Illinois adopted a strategic plan for higher education in Illinois, *The Illinois Commitment: Partnerships, Opportunities, and Excellence*. The purpose of the strategic plan is to guide state and institutional strategic decision-making, academic program review, and budget development. Six goals are articulated in the *Illinois Commitment*:

ECONOMIC GROWTH

Higher education will help business and industry sustain strong economic growth

K-12 PARTNERSHIPS

Higher education will join elementary and secondary education to improve teaching and learning at all levels

ACCESS

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

DIVERSITY

Illinois will increase the number and diversity of citizens completing training and education programs

LEARNING

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 student learning

ACCOUNTABILITY

Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability

FORMAT

The Performance Report evaluates Joliet Junior College's progress towards reaching the six goals of the *Illinois Commitment*. Each goal is evaluated in the following manner:

Part 1. Narrative

Part 2. Common Institutional Indicators

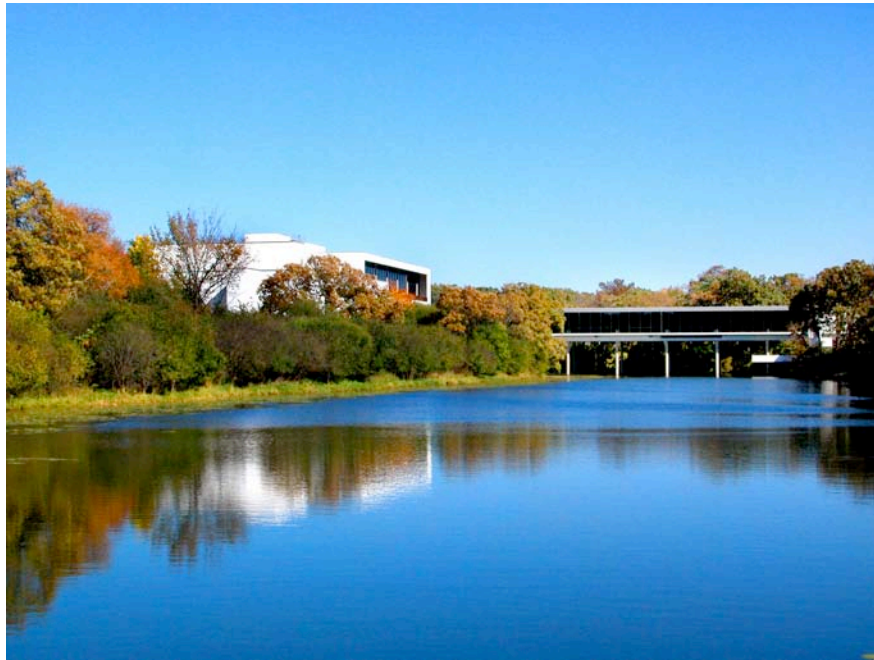
Part 3. Mission Specific Indicators and Statewide Indicators (if applicable)

Part 4. Brief Interpretation

This report is available to Joliet Junior College community and can be downloaded from the Joliet Junior College website at <http://www.jjc.edu/admin/ie/> under Quality Initiatives.

More information about the Illinois Commitment can be found at the Illinois Board of Higher Education website: <http://www.ibhe.state.il.us/Policy/ilcommitment.htm>

INSTITUTIONAL CONTEXT



Mission Statement

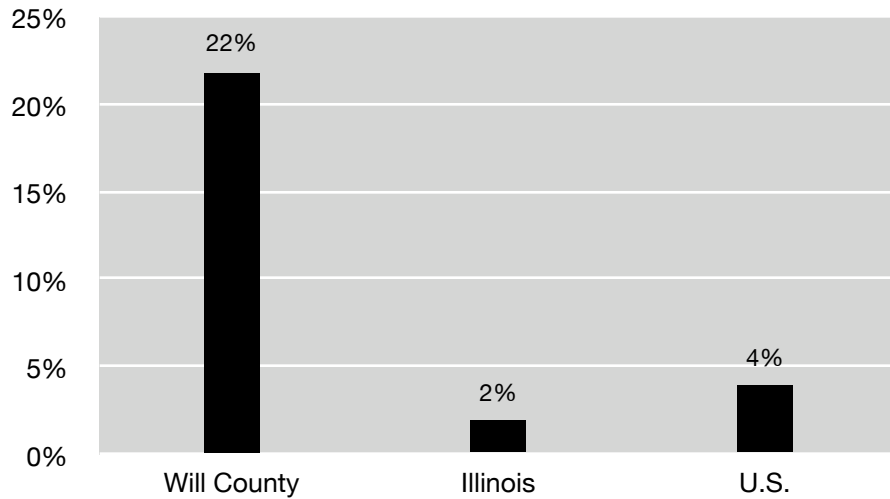
Joliet Junior College is committed to providing a quality education that is affordable and accessible to the diverse student population it serves. Through a rich variety of educational programs and support services, JJC prepares its students for success in higher education and employment. As part of this College's commitment to lifelong learning and services to its community, it also provides a broad spectrum of transitional, extension, adult, continuing and work-force education.

Environmental Analysis: External Environment

With approximately 600,000 residents in a 1,442 square mile area, the Joliet Junior College district is one of the fastest growing regions in the nation. As of 2004, the population of Will County stood at 614,000, making it the fastest growing county in the nation for counties with populations over 500,000 (U.S. Census Bureau, July 2005). Rapid population growth in Will County is complemented by rapid population growth in the collar counties around the Chicago metropolitan area and contrasted by stagnant growth in Cook County and population losses outside of Northeast Illinois, as illustrated in figure 0.1.

Migration is largely responsible for significant population gains in the Joliet Junior College region and losses in the rest of Illinois. Between 2000 and 2001, District 525 witnessed a net migration rate of over 30,000. On the other hand, the net migration rate for the entire state of Illinois was -73,000 (Joliet Junior College Office of Institutional Effectiveness, [OIE], October 2003).

Figure 0.1 Percent Change in Population by Region, July 2000-July 2004 (estimated)



As illustrated in figure 0.2, Will County’s population is projected to reach 1,100,000 by 2030, making it the 2nd most populous and one of the fastest growing counties in the state. The significant population growth in Will County is projected to be mainly residential. Despite possessing more residents than DuPage County by 2030, Will County is projected to have about half the number of employed workers, as shown in figure 0.3.

Figure 0.2 Population of Selected Illinois Counties, 2000-2030 (projected)

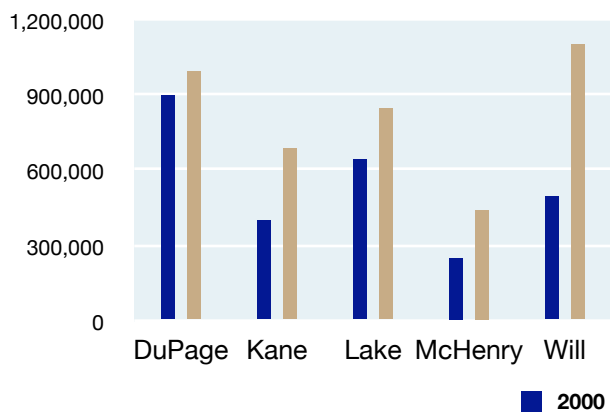
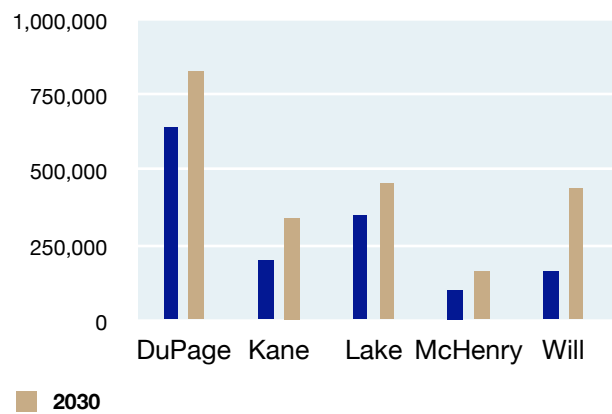
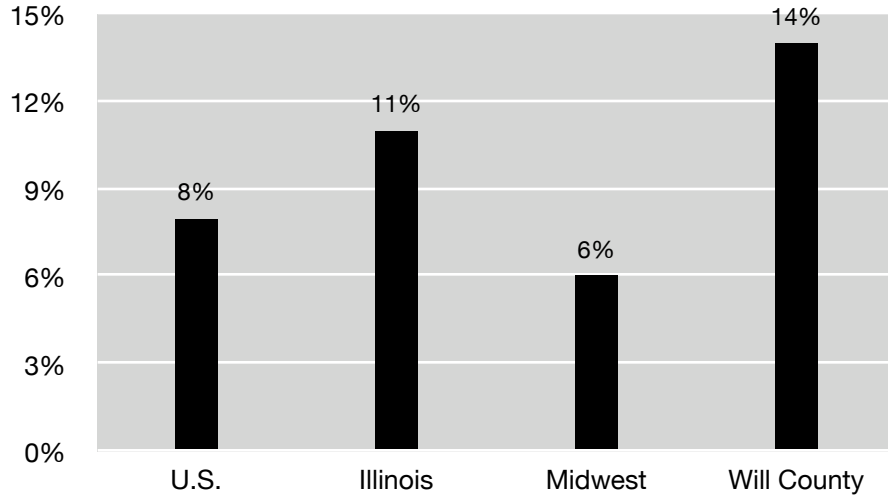


Figure 0.3 Number of Employees in Selected Illinois Counties, 2000-2030 (projected)



This data implies that people are moving to Will County to live and only secondarily to work. Indeed, as Figure 0.4 shows, people who live in Will County tolerate significantly higher commute times than individuals in other parts of the state and nation.

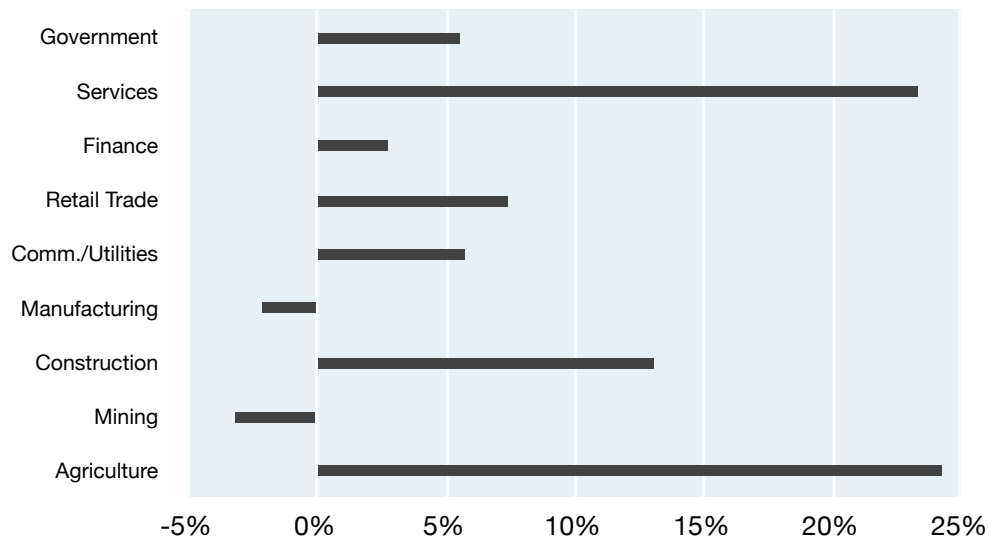
Figure 0.4 Percent of Workers over 16 Years Old Who Commute at Least One Hour to Work, 2000



Will County's status as a residential county is probably the result of two phenomenon: 1) affordable housing reasonably located to the Chicago metropolitan area and 2) shifts in the economy as Will County transitions from a mainly goods-based economy to a service-based economy.

Structural changes in the economy will have a profound impact on the Joliet Junior College labor market. Figure 0.5 shows projected changes in employment by sector between 1992 and 2012. Among specific occupations, the fastest growth is projected to be witnessed in the areas of network and database administration, health care, education, business services, and construction.

Figure 0.5 Percent Change in Employment by Labor Market Sector in the Joliet Junior College District, 1992-2012 (projected)



Changes in the Joliet Junior College district labor market began in the 1990's. As the following two figures show, the distribution in wages in Will County fell for manufacturing from 34.4% in 1990 to 22.9% in 2000, while services, construction, and retail and wholesale trade witnessed significant growth.

Figure 0.6 Distribution of Wages in Will County, 1990

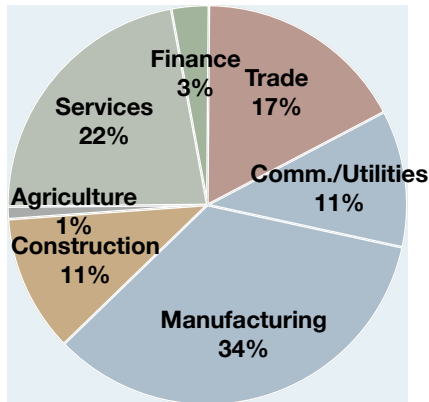
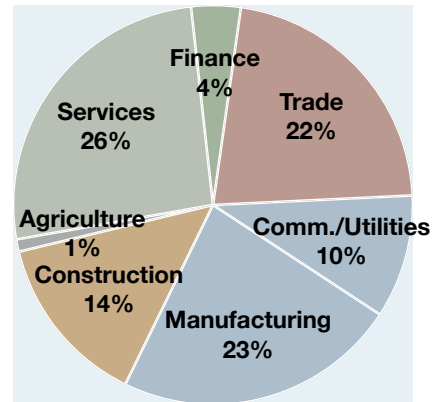
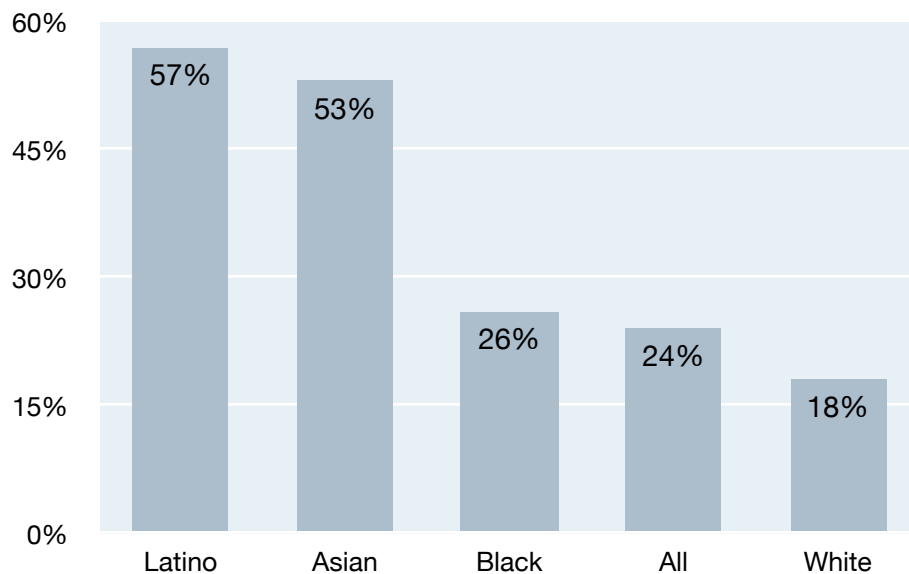


Figure 0.7 Distribution of Wages in Will County, 2000



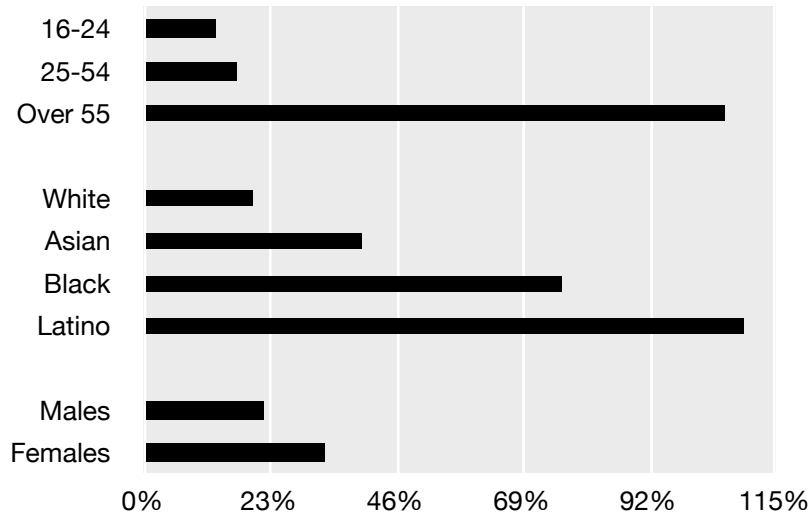
Significant changes in the labor force are not only projected to be witnessed by labor market segment, but also by race. Most of the growth in the Joliet Junior College district is projected to be fueled by younger linguistic and ethnic minority populations, primarily Latino and international immigrants. Figure 0.8 illustrates that over the next 12 years, the Latino population alone is projected to grow by almost 60% in Will County.

Figure 0.8 Projected Change in Population by Race in Will County, 2005-2017 (projected)



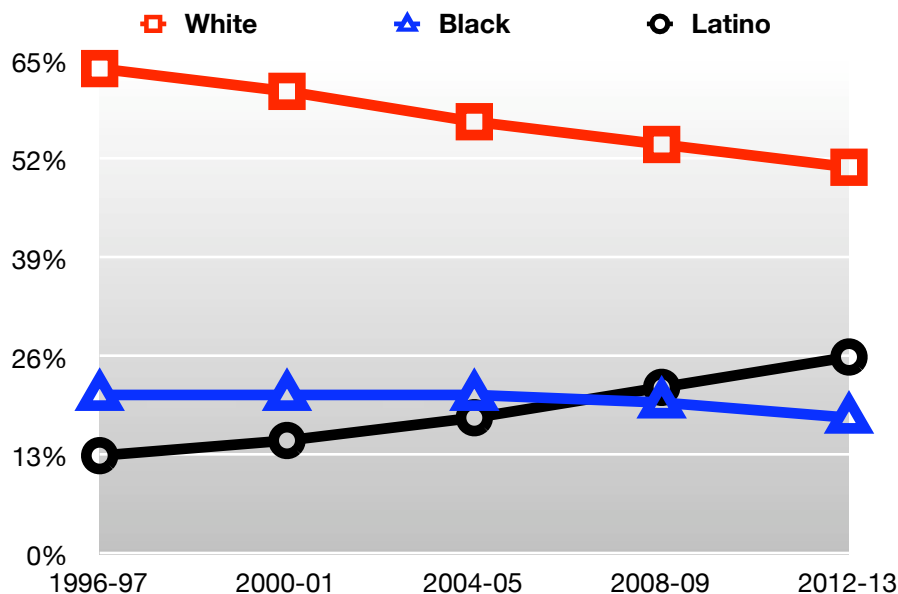
Major shifts in the labor market and racial makeup of populations are likely to occur nationally, but will be more dramatic in the Joliet Junior College district. Figure 0.9 shows changes in the national labor force by gender, race, and age. As the figure shows, growth in the labor force will be more dramatic among females, minorities, and those over 55.

Figure 0.9 National Percent Change in the Civilian Labor Force by Age, Race, & Gender, 1992-2012 (projected)



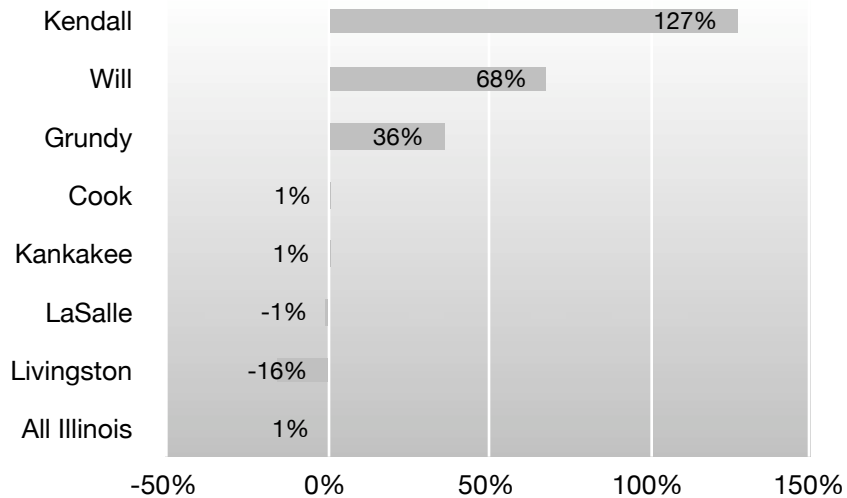
Changes in the racial makeup of the state and district K-12 education are also projected to occur. As figure 0.10 shows, the percent of white students enrolled in Illinois K-12 public education is projected to drop from almost two-thirds to half, while Latinos, once making up almost 10%, will likely make up 25%.

Figure 0.10 Percent of Students Enrolled in Illinois Public K-12 Education, 2005 through 2013 (projected)



Growth in K-12 enrollment in the State of Illinois will be greatest in the Chicago collar counties and northern part of the state. By contrast, K-12 enrollment is projected to stabilize in Cook County and drop in the rest of the state. In fact, three of the four fastest growing counties in K-12 enrollment are in the Joliet Junior College district: Kendall, Will, and Grundy. As figure 0.11 shows, however, surrounding counties will witness much slower growth.

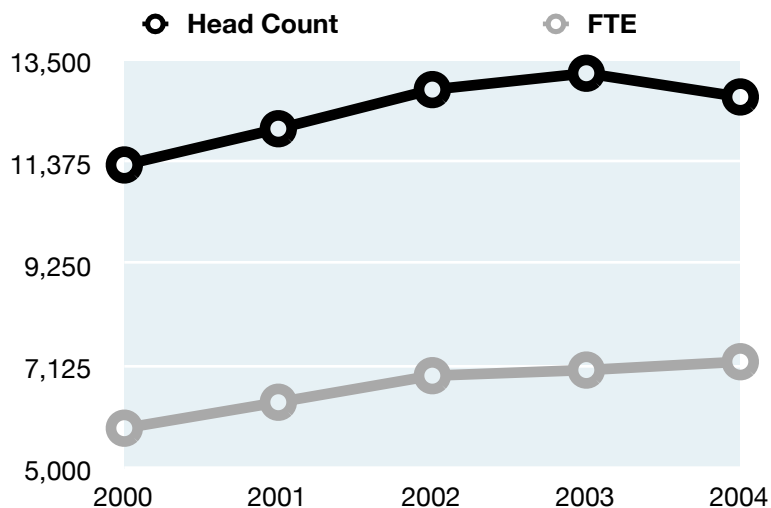
Figure 0.11 Projected Percent Change in K-12 Enrollment by County in Illinois, 2003-04 through 2012-13 (projected)



Environmental Analysis: Enrollment & Funding

After years of substantial enrollment growth, head count enrollment at Joliet Junior College fell in Fall 2004. Full-time equivalent (FTE) enrollment, however, remained stable, as shown in figure 0.12.

Figure 0.12 Fall Head Count and FTE Enrollment at Joliet Junior College, 1999-2004

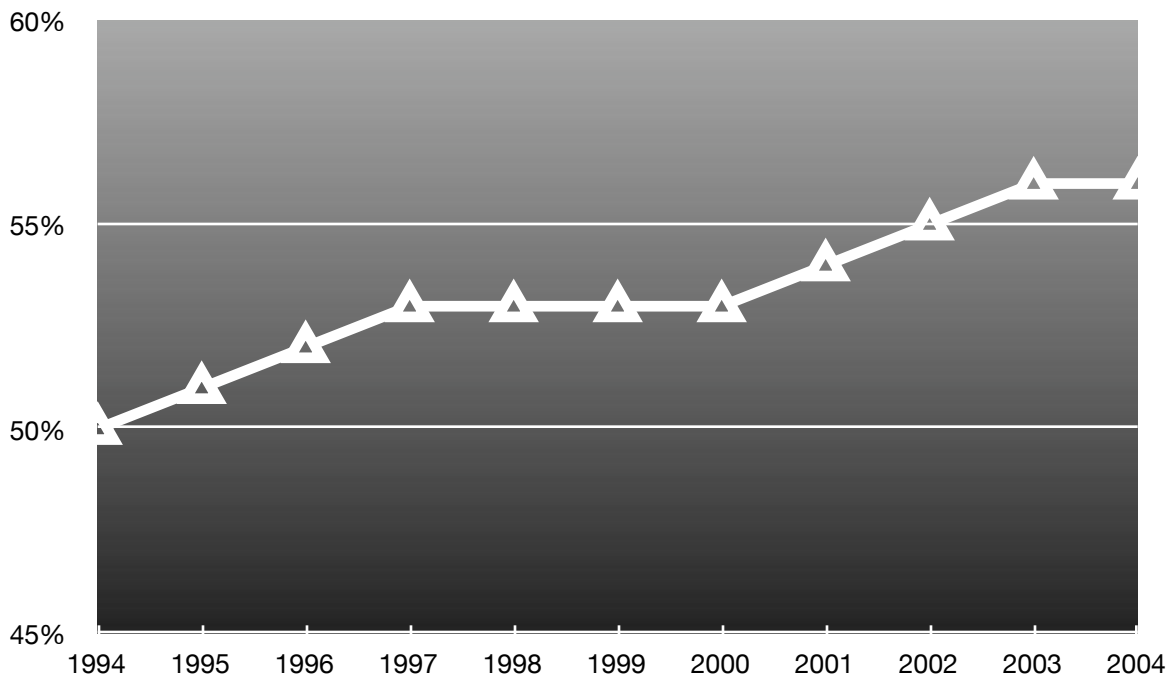


An increase in FTE enrollment and decrease in head count enrollment between Fall 2003 and 2004 was common to most community colleges in Illinois and almost all in northern Illinois except Chicago.¹ Consider the following five year (Fall 2000 through Fall 2004) enrollment trends at Joliet Junior College and all Illinois community colleges:

- FTE enrollment increased by 14% at all Illinois community colleges, 17% at Chicago collar county community colleges², and 24% at Joliet Junior College. **FTE enrollment is increasing much faster at Joliet Junior College than at all Illinois Community Colleges.**
- By contrast, head count enrollment increased by only 7% at all Illinois community colleges, 6% at Chicago collar county community colleges, and 13% at Joliet Junior College. **Although Head Count enrollment is growing at a slower pace than FTE enrollment at Joliet Junior College, it is still faster than for all Illinois Community Colleges.**

Joliet Junior College has also witnessed larger numbers of younger students, as shown in Figure 0.13, a trend that started in the 1990's. Figure 0.14 shows the average and median ages of Joliet Junior College and Illinois community college students.

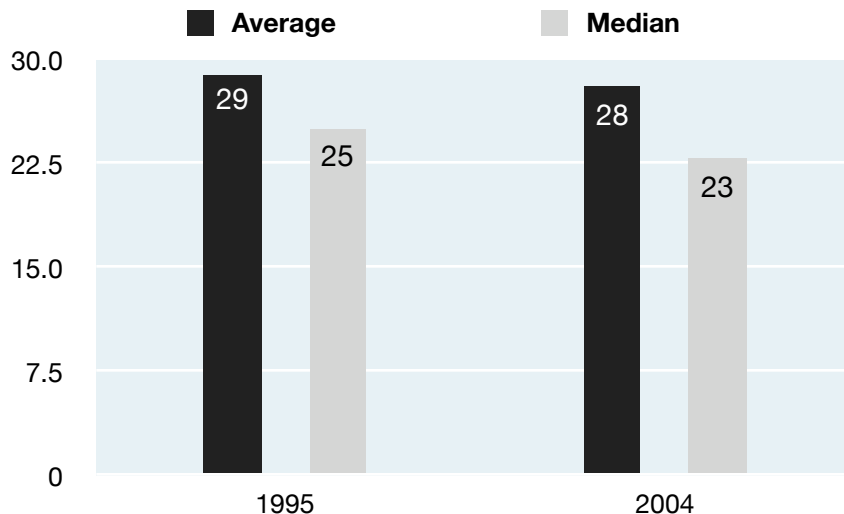
Figure 0.13 Percent of Joliet Junior College Students Under Age 24, Fall 1995 through 2004



¹ Geographic analysis shows that FTE enrollment increased faster than head count enrollment at Illinois community colleges in the northern part of the state. However, as one moves south, head count enrollment increased faster than FTE enrollment -- the only region in Illinois where this occurred. For a more detailed analysis of enrollment trends at Illinois community colleges, including maps, see Office of Institutional Effectiveness (October 2004).

² For this analysis, collar county community colleges include DuPage, Elgin, Harper, Joliet, Lake County, McHenry, Moraine Valley, Morton, Oakton, Prairie State, South Suburban, Triton, and Waubensee.

Figure 0.14 Average and Median Age of Joliet Junior College Students, Fall 1995 and Fall 2004



In an analysis of community college students, Adelman (2005) found that community college students have been getting younger, as the percent of community college students under 22 years increased from 32% in 1991 to 42% in 2001. Additional research shows the percent of dependent students at community colleges increased from 26.3% to 30.3% in the 1990's.³

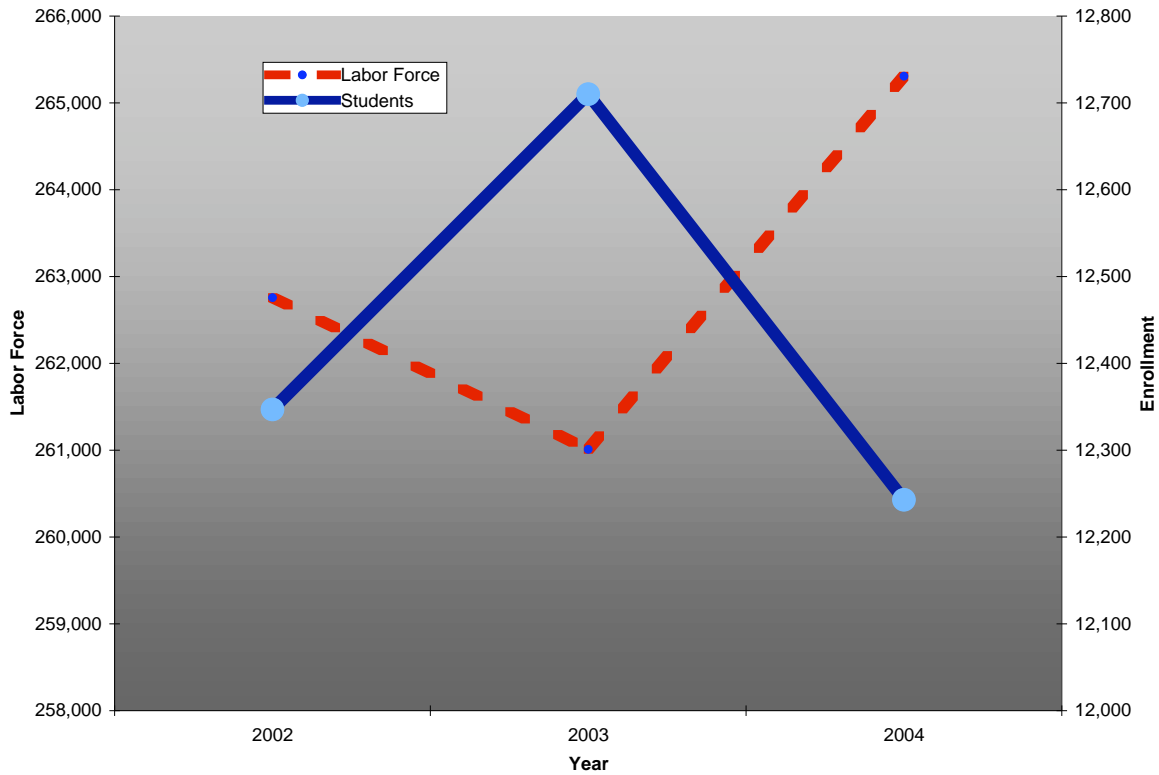
At the same time, more full-time students are enrolling in transfer programs at Joliet Junior College. In Fall 2000, 20.1% of credit students were full-time; by Fall 2004, 37% were full-time. In terms of credit hour growth, the fastest growing programs at Joliet Junior College between Fall 1996 and 2004 were in Fine Arts (67%), English (37%), Math (34%), and Social and Behavioral Sciences (32%).

Although conjecture, potential causes for recent enrollment shifts in community colleges could be the result of:

- A shift from credentials as markers of skills and knowledge towards assessments and demonstrations of learning, shifting learning away from traditional delivery settings (classrooms) and methods (lectures) towards new settings and more personalized, collaborative, practical, and specialized methodological approaches.
- Number of individuals in the labor market (see figure 0.15), although the impact of unemployment on community college enrollments is debatable and may have a more dramatic effect on students over the age of 24.
- Increased competition from other sectors, notably for-profit institutions.

³ Dependent and independent statuses are financial aid conventions. For the purposes of receiving financial aid, a dependent student is considered 23 years old or younger. Conversely, an independent student is considered 24 years or older. From American Council on Education (June 2005).

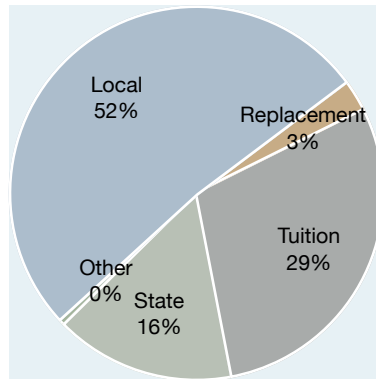
Figure 0.15 Will County Labor Force Population and Enrollment of Will County Residents at Joliet Junior College⁴



Like other postsecondary institutions, Joliet Junior College must continually find new and innovative ways of addressing shifts in revenue streams. Joliet Junior College receives funding from three primary sources: local property taxes, the State of Illinois, and tuition and fees. The percent breakdown is shown in Figure 0.16. In 1995, Joliet Junior College received 19% of its Operations and Maintenance (O&M) funding from the State of Illinois. In 2004, that percentage had dropped to 15.6%. Despite, Joliet Junior College has not passed along the costs to students or local taxpayers. For the past 10 years, Joliet Junior College has received about 29% of its O&M revenues from tuition and fees, including 29.5% in 2004. Joliet Junior College has the fourth lowest local tax rate among peer institutions and has not increased the rate in 28 years.

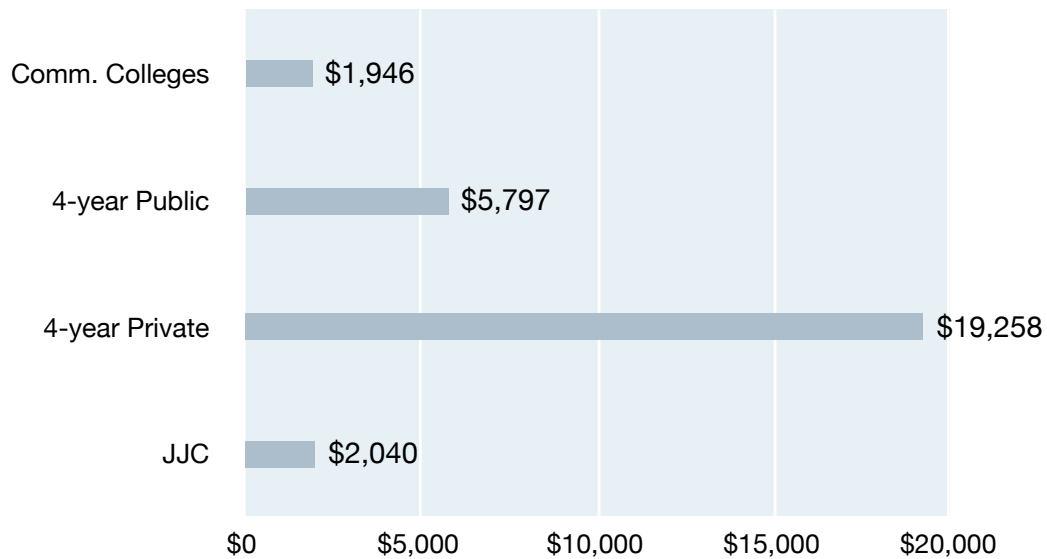
⁴ Based on Will County head count enrollment on the 10th day of the Fall semester and number of Will County people in the labor force in August of the same year.

Figure 0.16 Education and Operations and Maintenance Accounts Revenues by Source at Joliet Junior College, Fiscal Year 2004



Between Fall 2000 and Fall 2005, tuition and fees at Joliet Junior College rose 28%, compared to 29% at all community colleges. By comparison, tuition and fees at four-year public universities in Illinois rose by 56% during the same time period. Figure 0.17 compares Joliet Junior College’s current prices to other state and national colleges and universities.

Figure 0.17 Average Tuition and Fees at Selected Illinois Colleges and Universities, Fall 2004



Throughout the next decade, Joliet Junior College’s greatest fiscal challenge will lie in how to deal with increased costs associated with rapid enrollment growth, contractual obligations negotiated with various bargaining units, deferred maintenance, increased state and federal regulations, and growing health care costs.

The combination of these rising costs coupled with flat revenue growth means Joliet Junior College will either need to find new revenue funding streams, cut programs or services, adopt more cost-efficient and productive practices, or some combination of each.

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

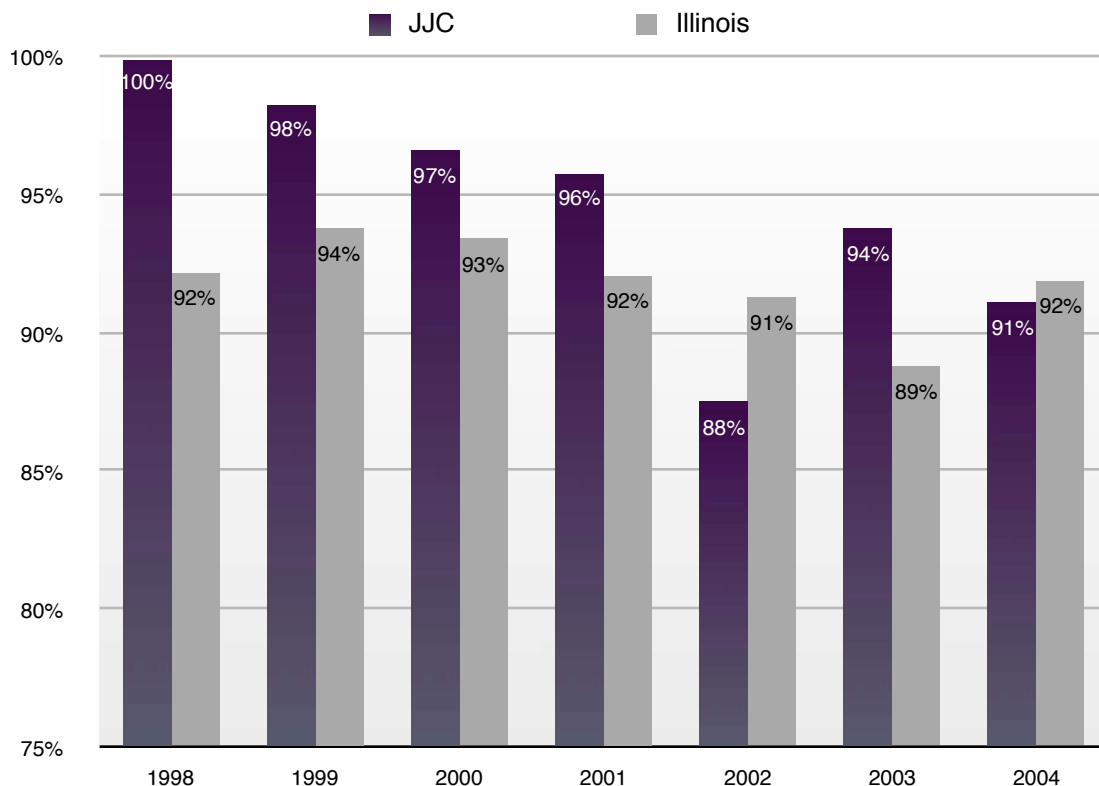
The U.S. is quickly moving from a goods-based economy to a service-based economy. This new economy is known as the human capital economy, where the wealth and economic prosperity of a region is increasingly no longer based on goods like factories, plants, or even natural resources, but on investments 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%.¹ 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)

¹ 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

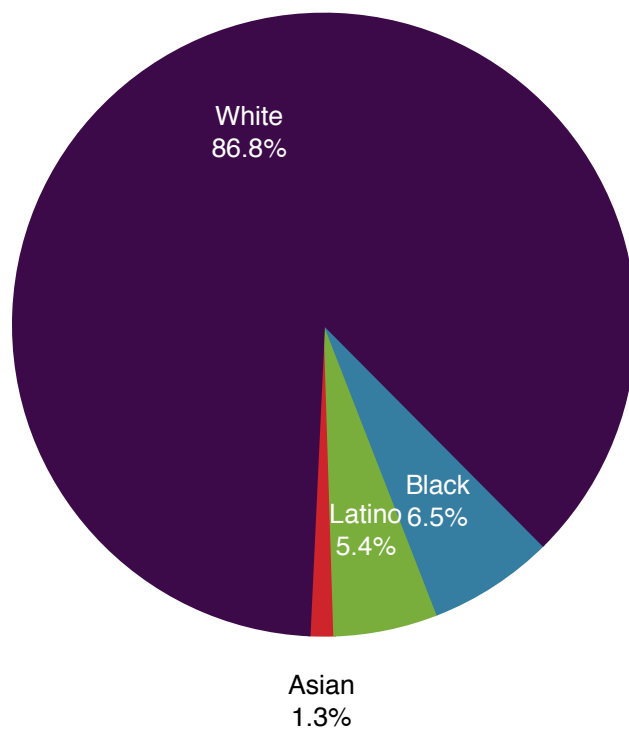


Figure 1.4 Number of Businesses Provided with Technical Assistance through the Joliet Junior College Institute of Economic Technology (IET), FY 2001-2004

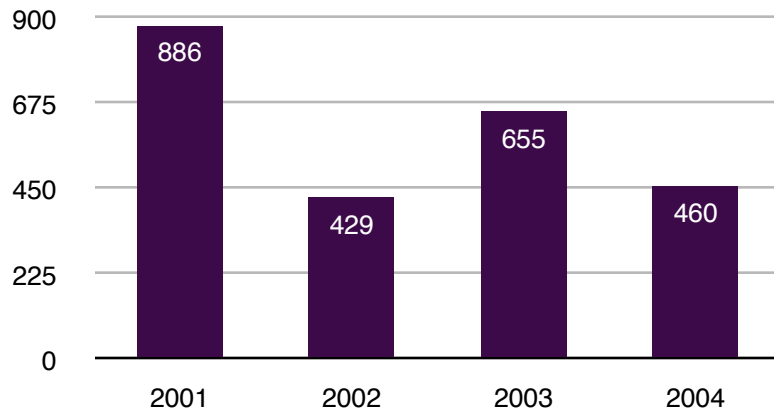


Figure 1.5 Number of Individuals Receiving Customized Training through IET, FY 1999-2004

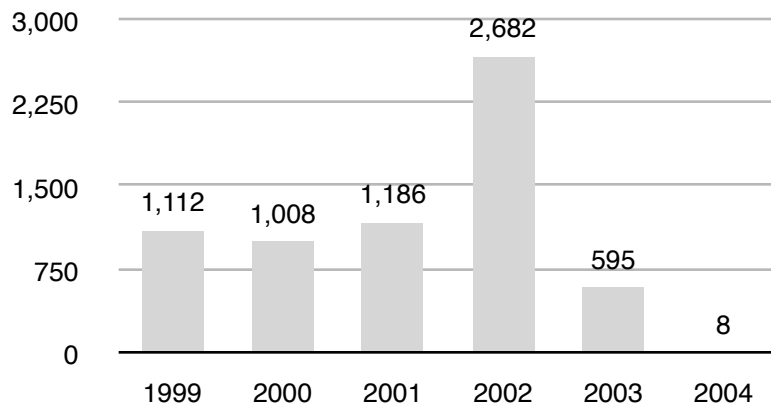


Figure 1.6 Number of Current Workers Receiving Training through Workforce Training Centers, FY 2001-2004

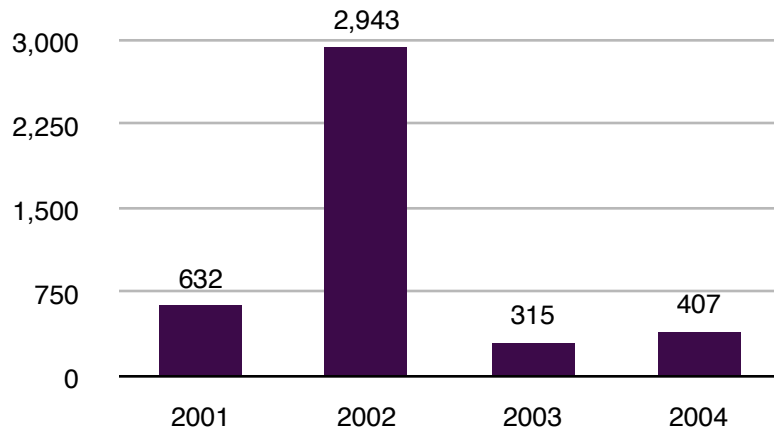


Figure 1.7 Number of Businesses Retained through the Joliet Junior College IET, FY 2001-2004

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
TOTAL	809	878	941	946	942	1,006

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

	Direct	Indirect
Public	<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>
Private	<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).

POLICY AREA TWO: HIGHER EDUCATION WILL JOIN ELEMENTARY AND SECONDARY EDUCATION TO IMPROVE TEACHING AND LEARNING AT ALL LEVELS

Perhaps the most important and significant way community colleges can manage their enrollments is through collaborative efforts with elementary and secondary schools.

- Nationally, 44% of those who start at community colleges never reached Algebra 2 in high school, compared to 11% of students who start at four-year colleges (Adelman, 2005). Completion of higher-level math courses in high school and college is highly correlated with success in college. More sustained and systematic involvement with elementary and secondary schools, then, could have a major impact on the academic preparation and motivation of students who begin their academic careers at community colleges, in the process increasing retention, completion, and transfer rates.
- Effective partnerships with elementary and secondary schools increase access, help students make more reasonable and informed college major and occupational decisions, and communicate higher expectations (Bailey & Karp, 2003).

This suggests that by working with elementary and secondary schools, community colleges can enhance the academic momentum of the students who enter their institutions, a major factor in degree completion and transfer. Higher education in general has room for improvement in regard to moving dual enrollment and dual credit programs from merely add-ons or peripheral activities to programs fully integrated into the academic and enrollment management plans of the institution. This section of the report will detail accomplishments from the past two years for those activities, future plans, and challenges associated with creating partnerships with elementary and secondary schools.

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

FY 2005 Accomplishments

The Joliet Junior College Tech Prep program is a progressive education program connecting high school studies with at least two years of postsecondary study in a college, technical school, or apprenticeship. This year's past accomplishments included:

- Development of a Tech Prep website to monitor and track students who have earned college credit. This year, 62 students applied for credit, generating 211 credit hours.
- 53 students enrolled in dual CTE courses at career centers, earning 424 college credit hours.
- Development of 171 articulation agreements with 20 content areas.

- 190 monitoring luncheons attended.
- 52 students participated in non-traditional summer camps at Joliet Junior College extension sites.
- The Tech Prep program purchased Career Cruising, a computerized career development system.
- Partnered with TREES and ETC to purchase 15,000 career magazines for all 7th and 8th graders in the region.
- Oversaw and collaborated with academic departments in the development of several high school competitions, including the RoboLab, Horticulture Floral Design, and Web Design competitions. 466 high school students participated.
- Conducted in-service training for 528 Tech Prep partners, including Parents as Career Coaches, Project VISIT, and Making the Academic Connection.
- Dan Kreidler, Tech Prep coordinator at Joliet Junior College, wrote and was awarded an *NTO Look Project Grant*. The purpose of the grant is to design and implement strategies and/or activities that attract students into non-traditional occupations at the high school level.

In conjunction with the Joliet Herald-News, Joliet Junior College presented the annual *Community Awareness Representing Education (CARE)* awards. The awards recognize district high school students for extraordinary efforts in the areas of volunteerism in their schools and communities.

This year Joliet Junior College held its fifth annual web design competition. The competition provides an opportunity for high school students in the Joliet Junior College district to compete in the design and creation of web sites. High school students get the advantage of having a web portfolio on-line that can be shared with prospective colleges or employers. Area internet-based web design businesses participate in the judging of the contest, allowing them the ability to communicate to Joliet Junior College and area high schools occupational requirements and demand. More details about the competition can be found at the Computer Science department website at <http://www3.jjc.edu/wdc05/>.

The Joliet Junior College Math Department hosts an annual *Invitational Math Contest*. The purpose of the contest is to provide an incentive for high school students to complete math courses in preparation for enrollment in college. A scholarship is associated with the award for students who have completed at least three math courses in high school by the time of application to Joliet Junior College. In March, Joliet Junior College hosted the *Illinois Council of Teachers of*

Mathematics Regional Math Contest. Over 500 high school students from 21 district high schools participated. Winners advanced to the state competition at the University of Illinois-Urbana.

The Joliet Junior College Technical department hosted a *Robotic Engineering Challenge* for area high school students in January 2005. The purpose of the challenge is to provide high school students with the opportunity to demonstrate their knowledge, skills, and creative problem solving techniques and apply them to the rapidly growing field of robotics. More information about the program can be found on-line at http://www.jjc.edu/Dept/Tech/EET/Robotic_Challenge.htm.

The Business Education department runs two annual contests in partnerships with local high schools. The *Accounting Contest* gives area high school students the opportunity to participate in real life accounting exercises and explore occupational opportunities in the field of accounting. The *Entrepreneurship Contest* provides an environment for high school students to simulate business practices through the development of business plans and marketing materials. More information about both contests can be found at the Business Department website at <http://www.jjc.edu/Dept/BusEdnew/>.

In fiscal year 2004, 145 high school students were served by the P-16 Initiative Grant at Joliet Junior College. Overall, 239 students were enrolled in dual credit and 2,906 in dual enrollment programs at Joliet Junior College in 2004. Courses in the programs included English, Sociology, Math, Speech, History, and Computer Science. Over the next year, Joliet Junior College plans on initiating agreements with Morris and Plainfield high schools.

In fiscal year 2002, 104 high school students enrolled in Joliet Junior College for high school credit (ISBE, 2004). 126 students from Will County and 37 from Grundy County enrolled at any community college for high school credit, meaning that a large number of Joliet Junior College district high school students could be enrolling at other community colleges.

The annual Illinois Association of Vocational Agriculture Teachers (IAVAT) workshop was held at the Joliet Junior College Agriculture and Horticulture Department in August. Nearly 30 high school agriculture and horticulture teachers from across the state participated with the purpose of learning innovative education methods.

Joliet Junior College helped area elementary students learn math and reading skills through the *America Reads/America Counts Challenge*. A federally funded program founded in 1996, the program matches college and elementary school students. The college students act as tutors for the younger students and in the process receive financial aid. Joliet Junior College currently has student tutors at 15 area elementary schools.

A partnership with the WILCO Area Career Center to host a summer camp for girls between the ages of 14 and 18 to learn about non-traditional careers for women.

The Engaging Latino Communities for Education (ENLACE) program held an orientation program for high school students interested in higher education. Held in conjunction with the Joliet Junior College Office of Minority Student Affairs and Project Achieve, the program's goal was to "establish a partnership with students during their educational journey."

A partnership with the Plainfield School District to offer special education students the opportunity to gain workplace skills at Joliet Junior College through a variety of activities, including fixing wires, washing ledges, taking care of children to painting flowers.¹ The goal of the program is give special needs students the skills and confidence to enter the workforce. Since 2002, the Plainfield School District and Joliet Junior College have worked together on the work training program to provide job skills

Free financial aid workshops run by financial aid staff and open to high school students in the district. The workshops are offered at various times of the year, with the FAFSA Completion Night held in February.

The Joliet Junior College *Build Success* program is a semester long class that emphasizes teamwork and job-seeking skills. Open to students between the ages of 16 and 21, students have the chance to earn their GED and learn computer training. In fact, upon completion of the program, students receive their own computer and computer desk.

The *Annual College Night* at Joliet Junior College provided district high school students the opportunity to meet with representatives from a variety of 120 regional and national colleges and universities. The night was attended by approximately 3,000 district residents in December.

Although not necessarily focused on high school, some district high school students participate in the Career Seekers Club program. Administered by the Joliet Junior College Institute of Economic Technology (IET) and funded by grants from several regional and state agencies, the program provides students with internships in real-life work experiences, with participants eligible for up to \$200 in scholarships from Joliet Junior College upon completion of the program.

The annual Discover JJC Night offers area high school students the opportunity to visit the campus and learn about educational opportunities by engaging in dialogues with representatives from a variety of campus departments.

The Fine Arts department hosted an art show for 44 students from 11 district high schools. Art faculty judged the contest and allotted awards of excellence to selected works.

¹ Quoted from Velasco (2005).

FY 2006 Plans

- Developing dual credit and enrollment programs with Morris and Plainfield School Districts.
- Establishing more articulation agreements with high schools through Tech Prep.
- Continuing academic department collaborations with high schools.

FY 2006 Challenges

Joliet Junior College will face several challenges in regard to partnerships with elementary and secondary institutions in the next year.

- Finding the time and resources to invest in partnerships and programs can be challenging.
- A second challenge is access. It could be possible the students who could benefit the most from elementary and secondary school partnerships receive the least attention. Joliet Junior College and other community colleges have a lot to gain by working with secondary schools in identifying these students and developing programs appropriate for them.
- A third challenge is tracking outcomes for effectiveness and quality. Tracking students can be difficult, but establishing program goals and articulating outcomes can be improved.
- A final challenge is the integration of elementary and secondary school programs and partnerships. Currently these activities are seen as peripheral or outside the scope of Joliet Junior College's activities. All colleges and universities will need to continue to investigate innovative strategies for integrating elementary and secondary schools into the college environment.

Part 2. Common Institutional Indicators

None are required for this section of the report.

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	Understanding students' and other stakeholders' needs
AQIP	Building collaborative relationships

Performance Goals

Performance Goal 1. Every academic department will have at least one collaborative activity or program with an elementary or secondary school on an annual basis.

Data for the three most recent years

The Joliet Junior College Office of Institutional Effectiveness annually conducts a yield analysis of enrollment from district high schools. The yield is the percentage of high school graduates who enroll at Joliet Junior College. As figure 2.1 shows, about 19% of all graduating seniors in the district enrolled at Joliet Junior College.

Figure 2.1 Yield of High School Graduates who Enroll at Joliet Junior College by County, 2002-2004

COUNTY	2002		2003		2004	
	Number of HS Grads	% Enrolled at JJC	Number of HS Grads	% Enrolled at JJC	Number of HS Grads	% Enrolled at JJC
Cook	270	6%	271	2%	295	5%
Kendall	50	20%	35	20%	42	12%
LaSalle	121	17%	120	17%	127	12%
Will	5,310	17%	5,821	14%	5,926	19%
Livingston	73	21%	61	18%	65	19%
Grundy	778	24%	703	20%	735	31%
ALL	6,602	18%	7,011	15%	7,190	19%

Nationally, however, only about two-thirds of all high school graduates immediately enroll in college. Figure 2.2 adjusts for this and shows the estimated yield analysis for high school graduates who attend college. So while about 1 in 5 high school graduates in the district enroll at Joliet Junior College the following Fall semester, an estimated 29% of 2004 district high school graduates *who attend college* choose Joliet Junior College.

Figure 2.2 Estimated Yield Analysis of High School Graduates who Enroll in College the Fall After Graduation, 2002-2004

COUNTY	2002		2003		2004	
	Estimated Number who Attend College	% Enrolled at JJC	Estimated Number who Attend College	% Enrolled at JJC	Estimated Number who Attend College	% Enrolled at JJC
Cook	176	9%	173	4%	197	7%
Kendall	33	30%	22	32%	28	18%
LaSalle	79	25%	77	26%	85	18%
Will	3,462	27%	3,720	22%	3,953	28%
Livingston	48	31%	39	28%	43	28%
Grundy	507	37%	449	31%	490	47%
ALL	4,351	27%	4,480	23%	4,798	29%

Note. Estimated yield analysis based on national percentages on the percent of high school graduates who enroll in college the next Fall semester. Fall 2002: 65.2%; Fall 2003: 63.9%; Fall 2004: 66.7.

Brief interpretation of performance and related implications

Research indicates the two largest predictors of academic success in college are *motivation* and *academic preparation* (Adelman, 2005; Kuh, et al., 2005; Miller, et al., 2005). If community colleges can integrate programs and work more closely with elementary and secondary schools, students could enter college better prepared and more motivated.

The benefits would enormous for the student and the college. Students would benefit from having clear expectations and better academic preparation, while colleges would benefit by investing more resources in learning college appropriate courses instead of reviewing material that students should already have mastered. Currently, Joliet Junior College participates in many activities with elementary and secondary institutions. Many of these activities, however, are not conducted in a coordinated manner or systematically evaluated. By investing resources and time in elementary and secondary schools and developing partnerships with them, Joliet Junior College could reap significant benefits in the long run.

POLICY AREA THREE: NO ILLINOIS CITIZEN WILL BE DENIED AN OPPORTUNITY FOR A COLLEGE EDUCATION BECAUSE OF FINANCIAL NEED

Perhaps one of the most challenging public policy area facing state governments in the next decade will be the ability to maintain current levels of service in the face of increased demands by taxpayers and, paradoxically, less capacity and willingness to pay for those services (Boyd, 2002). If these trends continue, community colleges will be forced to make tough decisions about which courses, programs, or services to cut. If these scenarios play out, low-income students -- those with the least ability to pay -- will be affected the most. These trends will certainly impact all colleges' abilities to meet the third goal of the *Illinois Commitment*.

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

FY 2005 Accomplishments

This year, Joliet Junior College employees gave \$17,587 as part of the *JJC is Good For Us* fund raising campaign. The funds will be given back to the students in the form of scholarships, the Student Emergency Fund, and other projects.

In February, the Office of Student Financial Aid hosted its annual Federal Application for Federal Student Aid (FAFSA) application completion workshop. The event assisted any student or parent in the district with completing the form. The following day, Joliet Junior College financial aid professionals held *College Goal Sunday*, a day where students and parents could meet one-on-one with financial aid counselors and discuss questions about financial aid and completing the FAFSA.

In October, the Joliet Junior College Foundation and Office of Student Financial Aid sponsored the 21st annual *Scholarship Awards Recognition and Appreciation Ceremony*, honoring scholarship recipients and donors. The purpose of the event was to highlight achievements in the area of scholarships, highlighting the 516 scholarships and nearly \$380,000 distributed in 2004-2005 by the Joliet Junior College Foundation. According to the Joliet Junior College Foundation director, Kristi Mulvey, "The importance of these gifts is even greater given our current economy and cuts that have been made to education funds. Without these gifts many of our students would not have the opportunity to pursue the excellent academic programs the college provides."

Over 120 colleges and universities were on hand for Joliet Junior College's *Annual College Night* in October. The annual event offered area high school students the opportunity to examine not only enrollment and transfer options, but also participate in financial aid seminars held by the Office of Student Financial Aid. The seminars gave parents and students the chance to ask questions about applying for financial aid and complete the FAFSA application.

The Fine Arts department awarded its annual Art Scholarships for 2005. Recipients received a \$375 scholarship to attend a four-year university upon completion of their program at Joliet Junior College.

The Joliet Junior College Foundation Office worked with a new Wal-Mart in the district to obtain a \$5,000 donation for the Joliet Junior College Student Emergency Fund. The Student Emergency Fund assists students who are in danger of not completing courses or programs as a result of short-term financial emergencies.

Twelve students in the Joliet Junior College Automotive program were awarded scholarships from the Mike Guglielmucci fund, which provides scholarships to students who have made significant progress toward a career in auto racing or in the automotive technology field.

In order to accommodate students who may need extra time to pay for books, the Joliet Junior College bookstore coordinates a Bookstore Deferred Payment plan. By participating, students can get the books and supplies they need for class with no payments or interest for two months.

In 2003, the Office of Student Financial Aid created an on-line, searchable database of institutional scholarships at <http://www.jjc.edu/FinancialAid/Scholarships/>. From the site, students can search by specific criteria or download the entire scholarship book for access to hundreds of scholarships based on need, merit, or a combination of both. The Office of Student Financial Aid and Career Services Office also maintain a website that posts regular job openings for students at <http://www.jjc.edu/Careers/Student%5Fjobs/>.

FY 2006 Plans

Due to the support of the Midwest Generation, Joliet Junior College will offer six \$2,000 scholarships in the 2005-2006 academic year to students entering their sophomore year. The Midwest Generation is a supplier of power throughout the United States and is affiliated with Edison International.

Next year, Joliet Junior College students will be able to pay their tuition and fees in smaller, more frequent installments. Contracting with FACTS, a firm that serves more than 3,000 schools and colleges in the U.S., tuition payments are automatically deducted from students' savings, checking or credit card accounts. Currently, students are required to pay 50% of their tuition and fees upon registration and the rest by midterm. Joliet Junior College also plans to institute the FACTS system for the Bookstore in the near future.

FY 2006 Challenges

Joliet Junior College faces several hurdles in regard to its ability to meet this goal of the Illinois Commitment. The first challenge is the willingness of taxpayers and capacity of state and federal

governments to subsidize the education of low-income students. In Illinois, the average citizen contributes \$6.32 tax dollars per \$1,000 in income towards higher education, just below the national average of \$6.91 (Mortensen, 2005). Illinois' tax effort¹ rate for fiscal year 2002 was 7.77%, below the national average of 10.31% (National Center for Higher Education Management Systems, [NCHEMS], n.d.). As a wealthy state with high capacity, Illinois taxpayers put forth little effort to fund higher education.

According to the National Center on Public Policy and Higher Education (NCPPE) national report card on state performance in higher education, Illinois received high marks for preparation and participation, largely because of the substantial role of community colleges. The State of Illinois, however, received a low grade (D) in terms of affordability. According to NCPPE (2004), in recent years "families in Illinois (have had to) devote a fairly large share of family income, even after financial aid, to attend public two-year colleges." This is consistent with Illinois' historic philosophy of funding higher education primarily through individuals instead of through government. While that may or may not translate into lower taxes, it puts much more burden on families to come up with funding on their own. When taxpayers decide to place the costs of education on individuals instead of society, low-income students are usually left behind. So, Illinois has a "high-tuition/high-need" model and funds one of the largest need-based grant programs in the nation-- the MAP Grant.

Funding for the MAP Grant can have a significant impact on Joliet Junior College's ability to meet this Illinois Commitment goal. According to the Illinois Student Aid Commission (ISAC), the maximum MAP Grant covered the tuition and fees of all public colleges and universities in Illinois in 2002. In 2004, however, the maximum MAP Grant covered only 65% of those same costs (Illinois Student Aid Commission, June 2005). In fact, between the 2001-2002 and 2004-2005 academic years, the maximum MAP Grant award remained flat at \$4,968, while tuition and fees at Illinois community colleges rose about \$400 on average.

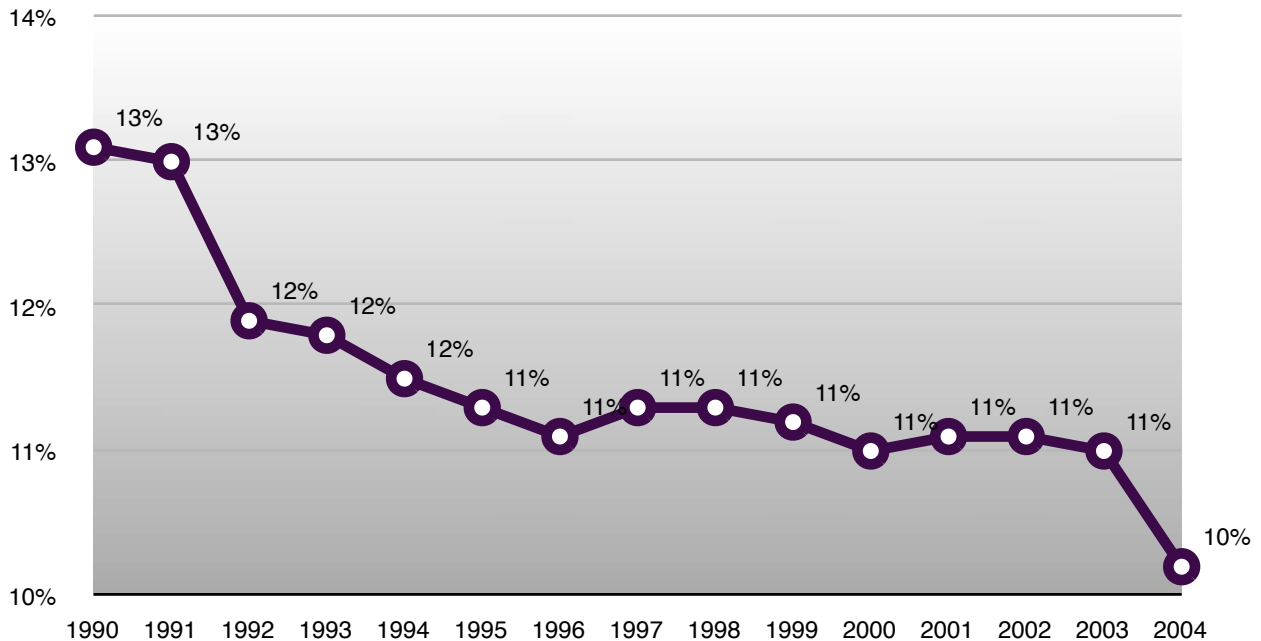
The recent federal record in supporting need-based aid for low-income students has not been positive. Federal support for the Pell Grant has grown by only \$50 over the last three years, representing a 3% decline from the previous year when adjusted for inflation (College Board, 2004). After adjusted for inflation, the maximum Pell Grant actually decreased in 2004-2005 (College Board, 2004). The 2003-2004 average Pell Grant covered 23% of tuition and fees at the average postsecondary institution, a decline of 25% from the previous year (College Board, 2004). As of late, ensuring low-income students have the ability to attend college has clearly not been a priority for the federal government.

Subsidies for students who need it the most are not the only challenge to meeting the Illinois Commitment. Like in many other states, subsidies for higher education as a percentage of all

¹ Tax effort is a measure of a state's actual state and local tax revenues per capita / state total taxable resources per capita. It is basically a measure of a state's willingness to pay for certain public services, including higher education.

costs have not kept pace with other sectors. Figure 3.1 shows State of Illinois general tax appropriations over the past 15 years. CIn fact, during the 1990's, funding for prisons in Illinois rose by 172%, compared to 72% for all higher education (Office of Institutional Effectiveness, 2004).

Figure 3.1 State of Illinois General Tax Appropriations: Higher Education's Percent Share of the Total



Public subsidy decreases for higher education have largely been caused by increased demands put on states to subsidize other cost drivers, particularly health care and prisons. Another reason for declines in public support, however, has been the perception that individuals are the only beneficiaries of higher education (Hersh & Merrow, 2005). Because of perceptions that individuals instead of society are the main beneficiaries of higher education, costs have been shifted from society to individuals. When this occurs, low-income students who have the least ability to pay are affected the most.

In spite of these challenges, the State of Illinois and its community colleges have a strong tradition of ensuring low-income students have the ability to achieve their academic goals regardless of their ability to pay. Despite recent setbacks, it is hoped community colleges and state policy makers can continue to find innovative and creative ways of ensuring that no Illinois citizen is denied a college education because of their ability to pay.

Part 2. Common Institutional Indicators

Figure 3.2 Financial Aid Received by First-Time, Full-Time Students at Joliet Junior College, Fall 2003

Student/Family Income	Total #	Federal Programs				State Programs				Institutional Programs				Any Financial Aid	
		Pell		FSEOG		MAP		IIA		Scholarships & Grants		Tuition Waivers			
		#	\$	#	\$	#	\$	#	\$	#	\$	#	\$	#	\$
\$0-27,335	83	82	\$1,833	11	\$266	63	\$631	46	\$250	11	\$837	0	\$0	83	\$2,565
\$27,336-48,215	111	95	\$1,127	12	\$300	75	\$510	7	\$250	21	\$1,101	0	\$0	111	\$1,548
\$48,216-70,006	20	8	\$675	1	\$300	7	\$343	0	\$0	11	\$800	0	\$0	20	\$845
\$70,007-99,999	15	0	\$0	0	\$0	0	\$0	0	\$0	14	\$1,078	1	\$714	15	\$1,053
\$100,000 & Over	5	0	\$0	0	\$0	0	\$0	0	\$0	5	\$749	0	\$0	5	\$749
Unknown	0	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
TOTAL	234	185	\$1,416	24	\$284	145	\$554	53	\$250	62	\$937	1	\$714	234	\$1,800

Figure 3.3 Net Price of Attendance for First-Time, Full-Time Students who Apply for Financial Aid at Joliet Junior College, Fall 2003

Income	Tuition & Books	Financial Aid	Net Price
Quintile 1	\$1,491	\$2,565	-\$1,074
Quintile 2	\$1,491	\$1,548	-\$57
Quintile 3	\$1,491	\$845	\$646
Quintile 4	\$1,491	\$1,053	\$438
Quintile 5	\$1,491	\$749	\$742
TOTAL	\$1,491	\$1,800	-\$309

Cost of Attendance	Financial Aid	Net Price
\$3,628	\$2,565	\$1,063
\$3,628	\$1,548	\$2,080
\$3,628	\$845	\$2,783
\$3,628	\$1,053	\$1,575
\$3,628	\$749	\$2,879
\$3,628	\$1,800	\$1,828

Part 3. Mission-Specific Indicators

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

Area	Description
Mission	Joliet Junior College is committed to providing a quality education that is affordable and accessible to the diverse population it serves.
Strategic Plan	Enabling students to achieve their academic goals
AQIP	Helping students learn
AQIP	Understanding students' and other stakeholders' needs

Performance Goals

Performance Goal 1. Annual percent changes in tuition and fees will be commiserate with annual percent changes in state and federal subsidies for Joliet Junior College (Source: Illinois State University Center for Education Policy)²

Performance Goal 2. Annual percent changes in tuition and fees will be commiserate with annual percent changes in state and federal subsidies for Joliet Junior College (Source: Illinois State University Center for Education Policy)

Performance Goal 3. The net price paid by first-time, full-time Joliet Junior College students in the two lowest income quintiles will not exceed 1/3 the posted budget (Source: Office of Institutional Effectiveness annual *Performance Report*)

² Precise measures for Performance Goals 1 and 2 will be developed in 2005-2006 and shown in the 2006 Performance Report.

Data for the three to five most recent years

Figure 3.4 Tuition and Fees at Joliet Junior College and State and National Comparisons, FY 2005

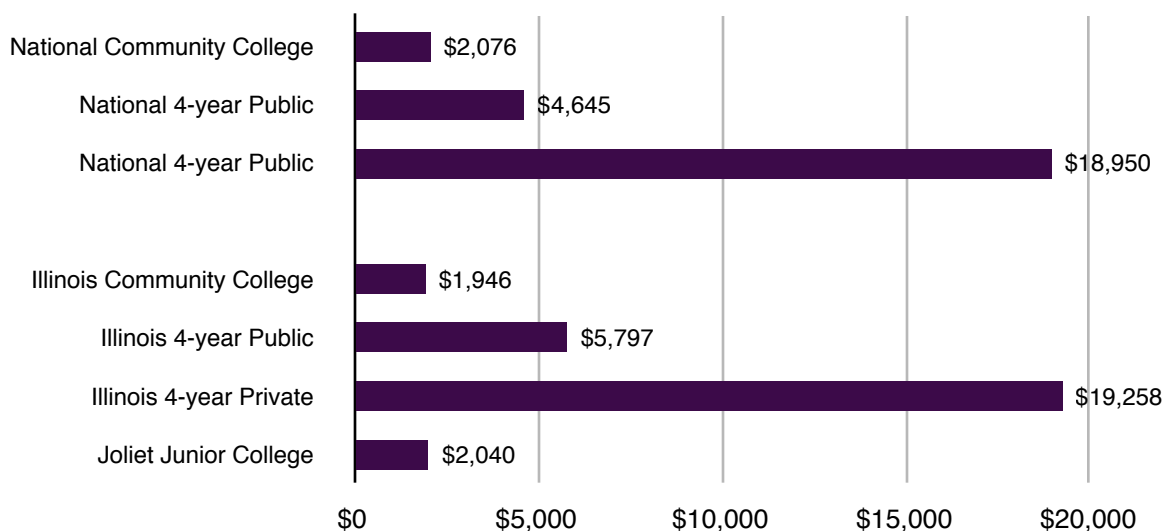
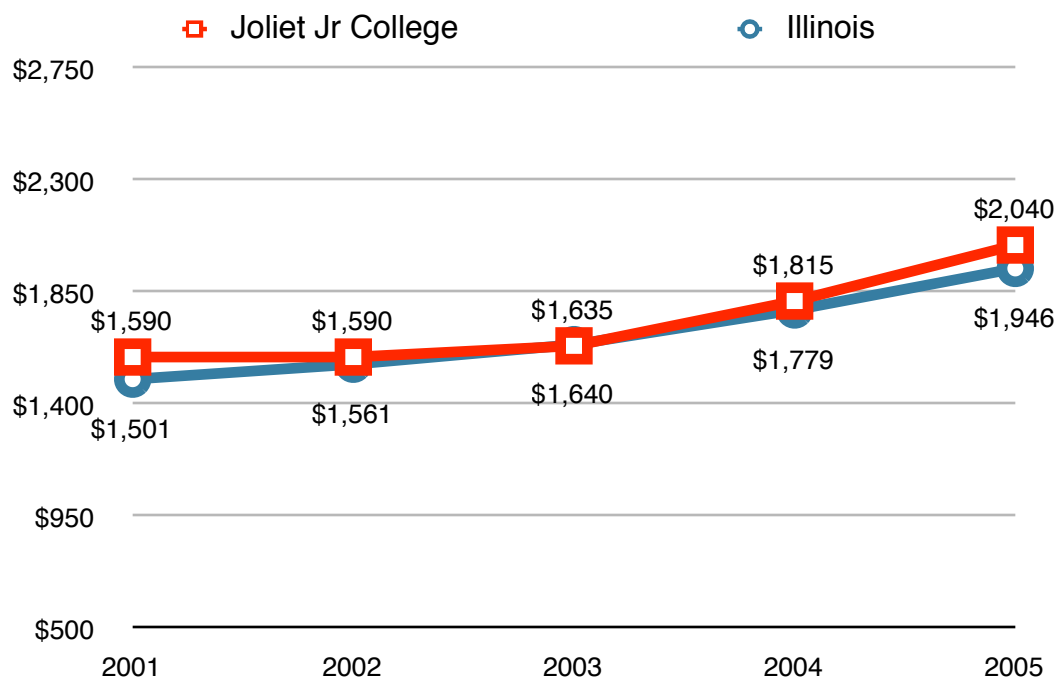


Figure 3.5 Tuition and Fees at Joliet Junior College and Illinois Community Colleges, FY 2000-2005



Note.: Based on tuition and fees for a student enrolled in 30 credit hours over the Fall and Spring semesters of an academic year

Figure 3.6 Number of MAP Grant Recipients and Average Award at Joliet Junior College, FY 2001-2004³

	2001	2002	2003	2004	2002-2004 % Change
Recipients	952	1059	1,166	1,180	11.4%
Total Received	\$841,522	\$959,597	\$1,093,471	\$924,078	-3.7%
Average Award	\$884	\$906	\$938	\$783	-13.5%

Figure 3.7 Average MAP Grant Award at Community Colleges in Illinois, FY 2001-2004

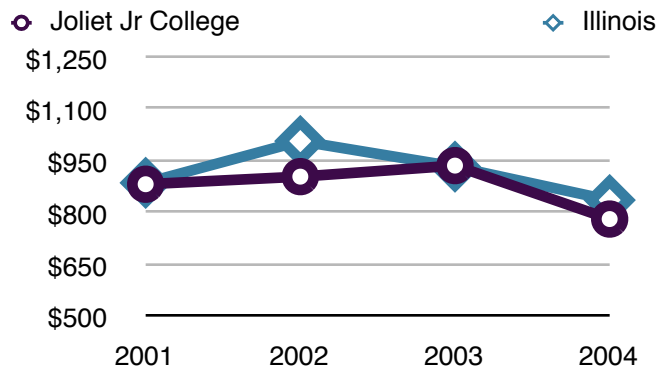
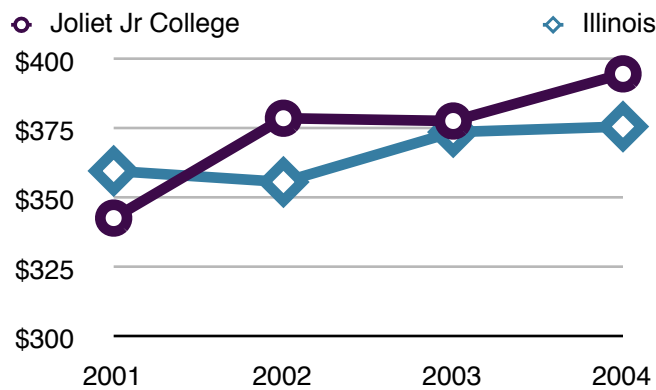


Figure 3.8 Number of IIA Grant Recipients and Average Award at Joliet Junior College, FY 2001-2004⁴

	2001	2002	2003	2004	2002-2004 % Change
Recipients	290	262	302	289	10.3%
Total Received	\$99,500	\$99,250	\$114,175	\$119,250	20.1%
Average Award	\$343	\$379	\$378	\$395	4.2%

Figure 3.9 Average IIA Grant Award at Community Colleges in Illinois, FY 2001-2004



³ MAP Grant stands for the Monetary Award Program. It is based solely on the financial need of the student and is currently the 4th largest need-based grant program in the nation.

⁴ The Illinois Incentive for Access grant is based on the financial need of the student. It is a \$500 scholarship awarded to students in the lowest income quintile whose expected family contribution to college is zero.

Figure 3.10 Number of Enrolled Students Receiving Pell Grants at Illinois Community Colleges, FY 2001-2004

	2001	2002	2003	2004	2002-2004 % Change
JJC	1,026	1,256	1,568	1,620	28.9%
All Illinois Community Colleges	14,881	16,618	18,451	19,051	14.6%

Figure 3.11 Number of First-Generation Students at Illinois Community Colleges, FY 2002-2005⁵

Year	Joliet Junior College		All Illinois Community Colleges	
	Number	% of All Students	Number	% of All Students
2002	1,784	62.2%	60,392	60.8%
2003	2,075	62.5%	66,733	60.8%
2004	2,258	61.7%	74,439	60.3%
2005	2,535	60.0%	79,600	58.6%
Three Year % Change	22.2%		19.3%	

Brief interpretation of performance and related implications

In regard to Joliet Junior College’s ability to meet this *Illinois Commitment* goal, four trends are apparent:

1. Joliet Junior College is affordable -- in fact, the most affordable in the Joliet Junior College geographic region. There is little evidence that tuition and fee increases *by themselves* play an insignificant role in the enrollment of low-income students at JJC.
2. The number of students receiving financial aid at Joliet Junior College has increased significantly over the last four years.
3. Despite increases in the number of students receiving financial aid, Joliet Junior College students are still less reliant on it and certainly more reliant on their own and parents’ income.
4. As a public community college, Joliet Junior College’s ability and capacity to meet this Illinois Commitment goal is impacted by state and federal policies surrounding financial aid and the funding associated with them.

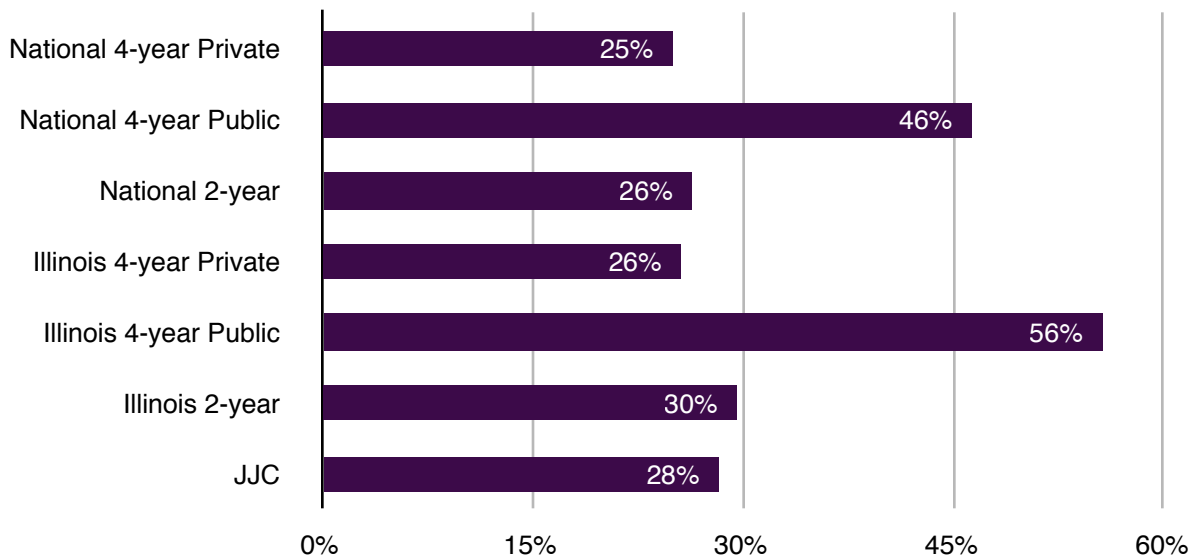
⁵ First-generation students are defined as people whose parents did not attend college. For this report, data was derived from students who completed the Free Application for Federal Student Aid (FAFSA) and indicated their parent(s) have not completed a postsecondary credential.

Like community college students across the nation, the “typical” Joliet Junior College student tends to choose Joliet Junior College because it is affordable. However, Joliet Junior College students are unique in how they pay for college. The “typical” Joliet Junior College student is much more reliant on their own or parental sources of income than the typical community college student.

As figure 3.3 showed, Joliet Junior College has one of the lowest tuition and fee rates among any postsecondary institution in the state. A full-time student would have saved \$3,797 by choosing Joliet Junior College over the average four-year *public* institution and saved \$17,218 over the average four-year *private* institution in Illinois in the Fall 2004 semester alone.

As figure 3.12 illustrates, tuition and fee increases over the last five years at Joliet Junior College has been lower than the state averages for other sectors and comparable to state and national averages for community colleges.

Figure 3.12 Percent Increase in Tuition and Fees by Institution, Fall 2000-Fall 2004



Despite tuition and increases, there is no evidence of impact on enrollment. The fastest growing population segments at Joliet Junior College have been younger, minority, low-income students enrolling as full-time students -- students who are enrolling in the most hours with the least ability to pay. Further analysis will show that net price is a much better indicator of affordability than posted tuition and fees.

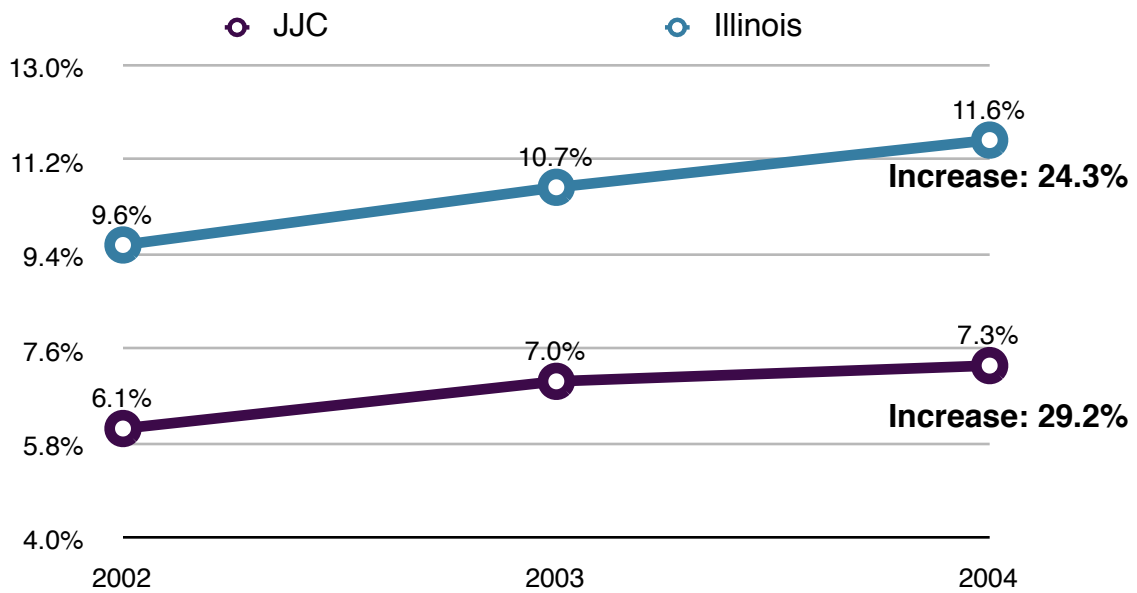
Further evidence of affordability comes from the Department of Education’s College Affordability Index.⁶ Over the last three years, the Joliet Junior College Affordability Index was 2.85, lower

⁶ The College Affordability Index is a measure in the percent change in tuition and fees divided by current price index. The change in college price over a two-year period for the Fall semester is divided by the current price index over the same time period as measured in the month of July. Data was downloaded from the Integrated Postsecondary Education Data System (IPEDS).

than the Illinois community college average of 3.23 and the 16th lowest in the state out of Illinois' 39 community colleges.

The second characteristic that stands out in regard to this *Illinois Commitment* goal is the increasing number of students receiving need-based financial aid at Joliet Junior College. Between 2002 and 2004, the percent of Joliet Junior College students receiving any financial aid rose from 27% to 31% (Integrated Postsecondary Education Data System [IPEDS]). Figure 3.13 shows that while more students receive Pell Grants at other community colleges, the increase at Joliet Junior College has been more dramatic.

Figure 3.13 Percent of Students Receiving Pell Grants at Illinois Community Colleges, FY 2002-2004



Note. Percent of students who received a Pell Grant divided by the fiscal year unduplicated head count.

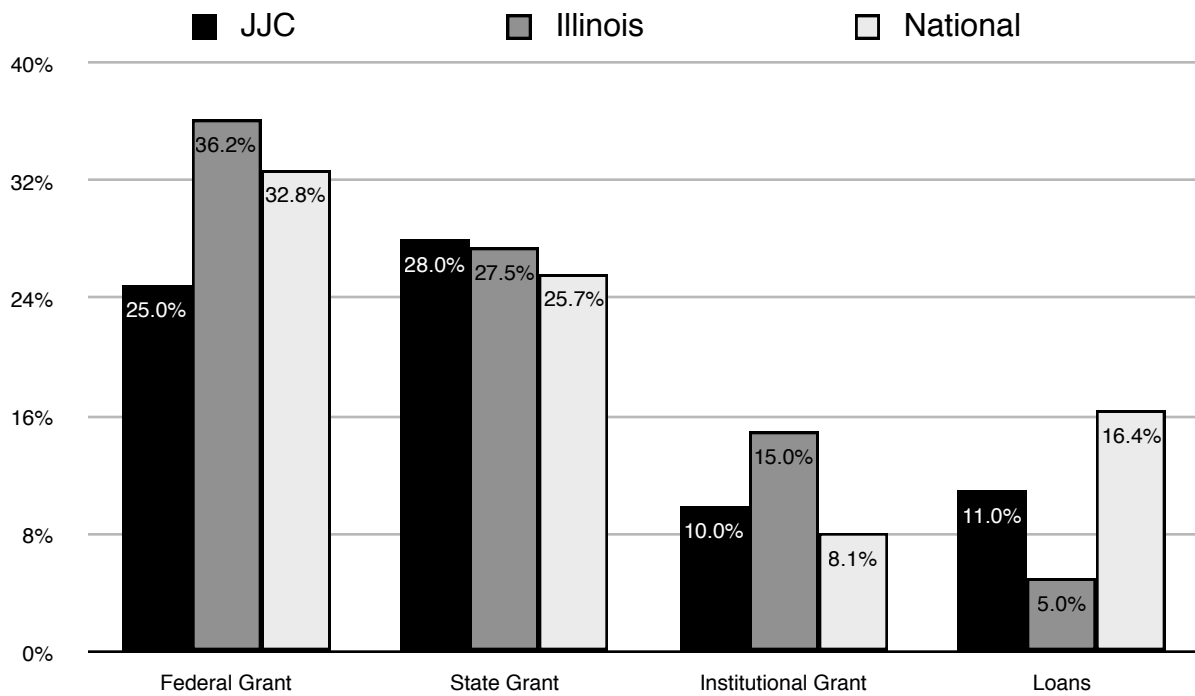
A majority of financial aid at Joliet Junior College is distributed to the people who need it. In 2004, 63% of all distributed financial aid dollars were in the form of grants, while nearly half of all distributed dollars were based solely on need. 14% of African-Americans at Joliet Junior College received a MAP Grant in 2004, compared to 5% of all students, while 58% of all financial aid recipients and 72% of all MAP Grant recipients were female. Despite increases in enrollment, Latino students are underrepresented in terms of receiving financial aid at Joliet Junior College. In 2004, only 12% of Latinos received financial aid (compared to 22% of all students).

A third noticeable and unique characteristic about Joliet Junior College is that its students are more self-supporting than students at other community colleges. Despite increases in the number of students receiving need-based financial aid over the last four years, the percent of students who receive financial aid are comparatively low. The data about the number of Joliet Junior College students receiving financial aid comes from two sources: data reported to the U.S. Depart-

ment of Education IPEDS data collection source and the Faces of the Future survey⁷, which is administered to a random sample of Joliet Junior College students every fall semester.

An analysis of IPEDS data shows that 31% of Joliet Junior College students received financial aid in the 2003-2004 academic year -- the 7th lowest rate for community colleges in the state. As figure 3.14 shows, the percent of Joliet Junior College students who receive federal grants is comparatively low. Figure 3.15 shows the average grant Joliet Junior College students receive is lower than state and national averages.

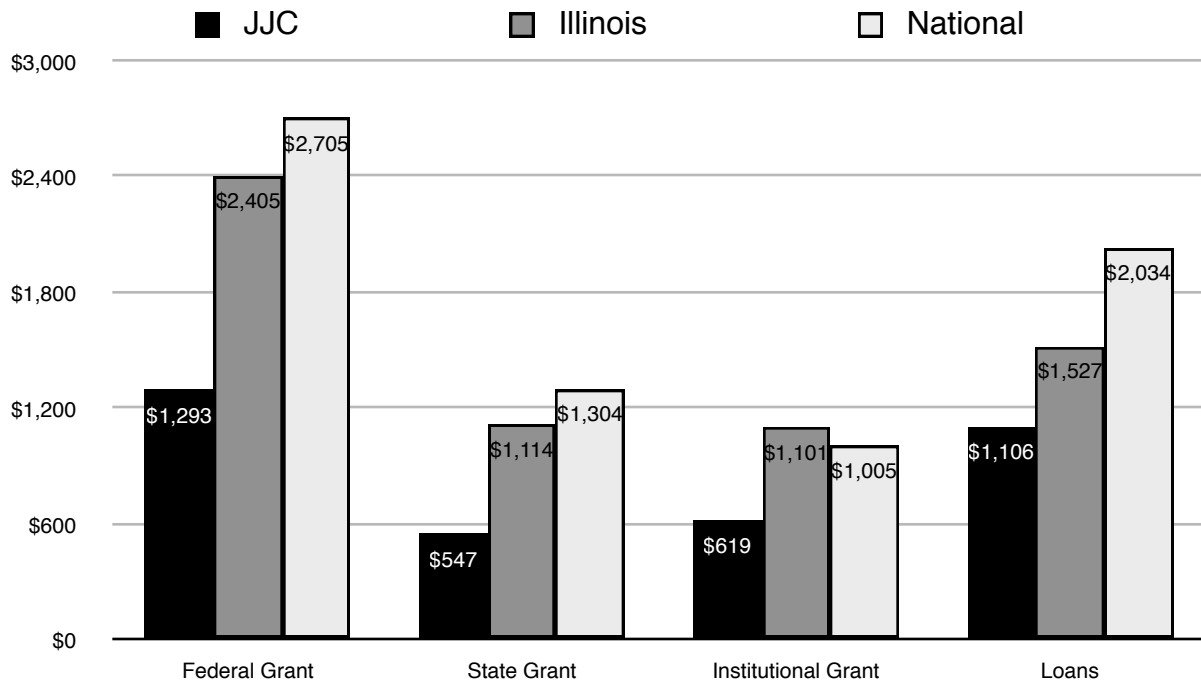
Figure 3.14 Percent of Students Receiving Financial Aid by Type, FY 2003⁸



⁷ The Faces of the Future Survey was developed by the American Association of Community Colleges (AACC). Hundreds of community colleges, including Joliet Junior College, participate in the survey every fall. More information about the survey at Joliet Junior College can be found on-line at <http://www.jjc.edu/admin/ie/information/Surveys/surveys.htm>.

⁸ National data is based on a sample of 36 comparison community colleges that share similar institutional characteristics with Joliet Junior College, specifically enrollment over 10,000 and located in the geographic center of the United States.

Figure 3.15 Average Financial Aid Award Amount by Type, FY 2003



Data from the Faces of the Future survey also show that Joliet Junior College students are more self-reliant than other community college students. When asked if they could have attended Joliet Junior College without the financial aid they received, 65% indicated “yes,” compared to only 44% of national community college students. Figures 3.16 and 3.17 show that Joliet Junior College students indicate they are more reliant on their own or parents income to pay for college and that students choose Joliet Junior College because of its low cost, but not necessarily because of the availability of financial aid.

Figure 3.16 Percent of Students who Indicated the Following was Major Source of Funds to Pay for College

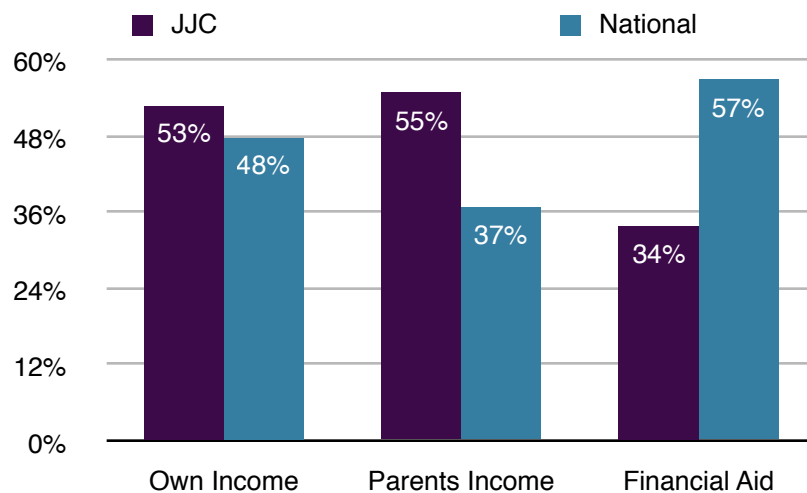
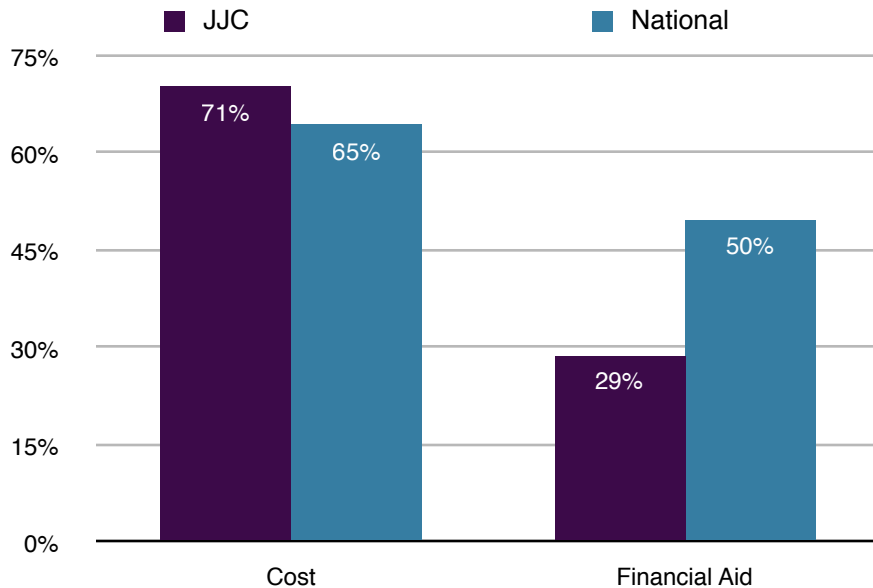


Figure 3.17 Percent of Students who Indicated the Following was Important in their Decision to Attend their College



Research shows that students at community colleges are less likely to apply for financial aid than students at four-year colleges and universities. During the 1999-2000 academic year, 67% of community college students did not complete a FAFSA, compared to 42% of students at four-year colleges and universities (King, 2004). When asked why they did not apply, large numbers of low-income students indicated they missed a deadline, while middle and upper-income students are more likely to indicate they felt their income was too high. So, the reasons Joliet Junior College students are less likely to receive financial aid could be varied -- some may feel their income is too high, others may not bother to apply due to a missed deadline, or financial aid offices may not be marketing financial aid programs appropriately.

Figures 3.2 and 3.3 showed information for first-time, full-time students who received financial aid in Fall 2003. As the figures clearly show, many students do not pay the full posted tuition and fees because they receive the financial aid. When discussing net price, it is important to differentiate between net price and costs. Price is what students pay for college, while costs refer to what it cost to educate a student.

It is extremely unlikely that one could find a single college student in the U.S. who bears the full burden of what it actually costs to educate them. As Winston (1999) notes, "all colleges and universities sell their primary product -- education -- at a price far less than the average cost of production" (p. 29). Winston (1999) further notes that in 1995, it cost society about \$12,000 to educate the average college student, while the average student was charged about \$3,770. This means society subsidized the education of the average student at \$8,230, primarily through financial aid, focused grants, and direct institutional subsidies.

A more accurate description of these “costs” would be investments, for societies regularly witness returns of 13%-20% -- much higher than could be earned in other types of investments. See Part 1 of this report for the economic benefits of societal investments in higher education.

The purpose of Figures 3.2 and 3.3 is to illustrate the net price students actually pay for college. Net price is calculated by taking the cost of attendance and subtracting financial aid. In the tables, the cost of attendance is the amount Joliet Junior College assumes a full-time, dependent student living at home pays for college and includes tuition and fees, travel, books, and other items. So, with financial aid removed, the net price is an estimate of how much students *actually pay for college*. (This analysis does not include some types of financial aid that might receive, like student loans or work study).

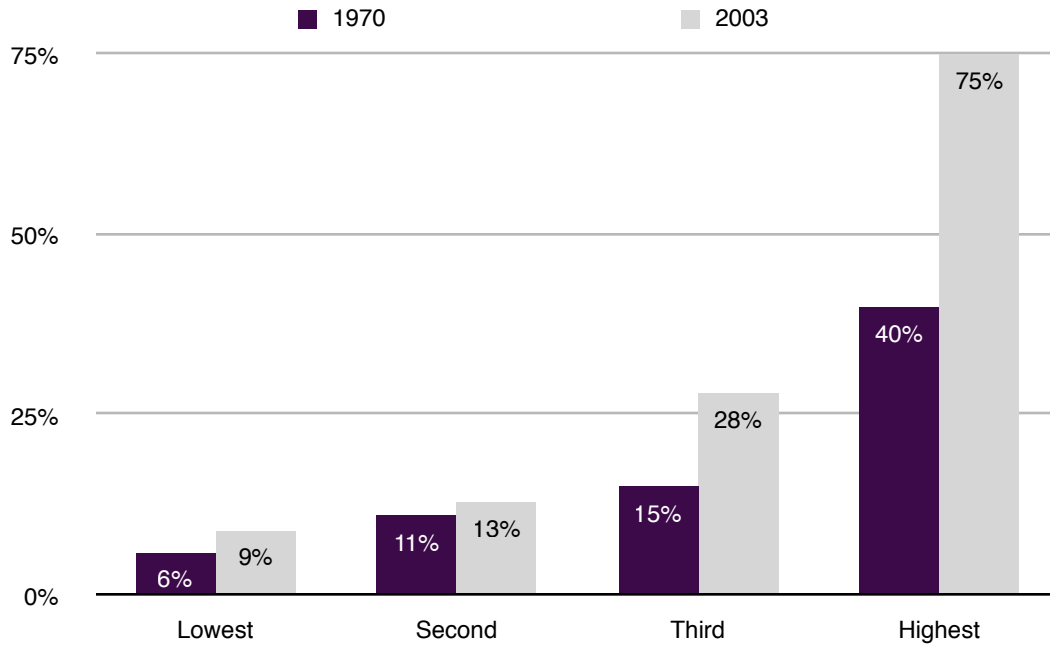
When looking at the figures, 83% of the students who received financial aid had their tuition, fees, and books covered by financial aid. **This means is that 83% of all students who receive financial aid have no out of pocket costs for tuition, fees, and books. Additionally, full-time students in the bottom two quintiles -- or 40% of Illinois residents -- will pay no tuition and fees at Joliet Junior College due to need-based financial aid programs.**

As stated before, cost of attendance is a composite of what Joliet Junior College assumes students incur while attending college. These include costs directly related to college, like tuition, fees, and books, but also room and board, transportation, and miscellaneous expenses. For students in the two lowest income quintiles, these amounts are about \$1,000 and \$2,000. Economists include these costs in rate of return studies because they are amounts individuals would have paid anyway regardless of whether they are enrolled in college or not.

The analysis of this Illinois Commitment policy area illustrates the importance of looking at *net price* -- tuition and fees minus financial aid -- when examining access to college. By focusing exclusively on tuition and fees when setting institutional policies regarding price, those in charge of setting the policies are missing a crucial and significant element of how students pay for college. Indeed, research indicates that increases in need-based financial aid and student loans can mitigate the impact of tuition and fee increases (Cofer & Somers, 2001; Heller, 1997; St. John & Starkey, 1995). It is important to understand the importance financial aid, and especially need-based financial aid, plays in the lives of students.

Since the early 1970's, governments have instituted policies aimed at ensuring no person is denied access to college due to financial need through direct student aid instead of direct institutional aid. Despite, there has been little impact on the completion rates of students by income quartile. In fact, as figure 3.18 shows, students from families in the two highest income quartiles have been the largest beneficiaries of these policies.

Figure 3.18 Estimated Baccalaureate Degree Attainment in the U.S. by Family Income Quartile, 1970 and 2003⁹



In the contemporary economy, where the production of knowledge yields higher returns than the production of goods or even the stock market, community college districts, states, and countries cannot afford to ignore making investments in the only form of capital that is virtually guaranteed to yield positive returns -- human capital.

⁹Represents people who have attained an educational attainment level by age 24. For 2003, the bottom quartile was for families with incomes below \$35,901; second quartile between \$35,901 and \$62,627; third quartile \$62,628 and \$95,040; and highest quartile over \$95,041.

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.

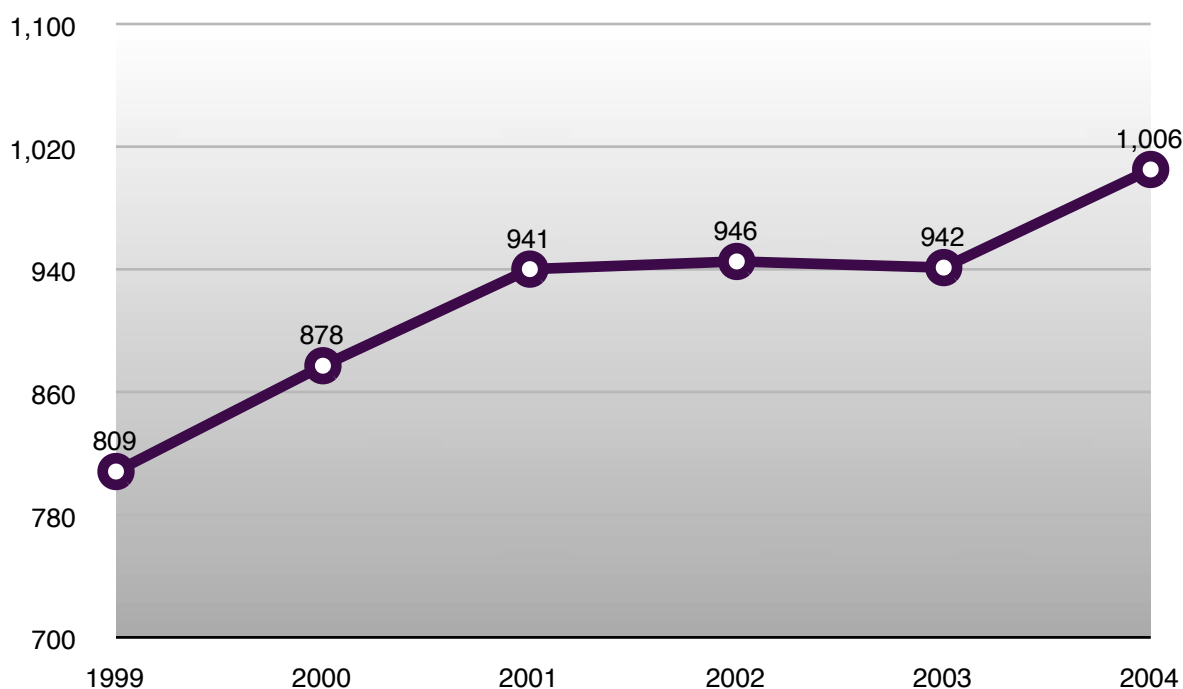
FY 2006 Challenges

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

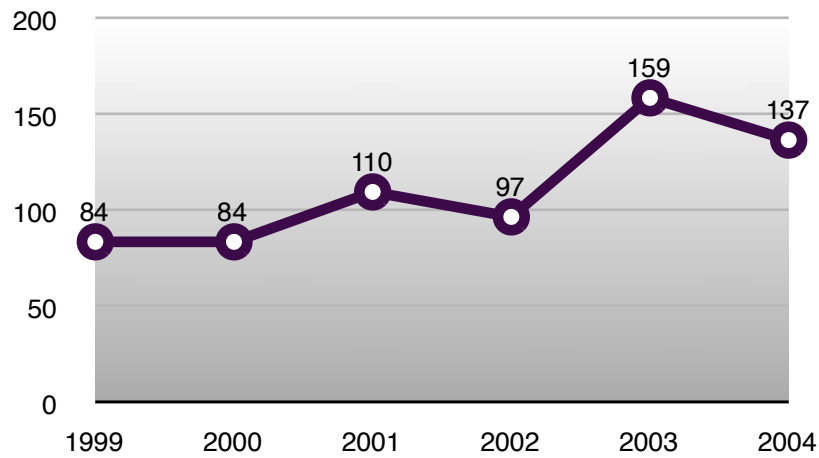


Figure 4.3 Number of Asian Graduates at Joliet Junior College, FY 1999-2004

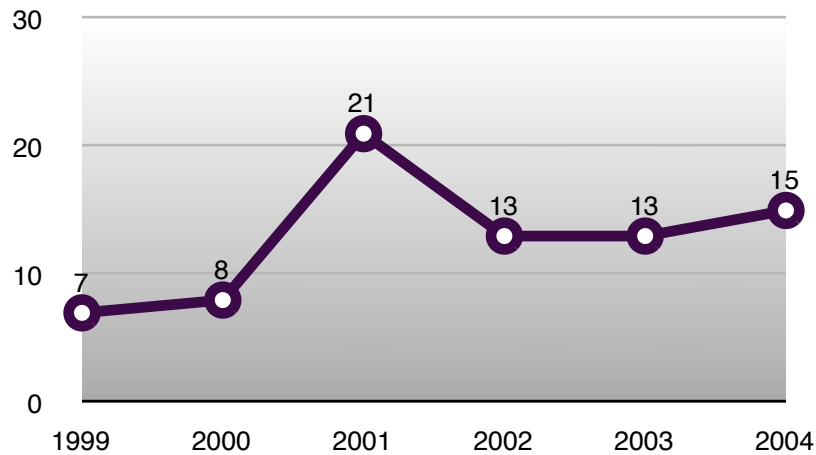


Figure 4.4 Number of African American Graduates at Joliet Junior College, FY 1999-2004

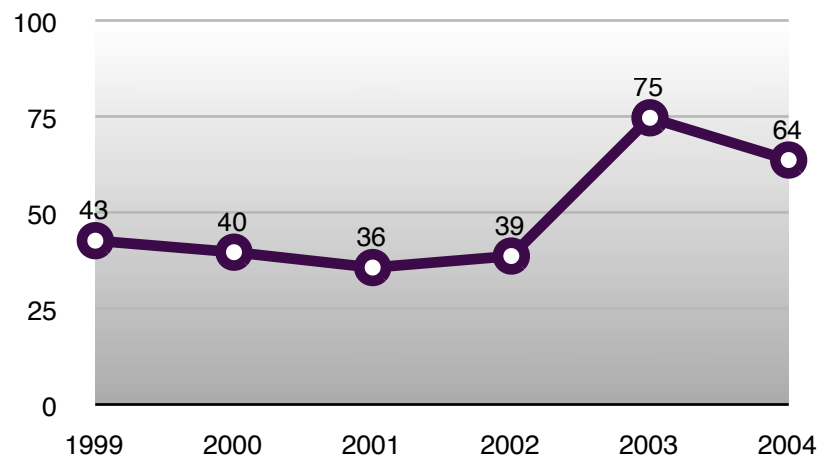


Figure 4.5 Number of Latino Graduates at Joliet Junior College, FY 1999-2004

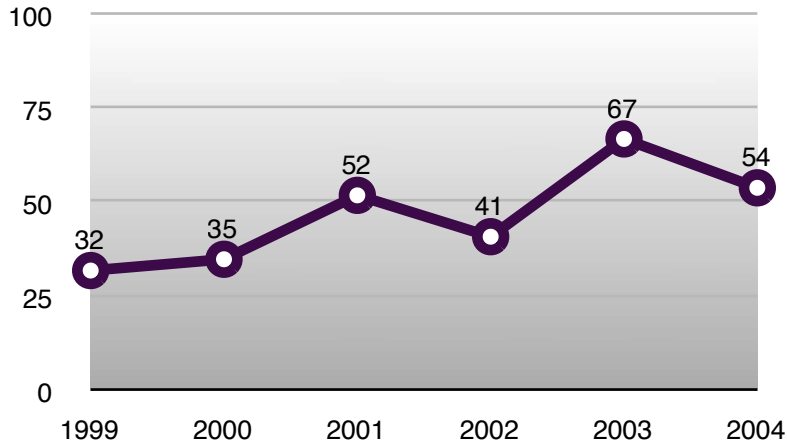


Figure 4.6 Number of White Graduates at Joliet Junior College, FY 1999-2004

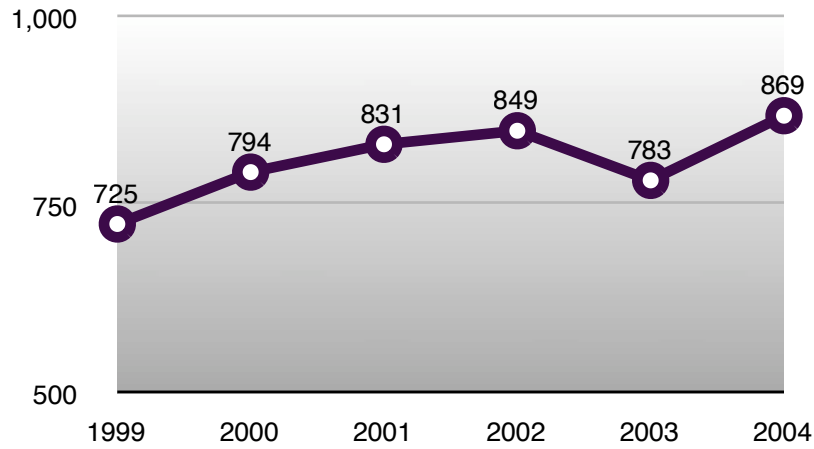
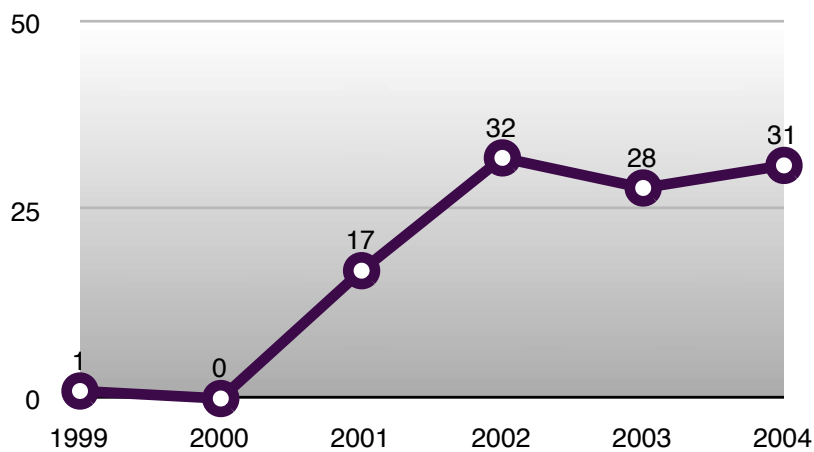


Figure 4.7 Number of Students with Disabilities Graduates at Joliet Junior College, FY 1999-2004³



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

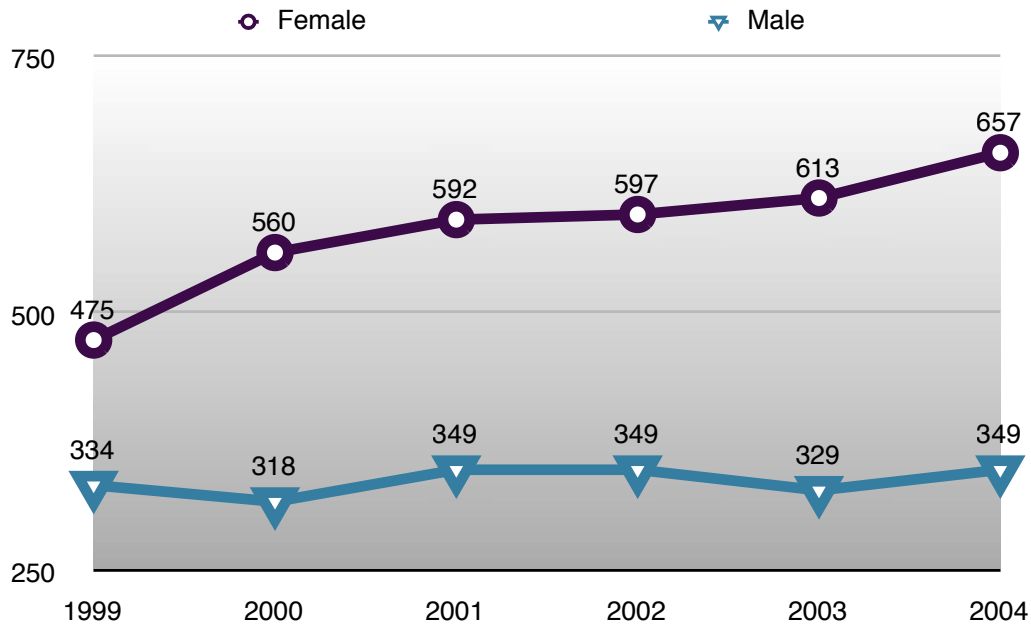
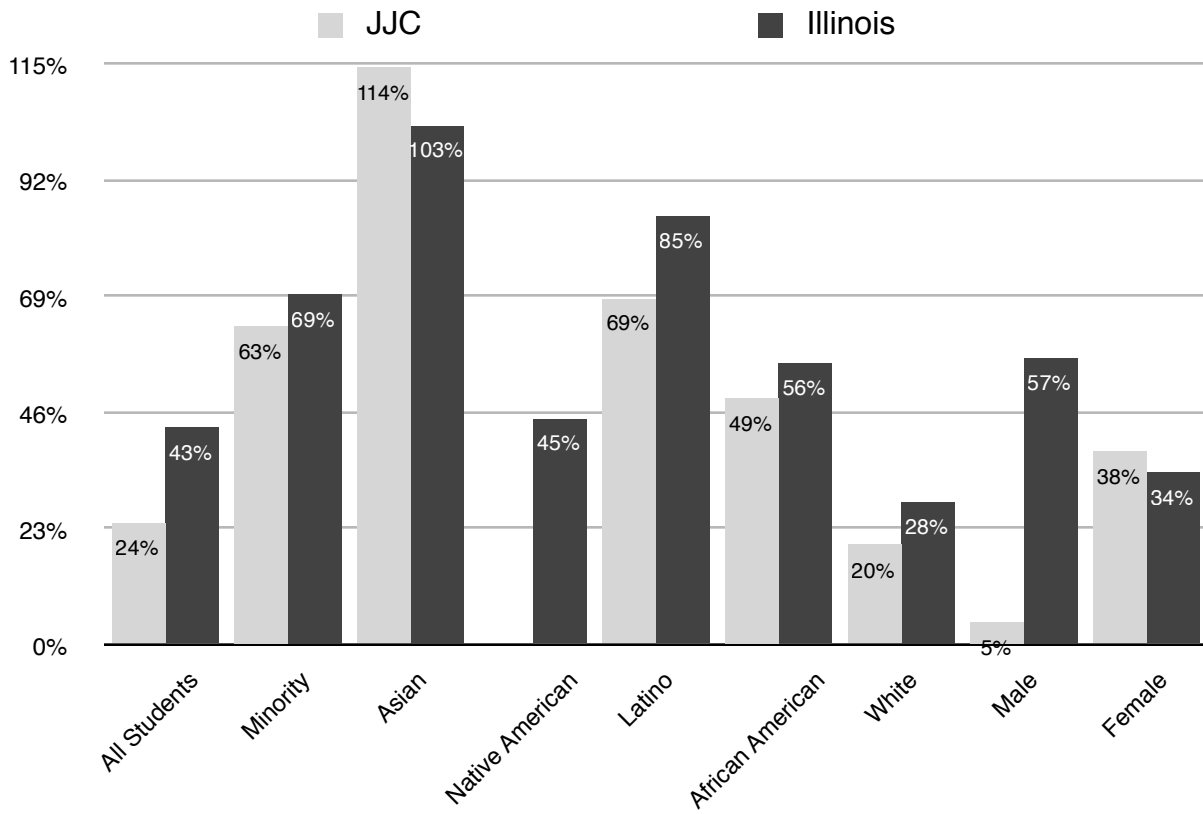


Figure 4.9 Percent Change in the Number of Graduates at Illinois Community Colleges, by Race and Gender, FY 1999-2004



*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

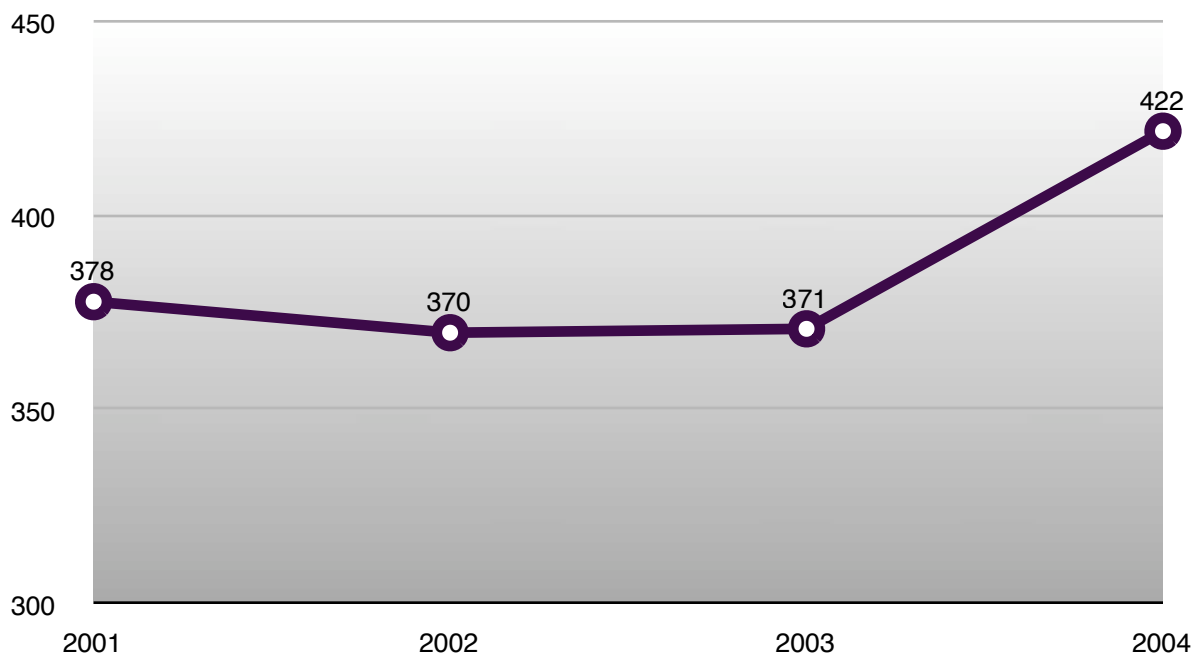
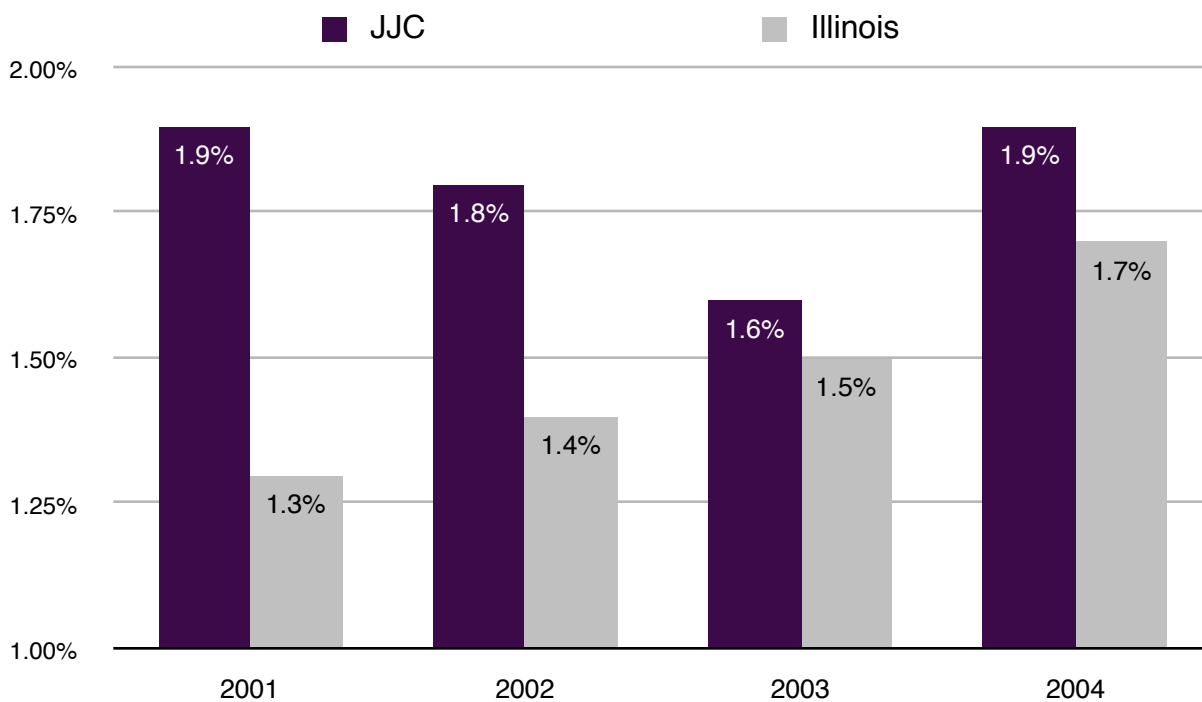


Figure 4.11 Percent of Total Enrollment by Disability Status at Illinois Community Colleges, FY 2001-2004



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

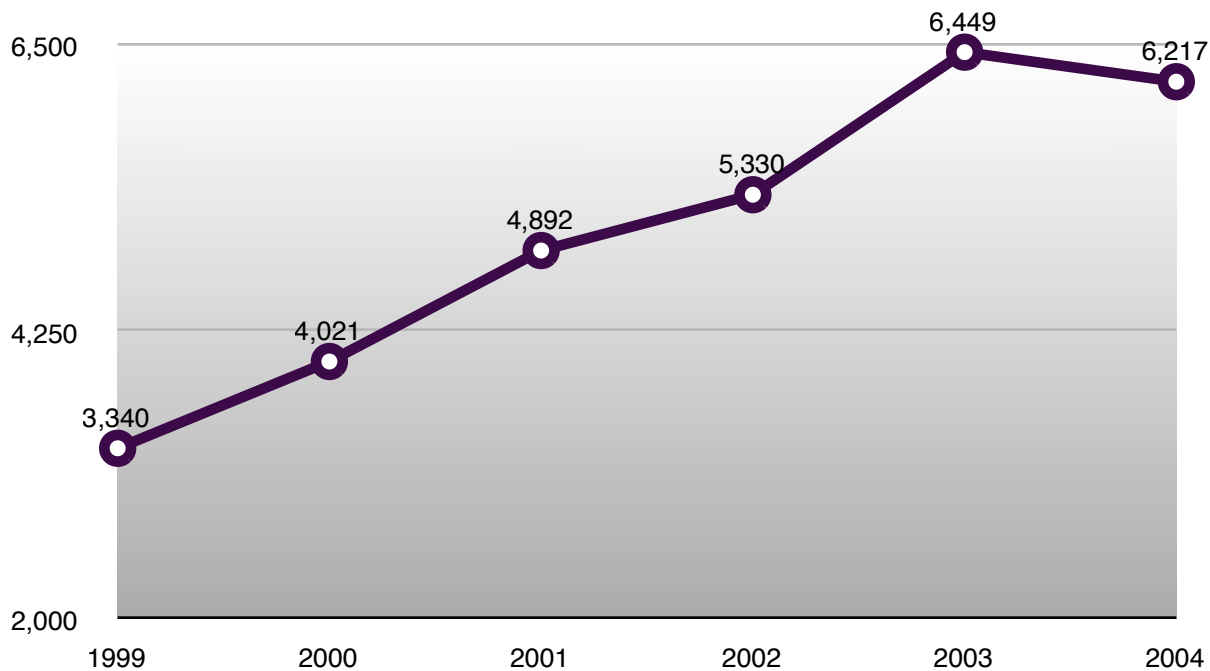
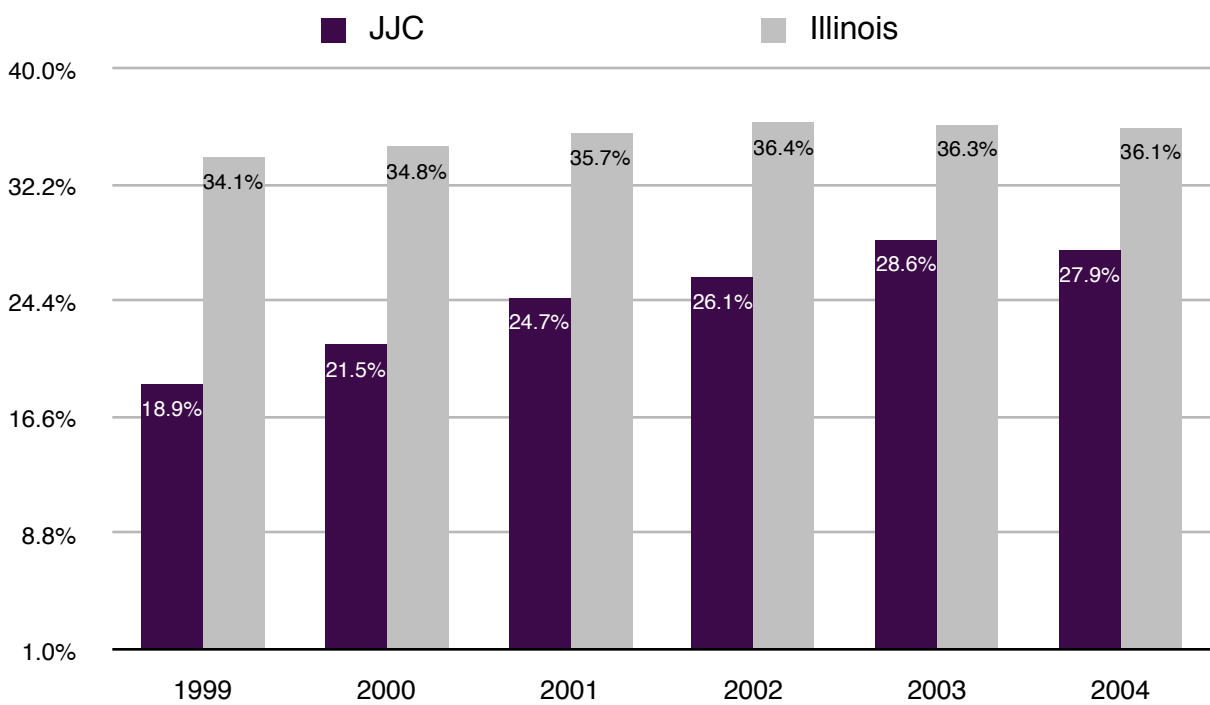


Figure 4.13 Minority Students as a Percent of Total Enrollment at Illinois Community Colleges, FY 1999-2004



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

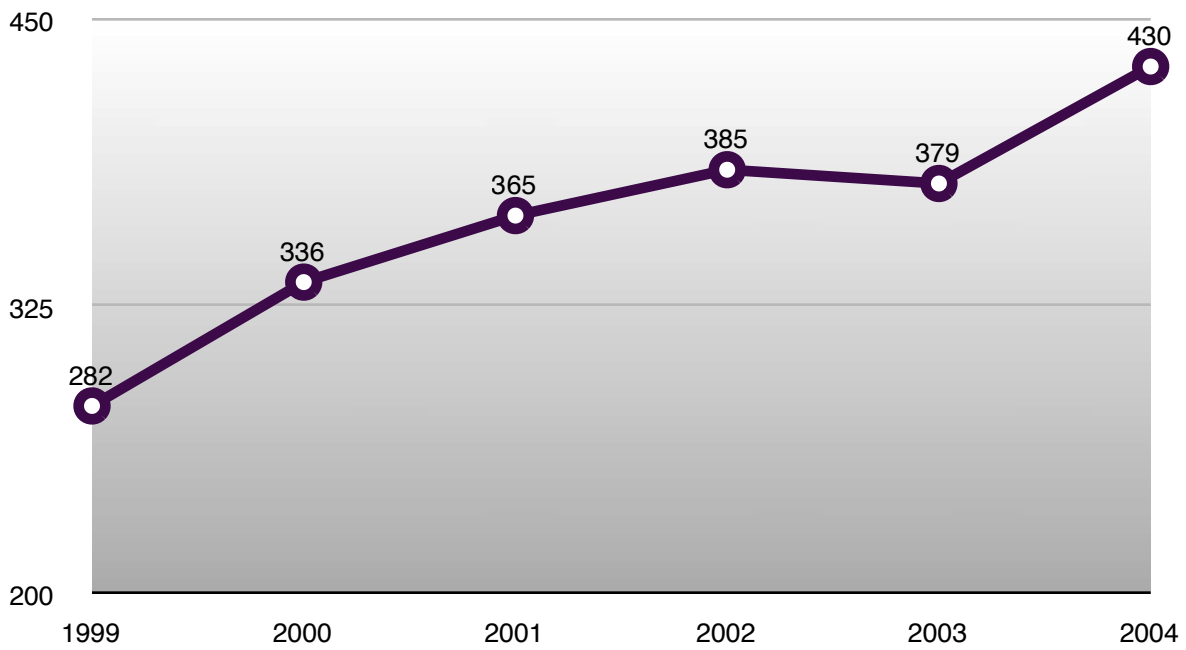
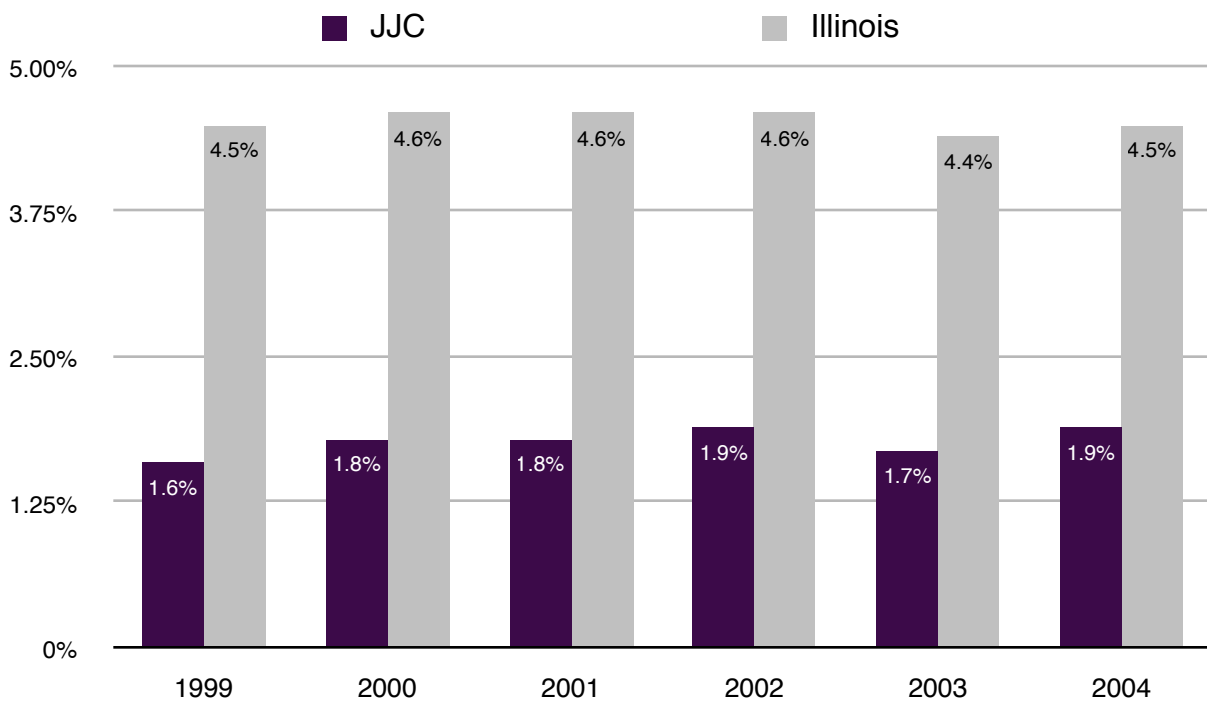


Figure 4.15 Asian Students as a Percent of Total Enrollment at Illinois Community Colleges, FY 1999-2004



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

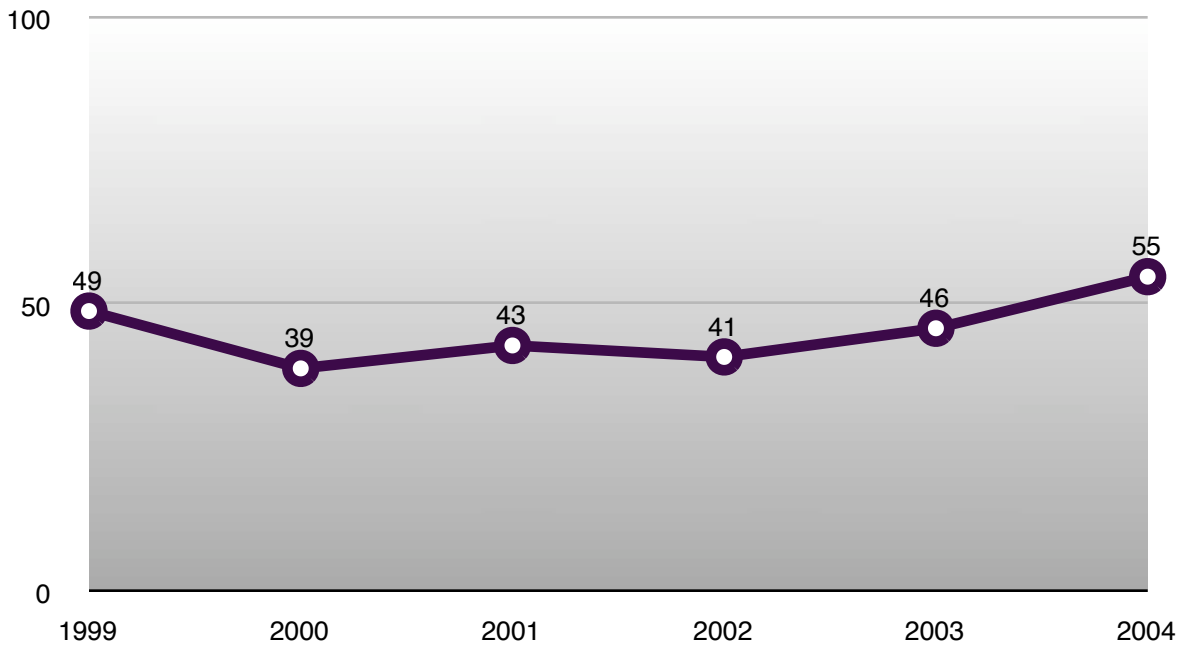
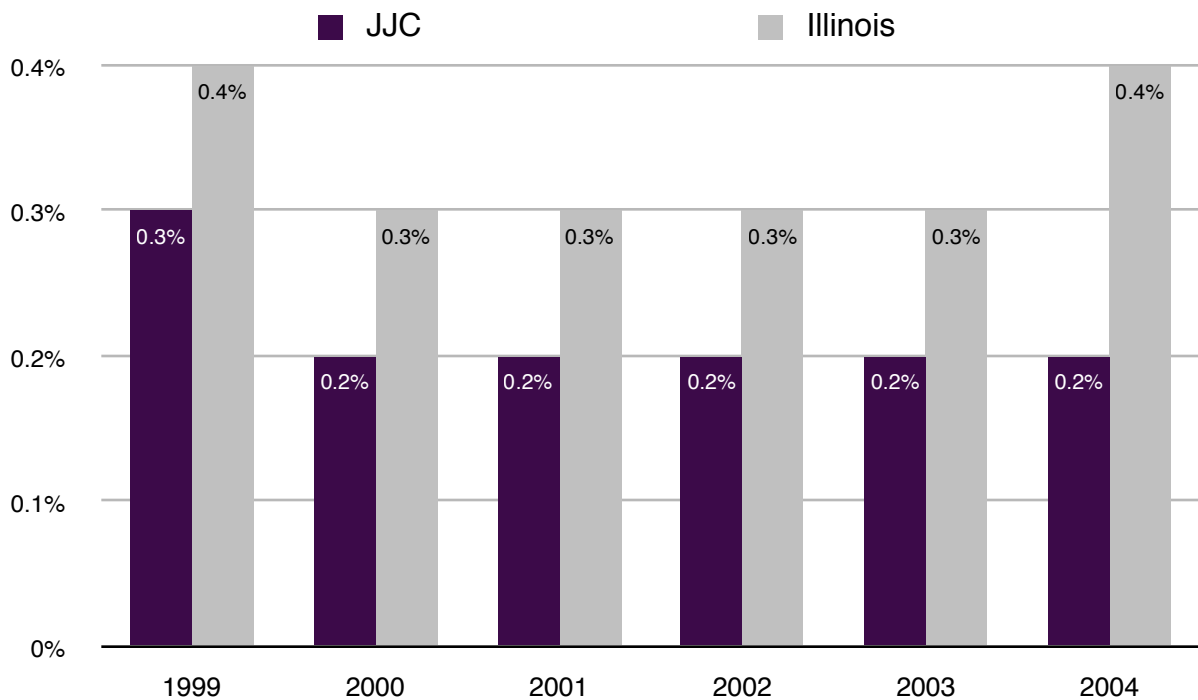


Figure 4.17 Native American Students as a Percent of Total Enrollment at Illinois Community Colleges, FY 1999-2004



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

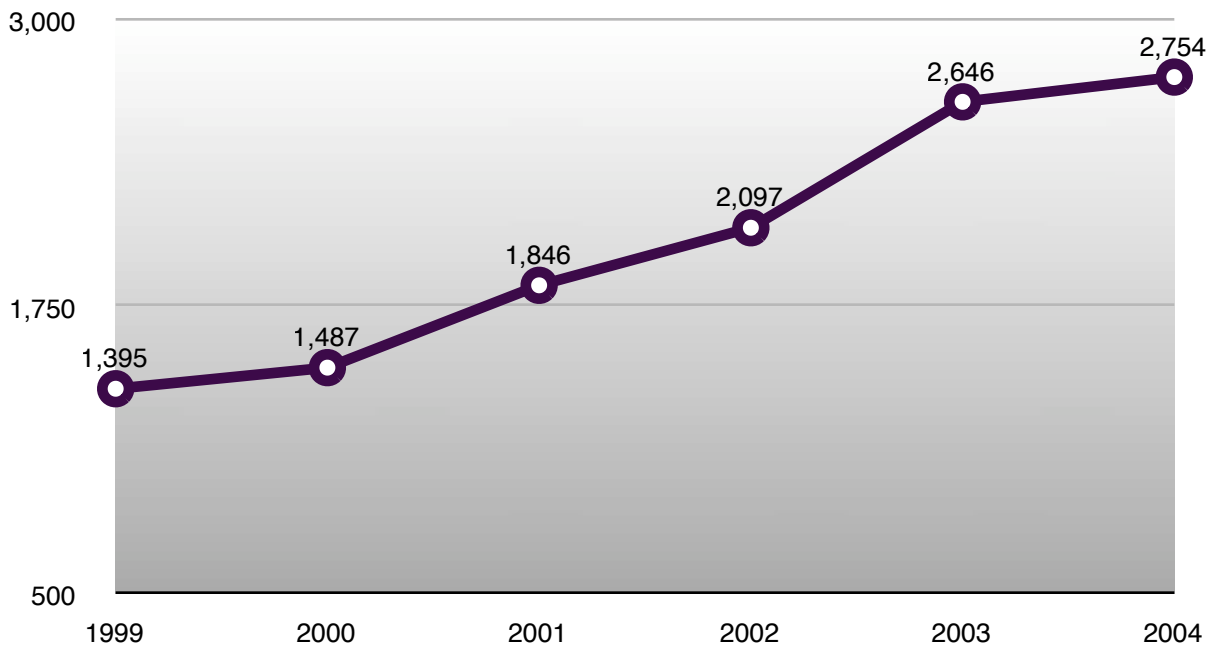
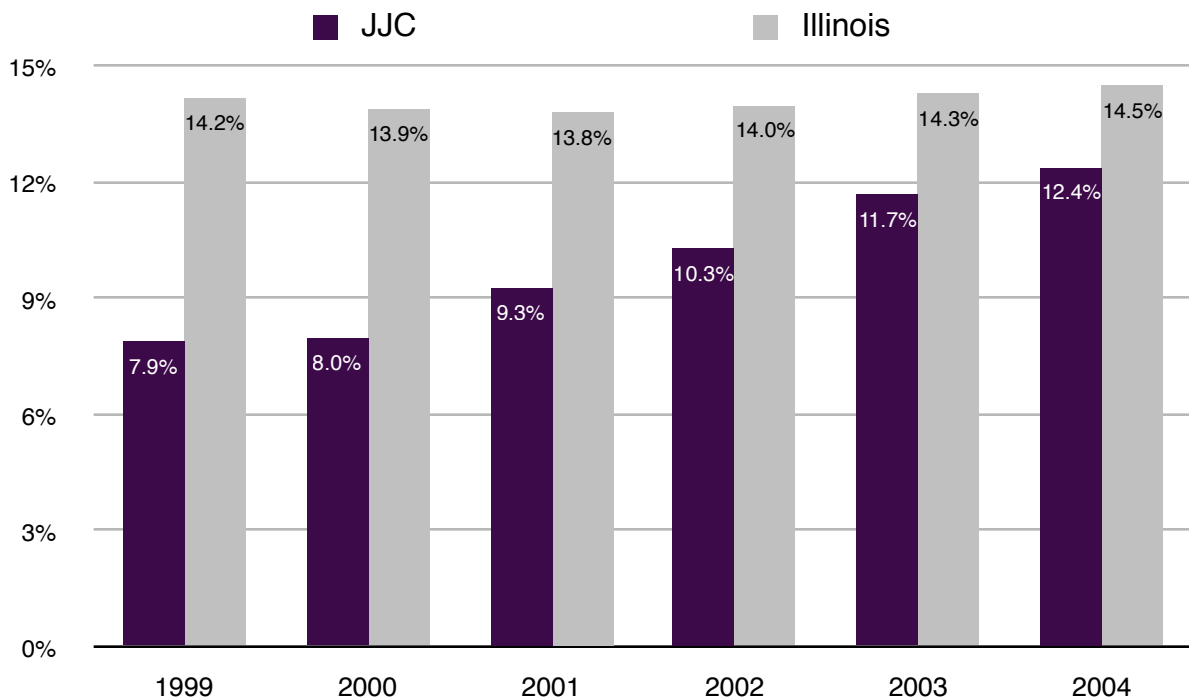


Figure 4.19 African American Students as a Percent of Total Enrollment at Illinois Community Colleges, FY 1999-2004



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

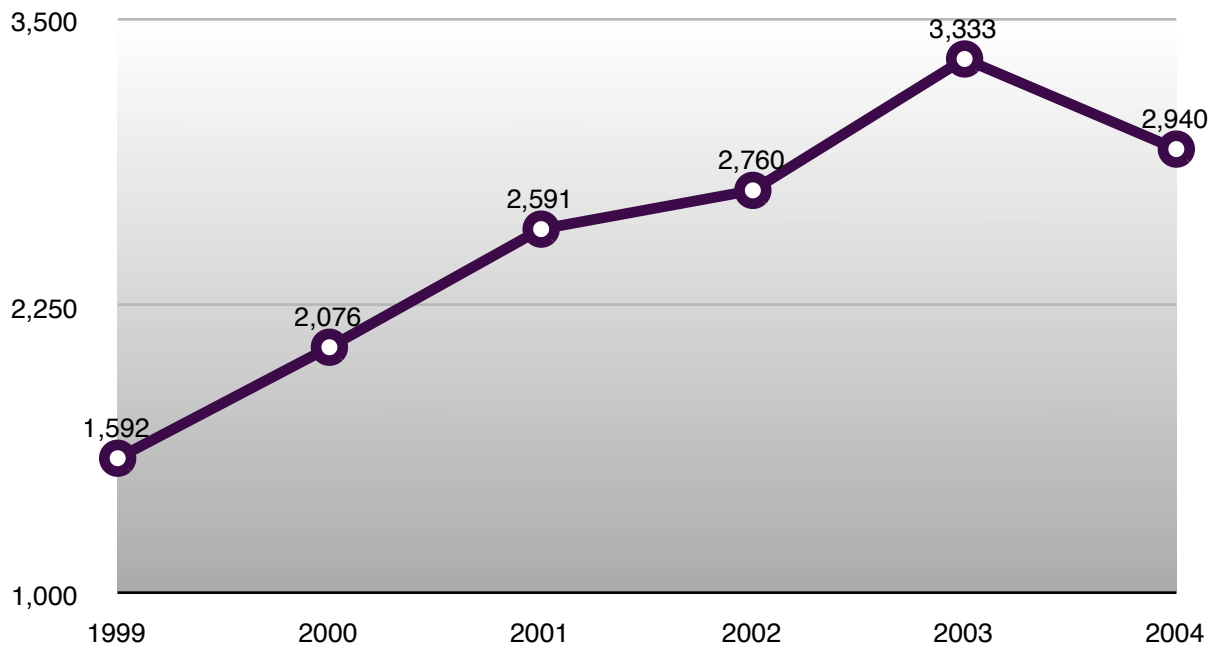
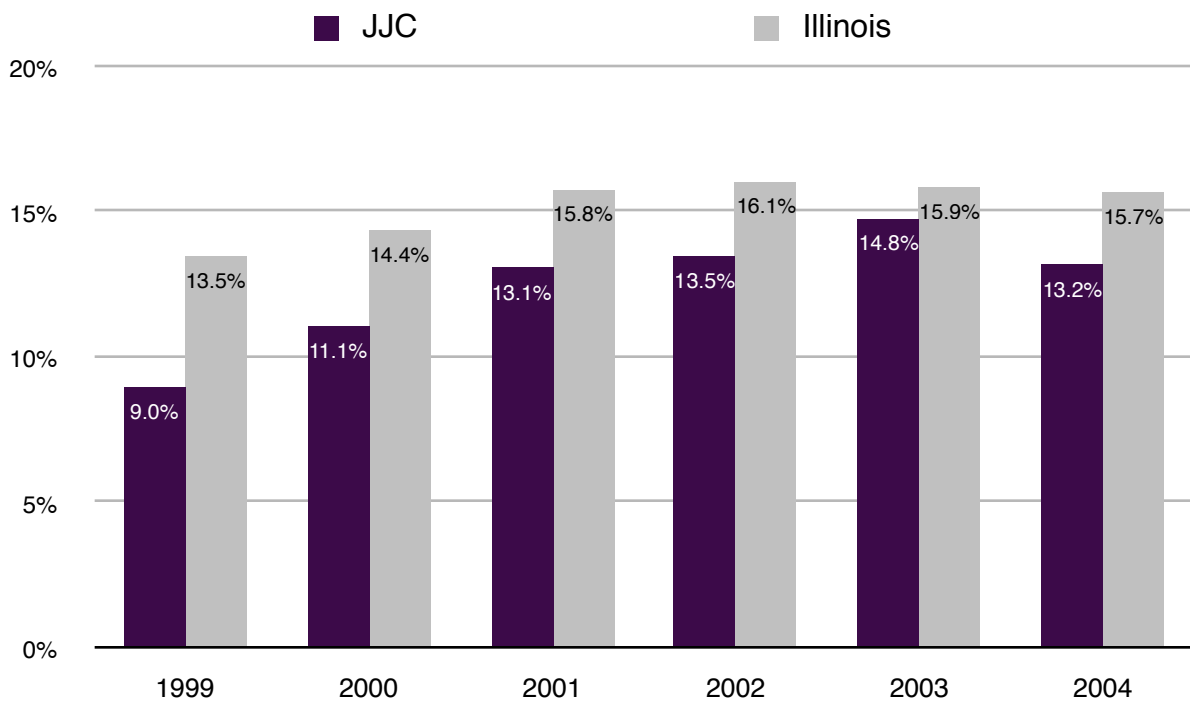


Figure 4.21 Latino Students as a Percent of Total Enrollment at Illinois Community Colleges, FY 1999-2004



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

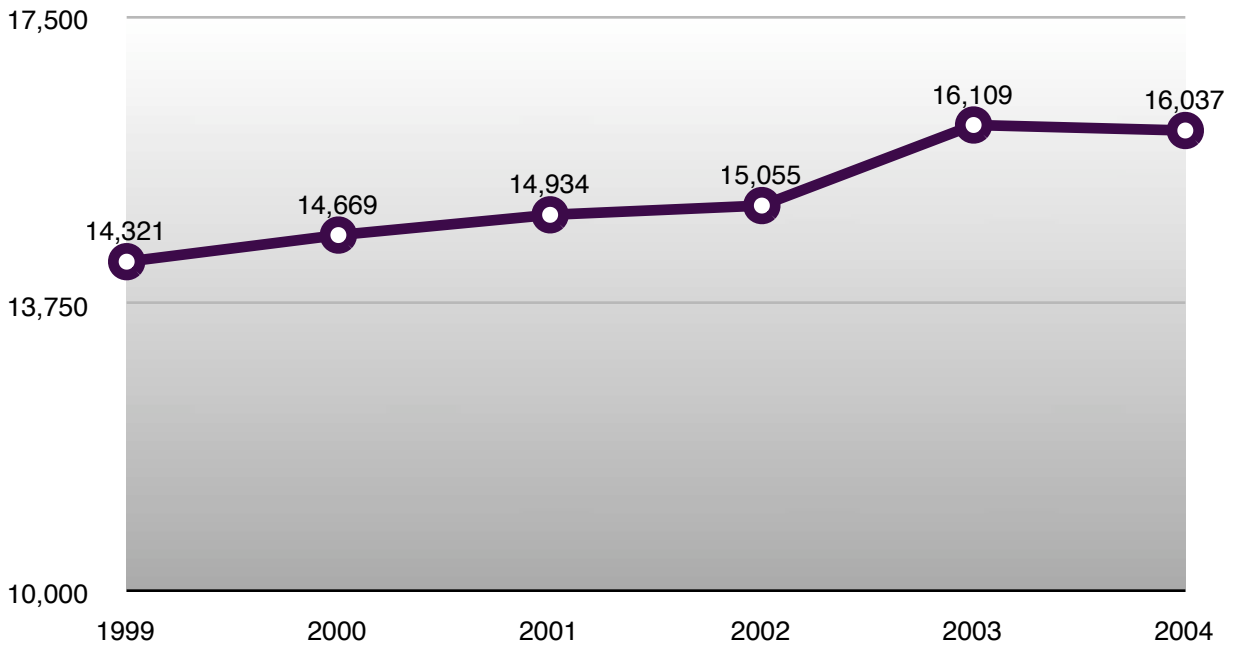
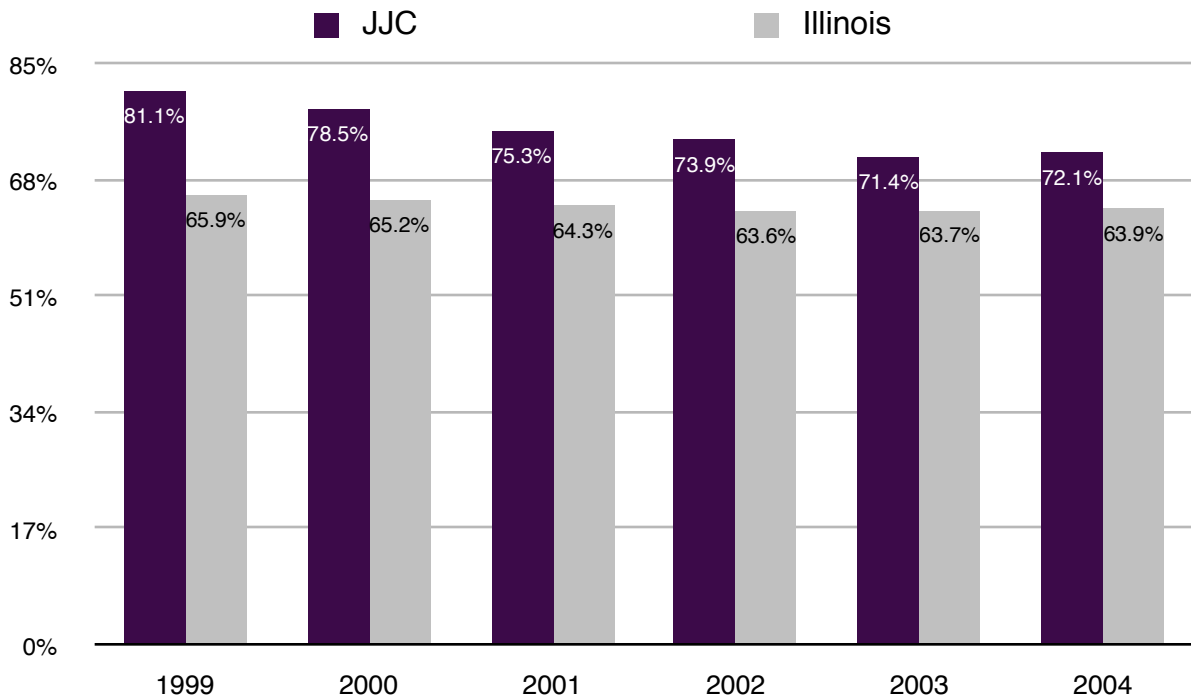


Figure 4.23 White Students as a Percent of Total Enrollment at Illinois Community Colleges, FY 1999-2004



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

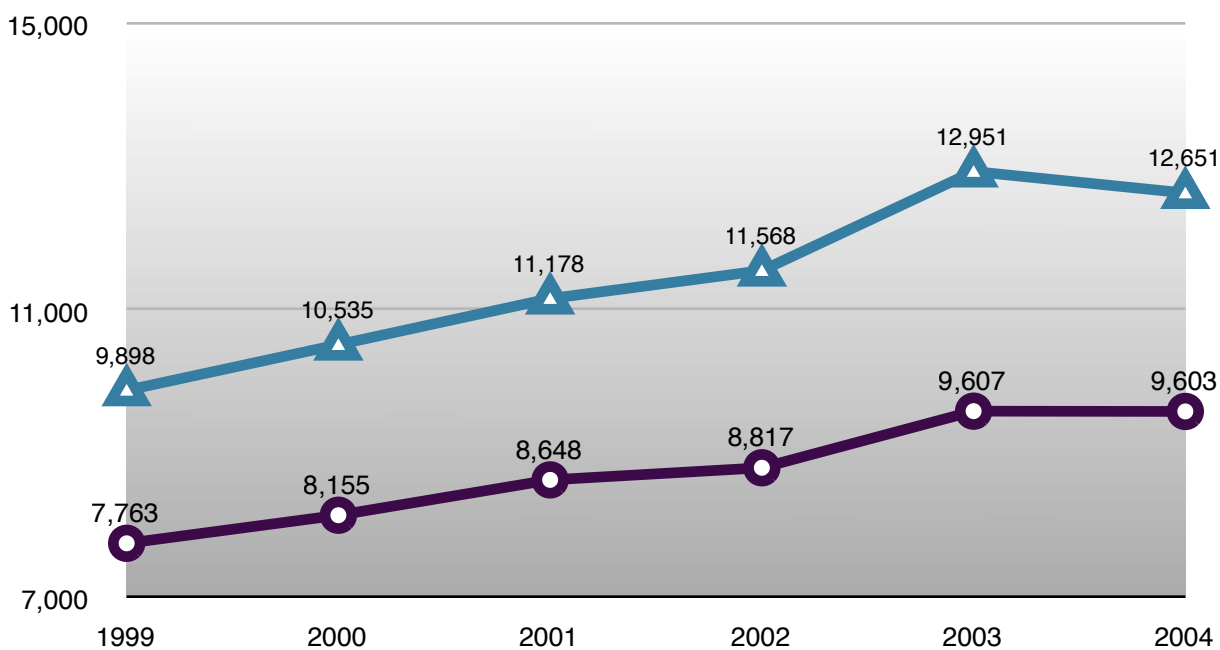
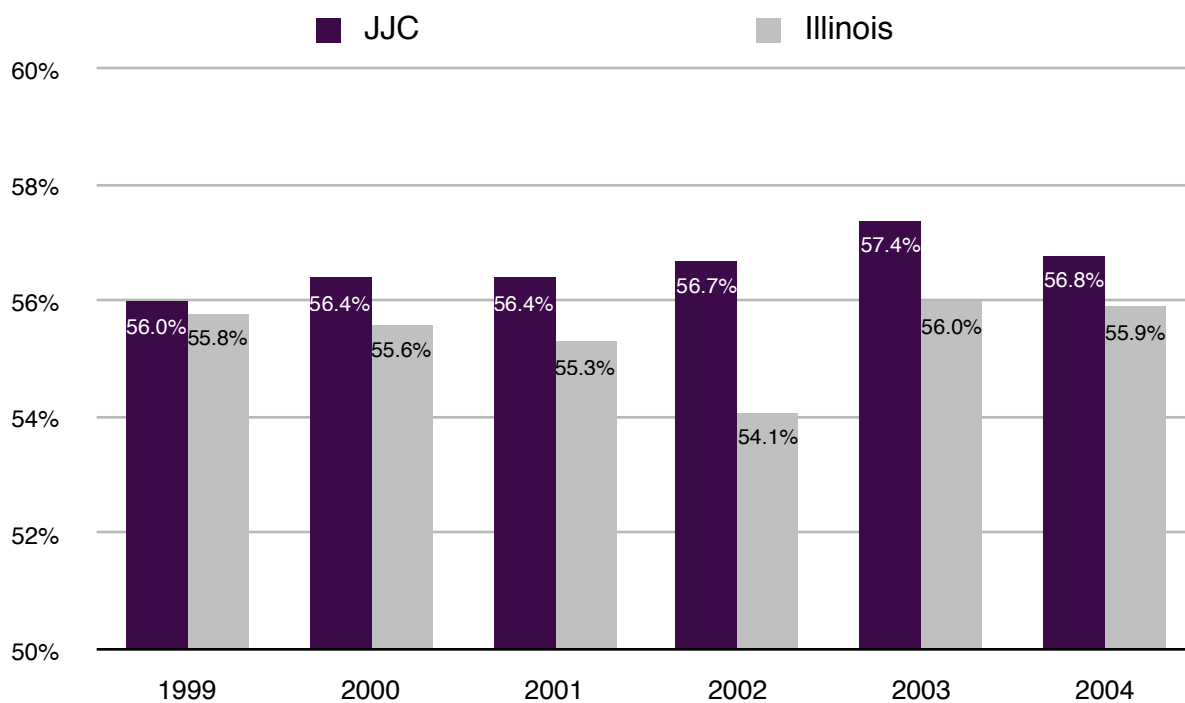
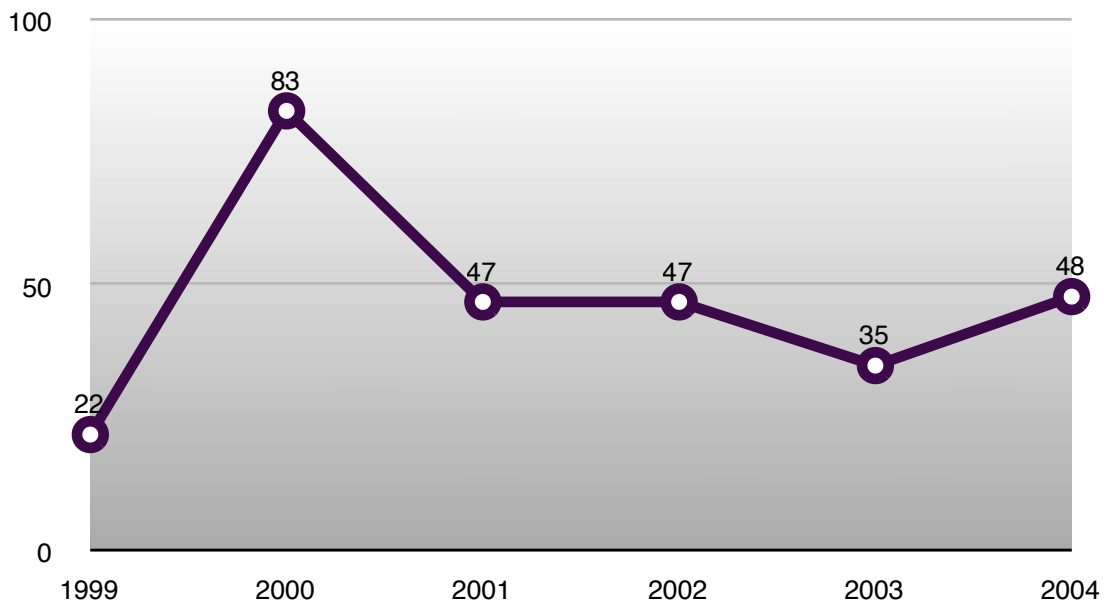


Figure 4.25 Female Students as a Percent of Total Enrollment at Illinois Community Colleges, FY 1999-2004



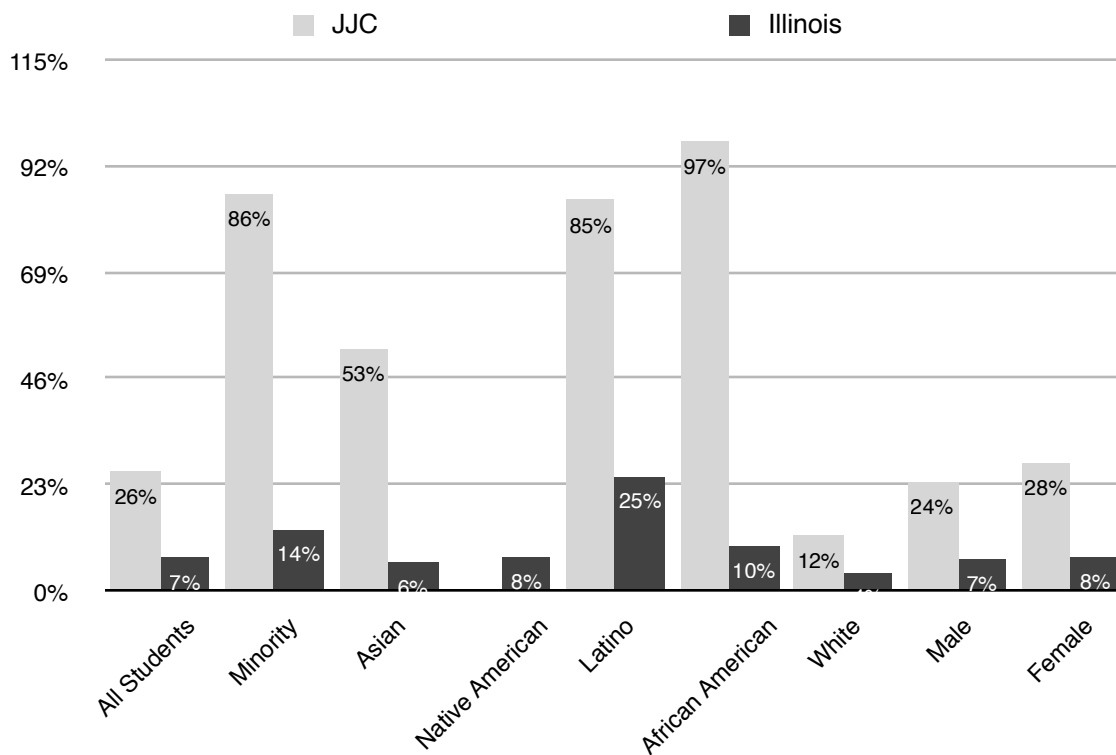
Data for the six most recent years: Enrollment of Non-Resident Alien Students

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



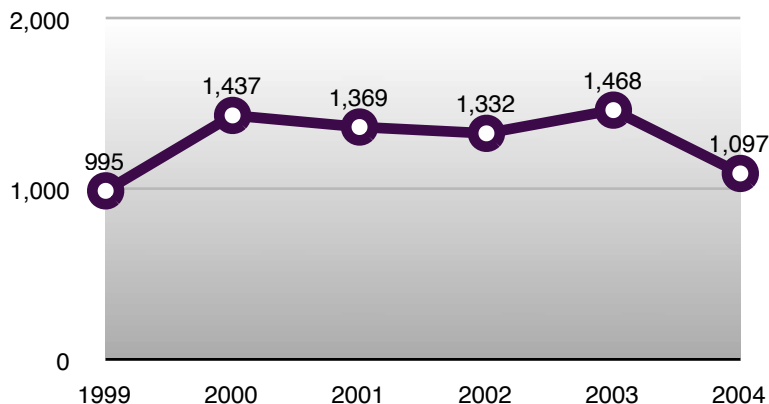
Data for the six most recent years: Percent Change in Enrollment

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



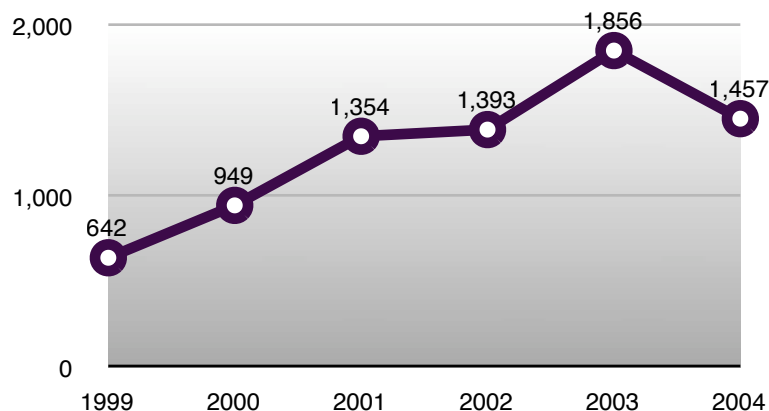
Data for the six most recent years: Adult Basic & Secondary Education and English as a Second Language (ESL)

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

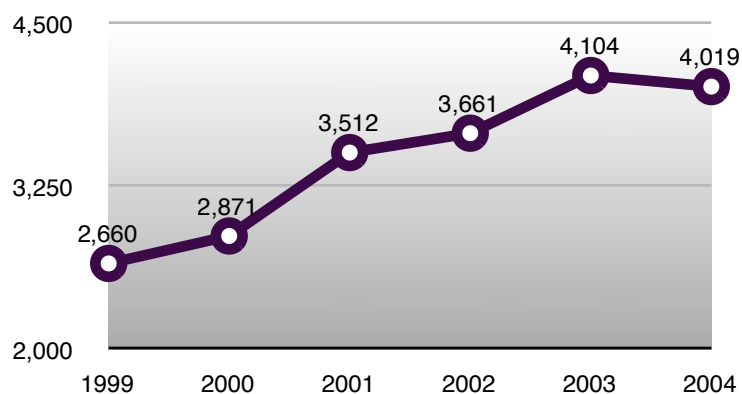
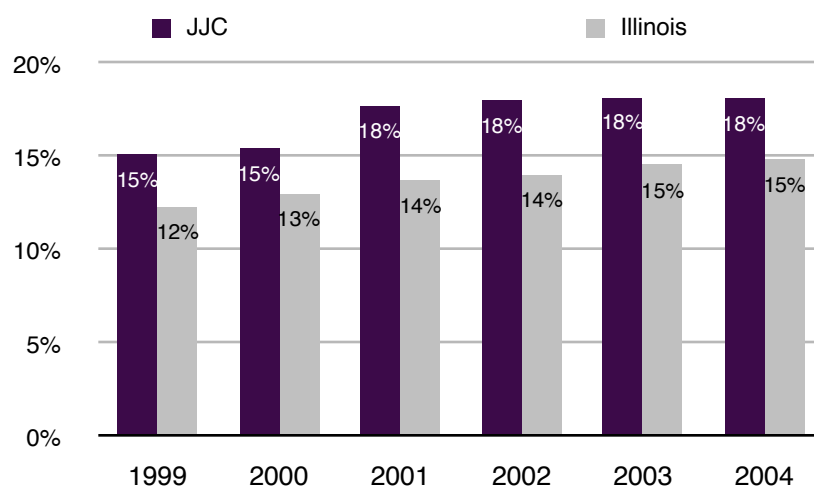


Figure 4.32 Enrollment in Remedial Courses as a Percent of Total Enrollment, FY 1999-2004



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.

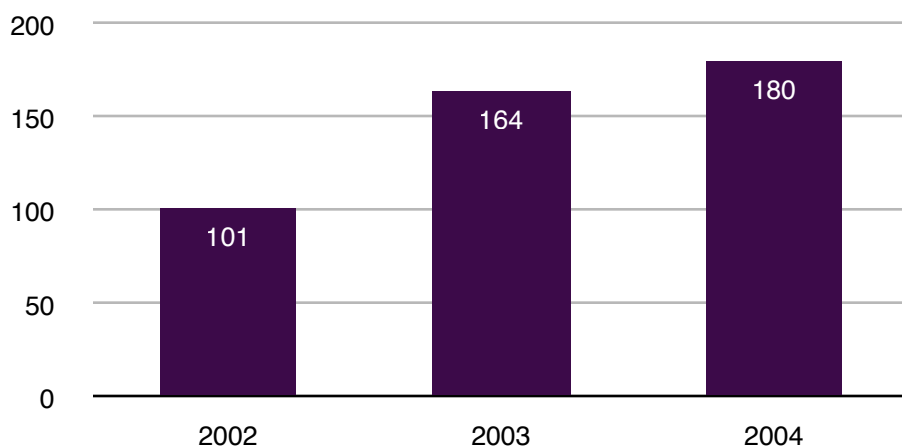
Figure 4.33 Remedial Credits Earned and Attempted at Joliet Junior College, FY 1999-2004

	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

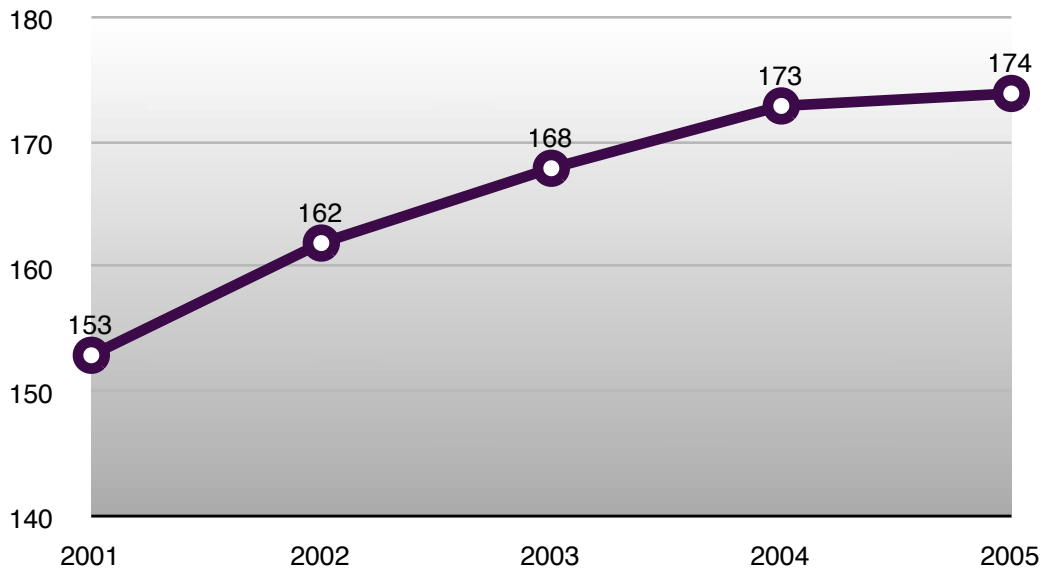
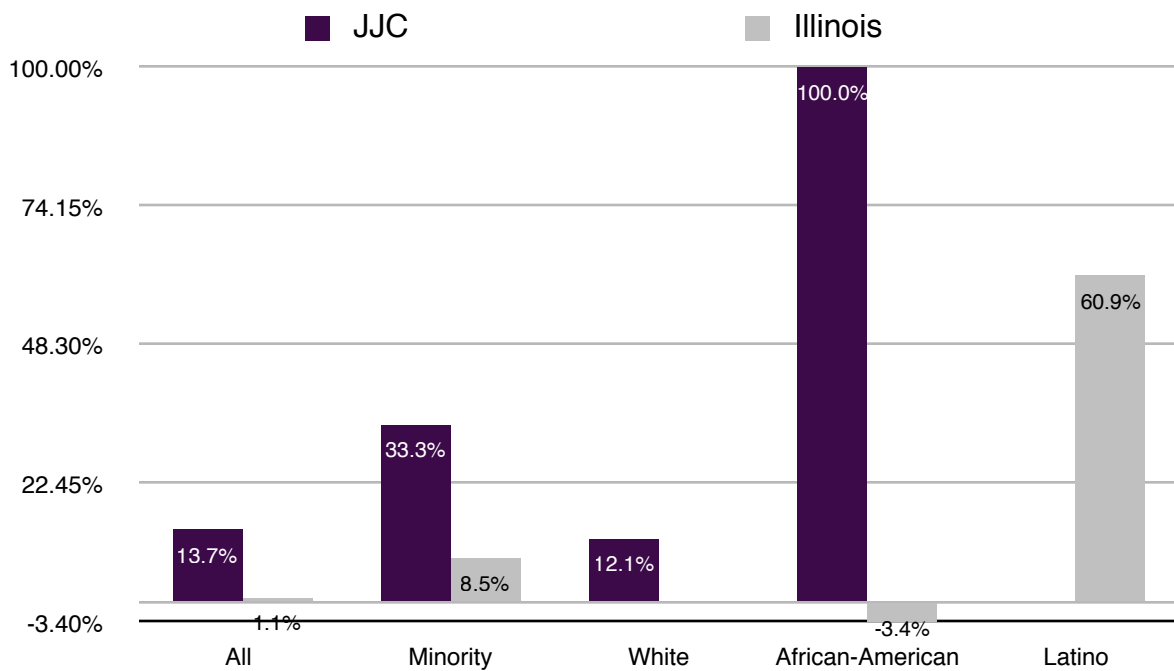


Figure 4.38 Percent Change in Full-Time Faculty by Race at Illinois Community Colleges, FY 2001-2005



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

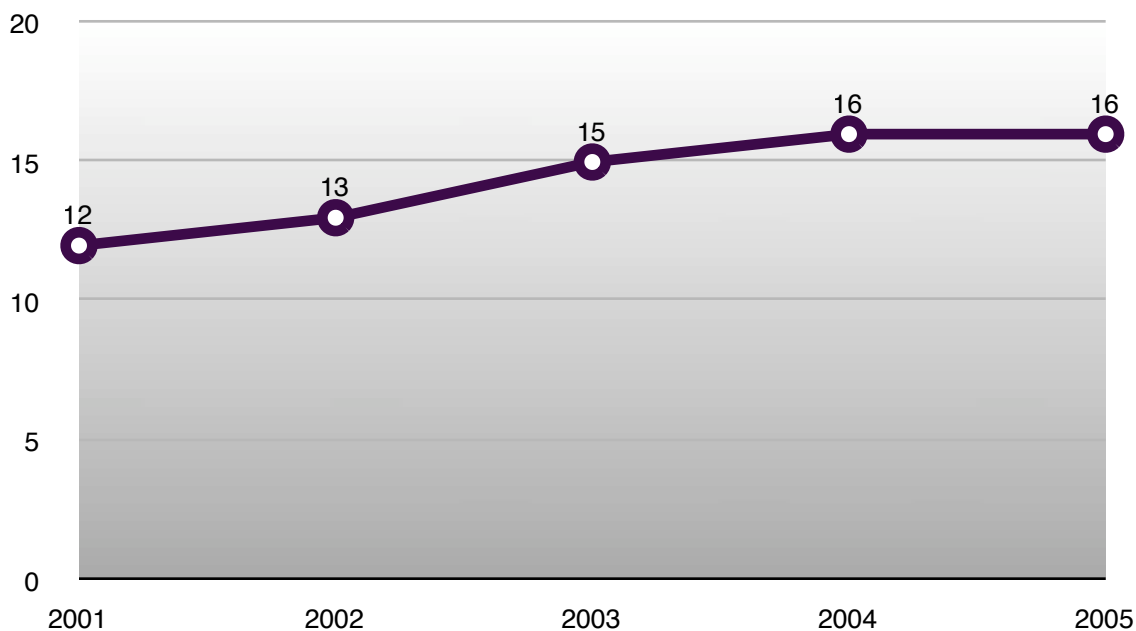
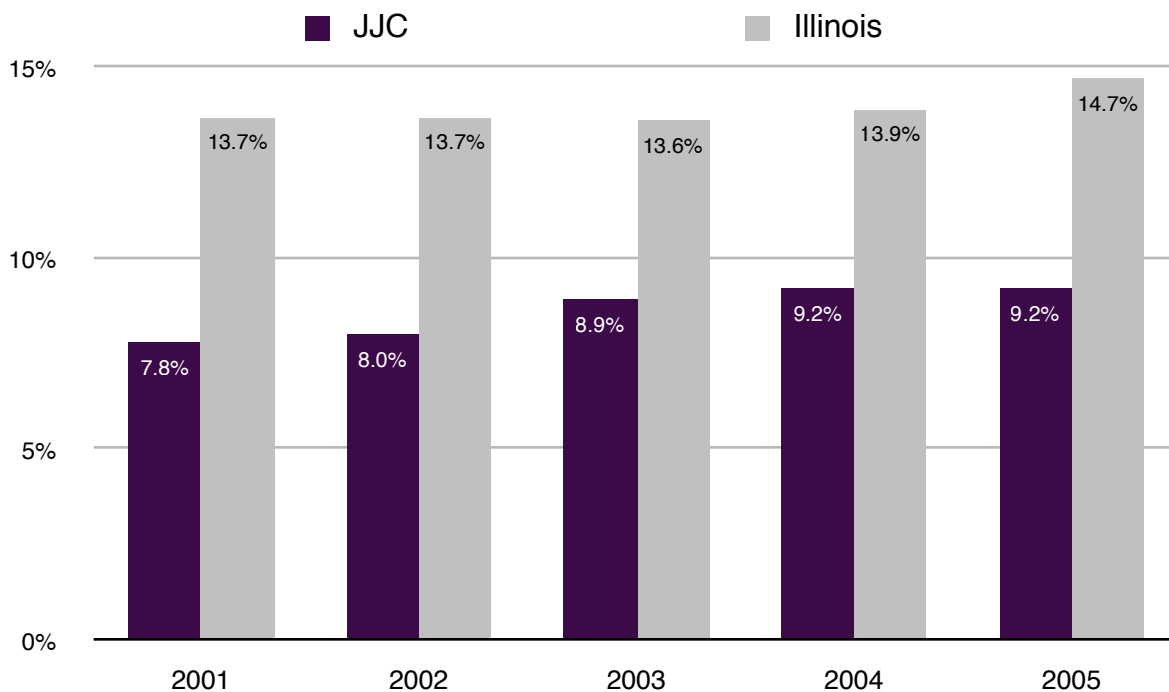


Figure 4.40 Full-Time Minority Faculty as a Percent of All Faculty at Illinois Community Colleges, 2001-2005



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

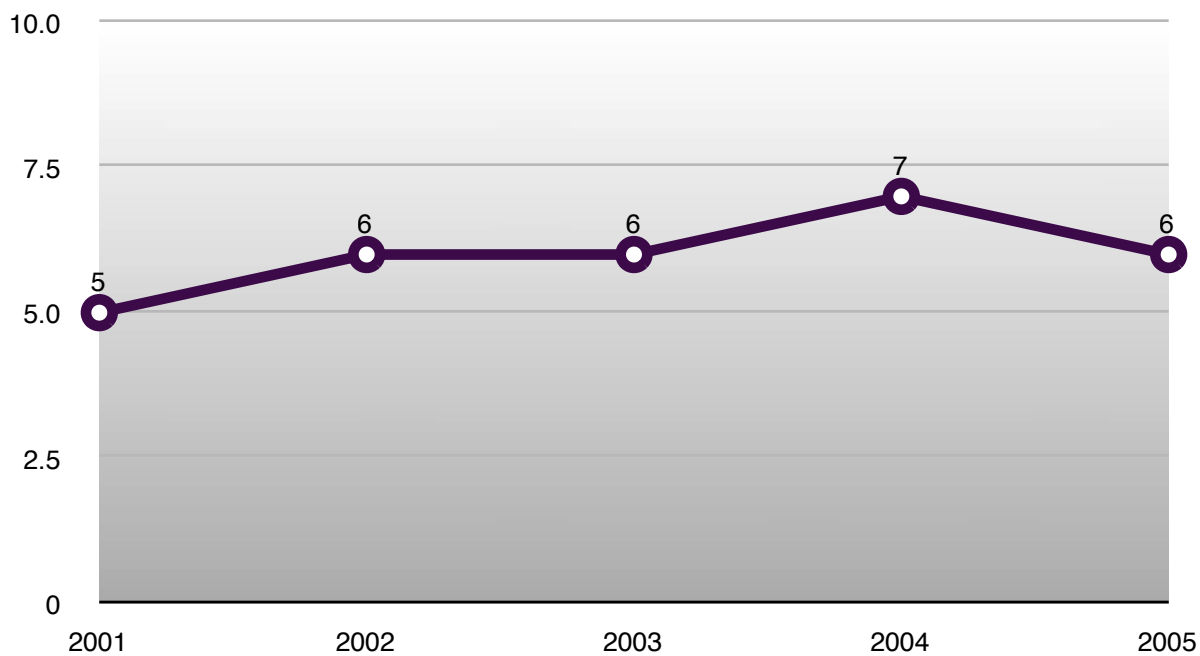
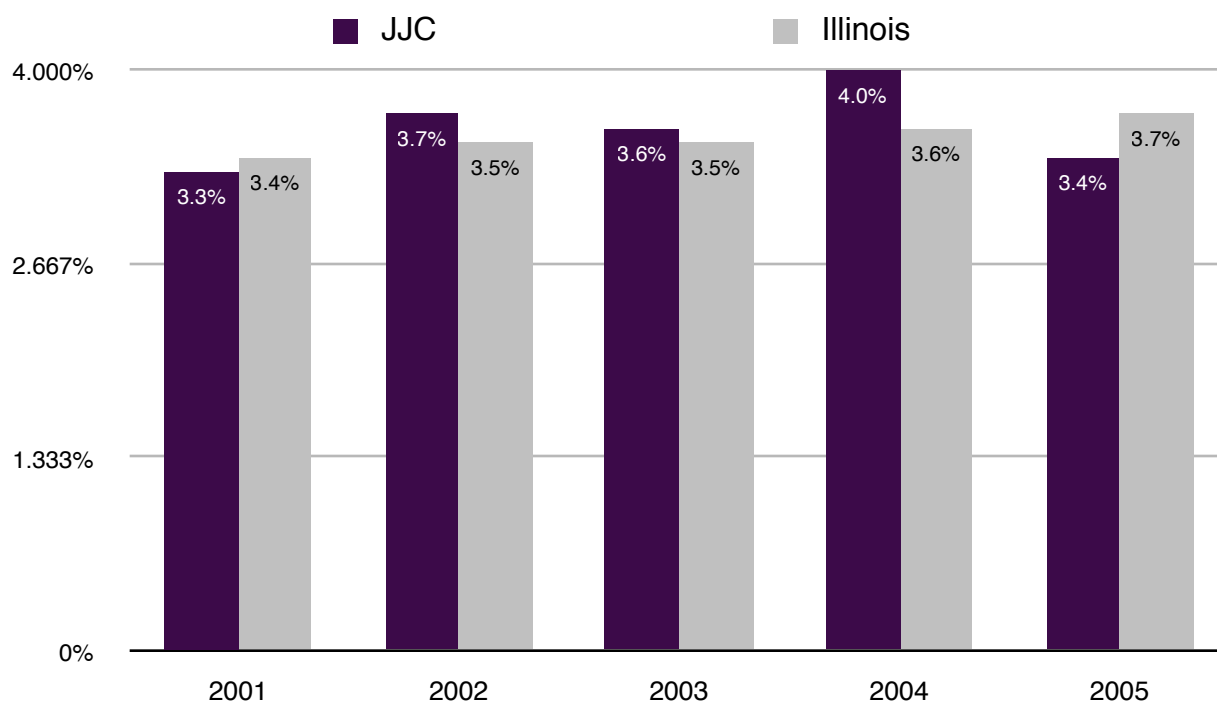


Figure 4.42 Full-Time Asian Faculty as a Percent of All Faculty at Illinois Community Colleges, FY 2001-2005



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

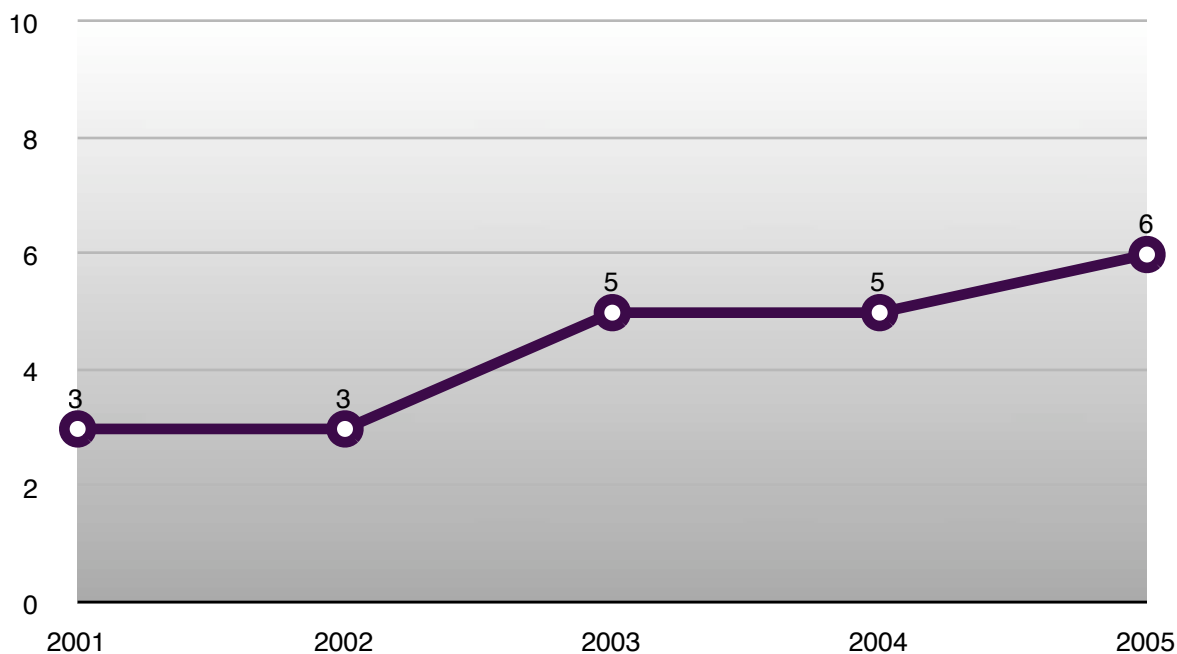
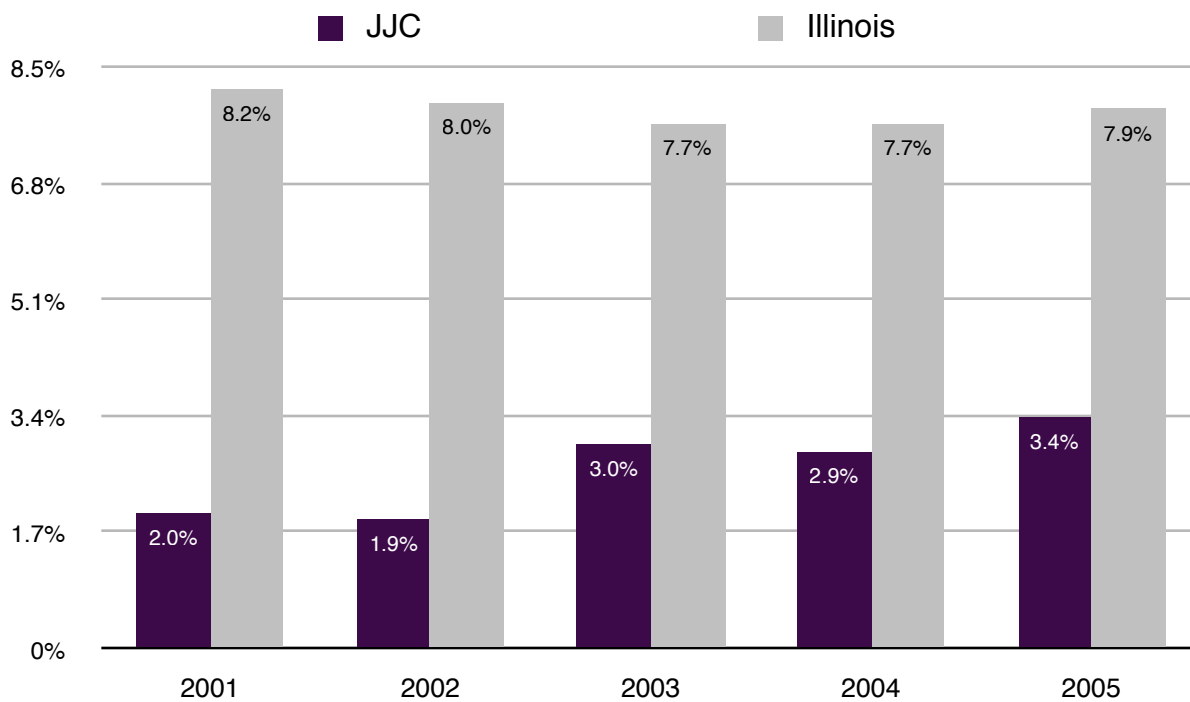


Figure 4.44 Full-Time African American Faculty as a Percent of All Faculty at Illinois Community Colleges, FY 2001-2005



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

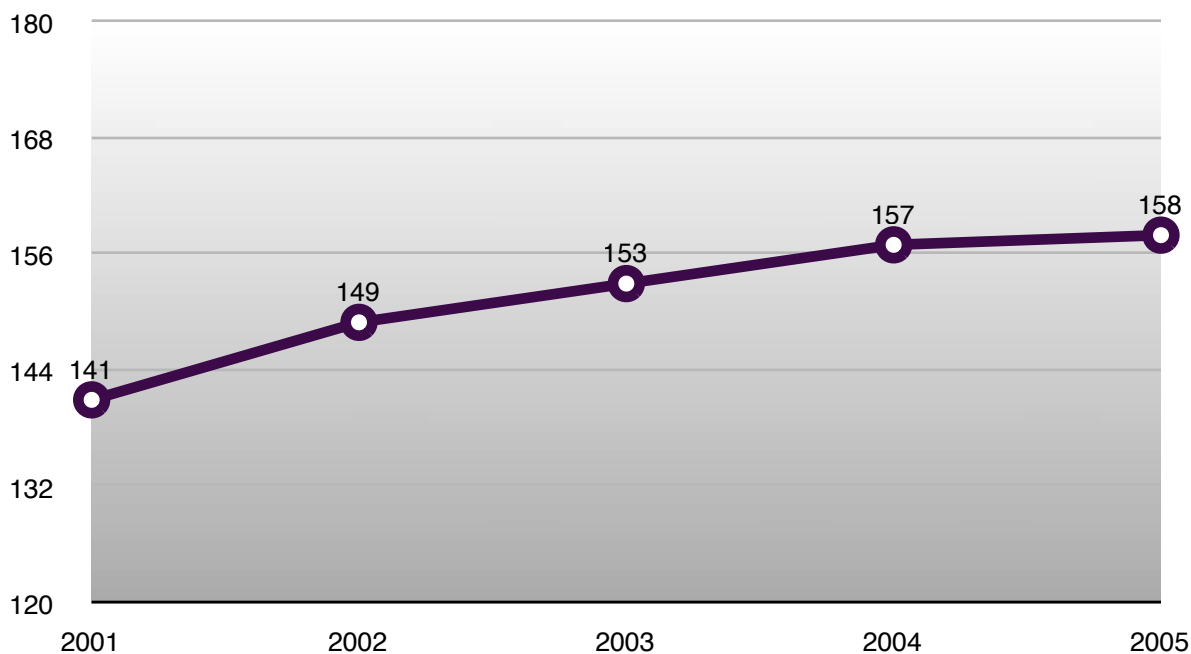
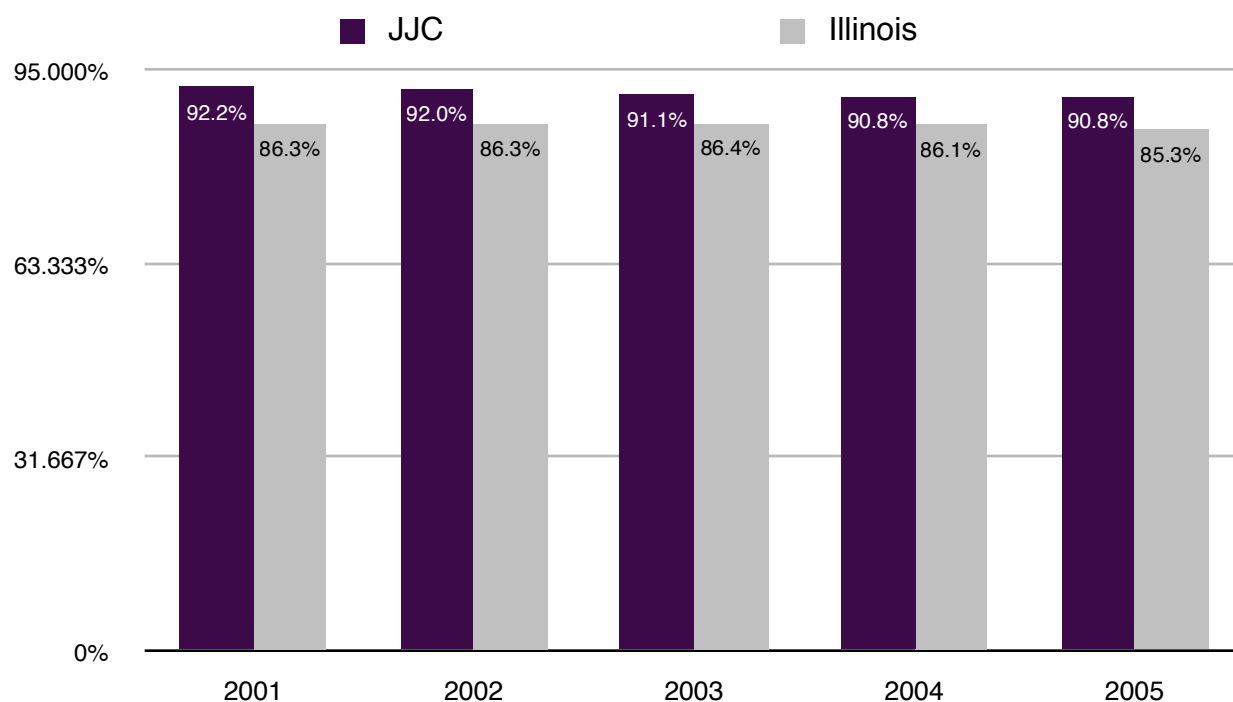


Figure 4.46 Full-Time White Faculty as a Percent of All Faculty at Illinois Community Colleges, FY 2001-2005



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

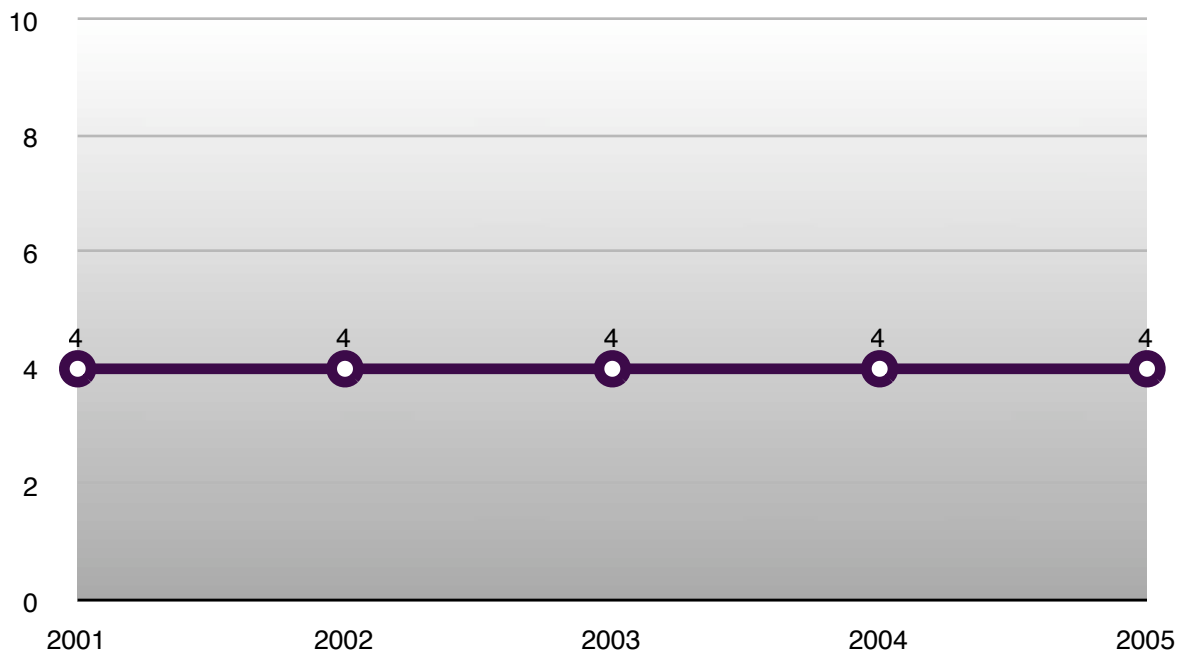
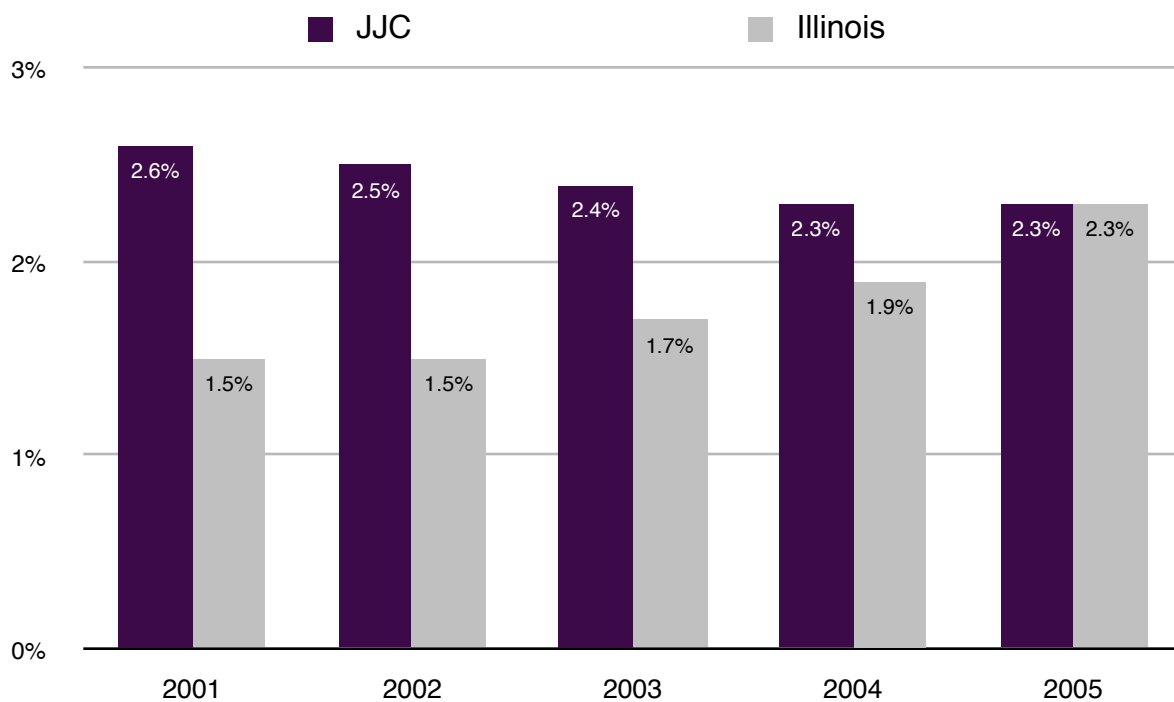


Figure 4.48 Full-Time Latino Faculty as a Percent of All Faculty at Illinois Community Colleges, 2001-2005



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

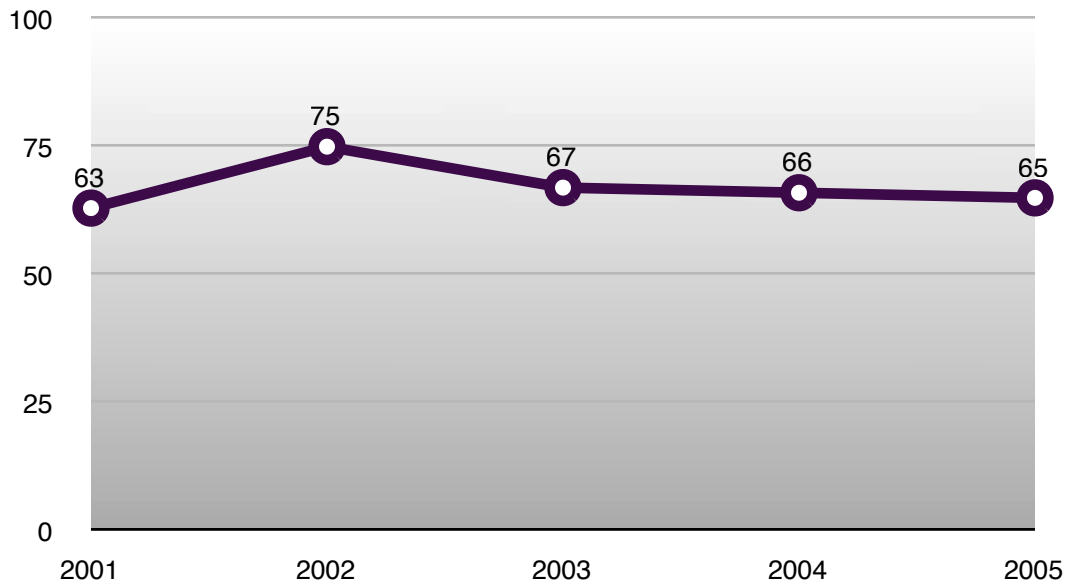
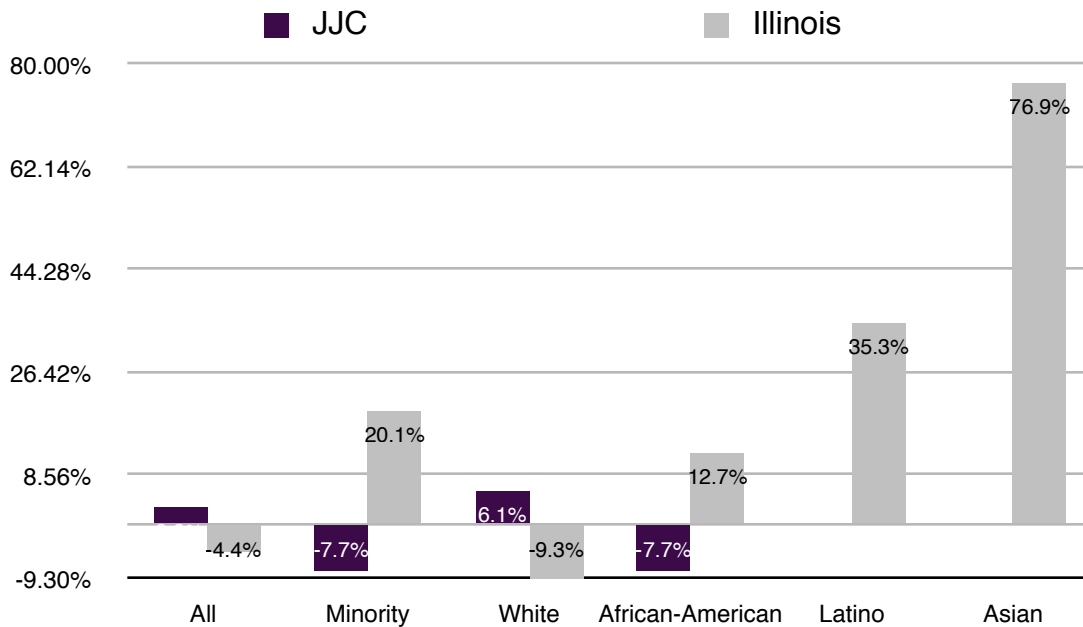


Figure 4.50 Percent Change in the Number of Full-Time Administrators by Race at Illinois Community Colleges, FY 2001-2005



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

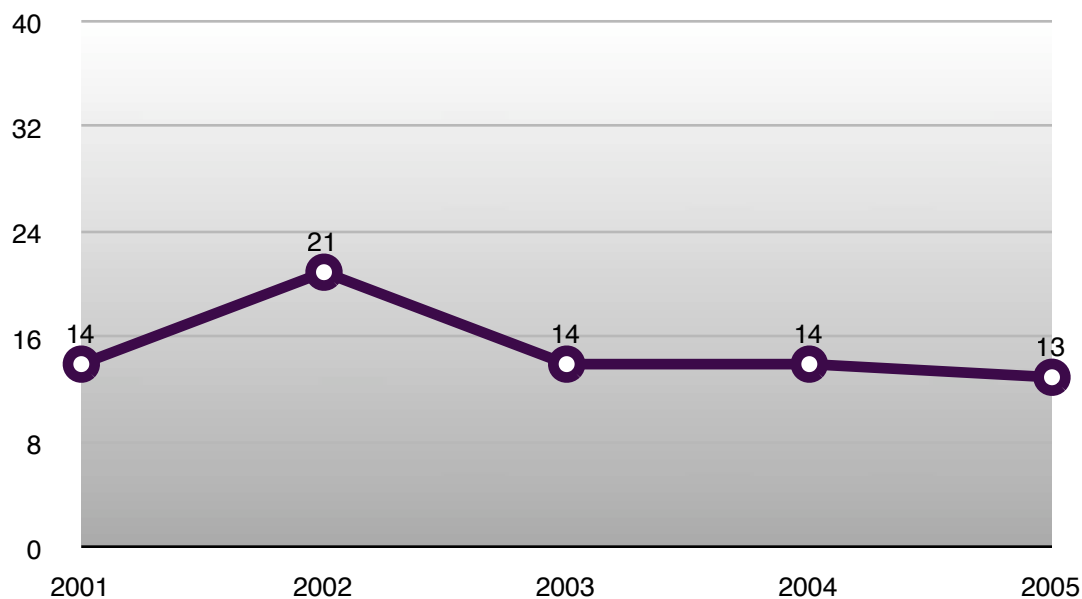
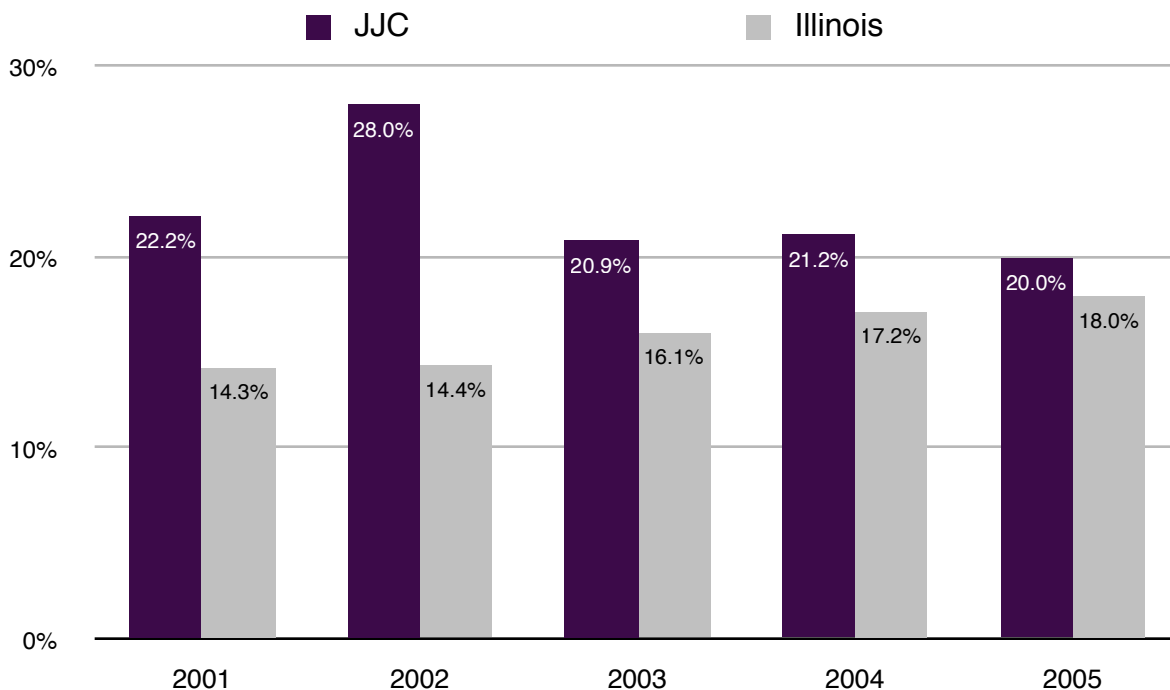


Figure 4.52 Full-Time Minority Administrators as a Percent of All Faculty at Illinois Community Colleges, FY 2001-2005



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

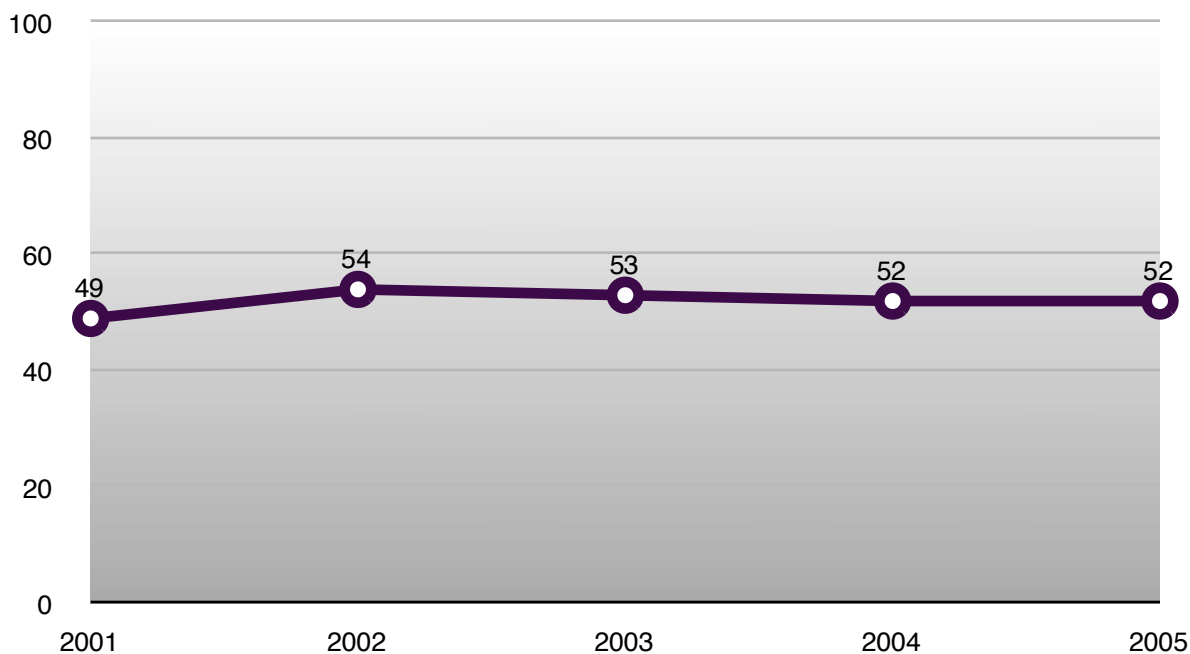
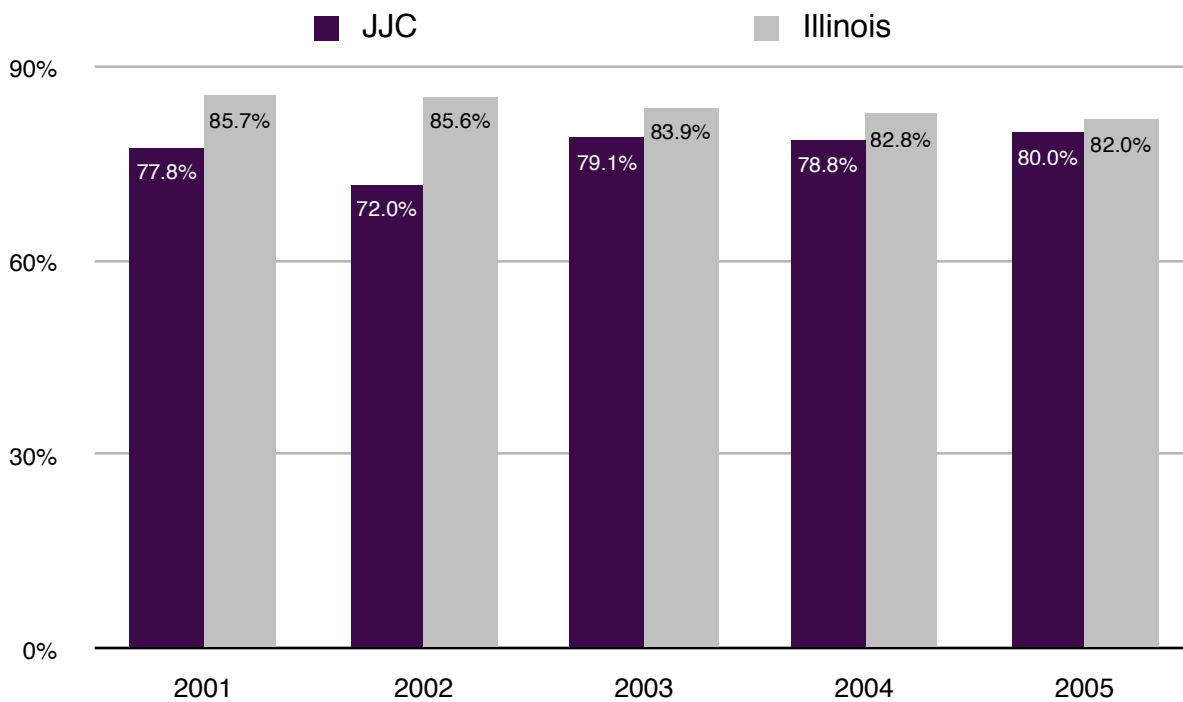


Figure 4.54 Full-Time White Administrators as a Percent of All Faculty at Illinois Community Colleges, 2001-2005



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

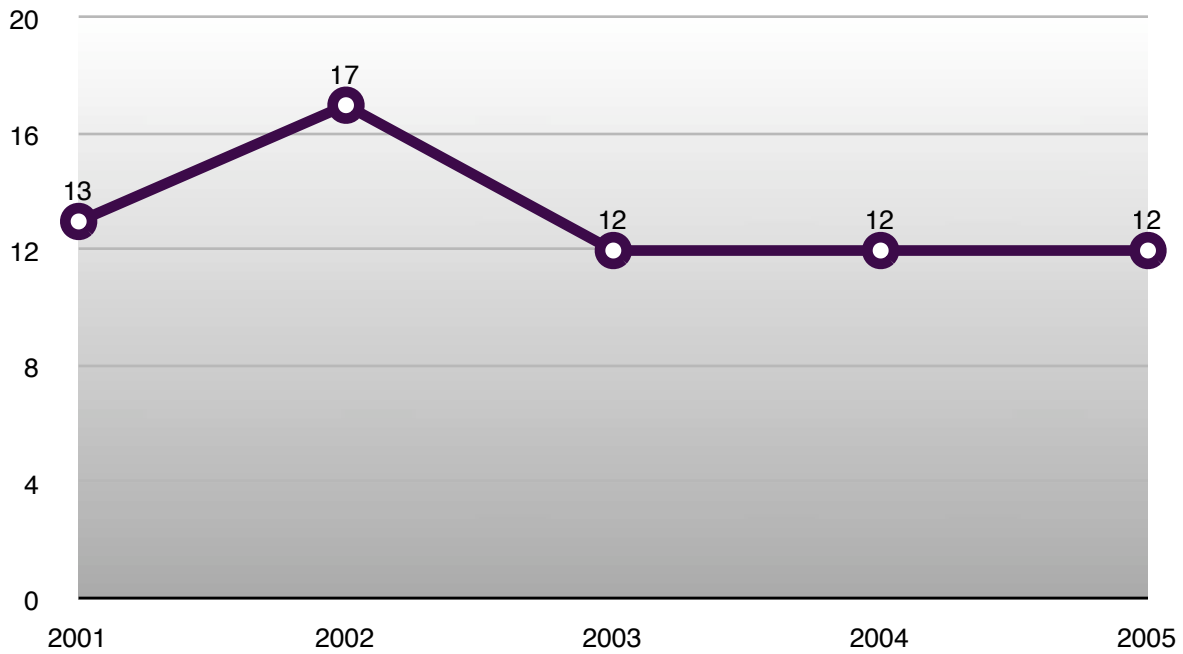
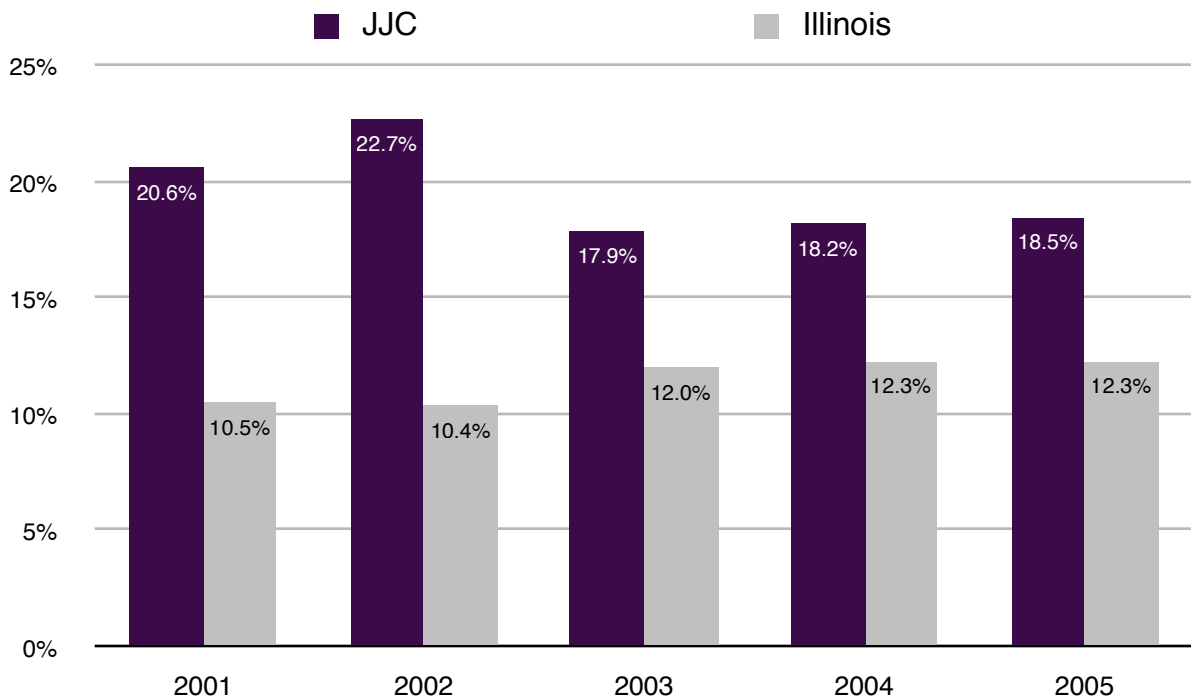


Figure 4.56 Full-Time African American Administrators as a Percent of All Faculty at Illinois Community Colleges, FY 2001-2005



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%

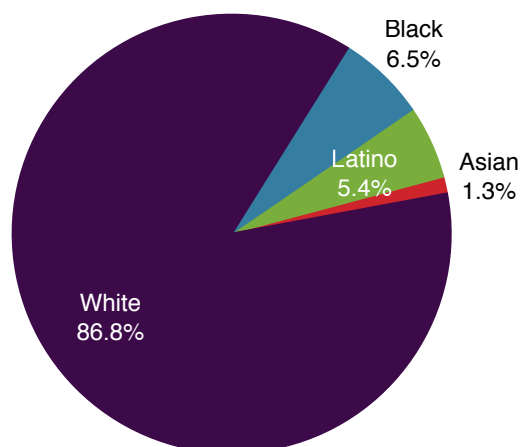
Data for the five most recent years: Non-Credit Enrollment

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

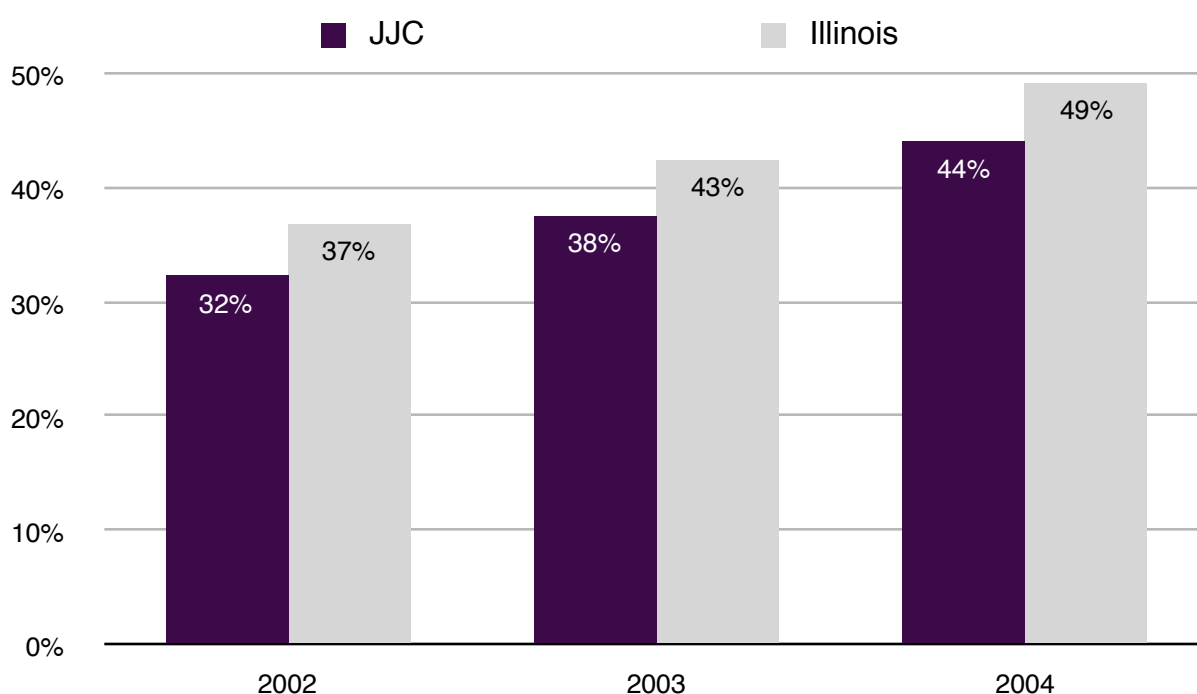
	1999	2000	2001	2002	2003	2004	% change
Disabled	723	681	679	854	985	1,110	53.5%
Not Disabled	32,819	34,119	37,741	38,092	44,345	46,876	42.8%
Asian	1,346	1,262	1,972	1,800	2,262	2,734	103.1%
Native American	144	112	127	138	176	209	45.1%
African Amer.	4,636	4,834	6,146	5,546	6,714	7,229	55.9%
Latino	2,117	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

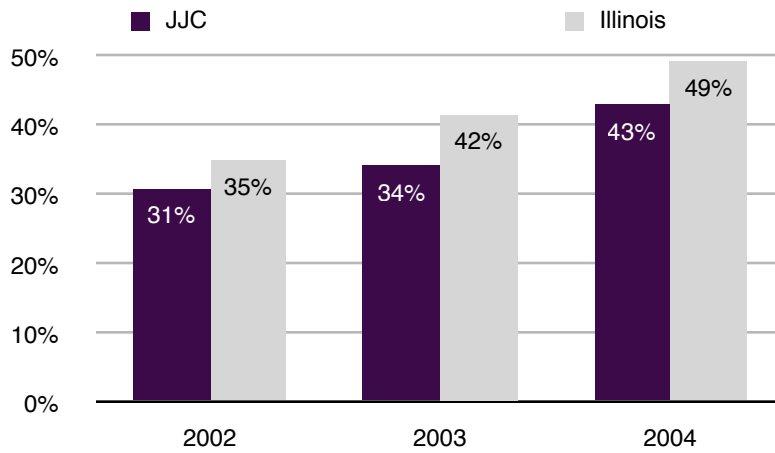


Figure 4.63 Completion Rates for FEMALE Students at Illinois Community Colleges, 2002-2004

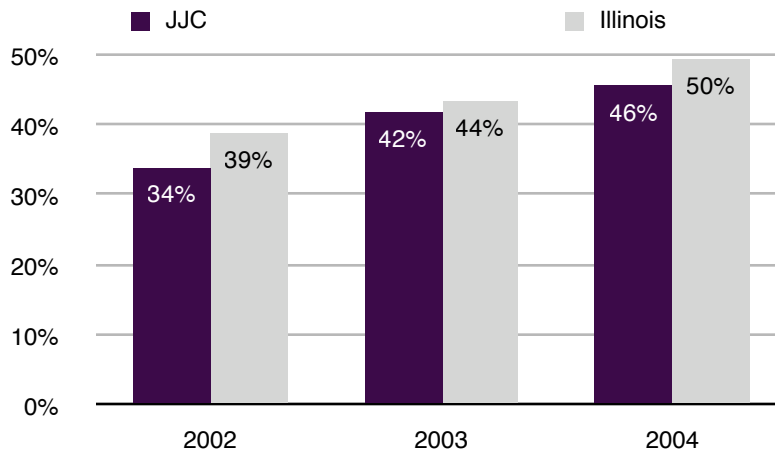


Figure 4.64 Completion Rates for AFRICAN AMERICAN Students at Illinois Community Colleges, 2002-2004

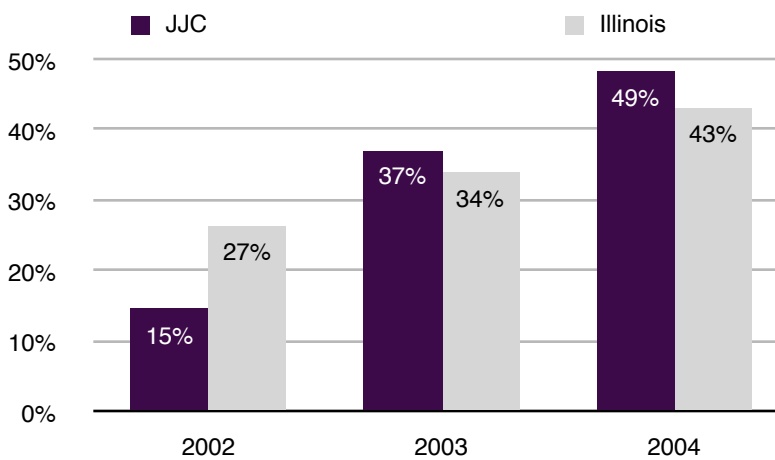


Figure 4.65 Completion Rates for LATINO Students at Illinois Community Colleges, 2002-2004

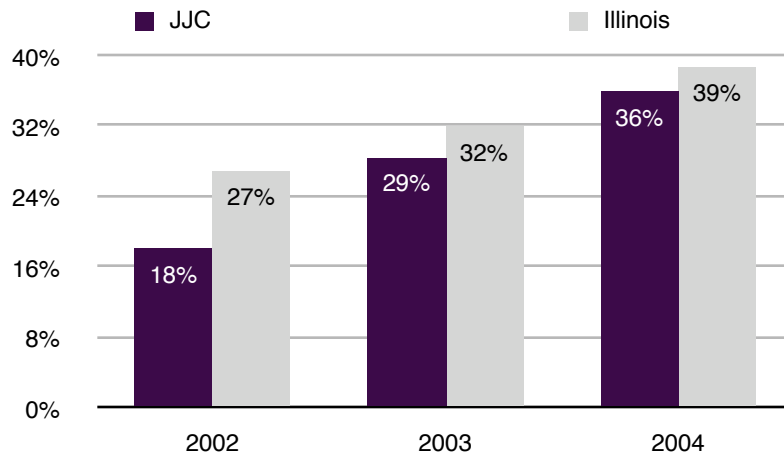


Figure 4.66 Completion Rates for ASIAN Students at Illinois Community Colleges, 2002-2004

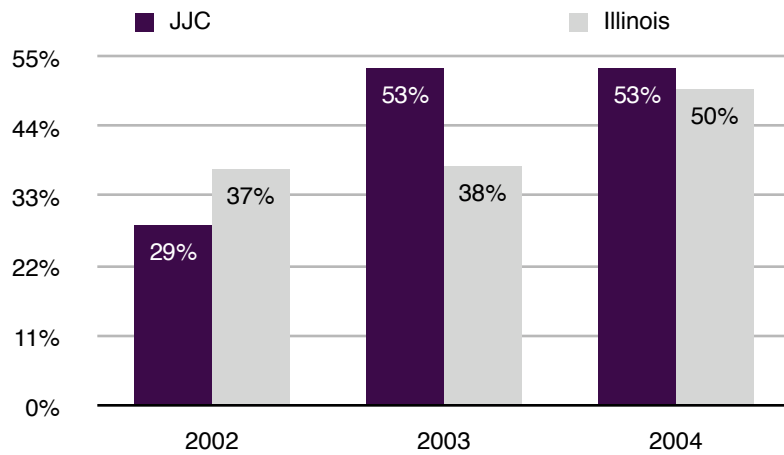
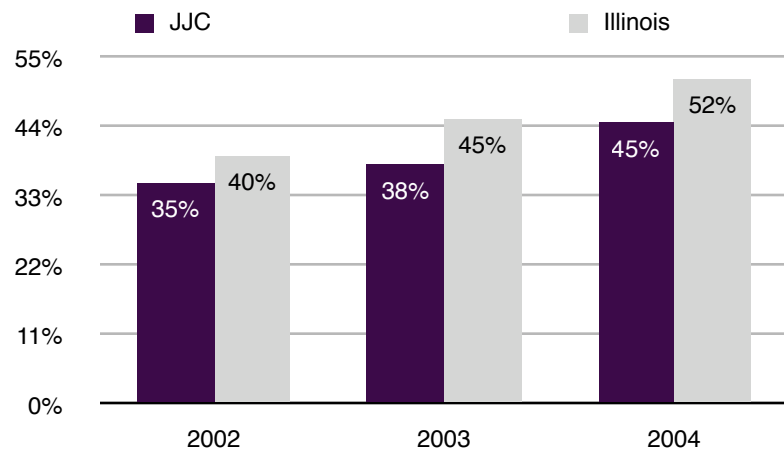


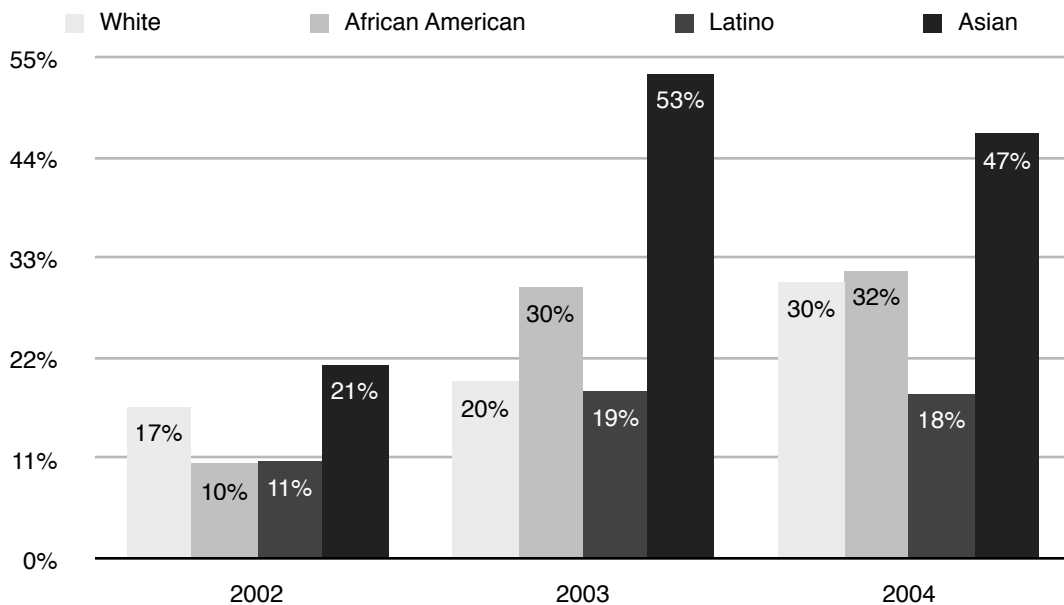
Figure 4.67 Completion Rates for WHITE students at Illinois Community Colleges, 2002-2004



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.

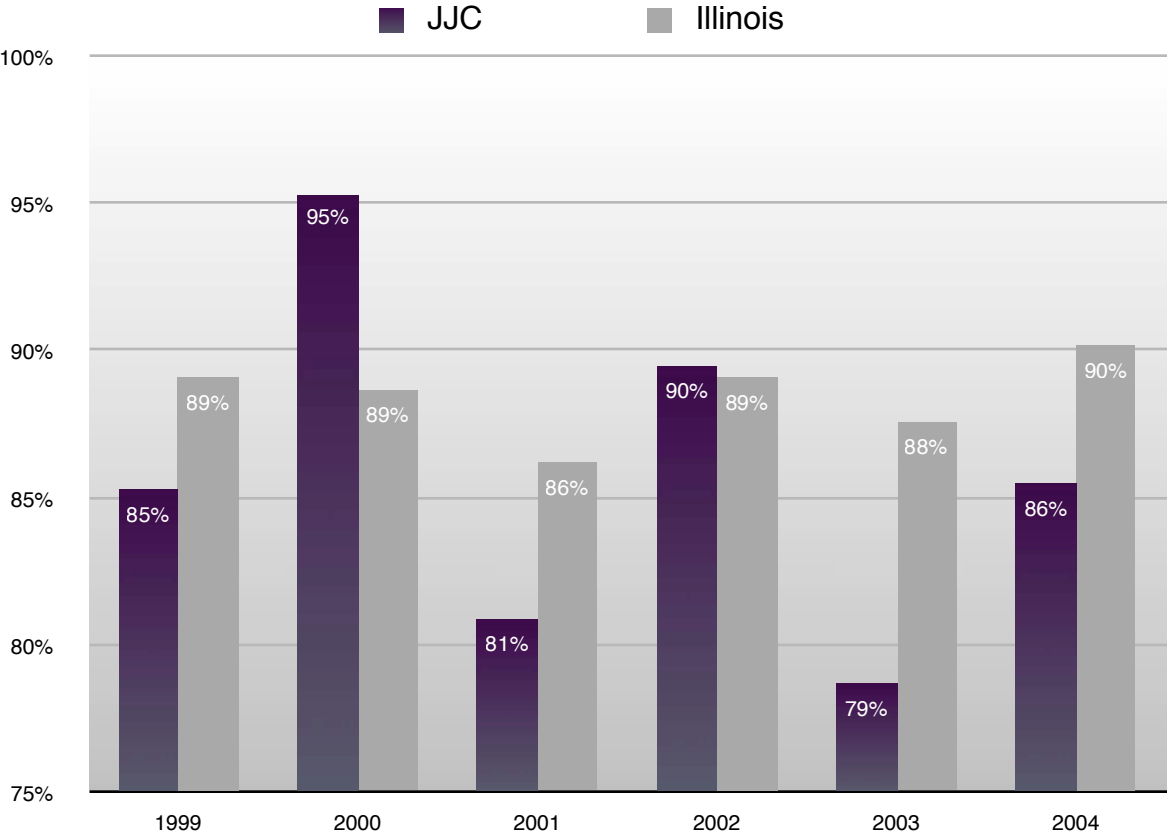
POLICY AREA FIVE: ILLINOIS COLLEGES AND UNIVERSITIES WILL BE ACCOUNTABLE FOR PROVIDING HIGH QUALITY ACADEMIC PROGRAMS AND THE SYSTEMATIC ASSESSMENT OF STUDENT LEARNING OUTCOMES WHILE HOLDING STUDENTS TO EVER HIGHER EXPECTATIONS FOR LEARNING AND GROWTH

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 5.1 Percent of Occupational Graduates Reporting Satisfaction with their Program, FY 1999-2004



Institutional goal(s) for this indicator

See performance goals below.

Brief interpretation of institutional performance and related implications

With the exception of two years, Joliet Junior College graduates of occupational programs have reported lower satisfaction levels with their programs than occupational graduates of other Illinois community colleges. Over the last three years, Joliet Junior College's satisfaction rate was 84.6% compared to 89.0% for all Illinois community colleges.

An examination of the past two Occupational Follow-Up surveys can shed light on specific satisfaction levels of Joliet Junior College graduates in occupational programs. In both years, the lowest satisfaction rates were related to job preparation and information on current employment. Satisfaction levels were higher for program content and classroom experiences. In terms of the relation to courses outside their program, occupational graduates again reported lower satisfaction levels with job preparation and preparation for further employment.

In terms of services, both years the Learning Resource Center (Library) and Tutoring received high satisfaction levels, while counseling, academic advising, and transfer planning received lower satisfaction levels.

This data and information can be interpreted in the following ways:

- **Joliet Junior College occupational graduates are generally satisfied with their experiences in college, but less satisfied with career and job preparation.** This suggests occupational programs may need to reexamine current program learning outcomes and how they connect to occupations.
- **Joliet Junior College occupational graduates note a disconnect between their specific program and courses taken outside of their program.** Departments should work together in creating programs that share curriculums instead of ones that mirror or duplicate efforts.
- **Occupational graduates report lower levels of satisfaction with counseling, advising, and transfer planning.** It appears that students want a clear academic plan as they pursue a degree at Joliet Junior College. Without a knowledge of where students will end up after two years or what exactly they will learn, however, this can be difficult.

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
AQIP	Helping students learn
AQIP	Understanding Students' and Other Stakeholders' Needs

Performance Goals

Performance Goal 1. Over a three-year period average, Joliet Junior College occupational graduates will report higher levels of satisfaction than all Illinois occupational graduates (Source: Occupational Follow-Up Study)

Performance Goal 2. Joliet Junior College pass rates on professional/occupational licensure examinations will be comparable or higher than national averages (Source: Joliet Junior College departmental data)

Performance Goal 3. Joliet Junior College will adequately prepare program completers for their occupations and transfer to four-year institutions (Source: Occupational Follow-Up Study)

Data for the four most recent years

Figure 5.2 Licensure Pass Rates on Professional/Occupational Examinations Relative to National Averages, 2001-2004

Program	2001		2002		2003		2004	
	JJC	U.S.	JJC	U.S.	JJC	U.S.	JJC	U.S.
Nursing	80%	85%	81%	86%	74%	87%	80%	85%
EMT	99%	n/a	99%	n/a	99%	n/a	99%	73%

Figure 5.3 Occupational Illinois Community College Graduate Placement in Employment or Continuing Education, 1999-2003

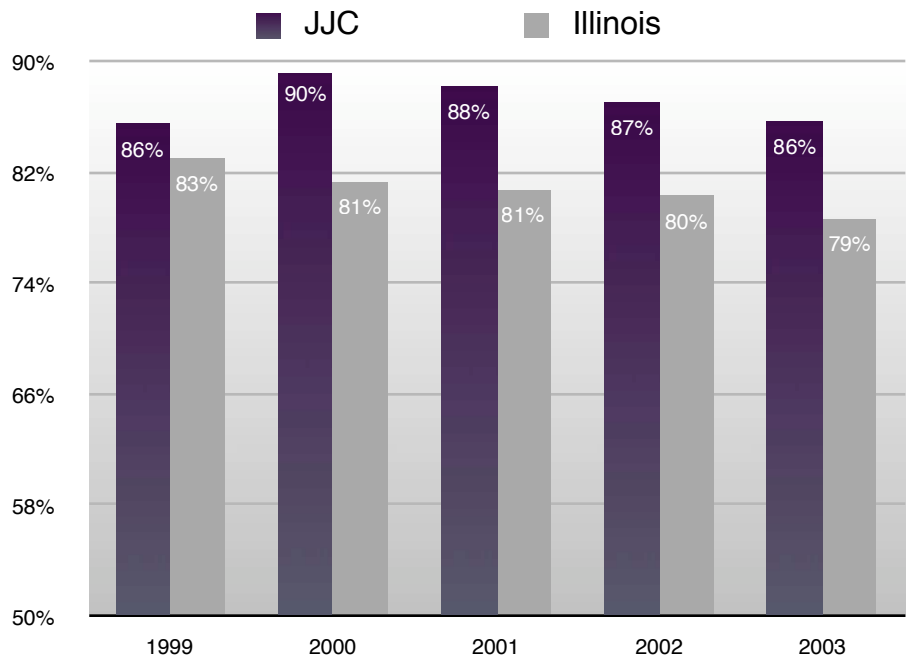


Figure 5.4 Retention in Employment for Occupational Graduates at Illinois Community Colleges, 1999-2003

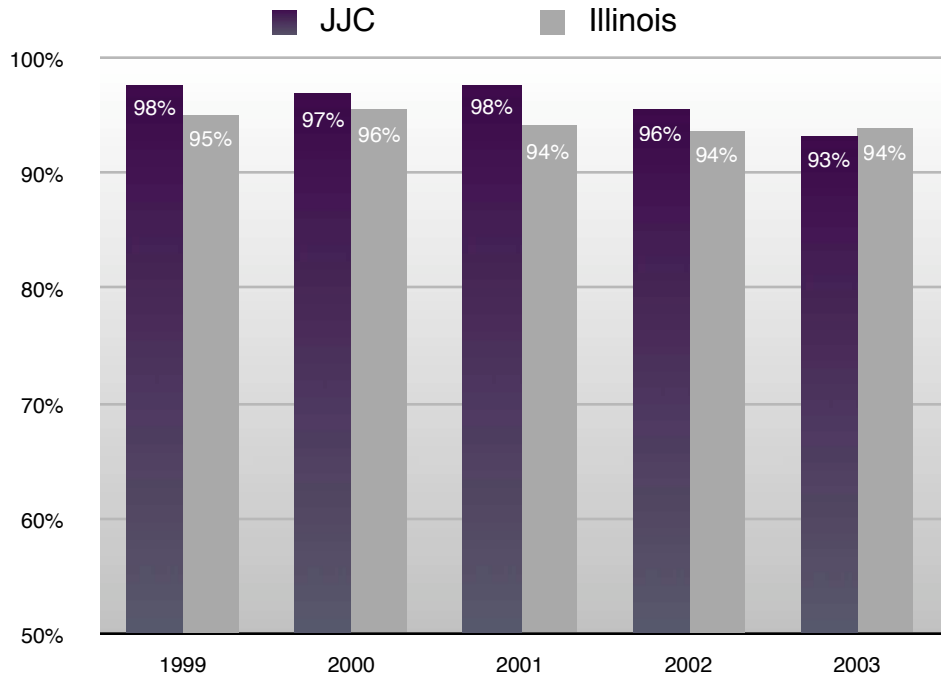


Figure 5.5 Transfer Rates for Illinois Community Colleges, FY 2001-2004¹

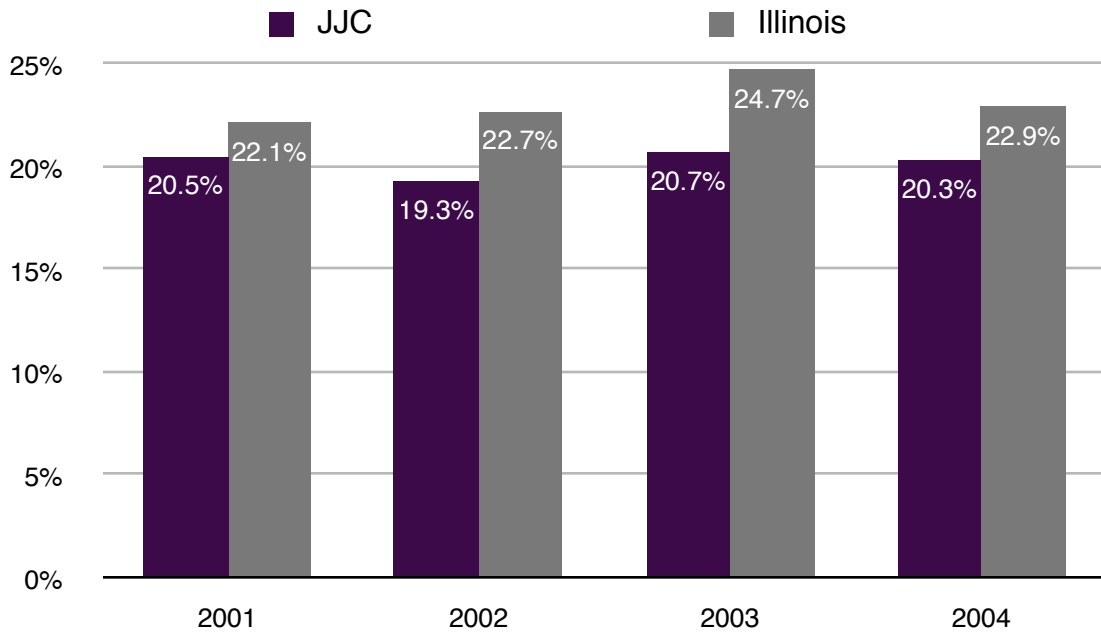
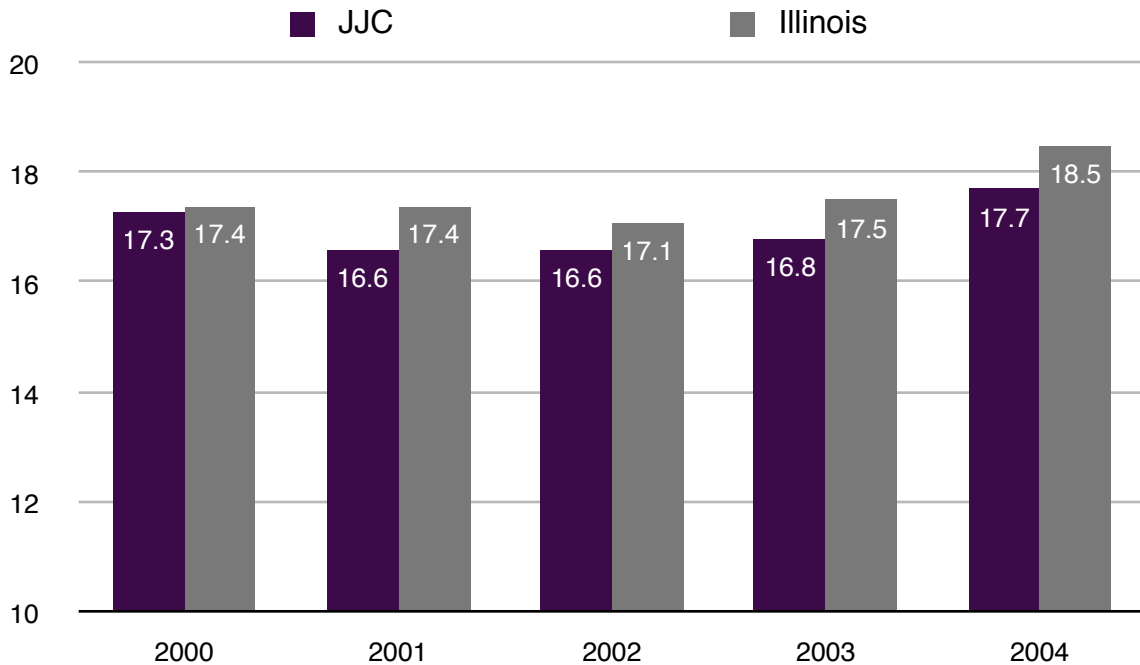


Figure 5.6 Average Class Size at Illinois Community Colleges, FY 2000-2004



¹ Transfer rates look at the number of Fall entrants who had completed 12 credits by Spring. The percent of those students who had transferred to a senior institution by the Fall semester four years later is then calculated. The percentage in the chart represents this amount.

Figure 5.7 Percent and Number of College Level Transfer Full-Time Faculty with a Master's Degree or Above at Illinois Community Colleges, FY 2001-2005

Year	JJC		Illinois	
	Number	Percent	Number	Percent
2001	62	76%	2,187	96%
2002	87	100%	2,276	97%
2003	79	99%	2,309	97%
2004	95	99%	2,440	96%
2005	93	99%	2,407	96%

Figure 5.8 Number of General Education Courses and Major Specific Courses Included in the Illinois Articulation Initiative (IAI), FY 2000-2005

	General Education	Major Specific
2000	77	149
2001	78	155
2002	83	166
2003	82	168
2004	83	170
2005	83	170
Percent Change	7.8%	14.1%
State Pct. Change	5.8%	11.6%

Brief interpretation of performance and related implications

In regard to meeting its performance goals, the picture at Joliet Junior College is mixed. Data related to the Illinois Commitment goals show the following:

- Joliet Junior College occupational program graduates report lower levels of satisfaction with their programs than occupational program graduates at other Illinois community colleges. Licensure pass rates in Nursing are lower relative to national averages.
- Positively, Joliet Junior College graduates in general feel they met their educational objectives while attending Joliet Junior College, the number of courses articulated with the Illinois Articulation Initiative has increased at a faster pace than the Illinois average, and occupational graduates have higher employment placement rates.
- Joliet Junior College occupational graduates feel less prepared for transfer and work than occupational graduates at other community colleges.

Even though Joliet Junior College graduates report higher occupational placement rates, they are less likely to feel prepared for those occupations. This suggests that all programs at Joliet Junior College should examine and clearly articulate what exactly students are expected to learn, connect those learning objectives to transfer or occupational goals, and assess whether the learning objectives are met, because as of now there is little to no evidence they are.

POLICY AREA SIX: ILLINOIS COLLEGES AND UNIVERSITIES WILL CONTINUALLY IMPROVE PRODUCTIVITY, COST-EFFECTIVENESS, AND ACCOUNTABILITY

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

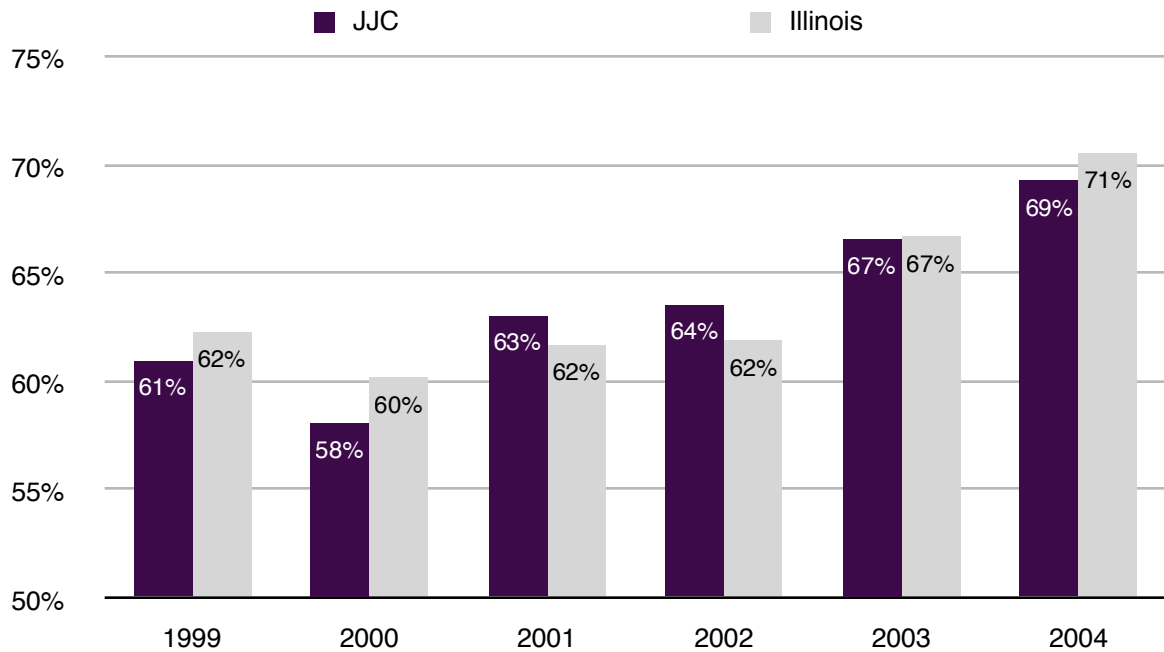
Figure 6.1 COST OF INSTRUCTION per Credit Hour at Illinois Community Colleges & Percent of State Average, FY 2000-2004

Year	Joliet Junior College		Illinois community college avg.
	Unit Cost	% of state avg.	
2000	\$202.67	108%	\$187.34
2001	\$205.22	106%	\$194.25
2002	\$211.38	107%	\$198.13
2003	\$208.66	109%	\$191.09
2004	\$207.22	107%	\$193.16

Figure 6.2 ADMINISTRATIVE AND SUPPORT COST per Credit Hour at Illinois Community Colleges & Percent of State Average, FY 2000-2004

Year	Joliet Junior College		Illinois community college avg.
	Unit Cost	% of state avg.	
2000	\$79.40	77%	\$103.70
2001	\$78.15	88%	\$88.69
2002	\$83.60	91%	\$91.65
2003	\$75.16	91%	\$82.65
2004	\$75.20	90%	\$83.42

Figure 6.3 Percent of First-Time, Full-Time Students who Have Graduated, Transferred, or Are Still Enrolled at Illinois Community Colleges, Summer 1999-2004¹



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
AQIP	Supporting Institutional Operations
AQIP	Measuring Effectiveness
AQIP	Planning Continuous Improvement
AQIP	Building Collaborative Relationships

¹ This analysis is different from the completion rates presented in Part 4 in this report. Whereas completion rates include the number of first-time, full-time students in a cohort who have graduated or transferred out, this analysis also includes the number who are still enrolled. So, this analysis examines the percent of first-time, full-time students who entered in a Fall semester and graduated by the summer three years later. For Fall 1999 entrants, this would be Summer 2002.

Performance Goals

Performance Goal 1. The cost of instruction at Joliet Junior College will not exceed 110% of the state average (Source: State of Illinois Community College Unit Cost Study)

Performance Goal 2. The cost of administration at Joliet Junior College will not exceed 110% of the state average (Source: State of Illinois Community College Unit Cost Study)

Data for the three most recent years

Figure 6.4 Summary of Population Served at Illinois Community Colleges

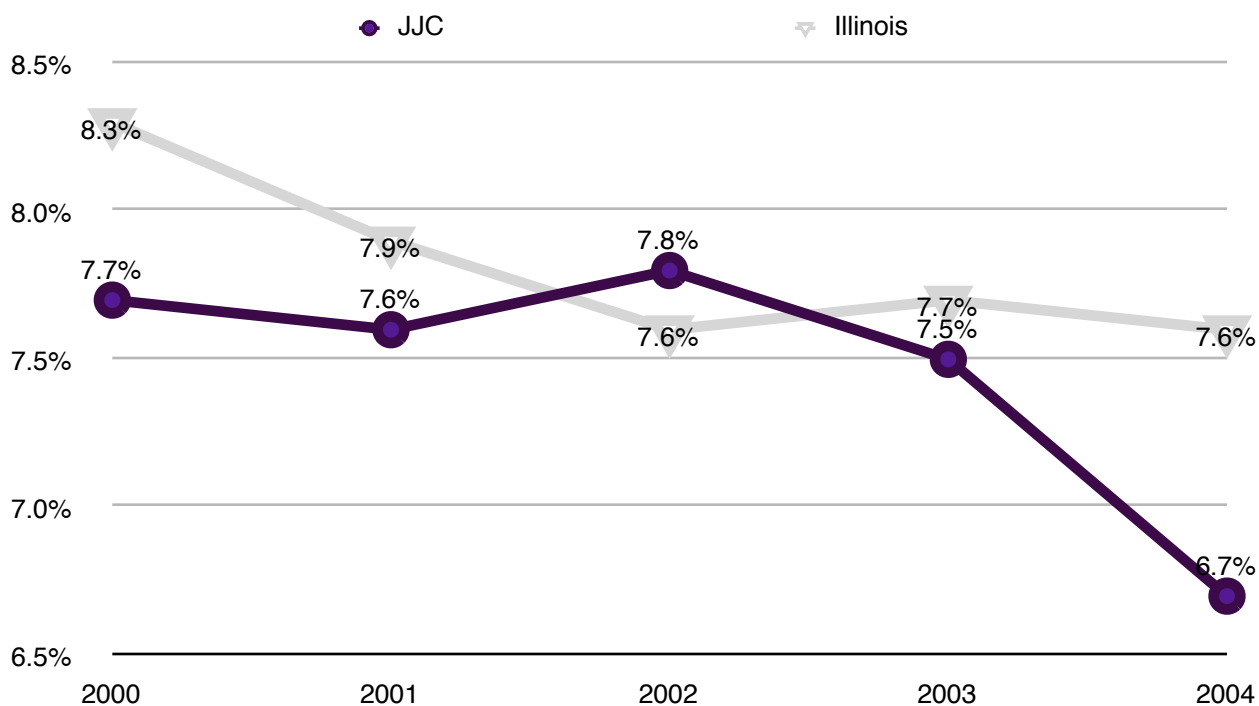


Figure 6.5 Number of General Equivalent Diplomas (GED) Awarded at Illinois Community Colleges, FY 2001-2004

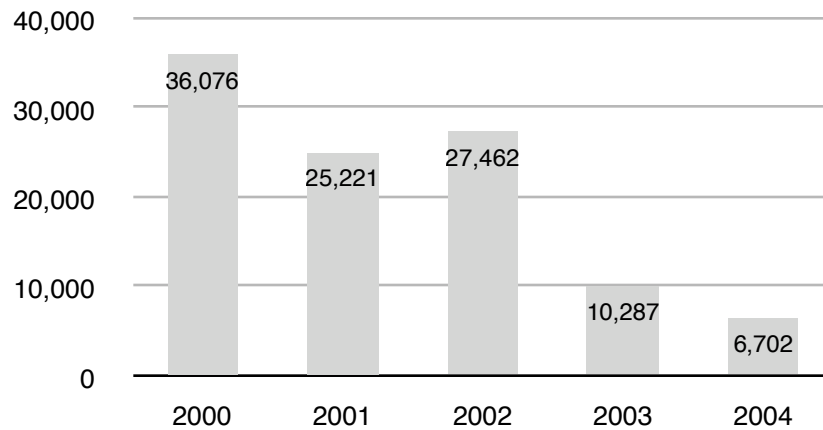
	JJC	All Illinois Community Colleges
2001	1,116	12,768
2002	370	11,783
2003	367	9,005
2004	150	5,120
% change	-87%	-60%

Figure 6.6 Advancement to College Level Work for Remedial Students at Joliet Junior College, FY 2001-2004

Year	Base	Number Advanced	Percent Advanced	Number Not Returning	Percent Not Returning
2001	2,871	1,498	78%	944	33%
2002	3,512	1,751	79%	1,306	37%
2003	3,661	1,796	76%	1,304	36%
2004	4,104	1,467	59%	1,598	39%
% change	43%	-2%	--	69%	

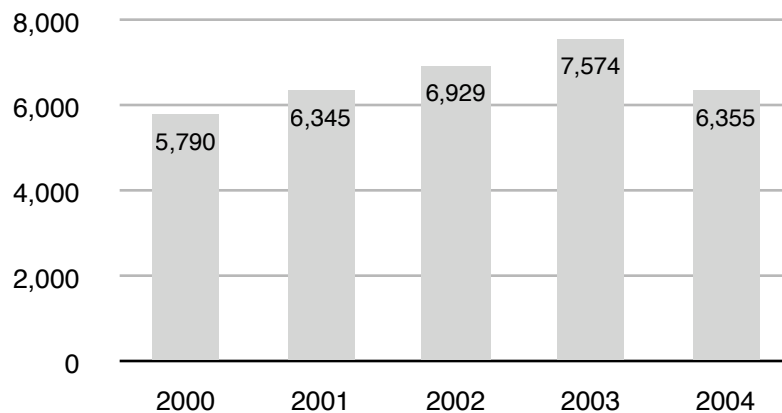
Note. Advancement percents for all Illinois community colleges were 77% in 2001 and 2002, 74% in 2003, and 57% in 2004.

Figure 6.7 Adult Education Test Score Gains, FY 2000-2004



Note. The 2000-2004 percent change at Joliet Junior College was -81% and 19% at Illinois Community Colleges.

Figure 6.8 English as a Second Language Test Score Gains, FY 2000-2004



Note. The 2000-2004 percent change at Joliet Junior College was 10% and 94% at Illinois Community Colleges.

Figure 6.9 Full-Time Equivalent (FTE)/Faculty Ratio at Illinois Community Colleges, FY 2000-2004

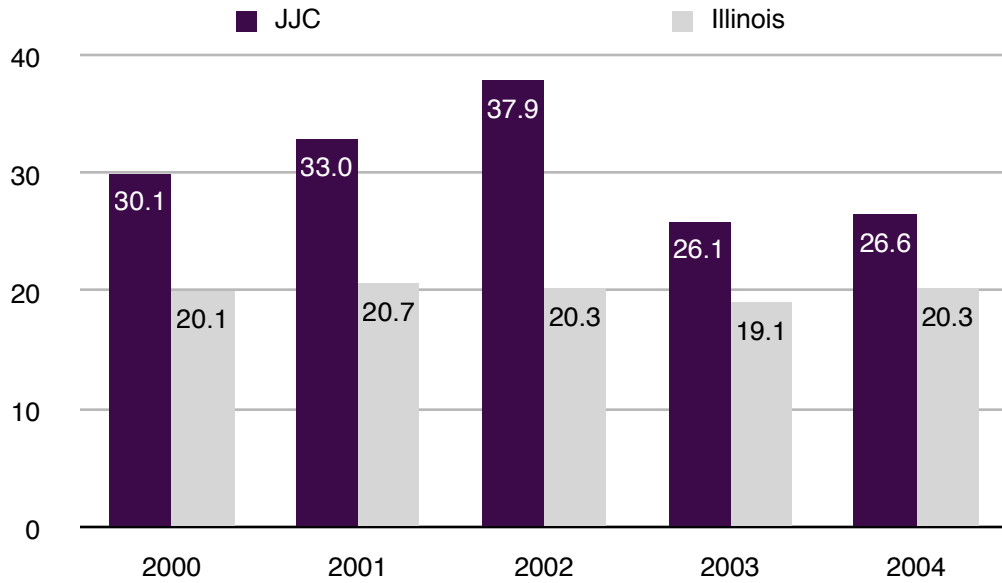


Figure 6.10 Credit Hours Generated at Illinois Community Colleges, FY 2000-2004

Year	Joliet Junior College		Illinois	
	Credit Hours	FTE	Credit Hours	FTE
2000	186,062	6,202	5,859,684	195,323
2001	186,833	6,228	5,816,453	193,882
2002	199,109	6,637	6,080,768	202,692
2003	216,744	7,225	6,354,890	211,830
2004	223,735	7,458	6,566,732	218,891
% change	20.3%		12.1%	

Figure 6.11 GED College-Level Enrollment at Joliet Junior College, FY 2002-2004

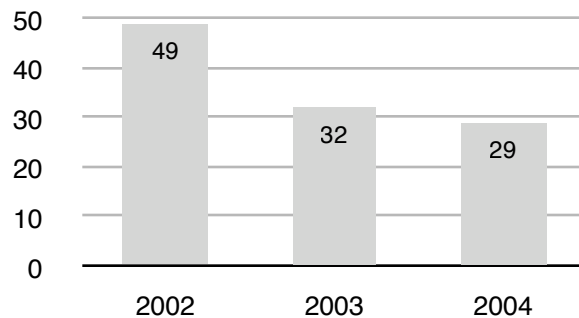
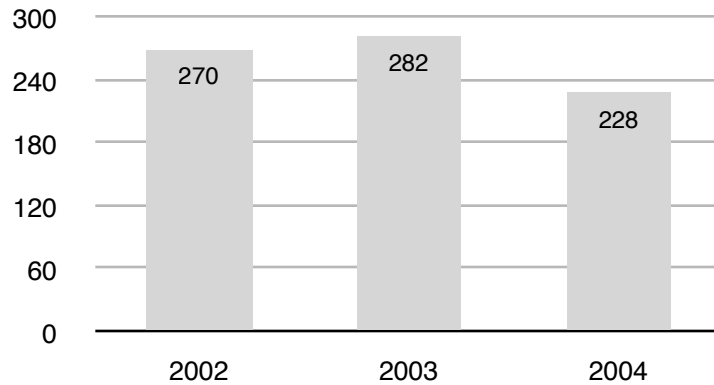
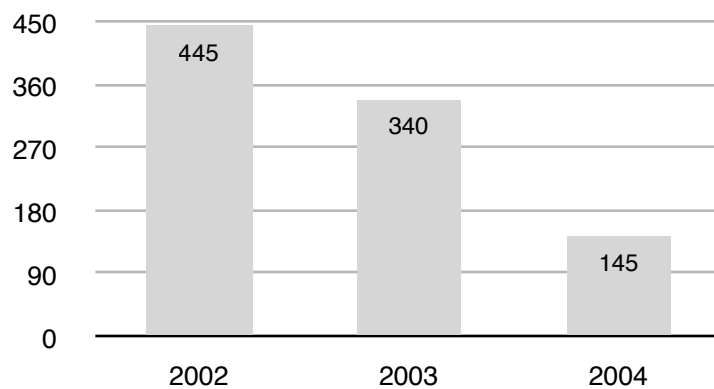


Figure 6.12 Number of Students Served through Dual Enrollment at Joliet Junior College, FY 2002-2004



Note. In 2002, 2003, and 2004, 25,401, 26,959, and 27,692 students enrolled in dual enrollment programs at Illinois Community Colleges, an increase of 9%

Figure 6.13 Number of Students Served through the P-16 Initiative Grant at Joliet Junior College, FY 2002-2004



Note. Formerly known as the Accelerated College Enrollment program. In 2002, 2003, and 2004, 17,568, 20,057, and 18,471 students enrolled in dual enrollment programs at Illinois Community Colleges, an increase of 5%

Brief interpretation of performance and related implications

The total unit cost at Joliet Junior College has been above the state average for the last five years. The primary reason is because Joliet Junior College has selected to invest heavily in instruction and comparatively less in administration. Joliet Junior College is also productive in other areas as demonstrated throughout this report. For instance, between Fall 2000 and Fall 2005, Joliet Junior College increased tuition and fees by 28%, compared to 29% for all Illinois community colleges.

Joliet Junior College also has the 4th lowest tax rate among peer institutions and has not increased its tax rate for 28 years. Only three other community colleges in Illinois has lower tax levy rates per \$1,000 in 2002. Coupled with very low administrative costs and low administrative salaries, Joliet Junior College clearly makes good use of taxpayer dollars.

EFFECTIVE PRACTICE: BEST PRACTICE MANUAL

Direct Connection to The Illinois Commitment: 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 student learning.

Title: Quality of Student Life & Learning (QSL) Best Practices Manual

Issue and need addressed by effective practice: The *Best Practices Manual* was compiled by the QSL committee in Fall 2004. It was the hope of the QSL committee members that these contributions will continue to enrich the dialogue and practices that best serve the campus community. Thus, the goals of the *Best Practices Manual* were: 1. Articulate learning outcomes and 2. share best practice ideas throughout the campus

Description of the effective practice:¹ In the 2004-2005 academic year, the QSL committee decided to address those issues most vital to first-year, full-time students, a population the JJC community feels is “at risk.” In Fall 2004, the committee solicited faculty and staff to aid in compiling “Best Practice” narratives that had special relevance to first-time, full-time students. Contributions outlining practices that could easily be adapted to this population were also requested. The contributions were compiled into a *Best Practice Manual* in January 2005. The best practices varied in scope and variety. Projects qualified by data, as well as efforts recorded by anecdotal information, were sought. The form for recording the content of the scenarios was provided as a general template and contributors were asked to consider the description of their projects as the central and essential information.

How does this practice achieve sustainability? The *Best Practices Manual* is now an annual part of the QSL committee’s activities.

What are the results/measurable outcomes? Response to the committee’s requests was voluntary. Still, 9 academic departments and 11 student service areas responded. Topics included:

- A self-assessment tool used by Math instructors in Developmental courses gives students the opportunity to communicate with instructors and reflect on learning.
- A personal reflection journal used by a Physics instructor to provide visual maps for students to understand links between Physics concepts and what areas might need improvement.
- The AUTO-CAD program uses a program called *Make it Personal and Keep it Real*. The goal of the program is to help students relate what they do in the classroom to real life activities.
- The Office of Student Financial Aid instituted an on-line quiz to ensure that students are familiar with financial aid policies before they receive their award.

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¹ Much of this narrative is quoted directly from the 2005 Best Practices manual.

EFFECTIVE PRACTICE: PROJECT ACHIEVE

Direct Connection to The Illinois Commitment: Goal 4. Illinois will increase the number and diversity of citizens completing training and education programs.

Title: Project Achieve

Issue and need addressed by effective practice: The persistence, completion, and transfer of low-income, first-generation, and disabled college students.

Description of the effective practice: The goal of Project Achieve is to provide support services to low-income, first-generation, or disabled college students. These support services should increase the persistence and completion of students who participate in the program by fostering an institutional climate that enhances program participants' abilities to succeed.

How does this practice achieve sustainability? Project Achieve is funded by a performance-based federal TRIO Grant. In addition, JJC contributes to some of the costs of grant and 40% for a full-time tutor in 2005. JJC's contribution has increased annually over the past several years.

What are the results/measurable outcomes?

- All students in Project Achieve received financial aid in FY 2004. This is an accomplishment because research shows that low-income students at community colleges are less likely to apply for financial aid.
- At the end of FY 2004, 89% of Project Achieve participants were in good academic standing.
- The Fall to Spring retention rate of Project Achieve participants was 90%.
- In FY 2004, 64 Associate's Degrees were awarded to Project Achieve participants.

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