

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

### *Part 1.1. Achievements During the Past Year*

- In order to meet the increased education and training needs of district residents in health care fields, JJC offered a new Radiology Technician program in Spring 2007. JJC partnered with Silver Cross Hospital and Provena-St. Joseph's Medical Center for space and resources.
- The American Association of Colleges of Nursing reported that nursing schools turned away an estimated 33,000 qualified students in 2004, while the Bureau of Labor Statistics noted that more than one million new and replacement nurses will be needed by 2012. In Illinois, the U.S. Health Resources and Services Administration projects the Nursing shortage in Illinois will be 21,000 by the year 2020. In order to address these concerns, St. Xavier University and JJC signed a dual admission agreement to offer nursing students in the district opportunities to further their education. Under the agreement, JJC students earning Associate degrees in Nursing can complete a Bachelor's Degree at St. Xavier's Orland Park campus. Student progress is facilitated through timely program completion requirements and improved sequencing of learning experiences, making the process of earning a Bachelor's Degree seamless and convenient for district students.
- Located close to Chicago, the third busiest inter-modal hub in the world behind Hong Kong and Singapore,<sup>1</sup> and at the intersection of two major interstates (I-55 and I-80), the JJC district is projected to be a major transportation and logistics hub in the U.S. In anticipation of this growth, JJC has partnered with other area community colleges to offer a 29-hour certificate in Global Supply Chain Management. Students will receive training from highly skilled instructors and can gain skills in warehouse management, logistics, and radio frequency identification tracking. JJC also received a \$59,400 grant from the ICCB Workforce Investment Act to develop a Transportation, Warehousing, and Logistics (TWL) curriculum and partnered with Georgia QuickStart, which grew out of the State of Georgia Department of Technical and Adult Education, to develop a training curriculum and evaluation process.
- In the Fall, JJC received a donation from LXE Inc., a Georgia-based wireless communications system company, to purchase vehicle-mount computers, auto-identification range scanners, and correlated CISCO connections for use in the Industrial Powered Lift program. The newer technology creates efficiencies by eliminating paperwork and enhancing communications between other workers and systems. Students who learn the technology will be better prepared to enter the workforce and will have an advantage when entering the labor market.
- In July 2006, JJC received a \$830,000 grant to assist dislocated workers in Will County who have lost their jobs through no fault of their own, whether through layoffs, downsizing, or plant closures. The program also assists male and female displaced homemakers who have lost their pri-

<sup>1</sup> World Business Chicago, Transportation & Distribution Report, On-line: <http://www.worldbusinesschicago.com/Portals/0/TrnsprtnDstrbtn.pdf>

mary source of income due to death, divorce, or disability. JJC was chosen to be the recipient of the dollars by the Will County Workforce Investment Board. The grant specifies that the dollars be used to help a minimum of 200 people at approximately \$2,000 each, depending on program costs.

- This year, every JJC student who participated in the non-credit Real Estate Transactions course passed the Illinois Real Estate Licensing Exam on the first try.
- Entrepreneurial Training Certificate and Business Management courses were held January through April 2007. The goal of the sessions were to provide practical skills and techniques essential for business success for district management, marketing, and financial professionals. The sessions were developed in cooperation with the U.S. Small Business Administration, Illinois Department of Commerce and Economic Opportunity, and Joliet Junior College. Other SBDC courses and workshops included Before You Start Your Business, Managing Your Business for Success, Your Business Plan, Developing an Overall Marketing Strategy, Understanding Basic Financial Statements, and Recordkeeping Basics.
- The JJC Technical Department held a seminar at the City Center campus in March to introduce females to opportunities in technical, manufacturing, engineering, and math fields. The program was the product of a joint venture with the Chicago Women in Trades Association. The goal of the 12-week program was to help women develop math and construction skills to ensure successful employment through local unions.
- JJC started a new Integrated Systems Technology (IST) program last year. IST integrates several technology and manufacturing programs into one area so students will be able to maintain, calibrate, and repair high-tech equipment in a variety of today's industrial environments. The program works with the Wilco Career Training Center to offer JJC and high school students opportunities to gain hands-on experience and receive college credit. JJC collaborated with the Three Rivers Manufacturing Association (TRMA) to develop the program and will partner with several area businesses. The dual-credit program consists of two semesters with half-day sessions.
- Approved by the Illinois Department of Public Health, JJC offered an open house in September for nurses in the district who are non-practicing and preparing to re-enter the field of nursing. The review covers concepts, principles, and skills relevant to the life-cycle of nursing. Participants must hold an active Illinois license, but not engaged in clinical work for over five years, hold an inactive license but applied for a new one, or hold an out-of-state inactive license and applied for an Illinois license.
- Continuing and Economic Development and provided one-day seminars last year for licensed professional counselors and licensed clinical professional counselors. The seminars met continuing education unit demands in the district.
- Last year, JJC initiated a new program in Game Design and Development. The program provides skills for students to develop gaming and simulation software, granting them a background in

programming, art, animation, and video. The Bureau of Labor Statistics predicts growth in the field, with entry-level positions starting at \$55,000.

- This year JJC started a new fire safety training program in conjunction with Lewis University and local fire departments. The fire science courses follow the guideline set by the State of Illinois Fire Marshall's Office and the Department of Transportation and prepares students to take the Firefighter II state test to become certified as a firefighter following completion of the program. High school juniors and seniors will have the opportunity to learn fire fighting basics at the program's location at the Wilco Area Career Center. The advantage of the program is that high school students can start their curriculum, continue through JJC, and eventually earn a Bachelor's Degree from Lewis University in Fire Science.
- JJC initiated the new Administrative Technology Program to keep executive assistants prepared for the ever-changing world of automated business by enhancing their skills through technology training. Program participants received up to four Microsoft Office Specialist Certificates. According to the Bureau of Labor Statistics, there will be a 11.5% increase in executive secretaries and administrative assistants by 2010.
- The goal of the Females in Manufacturing program received a \$20,000 grant from Alcoa, the nation's largest aluminum company. The goal of the grant is to make females aware of employment opportunities in manufacturing, a field historically underrepresented by females. The program will emphasize math knowledge, skilled use of tools, and safety training. A recent evaluation found that participants had an 86% acceptance rate into apprenticeship programs.
- In January, JJC offered courses in the field of importing/exporting, partnering with the Center Point Intermodal Facility. The program taught fundamentals of foreign sourcing, purchasing, procurement, and shipping.
- JJC partnered with the Grundy County Regional Job Fair in November to make career connections for area job seekers. Attendees had the opportunity to apply and interview briefly with employers from Grundy and surrounding counties.
- JJC undertook several activities in the area of environmental sustainability:

JJC received a \$35,000 ecological restoration grant from the Illinois Department of Natural Resources. The grant is part of the Prairie Parklands Partnership that will aid the Forest Preserve District of Will County. The money will go toward maintaining an existing fen, restoring degraded uplands, and serve as a buffer along Rock Run Creek.

JJC explored options for improving the water quality of the lake in the middle of campus. The lake is an outdoor lab for science classes and is an integral part of the natural area ecology surrounding JJC. Consultants confirmed the lake is in an "eutrophic state" in that it is rich in aquatic plants that consume nearly all the oxygen in the water, leaving little for the

fish, and that this is harming the quality of the 362- acre lake. Clearing the lake would stem the deterioration of natural areas and add to the aesthetic quality of the campus.

In October, JJC partnered with the Will County Land use Department Waste Services Division to host a Hazardous Waste Collection Day. The goal of the program was to ensure that potentially toxic, electronic, and other potentially hazardous materials were disposed of in an environmentally friendly manner. Items available for disposal included paints and paint thinners, herbicides and pesticides, fireworks, agricultural wastes, tires, propane tanks, smoke detectors, medical waste, and various electronic items.

### *Part 1.2. Specific Actions JJC Plans to Undertake to Advance This Policy Area*

- Joliet Junior College is currently participating in the economic impact study being conducted by the Regional Development Institute at Northern Illinois University. Public relations individuals at the college are involved in the process and are developing plans to communicate the results of the study with media outlets, legislatures, and other constituencies. It is hoped that by articulating the value JJC adds to our stakeholders and partners, they will view the institution as an investment, as opposed to a cost, and will be more willing to support us when asked.
- The college re-organized Advancement, merging three areas together: Fundraising/Grants, Community Relations, and Institutional Research. This acknowledges that the state funding environment will be increasingly competitive and that resources will follow institutions that can demonstrate accountability (Institutional Research), engage their communities so they will support them when asked (Community Relations), that donors will support institutions when they feel trust has been established (Fundraising), and that colleges will need to be more entrepreneurial in raising funds from non-traditional sources (Grants). JJC has also committed to more full-time faculty, creating 9.5 full-time faculty members next year, including 2.5 nursing faculty.

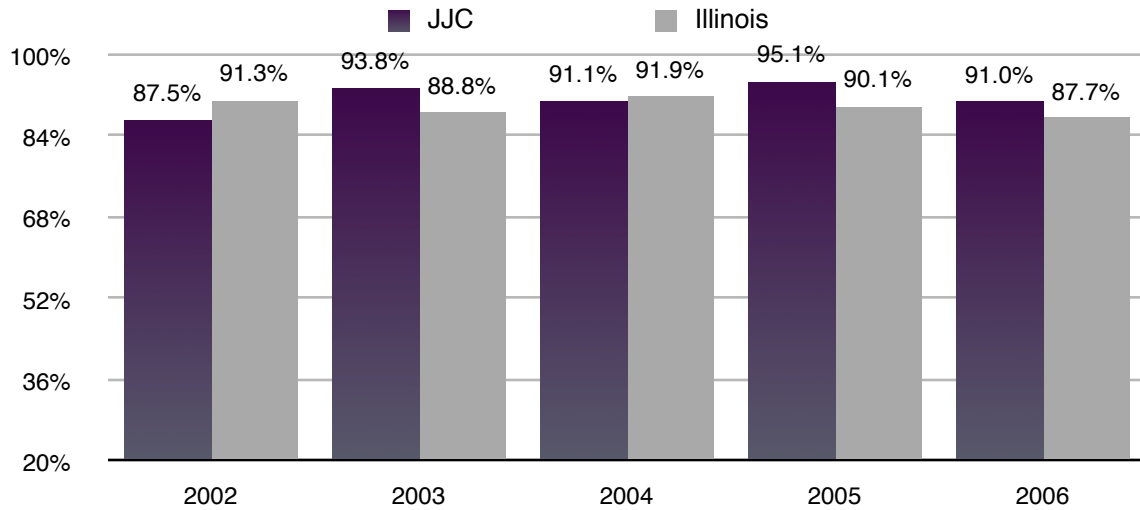
### *Part 1.3. Foreseeable Challenges*

- Helping the public understand the economic value of education and JJC in particular by viewing stewardship, tuition, and tax support as *investments*, as opposed to *costs*.
- Continuing to meet student, business and industry, and institutional goals for economic development in light of less resources and less willingness on the part of taxpayers to pay for increased service demands.
- Prioritization of economic development activities in light of a substantial number of demands on the part of students, policy makers, and other district stakeholders.

## Part 2. Common Institutional Indicators

### Part 2.1. Data

**Figure 1.1 Percent of JJC and State Community College Occupational Graduates Employed or Enrolled in Further Education One Year After Graduation, FY 2002-06 (1C1)<sup>2</sup>**



### Part 2.2. Institutional Goal(s) for Common Institutional Indicator(s)

*Performance Goal 1.* Over a three year period, at least 90% of JJC Occupational graduates will be placed in employment at least one year after graduation.

### Part 2.3. Brief Interpretation of Institutional Performance and Related Implications

For the past five years, occupational placement rates for JJC graduates has consistently been over 90% and generally higher than state averages. This is a testament to JJC’s occupational programs’ responsiveness to local labor needs and academic preparation for specific occupations.

<sup>2</sup> Annual survey of occupational graduates from Illinois community colleges.

### Part 3. Mission-Specific Indicators

#### Part 3.1. Mission-specific Indicators

Area	Description
Mission	Joliet Junior College (JJC) is committed to providing a quality education that is affordable and accessible to the diverse 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.
AQIP	Helping students learn
AQIP	Building collaborative relationships

#### Part 3.2. Performance Goals for Mission-specific Indicators

*Performance Goal 1.* JJC will respond to labor market demands for growth in Health Care and other high demand fields through the provision of degrees and certificates.

*Performance Goal 2.* Growth in the number of degrees awarded by JJC will be commiserate with state growth in the number of awarded degrees.

*Performance Goal 3.* JJC will continue to make significant contributions to the citizens of the JJC district and the individuals who complete courses and programs or engage in other services.

*Part 3.3 Data for the Five Most Recent Years*

**Figure 1.2 Workforce Development and Business Training Center Activity, FY 2002-2006<sup>3</sup>**

<b>Number of Businesses Provided with Technical Assistance through CED (1M1)</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
JJC	429	655	460	513	456
ILLINOIS AVERAGE	24	17	18	19	12
<b>Number of Individuals Receiving Customized Training through CED (1M2)</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
JJC	2,682	595	8	1,629	2,631
ILLINOIS AVERAGE	2,305	1,944	1,874	2,052	2,275
<b>Number of Current Workers Receiving Training through Workforce Training Centers (1M3)</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
JJC	2,943	315	407	3,806	2,006
<b>Number of Businesses Retained through CED (1M4)</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
JJC	2	0	0	0	31
ILLINOIS AVERAGE	24	17	18	19	12
<b>Number of CED Courses and Workshops Conducted (1M6)</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
JJC	365	6,942	6,803	291	738
ILLINOIS AVERAGE	321	440	414	281	402
<b>Number of CED Courses and Workshops Conducted in Computer Skills (1M7)</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
JJC	16	32	0	102	143
<b>Number of CED Courses and Workshops Conducted in Quality Process Improvement (1M8)</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
JJC	78	0	0	70	38

<sup>3</sup> Source: FY 2002-03 Business and Industry Grant Report and FY 2004-06 Workforce Development Grant Report. CEED stands for the Continuing Education and Economic Development. Comparative data for 1M3, 1M7, and 1M8 not available after FY 2003. Data indicates the number of individuals and entities served through a specific grant, not necessarily the total number served by CED.

**Figure 1.3 Annual Number of Graduates by Level and Broad Field of Study at JJC, JJC Peer Group, and All Illinois Community Colleges, FY 2002-06 (1S3)<sup>4</sup>**

Discipline	2002	2003	2004	2005	2006	02-06 % Change
Transfer - JJC	356	377	413	384	480	34.8%
Transfer - Illinois	12,676	14,359	14,791	15,340	15,731	24.1%
Transfer - Peer Group	539	587	603	653	648	20.2%
Agriculture - JJC	61	40	42	41	63	3.3%
Agriculture - Illinois	733	723	683	799	854	16.5%
Agriculture - Peer Group	13	18	14	23	21	61.5%
Business - JJC	145	119	131	99	111	-23.4%
Business - Illinois	6,031	6,260	6,107	4,114	4,030	-33.2%
Business - Peer Group	289	248	227	157	178	-38.4%
Education & Child - JJC	15	9	14	13	25	66.7%
Education & Child - Illinois	896	1,054	1,224	1,349	1,259	40.5%
Education & Child - Peer Group	24	24	35	46	28	16.7%
Engineering - JJC	26	26	22	39	20	-23.1%
Engineering - Illinois	1,171	1,243	968	1,288	1,137	-2.9%
Engineering - Peer Group	41	37	36	40	38	-7.3%
Health Science - JJC	187	214	217	246	297	58.8%
Health Science - Illinois	8,272	10,544	11,538	13,433	13,642	64.9%
Health Science - Peer Group	288	393	432	498	539	87.2%
Public & Protective - JJC	41	24	38	57	68	65.9%
Public & Protective - Illinois	957	1,585	1,498	2,350	2,337	144.2%
Public & Protective - Peer Group	38	41	48	66	62	63.2%
Trade & Indus. - JJC	49	68	77	79	125	155.1%
Trade & Indus. - Illinois	4,475	5,643	7,143	7,346	5,876	31.3%
Trade & Indus. - Peer Group	109	113	136	125	146	33.9%

*Table continued on next page.*

<sup>4</sup> JJC Peer Group is determined by the Illinois Community College Board (ICCB) as DuPage, Harper, Triton, Oakton, Moraine Valley, and Lake County. Includes degrees and certificates.

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Discipline	2002	2003	2004	2005	2006	02-06 % Change
All Other - JJC	66	65	52	87	102	54.5%
All Other - Illinois	3,735	3,918	4,034	5,425	4,761	27.5%
All Other - Peer Group	41	37	36	40	38	-7.3%
<b>TOTAL - JJC</b>	<b>946</b>	<b>942</b>	<b>1,006</b>	<b>1,045</b>	<b>1291</b>	<b>36.5%</b>
<b>TOTAL - ILLINOIS</b>	<b>38,946</b>	<b>45,329</b>	<b>47,986</b>	<b>51,444</b>	<b>49,627</b>	<b>27.4%</b>
<b>TOTAL - PEER GROUP</b>	<b>1,413</b>	<b>1,573</b>	<b>1,652</b>	<b>1,783</b>	<b>1,794</b>	<b>27.0%</b>

### Part 3.4 Brief Interpretation of Performance and Related Implications

The largest growth in degrees at JJC has been in Transfer, Protective, and Health fields. However, over the last five to seven years, JJC has not kept pace with peer group growth in the area of Health Care. If degree data from JJC from the last five years and projected labor market and demographics in the JJC district are any indication, JJC does have room for improvement in this area. Consider the following:

- Between 2001 and 2006, the health care industry added 1.7 million new jobs in the U.S. During the same time period, the rest of the economy added no new jobs. This means that over the last five years, all job growth in the U.S. can solely be attributed to the Health Care industry.<sup>5</sup>
- Between 2003 and 2006, almost all growth in the number of awarded degrees and certificates at Illinois community colleges and JJC Peer Group institutions have been in Health Care and transfer programs.
- Growth in Health Care related degrees at JJC Peer Group colleges was 87% over the last five years, higher than the percentage at JJC of 59%. Over the last five years, growth in the number of Health Science degrees grew by 83% at Moraine Valley, 134% at DuPage, and 238% at Harper.

## **Results of the 2007 Economic Impact Studies for Joliet Junior College and Illinois**

### **Background**

In Fall 2006, nearly all community colleges in Illinois, including Joliet Junior College, participated in an economic impact study. The study was conducted by the Center for Governmental Studies (CGS) at Northern Illinois University. The study consisted of three steps:

1. The JJC Office of Institutional Research and Effectiveness provided relevant data and information to CGS in early Spring 2007.
2. JJC Community Relations Office staff developed an Public Relations campaign and plan for integrating results of the study into larger public relations and marketing efforts. A first step in this was a community forum that highlighted some of the results of the Illinois and JJC studies.
3. Distribution of the results and studies to colleges in August. Full release to the public occurred in September after an embargo.

<sup>5</sup> Business Week, September 2006, *What's Really Propping Up the Economy*. Based on U.S. Bureau of Labor Statistics data.

Three main data sources were utilized: 1) financial and enrollment data from JJC, 2) employment, student, and visitor data from JJC through an on-line survey developed by CGS, and 3) unemployment insurance wage data collected by the Illinois Department of Employment Security.

The CGS study focused on the direct economic impact of community colleges in Illinois on individuals and society. Because of the unique nature of regions and districts, comparisons and benchmarking are not appropriate in economic impact studies.

The final version of the study was written and formatted by CGS. Copies and data are available on the JJC Office of Institutional Research and Effectiveness website at [www.jjc.edu/admin/ie](http://www.jjc.edu/admin/ie). Copies of the report and related public relations and marketing materials are available from the JJC External Relations Office.

## Economic Impact of Community Colleges

The economic impact of community colleges occurs in four areas:<sup>6</sup>

	Direct Economic	Indirect Economic
<b>Benefits to the Individual from Investing in a Community College Education</b>	<ol style="list-style-type: none"> <li>1. Higher income and benefits</li> <li>2. Lower unemployment rates</li> <li>3. Increased savings</li> </ol>	<ol style="list-style-type: none"> <li>1. Higher quality of life</li> <li>2. Better health</li> <li>3. Greater appreciation for arts and literature.</li> </ol>
<b>Benefits to Society from Investing in Community Colleges</b>	<ol style="list-style-type: none"> <li>1. Higher tax receipts</li> <li>2. More goods and services purchased in the economy.</li> <li>3. Higher productivity in the labor market, particularly in an economy increasingly reliant on <i>intellectual</i> capital over <i>physical</i> capital.</li> <li>4. Impact of having a community college in a district. Research shows that for every \$1 a district invests in a community college, it can expect a return of about \$1.60.</li> </ol>	<ol style="list-style-type: none"> <li>1. Society that is more civically engaged (more likely to vote, volunteer, be active in civic organizations, etc.)</li> <li>2. Availability of programs and services at low to no direct cost to citizens (arts and theatre, personal enrichments, athletics, etc.)</li> <li>3. More people who are less likely to engage in activities that are expensive to taxpayers (incarceration, smoking, welfare, etc.)</li> </ol>

Community colleges have long been engaged in economic development. These activities historically included transfer preparation (which adds to economic development through the preparation of individuals who will eventually receive Bachelor's Degrees) and workforce training through occupational education. In the last 25 years, however, community colleges have greatly expanded their economic development role in several areas, including contract training, small-business development and assistance, regional economic planning, and personal enrichment.<sup>7</sup>

<sup>6</sup> One category is labeled "indirect" because it is difficult to quantify in traditional economic studies. Isolated studies, however, have shown an impact on the economy, even if it is indirect. These categories, as applied to higher education, are described in Leslie and Brinkman, 1998, *The Economic Value of Higher Education*. See also Educational Policy Institute, 2005, *Is More Better?: The Impact of Postsecondary Education on the Economic and Social Well-Being of American Society*. On-line: <http://www.educationalpolicy.org/pdf/gates.pdf>, and College Board, 2006, *Education Pays: The Benefits of Higher Education for Individuals and Society*. On-line: [http://www.collegeboard.com/prod\\_downloads/press/cost04/EducationPays2004.pdf](http://www.collegeboard.com/prod_downloads/press/cost04/EducationPays2004.pdf); addendums: [http://www.collegeboard.com/prod\\_downloads/press/cost05/education\\_pays\\_05.pdf](http://www.collegeboard.com/prod_downloads/press/cost05/education_pays_05.pdf), [http://www.collegeboard.com/prod\\_downloads/press/cost06/education\\_pays\\_06.pdf](http://www.collegeboard.com/prod_downloads/press/cost06/education_pays_06.pdf).

<sup>7</sup> From Dougherty, K. J., & Bakia, M. F. (1999, November). *The New Economic Development Role of the Community College*. Community College Research Center, Columbia University. On-line: <http://ccrc.tc.columbia.edu/Publication.asp?UID=96>.

## Results of the Joliet Junior College Study

Joliet Junior College contributes to the vitality of its area in many ways: educationally, culturally, recreationally, civically, and economically. Perhaps the least understood of these are the economic contributions. This economic impact study examined four broad areas.<sup>8</sup>

### *1. JJC adds skills to the workforce and boosts the competitiveness of area businesses:*

- 74% of area employers hired a JJC student at some point over the last 10 years.
- 34% of district workers participated in at least one credit course at JJC over the last 10 years.
- There has been a 56% increase in students who have completed a JJC program between 1996 and 2006. The largest increase in program graduates was in health sciences and related fields.

### *2. JJC graduates generate millions of dollars annually in local, state, and federal tax revenues:*

- JJC students who attended JJC in 1995 paid an estimated \$99.5 million in state taxes and \$379 million in federal taxes between 1996 and 2005.
- JJC students who graduated from JJC in 1995 paid an estimated \$5 million in state taxes and \$19 million in federal taxes between 1996 and 2005.

### *3. A JJC education increases earnings for workers:*

- JJC students who complete their program of study realize a 35% increase in earnings over their pre-enrollment earnings.
- A JJC graduate can expect to earn \$905,000 more over the course of their lifetime than a high school graduate.
- JJC graduates averaged about \$36,200 in annual earnings after completing their program of study - 265% more than the state's minimum wage.
- A 2005 graduate of a JJC program could expect to earn over \$10,000 in increased income. Graduates in health and protective sciences witness the largest immediate increases, earning over \$18,000.
- Many community college students do not intend on obtaining a credential, but a set of skills and knowledge. This study showed that students can expect about \$260 in increased income for each credit hour completed at JJC. The return is highest in occupational programs and, as expected, lowest in transfer.

### *4. As a major employer and business entity, JJC generates millions of dollars in economic activity:*

- In 2005, JJC employed 382 full-time and 829 part-time staff with a total payroll of about \$40.3 million.
- In 2005, JJC reported \$9.6 million in operating expenditures. These dollars produced an estimated \$5 million in output, for a total impact of \$14.7 million in economic activity, creating an estimated 211 jobs outside of the college in the district.
- JJC employees spent an estimated \$21.4 million in expenditures in the district in 2005. The direct employment impact of these expenditures was an additional 143 jobs that meet basic consumer demands in food service, retail, health care, and trade.
- JJC spent about \$12.5 million on capital projects between 2000 and 2005, generating a about \$7.3 million in economic activity and 88 new jobs in the district.
- Thousands of district residents visit the JJC campus every year, generating economic activity throughout the district. These visitors contribute about \$2.8 million to the economy by spending money on food, lodging, and other items.

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<sup>8</sup> Much of the text and language in this section is taken directly from the CGS Joliet Junior College report.

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