

INSTITUTIONAL OVERVIEW

0.1 DISTINCTIVE INSTITUTIONAL FEATURES

Joliet Junior College (JJC) is a comprehensive public community college. Illinois Community College District 525 is one of 39 community college districts governed by the Illinois Community College Board (ICCB) under the Illinois Board of Higher Education (IBHE). The college offers pre-baccalaureate programs for students planning to transfer to a four-year university, occupational education leading directly to employment, adult education and literacy programs, workforce and workplace development services, and support services to help students succeed.

Founded in 1901, JJC is the nation's first public community college. The college's initial enrollment was six students. Today, JJC annually serves more than 25,000 students in credit courses and 14,000 students in noncredit courses. The JJC district straddles seven counties covering a 1,442 square mile area and serves an estimated population of over 600,000 residents. The district remains one of the most rapidly growing areas in the nation.

Mission

Joliet Junior College enriches people's lives through affordable, accessible, and quality programs and services. The college provides transfer and career preparation, training and workforce development, and a lifetime of learning to the diverse community it serves.

Vision

Joliet Junior College, the nation's first public community college, will be a leader in teaching and learning, and the first choice for postsecondary education.

Strategic Goals

- Improve student success with an emphasis on enrollment, retention, graduation, and transfer rates and effective teaching strategies and learning outcomes.
- Increase institutional sustainability with an emphasis on obtaining necessary resources, state-of-the-art facilities, professional development, and environmental stewardship.
- Increase and improve partnerships with organizations that support the college's mission.
- Utilize technology strategically to advance teaching and learning, expand online and alternative delivery methods, and enable effective administrative and support services.
- Improve the success of minority, underrepresented and underprepared student populations in addition to closing the gap between high school and college performance.
- Develop programs that anticipate and respond to labor market demand.

Core Values

The JJC community fosters a caring and friendly environment that embraces diversity and encourages personal growth by promoting the following core values, represented by the acronym *RICH In Quality*:

- *Respect*: The JJC community advocates respect for every individual by the demonstration of courtesy and civility in every endeavor.
- *Integrity*: Integrity is an integral component of the common bond among JJC community members.
- *Collaboration*: JJC is dedicated to the formation and enrichment of collaborative relationships as part of the scholarly process.
- *Humor*: The staff at JJC recognizes humor as a means for collegial well-being and self-rejuvenation.
- *Innovation*: Encouraging the pursuit of excellence and innovation drives JJC through the twenty-first century.
- *Quality*: JJC is dedicated to the quality of its educational programs and services.

O.2 SCOPE OF OFFERINGS

Educational offerings at JJC focus on five areas: transfer, occupational, adult basic and secondary, continuing education and economic development, and personal enrichment. JJC offers two degree programs aimed at preparing students for transfer to four-year colleges and universities. These degrees are the Associates of Arts (A.A.) and the Associates of Science (A.S.). These programs are closely aligned with the [Illinois Articulation Initiative](#) (IAI). Students who want an associate degree without a specific emphasis and more flexibility to select transfer and non-transfer courses can earn the Associates of General Studies (A.G.S.). JJC also offers three programs aimed at preparing individuals for employment in a specific field of study. The occupational area degree is the Associates of Applied Science (A.A.S.). Certificate programs include the Certificate of Achievement (C.O.A.), and Certificate of Completion (C.O.C.). There are 65 occupational degree programs leading to an A.A.S. and 125 leading to either a C.O.A or C.O.C.

The [Division of Adult and Family Services](#) (DAFS) offers programs in Adult Basic Education (ABE) and Adult Secondary Education (ASE). The purpose of ABE programs is to bring students to a competency of eighth-grade equivalency, and the purpose of ASE programs is to bring students to a competency of twelfth-grade equivalency. Offerings include English as a Second Language (ESL) and General Education Development (GED). Through its [Community & Economic Development](#) (CED) Department, JJC delivers seminars, workshops, and custom training packages to businesses throughout the district. CED offers non-credit and credit courses in economic development and personal enrichment areas aiming to address current and future education needs through occupational skills training, contract and customized training, and small business development, and incubation. JJC also offers a wide variety of personal enrichment courses. The purpose of personal enrichment courses is to provide lifelong learning opportunities for district residents of all ages in a non-credit format to enrich their minds, explore new talents and even keep up with today's constantly changing technologies. Many enjoy the more relaxed atmosphere of non-credit classes as they focus on gaining a skill without the pressure of grades. There are twelve [academic departments](#) at JJC:

- Agricultural and Horticultural Sciences and Veterinary Technology
- Business
- Computer Information and Office Systems
- Counseling
- Culinary Arts and Hospitality Management
- English and World Languages
- Fine Arts
- Mathematics
- Natural Sciences and Physical Education
- Nursing and Allied Health Sciences
- Social and Behavioral Sciences
- Technical

O.3 STUDENT BASE

JJC's fall 2008 credit enrollment stood at 14,088. This is the largest fall census headcount in JJC's history. Figures O.1 through O.4 break down fall 2008 enrollment by ethnicity, gender, attendance status, and department. As the figures show, minorities represented 29% of the population, females 59%, full-time students 43%, and transfer programs about 75% of the fall 2008 credit enrollment. Between 2005 and 2015 the minority population in the JJC District is expected to increase from 26% to 31% of the total district population.¹ Persons of Latino or Hispanic origin are projected to increase by 20% as of 2010 and by 74% as of 2015 in the JJC district.²

Figure O.1. Fall 2008 Credit Enrollment

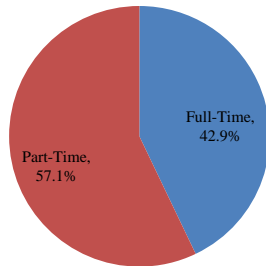


Figure O.2. Fall 2008 Enrollment by Department

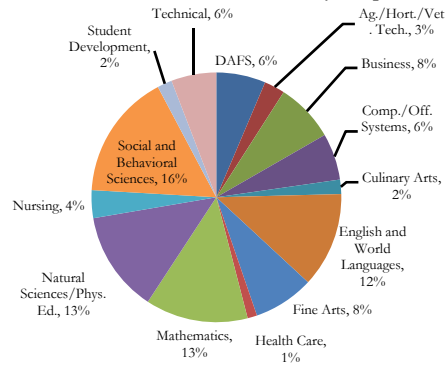


Figure O.3. Fall 2008 Credit Enrollment by Ethnicity

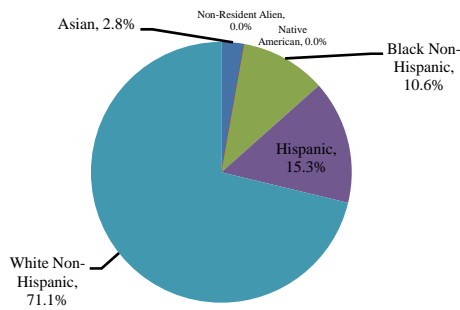
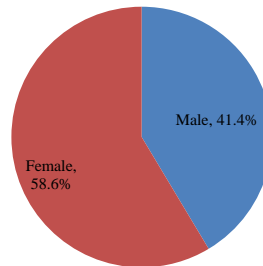


Figure O.4. Fall 2008 Credit Enrollment by Gender



¹ Joliet Junior College and Illinois Population Projections by Age, Race, & Gender, 2005-2015 http://www.jjc.edu/admin/ie/Information/Projections/JJC_County_Demographics_2005_15.pdf; U.S. Census Bureau: <http://www.census.gov/>

² Joliet Junior College and Illinois Population Projections by Age, Race, & Gender, 2005-2015 http://www.jjc.edu/admin/ie/Information/Projections/JJC_County_Demographics_2005_15.pdf

Seventy-three percent of all fall 2008 credit students came from ten cities in the district, with Joliet making up the largest percentage (24%) as shown in Table O.1. The district is seeing and is projected to see enrollment growth based on increased demand of online classes, the addition of high school dual credit enrollment, general shift from noncredit to credit course offerings, rapid K-12 enrollment growth, and growth of the district population.

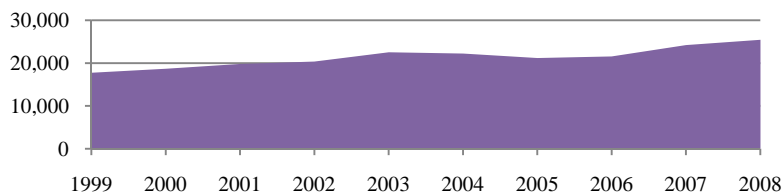
Table O.1. Fall 2008 Enrollment by Top Ten Cities

City	Count	City	Count
Joliet	3,371	Lockport	675
Plainfield	1,795	Morris	583
Bolingbrook	897	Frankfort	489
Romeoville	851	Mokena	437
New Lenox	838	Crest Hill	411

These factors are pushing enrollment at JJC to new highs from 1999-2008 as can be seen on Figure O.5 (Credit) and O.6 (Non-Credit).

In fiscal year 2008, 25,649 students completed at least one credit hour at JJC. An additional 14,425 students enrolled in at least one non-credit course for the same period 2008.

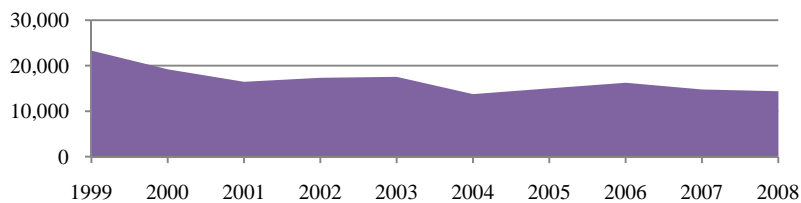
Figure O.5. JJC Annual Credit Enrollment by Fiscal Year (1999-2008)



1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
17,661	18,690	19,826	20,385	22,558	22,254	21,198	21,578	24,237	25,469

Possible reasons for significant increases since 1999 can be related to the expansion of online classes, the addition of high school dual credit enrollment, general shifts from noncredit to credit course offerings, and shifts in the economy.

Figure O.6. JJC Annual Non-Credit Enrollment by Fiscal Year (1999-2008)



1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
23,348	19,231	16,494	17,354	17,574	13,782	15,031	16,278	14,810	14,425

Reasons for the recent declines in noncredit activity and participation vary by locality. Local community college budgets continue to be tight and generally noncredit courses are only offered if they break even or are profitable. Additionally, there has been some resurgent resistance to reporting individual participant data at the noncredit level.

The demographic characteristics of the District 525 populations must be studied more in-depth to better understand and prepare students. This is because the JJC student and district demographic base is changing rapidly. Some implications to the community and the college may include:

- Increased congestion
- Infrastructure problems
- Overcrowded school districts with under-prepared students for college
- Lag in tax base revenue due to constant changes in new and existing housing market
- Relatively flat growth in White Non-Hispanic and African-American populations
- Significant increase in linguistic minorities and multilingual populations
- More market business and industry response to the more diverse population
- Increased impact of globalization in the district
- Increased emphasis on religious diversity, particularly Muslim populations
- JJC District becoming a melting pot
- Increased need for services and programs that enhance access to college, including increased awareness of financial aid
- Increased need for services such as ESL for students and parents and a greater need for bilingual staff and faculty
- Need for new academic programs responsive to residents needs
- Systems and applications will need to be available in multiple languages
- Need to present brochures and training programs in multiple languages
- Continued need to promote cultural diversity
- Need to address a technology gap and technology accessibility issues
- Realign organizational structures designed to serve a traditional population toward a more racially, ethnically, and linguistically diverse society

O.4 COLLABORATIONS

Associations

JJC actively participates in two quality-focused associations, the [Continuous Quality Improvement Network](#) (CQIN) and the [Academic Quality Improvement Program](#) (AQIP). JJC also has membership in the American Association of Community Colleges (AACC), American Council on Education (ACE), Association of Governing Boards of Universities & Colleges (AGB), Community College Business Officers (CCBO), Consortium for Community College Development (CCCD), Council for the Advancement and Support of Education (CASE), Council for Higher Education Accreditation (CHEA), Council for Resource Development (CRD), National Association of College and University Business Officers (NACUBO), League for Innovation, and the National Institute for Staff and Organizational Development (NISOD). State partnerships include participation in ICCB and IBHE conferences, meetings, and workshops, the Illinois Community College Faculty Association (ICCF), Illinois Community College Trustees Association (ICCTA), Illinois Council of Community College Administrators (ICCCA), and Illinois Association for Institutional Research (IAIR).

Accreditations

JJC is accredited by the [Higher Learning Commission](#) (HLC) of the [North Central Association of Colleges and Secondary Schools](#) (NCA), and its next reaffirmation of accreditation will be 2014-2015. JJC has multiple accredited programs including Culinary Arts, Practical and Registered Nursing, Automotive Veterinary Medical Technology, Health Information Management, Accounting, Human Resource Management, Retail Management, Management and Supervision, Marketing Management, Real Estate, and Real Estate Appraisal, and is an institutionally accredited member of the National Association of Schools of Music.

Economic Development

JJC collaborates with a variety of local and regional entities in contributing to the economic development of the region, including small businesses to provide technical assistance to district residents and area employers to provide workforce development workshops and contract training. Table O.2 outlines the number of individuals and businesses JJC collaborated with over the last three years in the area of economic development. JJC is also involved in regional economic development organizations, with the President of JJC holding a seat on the board of the Will County Center for Economic Development. JJC also recently conducted an [economic impact study](#) that demonstrated the economic impact of the college on the district.

Table O.2. Center for Economic Development (CED) Collaborations

Collaborations	2003	2004	2005	2006	2007	5-Year Average
Businesses Provided with Technical Assistance through CED	655	460	513	1,125	1,178	786
Individuals Receiving Customized Training through CED	595	8	0	2,006	1,935	909
CED Courses and Workshops Conducted	6,924	6,803	291	592	928	3,108

Community Service

In the fall of 2008, a JJC volunteer club was officially organized and chartered at JJC. This group encourages students to volunteer and keeps track of hours completed by its members. Additionally, referrals to community service/volunteer projects can also be made through the [Office of Student Activities](#) (OSA). Any student, staff member or individual seeking volunteer projects can contact the offices and look through the binder of information available from various agencies seeking volunteers. Volunteer projects are also available on bulletin boards throughout campus and on the collegiate club council [Web site](#).

High Schools

The JJC dual credit program connects high school studies to at least two years of postsecondary study in a college, technical school, or apprenticeship. Ninety-three percent of students who participate in the dual credit program earn a high school diploma compared to 82% of all students. The purpose of the Education-to-Careers (ETC) program is to help high school students, early leavers, and holders of high school diplomas link programs or courses of study to career interests. Every year, the ETC program reaches over 70,000 individuals in the district.

Community Entities

JJC's Pharmacy Technician Program partners with the MRxI Corporation to offer continuing education and certification for pharmacy technicians in the JJC district. The program is projected to increase by 58% between 2000 and 2010. An area hospital provides space to students enrolled in the Radiology Technician Program, while several district hospitals provide internship and continuing education opportunities for students enrolled in the Nursing Program. The Office of Career Services partners with local businesses in sponsoring job fairs for students and local employers and posts regular updates and sponsors on-line, [Joliet Regional Job Fair](#). Regional and local partnerships include partnerships with district Chambers of Commerce and the Illinois Workforce Development Board to enhance economic development through employment and training. More information about partnerships can be found in Category Nine.

Consortia

Regional and local partnerships include the [South Metropolitan Higher Education Consortium](#) (SMHEC), partnering with the Illinois Workforce Development Board to provide economic development through employment and training facilities, and district Chambers of Commerce. JJC also partners with the four-year public Governors State University to offer courses at a facility in Frankfort, Illinois. JJC participates in Making Virtual Campuses a Reality and the [Illinois Consortium for International Studies and Programs](#) (ICISP).

0.5 FACULTY AND STAFF BASE

As Table O.3 shows JJC employs nearly 1,200 full and part-time employees. Part-time faculty represent 64% of all faculty and teach about 49% of credit courses. Sixty-one percent of all full-time faculty, administration and staff hold at least a master's degree. Almost 89% percent of all full-time faculty and 99% of full-time faculty teaching in transfer programs hold at least a master's degree, compared to the state community college average of 97.7%. Nine percent of full-time faculty and 22% of full-time administrators come from minority populations.

Table O.3. Faculty and Staff at JJC, fall 2008

Category	Full-time	Part-time	Total
All Employees	512	655	1,167
Faculty	204	367	571
Administrative	58	8	66
Clerical	51	60	111
Maintenance	57	23	80
Professional	26	15	41
Other	116	182	298

There are five bargaining units at JJC:

1. Faculty, represented by the American Federation of Teachers (AFT) Local 604.
2. Clerical, represented by AFT Local 604.
3. Food service, represented by the Service Employees International Union (SEIU) Local 7.
4. Campus police, represented by the Illinois Fraternal Order of Police Labor Council.
5. Physical plant, represented by SEIU Local.

0.6 FACILITIES, EQUIPMENT, AND TECHNOLOGY

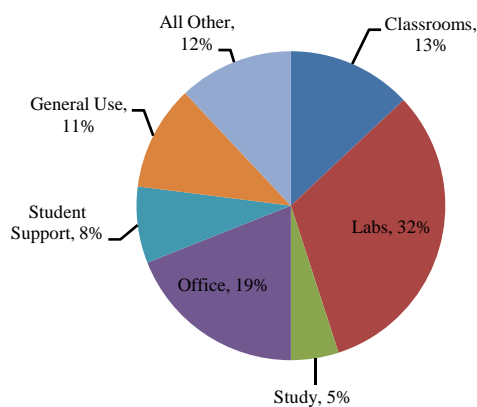
Facilities and Equipment

JJC has four campuses and 11 satellite/extension centers [throughout the district](#). The [Main Campus](#) is located in a rural/suburban area at the intersection of two major interstates (I-55 and I-80). ICCB designates JJC as District 525, one of 39 community college districts in the state. The [North Campus](#) is located in suburban Romeoville. The [City Center Campus](#) is located in downtown Joliet. The [JJC Renaissance Center](#), a full-service banquet facility designed by famed Chicago architect Daniel Burnham is connected to the City Center Campus. The [Grundy County Center](#) is located in the city of Morris on the western edge of the district. The [Weitendorf Agricultural Educational Center](#) is located just minutes south of downtown Joliet. As of FY 2007, JJC covered 764,000 gross square feet, with all campuses covering 463 acres, the 2nd largest in Illinois. In FY 2007, JJC assigned 60 net assignable square feet (NASF) per full-time equivalent (FTE) student, lower than the state average of 87 NASF per FTE. Figure O.7 shows the breakdown of JJC's NASF by room classification.

Regulatory Environment

JJC operates in a regulatory environment on three levels: accountability, regulatory, and legal. As a public entity, JJC is held accountable to the citizens of Illinois through state statutory provisions under the control of the Illinois General Assembly. In Illinois, ICCB is the entity responsible for advising budgets, capital planning, coordinating articulation, and collecting and disseminating information. Thus, ICCB exerts planning, regulatory, and fiscal authority over JJC, including issues related to borrowing and financing, capital expenditures, taxation, issuing of bonds, and use of facilities. Due to this state governing context, JJC operates in a more interdependent environment than community colleges in other states, with individual community college initiatives eventually incorporated into statewide reports and evaluations of the system as a whole.

Figure O.7. Net Assignable Square Footage of Rooms by Classification FY 2007



While receiving little in the way of direct subsidies from federal sources, JJC receives nearly \$5 million in direct student aid, mostly in the form of Pell Grants and Direct Student Loans, and is thus subject to federal accountability initiatives, including reporting requirements to the federal government and participation in mandated surveys. JJC also receives grants from federal entities like the Department of Education and National Science Foundation and is subject to accountability procedures associated with them. JJC is also held accountable to the public at large through accreditation with HLC and participation in AQIP. AQIP activities include Quality Action Projects (QAP), the Systems Portfolio, data reporting requirements, and regular attendance at AQIP conferences, seminars, and workshops. In addition to compliance with state, federal, and accrediting procedures and policies, JJC must comply with state and federally mandated regulations regarding the American with Disabilities Act (ADA), Equal Employment Opportunity Commission (EEOC), Occupational Safety and Health Administration (OSHA), General Accounting Office (GAO), Illinois Student Aid Commission (ISAC), Family Educational Rights and Privacy Act (FERPA), Government Accounting Standards Board (GASB), and many other federal regulations outlined in the Federal Register and Code of Federal Regulations. The state also regulates college activities relating to the State University Retirement System (SURS) and other employee-related issues. Local regulations guide land use, access to campus, community activities, taxation, permits, and zoning. JJC also operates in a legal environment similar to other institutions. JJC must consider the legal ramifications associated with tenure, collective bargaining, affirmative action, sexual harassment policies, student privacy, torts and negligence, risk, liability, contract, academic freedom, financial exigency, grievance systems, community access to campus property, residency status, and civil rights compliance.

Technology

Computer Use. There are 2,100 plus computer workstations on the JJC campus, this represents a ratio of three computers per FTE student and is in line with the Illinois community college average. Computers for faculty, staff, and computer labs are on a four-year replacement cycle.

Academic Management Systems. The JJC Help Desk provides service 54 hours a week to faculty, staff, and students. Current course management systems include a distance education program using Angel course management system. Ninety-eight percent of all classrooms have projection capabilities, 40 % of all classrooms include a computer, 5 % have televisions, and about 10% are connected wirelessly. There are 27 computer labs at the JJC Main Campus with a total of 615 computers. Seventy-one computers in labs are Macintosh running on OS-X and about 310 running on Windows XP. Open access labs are open 7:30 a.m. to 10 p.m. during the week and 6 to 8 hours per day on the weekends. Labs are staffed by [Academic Computing](#) staff 402 hours a week in 11 open labs on the weekends. The number of duplicated headcount users at Main Campus labs has increased from 31,511 in 1999-2000 to 106,114 in 2003-2004. All students can apply for admission, register, pay, and obtain an e-mail address on-line.

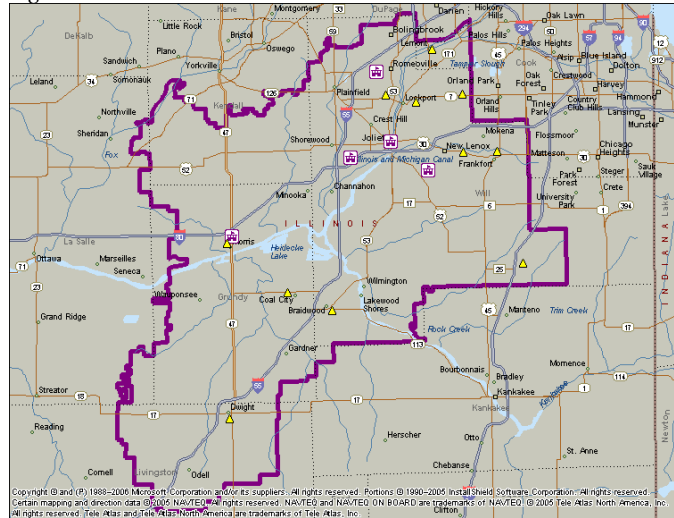
Networking and Security. The total network bandwidth available approaches 44 mbps. Trend Micro Anti-virus software is deployed on all desktops, servers, and e-mail gateways. Remote access is available to faculty and staff through Citrix. A networked access infrastructure provides all JJC employees secure, easy, and quick access to all JJC applications and allows employees to view their desktop and explorer/finder environment in real time. Using Citrix, all employees can access files on their computer, including their desktop, from anywhere in world that is networked. In addition to Citrix, employees also have the option of Outlook for Web Access.

Management Information Systems. All campus records are housed in the colleague administrative system. Colleague is separated into four environments: Human Resources, Finance, Students, and Core, a database with student and facility information. Efforts are underway to further deploy new functionality and related web services.

0.7 COMPETITION

JJC is the only public postsecondary institution within District 525 and its 1,442 square mile boundaries. There are two non-profit private postsecondary institutions located in District 525: Lewis University and the University of St. Francis. However, many JJC students attend these institutions simultaneously or upon completion of their studies from JJC. JJC may also compete with for-profit and for-profit on-line institutions, but, because those institutions do not have the same reporting requirements, it is difficult to ascertain the level of competition. JJC covers 1,442 square miles and is located approximately 45 miles south of Chicago. Figure 0.8 represents the JJC boundary and consists of 4 campuses (Purple Symbols) and 11 satellite centers (Yellow Symbols).

Figure 0.8. JJC District 525



0.8 KEY OPPORTUNITIES AND VULNERABILITIES

Increased costs associated with technology, especially those related to networking, security, teaching, and software updates. Another challenge is using technology to enhance learning and improve productivity.

Continuing to provide a quality learning environment and services in the face of reduced state funding. In 1991, the State of Illinois spent 13% of its budget on higher education; today, that figure is less than 10%. The percent of revenues from the State of Illinois has decreased from 17% in 2000 to 16% in 2003 and to 11% in 2007 to JJC. To make up for decreases in state funding, JJC has raised its price and, due to rapid housing growth and assessed evaluation, received more in district tax funding.

Rapid population and enrollment growth. A rapidly growing district population, while generally advocating lower taxes, will continue to demand more services. By 2030, Will County is projected to be the second most populous county in the State of Illinois. Therefore, in the next 15 to 20 years, JJC will likely need to be prepared to serve more individuals than any other district in the state behind the City Colleges of Chicago.

An increase in the number of students from historically underrepresented populations. In the past five years alone, total enrollment at JJC has increased by 22 % while the number of minority students at JJC has increased 89 %, students reporting disabilities 39 %, and students enrolled in ESL courses 189 %. District population projections suggest enrollment shifts will continue to accelerate in these directions. The challenge will be in aligning organizational structures designed to serve a more traditional population towards a more racially, ethnically, and linguistically diverse clientele.

Regional economic and labor market shifts, coupled with programmatic shifts. The JJC district labor market has been historically based on manufacturing. Current trends and projections show that, with the exception of construction and related fields, manufacturing-related occupations and fields will continue to decline. Shifts in the economy and labor market from manufacturing to technology and service has had and will continue to have an impact on the curricular and programmatic offerings at JJC.

Projections suggest JJC will be in high demand due to its geographic location in one of the fastest growing areas in the nation, its low price compared to competitors and other four-year institutions, and its programmatic offerings. With a commitment to providing a quality learning experience, services to the community, and economic development to the region, the key opportunity lies in providing a quality education in a manner consistent with mission, values, and goals in spite of less revenue. JJC must also maximize its commitment by planning strategically for how those revenues will be expended.

Figure 0.9. JJC Organizational Chart

