



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

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

AUGUST 2005

JOLIET  
Junior College



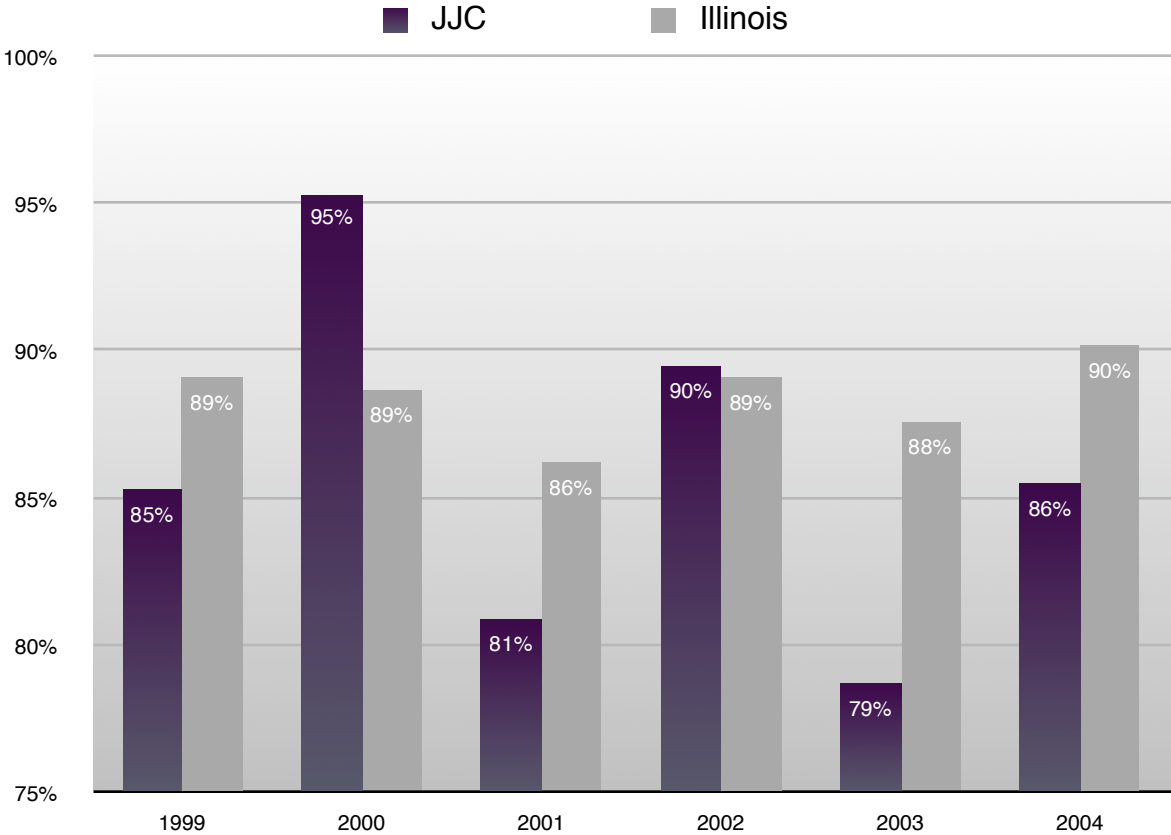
**POLICY AREA FIVE: ILLINOIS COLLEGES AND UNIVERSITIES WILL BE ACCOUNTABLE FOR PROVIDING HIGH QUALITY ACADEMIC PROGRAMS AND THE SYSTEMATIC ASSESSMENT OF STUDENT LEARNING OUTCOMES WHILE HOLDING STUDENTS TO EVER HIGHER EXPECTATIONS FOR LEARNING AND GROWTH**

**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)

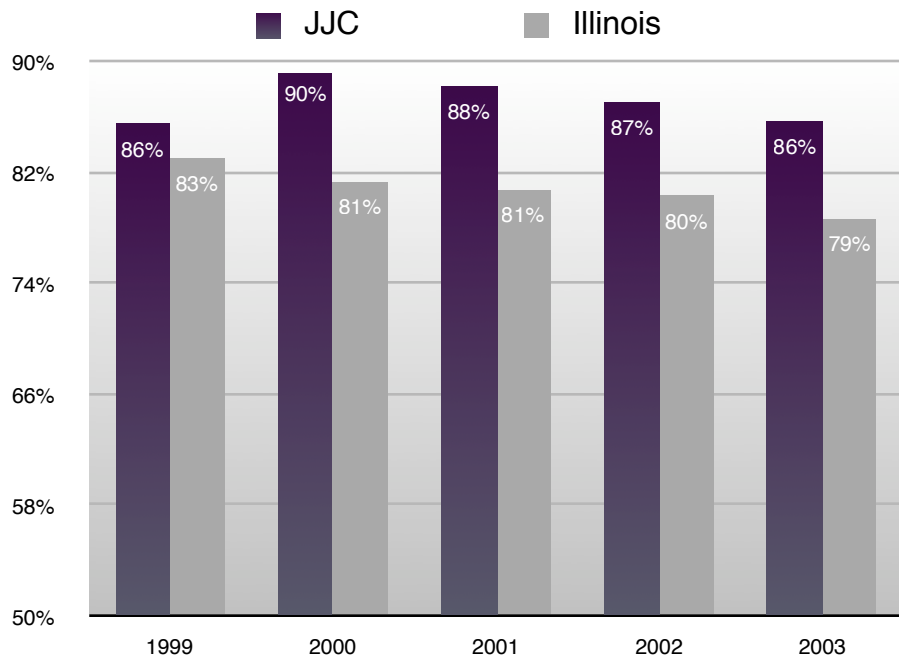
*Performance Goal 3.* Joliet Junior College will adequately prepare program completers for their occupations and transfer to four-year institutions (Source: Occupational Follow-Up Study)

#### *Data for the four most recent years*

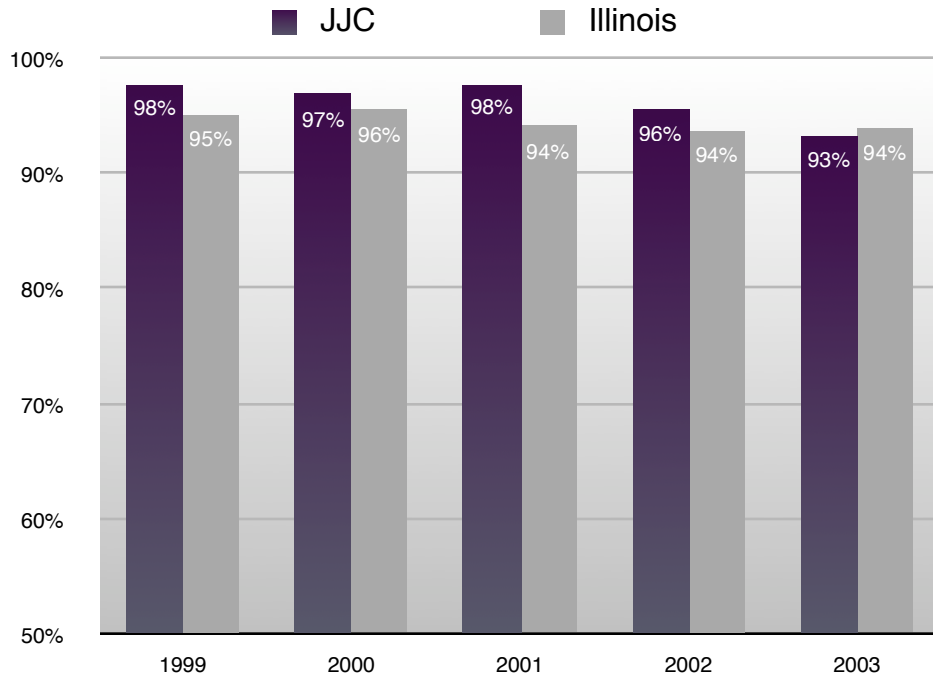
**Figure 5.2 Licensure Pass Rates on Professional/Occupational Examinations Relative to National Averages, 2001-2004**

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

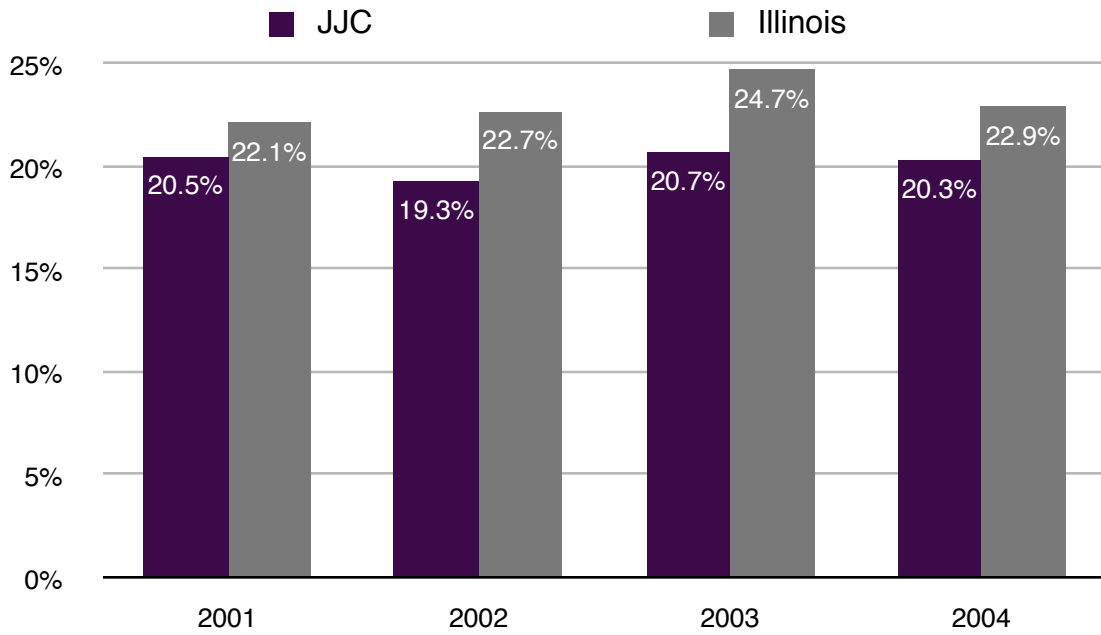
**Figure 5.3 Occupational Illinois Community College Graduate Placement in Employment or Continuing Education, 1999-2003**



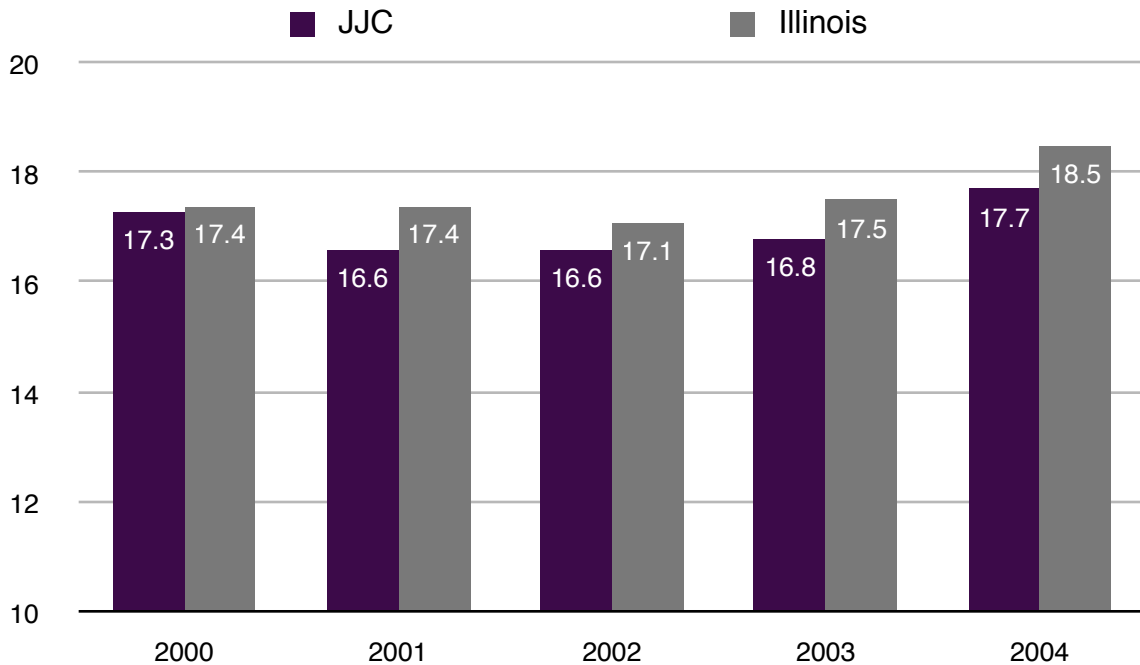
**Figure 5.4 Retention in Employment for Occupational Graduates at Illinois Community Colleges, 1999-2003**



**Figure 5.5 Transfer Rates for Illinois Community Colleges, FY 2001-2004<sup>1</sup>**



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



<sup>1</sup> 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
<b>Percent Change</b>	<b>7.8%</b>	<b>14.1%</b>
<b>State Pct. Change</b>	<b>5.8%</b>	<b>11.6%</b>

### *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.

