

## 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

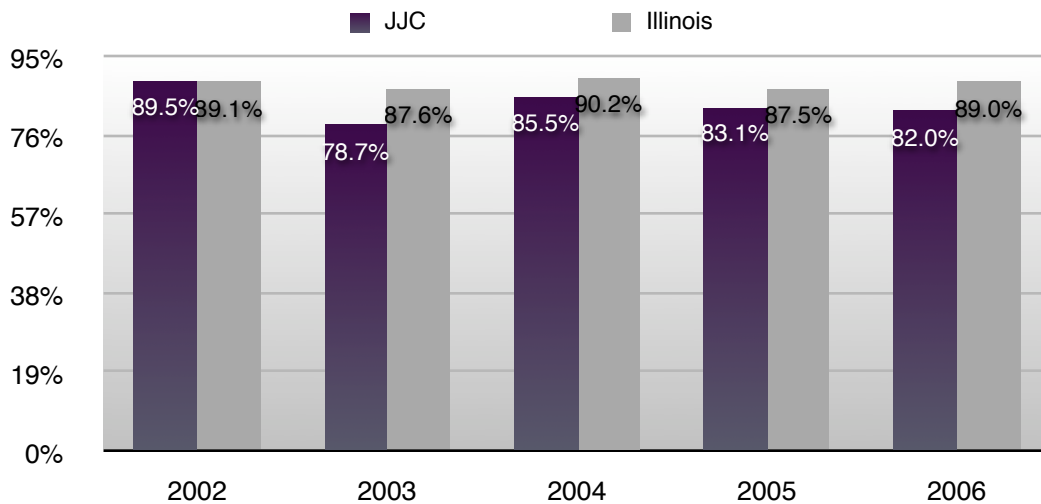
### Part 1. Joliet Junior College Accomplishments, Plans, & Challenges

ICCB did not require community colleges complete a narrative for this policy area this year. See the 2006 Performance Report for a narrative: [www.jjc.edu/admin/ie](http://www.jjc.edu/admin/ie)

### Part 2. Common Institutional Indicators

#### Part 2.1. Data

Figure 5.1 Percent of Occupational Graduates Reporting Satisfaction with their Program at JJC and Illinois Community Colleges, FY 2002-06 (5C1)



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

*Performance Goal 1.* Occupational graduate satisfaction rates with JJC will be higher than state averages.

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

For four out of the past five years, the percent of JJC graduates reporting satisfaction with JJC has been lower than the state average. These rates have also steadily declined between 2002 and 2006. According to survey results, occupational graduates usually note a disconnect between courses taken for their specific program and courses taken outside their program and lower levels of satisfaction with how specific services are linked together, suggesting curriculums may not be aligned or integrated with other academic areas and that service areas may meet the immediate needs of students, but are disconnected from other units in terms of providing a more integrated approach.

### Part 3. Mission-Specific Indicators

#### Part 3.1. Mission-specific Indicators

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

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

*Performance Goal 1.* JJC pass rates on professional/occupational licensure examinations will be comparable or higher than national averages.

*Performance Goal 2.* JJC occupational program graduates will witness higher occupational placement rates than state averages.

*Performance Goal 3.* JJC transfer rates will be higher than state average transfer rates.

*Performance Goal 4.* The percent of minority students who place in remedial education and complete a credit course will be the same as the institutional average for all students.

*Performance Goal 5.* JJC class size will be lower than state and peer group averages.

*Performance Goal 6.* The percent of JJC faculty who teach in college-level transfer courses who hold at least a Master's Degree will be higher than state and peer group averages.

*Performance Goal 7.* JJC students will state they feel more engaged and that JJC makes a larger contribution to learning than students at other colleges.

### CLASS SIZE

**Figure 5.2 Average Class Size at JJC, JJC Peer Group, & Illinois Community Colleges, FY 2002-06 (5M4)**

Class Size	2002	2003	2004	2005	2006	2002-06 % change
JJC	16.6	16.8	17.7	17.7	17.1	3.3%
JJC Peer Group Avg.	18.4	18.7	19.5	19.9	19.3	4.9%
State Avg.	17.1	17.5	18.5	18.4	17.9	4.7%

Part 3.3 Data for the Three Most Recent Years

Figure 5.3 Licensure Pass Rates on Professional/Occupational Examinations Relative to National Averages, 2004-06 <sup>1</sup>

Program	2004			2005			2006		
	#	JJC	U.S.	#	JJC	U.S.	#	JJC	U.S.
ADN - RN	82	80%	85%	79	85%	87%	108	83%	88%
Cert. - PN	65	95%	89%	81	99%	89%	86	99%	88%
Nurse Asst.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	91%	88%
EMT	n/a	n/a	n/a	91	95%	73%	69	100%	69%
Vet Tech	n/a	n/a	n/a	n/a	100%	80%	28	100%	68%

**OCCUPATIONAL PLACEMENT AND RETENTION**

Figure 5.4 Percent of JJC, Peer Group, and Illinois Community College Occupational Graduates who are Employed or Continuing their Education, FY 2001-05 (5M1)

	2002	2003	2004	2005	2006
JJC	88.2%	87.1%	85.7%	85.2%	84.7%
State Avg.	80.8%	80.3%	78.7%	77.8%	77.9%

Figure 5.5 Percent of JJC and Illinois Community College Occupational Graduates Retained in Employment One Year After Initial Employment, FY 2001-05 (5M2)

	2001	2002	2003	2004	2005
JJC	98.0%	95.7%	93.4%	94.4%	96.7%
State Avg.	94.1%	93.8%	94.0%	94.2%	94.3%

<sup>1</sup> ADN - RN and Certificate - PN represent pass scores on the NCLEX exam for nurses in Associate Degree and Certificate programs. NCLEX stands for National Council Licensure EXamination. Radiologic Technology is a new program at JJC and will start in Fall 2007. JJC does not have a Dental Hygiene program.

## TRANSFER RATES

Figure 5.6 Transfer Rates for JJC, Peer Group, & Illinois Community Colleges, FY 2001-07 (5M3)<sup>2</sup>

Year		JJC	Peer Group Avg.	State Total
2001	Fall 1995 Entrants	1,281	1,568	31,123
	# Transferred to Senior Institution by Fall 1999 and Earned 12 credits	263	335	6,874
	<b>Transfer Rate</b>	<b>20.5%</b>	<b>21.4%</b>	<b>22.1%</b>
2002	Fall 1996 Entrants	1,245	1,528	31,186
	# Transferred to Senior Institution by Fall 2000 and Earned 12 credits	240	349	7,066
	<b>Transfer Rate</b>	<b>19.3%</b>	<b>22.8%</b>	<b>22.7%</b>
2003	Fall 1997 Entrants	1,307	1,486	30,596
	# Transferred to Senior Institution by Fall 2001 and Earned 12 credits	271	366	7,564
	<b>Transfer Rate</b>	<b>20.7%</b>	<b>24.6%</b>	<b>24.7%</b>
2004	Fall 1998 Entrants	1,285	1,497	29,804
	# Transferred to Senior Institution by Fall 2002 and Earned 12 credits	261	345	6,815
	<b>Transfer Rate</b>	<b>20.3%</b>	<b>23.0%</b>	<b>22.9%</b>
2005	Fall 1999 Entrants	1,077	1,758	29,786
	# Transferred to Senior Institution by Fall 2003 and Earned 12 credits	296	547	9,050
	<b>Transfer Rate</b>	<b>27.5%</b>	<b>31.1%</b>	<b>30.4%</b>
2006	Fall 2000 Entrants	1,048	1,362	29,573
	# Transferred to Senior Institution by Fall 2004 and Earned 12 credits	291	465	9,216
	<b>Transfer Rate</b>	<b>27.8%</b>	<b>34.1%</b>	<b>31.2%</b>
2007	Fall 2001 Entrants	1,129	1,478	30,949
	# Transferred to Senior Institution by Fall 2004 and Earned 12 credits	456	630	11,873
	<b>Transfer Rate</b>	<b>40.4%</b>	<b>42.6%</b>	<b>38.4%</b>

<sup>2</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. Data is from an ICCB analysis of transfer rates through the National Student Loan Clearinghouse.

## DEGREE ATTAINMENT OF FACULTY

Figure 5.7 Percent of JJC and Illinois Community College Full-Time Faculty who Teach College-Level Transfer Courses with a Master's Degree or Above, FY 2002-06 (5M5)

	2002	2003	2004	2005	2006
JJC	100.0%	98.8%	99.0%	98.9%	99.0%
State Avg.	96.9%	96.8%	96.1%	96.2%	96.9%

## GENERAL EDUCATION & ARTICULATED COURSES

Figure 5.8 Number of General Education Courses in the Illinois Articulation Initiative (IAI) at JJC, Peer Group, and Illinois Community Colleges, FY 2002-06 (5M6)

Enrollment	2002	2003	2004	2005	2006	02-06 % change
JJC	83	82	83	83	91	9.6%
JJC Peer Group Avg.	115	116	117	118	165	43.5%
State Avg.	88	88	89	90	199	126.1%

Figure 5.9 Number of Major Specific Courses Included in the Illinois Articulation Initiative (IAI) at JJC, Peer Group, and Illinois Community Colleges, FY 2002-06 (5M7)

Enrollment	2002	2003	2004	2005	2006	02-06 % change
JJC	166	168	170	170	179	7.8%
JJC Peer Group Avg.	196	196	194	202	271	38.3%
State Avg.	138	139	141	145	180	30.4%

**PROJECT EXITO<sup>3</sup>****Figure 5.10 Project Exito Data for JJC and the Fall 2001 First-Time Student Cohort by the FY 2004-05**

<b>Enrollment</b>	<b>White</b>	<b>African-Am.</b>	<b>Latino</b>	<b>All</b>
First-Time 2001 Cohort	1,117	195	239	1,551
% Receiving Pell Grant	7.3%	35.9%	7.9%	11.0%
% Receiving Financial Aid	21.6%	49.7%	15.1%	24.1%
Average ACT Scores	19.9	15.7	17.6	19.5
% Placed in Developmental Math	80.1%	89.6%	87.9%	81.9%
% Placed in Developmental Reading	34.0%	60.4%	47.1%	38.2%
% Placed in Developmental Writing	45.8%	77.9%	60.6%	50.8%
% Took at Least One Developmental Course	59.0%	56.4%	31.0%	54.4%
% Took at Least One Developmental Math Course	51.0%	48.2%	25.1%	46.7%
% Took at Least One Developmental Reading Course	26.1%	37.9%	18.8%	26.5%
% Took at Least One Developmental Writing Course	8.3%	8.2%	7.9%	8.3%
Average Developmental Credits Attempted	11.5	10.9	12.1	11.5
Average Developmental Credits Earned	7.9	5.4	8.2	7.6
% Completed at Least One Credit Math Course	12.9%	1.0%	4.6%	10.1%
% Completed at Least One Credit English Course	30.1%	6.2%	10.0%	24.0%
% Completed < 10 Degree Credits, No Credential	30.6%	56.4%	69.5%	39.8%
% Completed 10-29 Degree Credits, No Credential	22.9%	23.1%	10.5%	21.0%
% Completed 30 or More Degree Credits, No Credential	34.4%	15.4%	15.1%	29.0%
% Receiving Associate Degree	14.5%	4.1%	3.8%	11.5%
% Still Enrolled in College (transferred), 2004-05	25.1%	7.2%	17.6%	21.7%

<sup>3</sup> Project Exito is a program coordinated by the South Metropolitan Higher Education Consortium. The goal of the project is to create opportunities for colleges to engage in dialog about the academic achievement of minority students and conduct evaluation and research projects.

**FACES OF THE FUTURE<sup>4</sup>**

**Figure 5.11 Percent of JJC and National Community College Students who Agree that Instruction at Their College is of High Quality, Fall 2000-05**

Fall	JJC				National			
	St. Agree	Agree	Neutral	Disagree	St. Agree	Agree	Neutral	Disagree
2000	25.2%	40.1%	28.1%	6.6%	26.6%	39.6%	26.9%	6.8%
2001	17.7%	42.1%	33.4%	6.8%	26.7%	39.4%	27.1%	6.8%
2002	23.8%	34.8%	34.0%	7.6%	26.8%	39.1%	27.3%	6.8%
2003	23.4%	38.3%	29.4%	8.9%	26.9%	38.8%	27.6%	6.8%
2004	25.9%	35.5%	31.4%	7.2%	27.7%	39.0%	26.8%	6.5%
2005	22.6%	43.4%	29.8%	4.2%	29.0%	39.1%	25.8%	6.2%

**Figure 5.12 Percent of JJC and National Community College Students who Agree that Academic Advising at Their College is of High Quality, Fall 2000-05**

Fall	JJC				National			
	St. Agree	Agree	Neutral	Disagree	St. Agree	Agree	Neutral	Disagree
2000	21.4%	22.5%	31.7%	24.4%	19.8%	30.4%	34.5%	15.4%
2001	9.7%	25.5%	44.2%	20.6%	20.3%	30.3%	33.9%	15.5%
2002	17.0%	26.0%	41.8%	15.2%	19.9%	29.9%	33.9%	16.3%
2003	12.2%	29.4%	40.9%	17.6%	20.3%	30.0%	33.8%	16.0%
2004	13.9%	26.6%	39.0%	20.6%	20.3%	30.0%	33.5%	16.2%
2005	14.4%	28.3%	38.1%	19.2%	21.7%	30.2%	32.7%	15.4%

**Figure 5.13 Percent of JJC and National Community College Students who Agree that Concern is Shown for Them as Individuals at Their College, Fall 2000-05**

Fall	JJC				National			
	St. Agree	Agree	Neutral	Disagree	St. Agree	Agree	Neutral	Disagree
2000	26.5%	31.5%	30.0%	12.0%	27.9%	37.3%	25.5%	9.4%
2001	19.7%	36.7%	33.2%	10.4%	28.3%	37.1%	25.6%	9.0%
2002	23.2%	37.8%	28.7%	10.2%	27.7%	37.1%	26.0%	9.2%
2003	22.4%	34.3%	31.9%	11.4%	27.6%	37.0%	26.2%	9.3%
2004	28.4%	35.4%	24.8%	11.4%	27.9%	37.2%	25.7%	9.2%
2005	23.7%	38.9%	29.4%	8.1%	29.4%	36.7%	24.9%	9.0%

<sup>4</sup> Faces of the Future an annual survey of students conducted by JJC and national community colleges. JJC surveyed its students Fall 2001 through Fall 2005. Several of the questions on the survey relate to learning. In 2006, JJC decided to utilize the Community College Survey of Student Engagement (CCSSE) and surveyed students in Spring 2007. JJC results will be available in August 2007, with comparative information available in Fall 2007. Past data related to the Faces of the Future Survey can be found on-line:

<http://www.jjc.edu/admin/ie/information/Surveys/surveys.htm>

**5.14 Percent of JJC and National Community College Students who Agree Their Program of Study is Sufficiently Challenging, Fall 2000-05**

	JJC				National			
Fall	St. Agree	Agree	Neutral	Disagree	St. Agree	Agree	Neutral	Disagree
2000	23.2%	34.1%	31.1%	11.6%	25.6%	38.6%	26.8%	9.1%
2001	14.2%	33.5%	36.1%	16.2%	25.7%	38.3%	27.0%	9.0%
2002	19.9%	34.1%	31.5%	14.6%	25.1%	37.9%	27.7%	9.3%
2003	21.7%	38.1%	30.2%	10.0%	24.9%	37.9%	27.6%	9.5%
2004	16.6%	35.5%	30.8%	17.1%	25.0%	37.4%	27.7%	9.9%
2005	20.0%	34.2%	32.2%	13.7%	25.9%	36.8%	27.4%	9.9%

**5.15 Percent of JJC and National Community College Students who Agree That, Overall, Their Academic Experiences Have Been Positive, Fall 2000-05**

	JJC				National			
Fall	St. Agree	Agree	Neutral	Disagree	St. Agree	Agree	Neutral	Disagree
2000	27.6%	39.8%	25.3%	7.2%	29.3%	43.0%	22.3%	5.4%
2001	21.2%	44.0%	27.3%	7.5%	29.7%	43.2%	21.9%	5.2%
2002	20.6%	44.3%	29.4%	5.7%	30.0%	42.9%	21.8%	5.3%
2003	23.9%	44.5%	27.6%	4.0%	29.9%	42.8%	21.9%	5.3%
2004	25.6%	39.2%	27.4%	7.8%	30.4%	42.2%	21.9%	5.5%
2005	26.3%	44.2%	22.2%	7.3%	31.4%	42.1%	21.2%	5.3%

**5.16 Percent of JJC and National Community College Students who Indicate Their College Has Made a Major Contribution to Increasing Their Academic Competence, Fall 2000-05**

	JJC			National		
Fall	Major Contribution	Moderate Contribution	No Contribution	Major Contribution	Moderate Contribution	No Contribution
2000	36.0%	56.9%	7.1%	41.4%	52.8%	5.7%
2001	33.3%	56.9%	9.8%	41.2%	53.0%	5.9%
2002	30.8%	58.5%	10.7%	41.6%	52.4%	5.9%
2003	35.0%	58.4%	6.6%	41.4%	52.6%	6.0%
2004	34.3%	59.3%	6.4%	41.5%	52.5%	6.0%
2005	41.2%	52.4%	6.3%	41.7%	52.4%	5.9%

**5.17 Percent of JJC and National Community College Students who Indicate Their College Has Made a Major Contribution to Enriching Their Intellectual Life, Fall 2000-05**

	JJC			National		
Fall	Major Contribution	Moderate Contribution	No Contribution	Major Contribution	Moderate Contribution	No Contribution
2000	22.9%	67.3%	9.8%	28.6%	64.5%	6.9%
2001	22.5%	68.3%	9.2%	28.4%	64.4%	7.2%
2002	17.6%	73.1%	9.2%	28.7%	64.2%	7.1%
2003	20.4%	69.9%	9.7%	28.2%	64.6%	7.2%
2004	24.1%	68.8%	7.2%	28.5%	64.6%	6.9%
2005	32.5%	59.9%	7.6%	28.6%	64.5%	7.0%

**5.17 Percent of JJC and National Community College Students who Indicate Their College Has Made a Major Contribution to Helping Learn to Communicate with Others, Fall 2000-05**

	JJC			National		
Fall	Major Contribution	Moderate Contribution	No Contribution	Major Contribution	Moderate Contribution	No Contribution
2000	15.6%	58.7%	25.7%	19.4%	60.1%	20.5%
2001	11.6%	57.2%	31.2%	19.2%	59.4%	21.4%
2002	11.5%	58.7%	29.8%	19.1%	58.8%	22.1%
2003	11.9%	66.0%	22.1%	18.6%	59.0%	22.4%
2004	12.9%	61.6%	25.5%	19.3%	58.9%	21.8%
2005	19.1%	59.1%	21.8%	19.2%	59.0%	21.8%

**5.18 Percent of JJC and National Community College Students who Indicate Their College Has Made a Major Contribution to Helping Learn Leadership Skills, Fall 2000-05**

	JJC			National		
Fall	Major Contribution	Moderate Contribution	No Contribution	Major Contribution	Moderate Contribution	No Contribution
2000	14.2%	63.7%	22.1%	20.7%	60.5%	18.9%
2001	13.8%	58.0%	28.2%	20.7%	59.7%	19.6%
2002	13.8%	57.5%	28.7%	20.4%	59.5%	20.2%
2003	13.9%	61.0%	25.1%	20.1%	59.6%	20.3%
2004	13.7%	62.5%	23.8%	20.8%	59.4%	19.9%
2005	19.9%	59.6%	20.5%	20.9%	59.4%	19.7%

**5.19 Percent of JJC and National Community College Students who Indicate Their College Has Made a Major Contribution to Helping Them Work as a Team, Fall 2000-05**

Fall	JJC			National		
	Major Contribution	Moderate Contribution	No Contribution	Major Contribution	Moderate Contribution	No Contribution
2000	16.0%	58.9%	25.1%	19.0%	59.5%	21.4%
2001	11.5%	55.9%	32.6%	18.8%	58.6%	22.6%
2002	11.7%	55.6%	32.7%	18.5%	58.0%	23.4%
2003	9.3%	63.8%	26.9%	18.2%	58.0%	23.7%
2004	10.5%	62.5%	27.0%	18.8%	58.3%	22.9%
2005	17.8%	54.9%	27.3%	18.6%	58.2%	23.2%

**RETENTION RATES<sup>5</sup>**
**5.20 Retention Rates of Full and Part-Time Students at JJC, Peer Group, and Illinois Community Colleges, Fall 2003 to 2004 and Fall 2004 to 2005**

College	Full-Time		Part-Time	
	2004	2005	2004	2005
JJC	60.0%	64.0%	28.0%	31.0%
DuPage	64.0%	67.0%	52.0%	52.0%
Lake County	66.0%	65.0%	40.0%	44.0%
Moraine Valley	65.0%	68.0%	37.0%	39.0%
Oakton	62.0%	67.0%	36.0%	34.0%
Harper	69.0%	66.0%	40.0%	41.0%
Triton	61.0%	62.0%	41.0%	38.0%
State Average	59.0%	58.0%	36.0%	39.0%

<sup>5</sup> The retention rate is the percent of the Fall cohort that returns the following Fall semester. Includes first-time, degree-seeking students. Data from the U.S. Department of Education, IPEDS.

*Part 3.4 Brief Interpretation of Performance and Related Implications*

*Performance Goal 1.* JJC pass rates on professional/occupational licensure examinations will be comparable or higher than national averages.

*Interpretation:* JJC pass rates on licensure examinations have generally been similar to and, in the case of programs with competitive admissions, exceed national averages.

*Performance Goal 2.* JJC occupational program graduates will witness higher occupational placement rates than state averages.

*Interpretation:* JJC students have historically held higher occupational placement rates than students at other community colleges in Illinois.

*Performance Goal 3.* JJC transfer rates will be higher than state average transfer rates.

*Interpretation:* JJC transfer rates have historically been lower than state and peer group averages, although there has been high growth in the past four years.

*Performance Goal 4.* The percent of minority students who place in remedial education and complete a credit course will be the same as the institutional average for all students.

*Interpretation:* There are wide disparities between the percent of students who place in remedial courses and complete credit courses afterwards.

*Performance Goal 5.* JJC class size will be lower than state and peer group averages.

*Interpretation:* Class size at JJC has historically been lower at JJC than state and peer group averages.

*Performance Goal 6.* The percent of JJC faculty who teach in college-level transfer courses who hold at least a Master's Degree will be higher than state and peer group averages.

*Interpretation:* Higher percentages of JJC faculty hold at least a Master's Degree than faculty at peer group and state community colleges.

*Performance Goal 7.* JJC students will state they feel more engaged and that JJC makes a larger contribution to learning than students at other colleges.

*Interpretation:* For the past seven years, JJC students have stated that JJC contributes comparatively less to their learning than students at other community colleges.

### Summary

- While JJC students report high levels of satisfaction with individual programs and services, they generally rate institutional processes lower than students at other community colleges. This suggests that programs and departments are effective in meeting the immediate learning and service needs of students in specific contexts, but that holistic student needs are being met more by chance than by intention. Students need a blueprint for their college experience that takes a holistic view of learning through integrated courses, programs and services, as opposed to one that sees the college experience as a set of isolated experiences that, when added up, may or may not make a significant contribution to learning and development.
- There has been little evidence that JJC students are meeting the general education and other learning goals outlined by the college. While learning goals may be incorporated into the design of curriculums and programs in order to meet an external accountability requirement as set forth by ICCB, there is little public evidence that students are actually meeting learning goals as set forth in the design of curriculums and programs. Effective communication between teams that design and approve curriculums and programs and teams that evaluate student learning would be an effective method for ensuring that students are learning what the college intends them to learn.