

Joliet Junior College

HLC ID 1103

AQIP: Comprehensive Quality Review

Visit Date: 4/15/2019

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Context and Nature of Review

Visit Date

4/15/2019

Overview the Comprehensive Quality Review (CQR)

A Comprehensive Quality Review (CQR) is required as part of the Year 8 comprehensive evaluation during the final year of the AQIP Pathway cycle and may also occur in Year 4 based upon institutional request or HLC determination. The goals of the CQR are to:

- Provide assurance that the institution is meeting HLC's Criteria for Accreditation. (With respect to the optional Year 4 CQR, the goal is to alert the organization to areas that need attention prior to its next Reaffirmation of Accreditation. Such concerns may be signaled during the Systems Appraisal process in the third year of the cycle.)
- Provide assurance that the institution is meeting the Federal Compliance Requirements.
- Facilitate the institution's continuing quality improvement commitment, confirming that a developing or established continuous quality improvement (CQI) culture and infrastructure exist that advances organizational maturity in relation to the AQIP Pathway Categories.
- Verify any issues identified in Action Project Reviews, Systems Appraisals or HLC actions.
- Validate process-level development and deployment as described in the Systems Portfolio.
- Identify actions taken to minimize identified strategic issues and to alleviate potential accreditation issues.
- Review CQI priorities and progress, including how Action Projects are integrated into the institution's overall performance improvement strategy.
- Review distance and/or correspondence education delivery, if applicable.
- Evaluate distributed education (multiple campuses), if applicable.
- Develop an initial recommendation regarding Pathway eligibility (Year 8 only).

Scope of Review

- Quality Highlights Report
- On-site Visit
- Federal Compliance Review
- Multi-campus Visit (if applicable)
- Reaffirmation Review (Year 8 only)

- Federal Compliance 2018
- CQR Quality Highlights Report

Institutional Context

The AQIP Pathway Comprehensive Quality Review team conducted a comprehensive evaluation visit to Joliet Junior College on April 15-16, 2019. The Federal Compliance review was conducted in advance by an off-site reviewer, the review team verified the result and made adjustments based on findings during the visit.

Founded in 1901, Joliet Junior College (JJC) is the nation's first public community college and was originally

accredited in 1917. JJC is one of 39 community college districts governed by the Illinois Community College Board (ICCB) under the Illinois Board of Higher Education (IBHE). JJC is located approximately 45 miles southwest of Chicago. The JJC district straddles seven counties, a 1,442-square-mile area, and serves nearly 210,000 households and 700,000 residents. JJC is the only public postsecondary institution within District 525 boundaries. The College consists of one main campus, two large satellite locations, three education centers, and 30 high schools offering dual credit coursework.

JJC's mission is to be an innovative and accessible institution, dedicated to student learning, community prosperity, cultural enrichment, and inclusion. JJC delivers quality lifelong learning opportunities empowering diverse students and the community through academic excellence, workforce training, and comprehensive support services.

On average, JJC annually serves more than 30,000 students in credit courses and 15,000 students in noncredit courses. JJC employs nearly 1,400 full and part-time employees. JJC offers traditional, hybrid, and online delivery of instruction. Educational offerings focus on five areas: pre-baccalaureate transfer programs, occupational education, adult basic and secondary education, continuing education and economic development, and personal enrichment. The College offers 59 associate degree programs and 127 credit-bearing certificates. The College offers seven degrees and 13 certificate programs where coursework can be completed online. The College provides a full complement of support services.

The current President is now completing her third year in office. There have been substantial changes to the leadership team during that time that appear to have been accomplished without significant disruption. The visiting team found the information provided by the college in the CQR to be well organized and clearly written. The JJC Quality Highlights report demonstrated careful attention to prior feedback in the Systems Appraisal Feedback.

Interactions with Constituencies

The visiting team conducted approximately 22 separate meetings during the visit. Attendance in the open forum sessions was strong, with thirty or more participants in some session. All requests by the team to meet with individuals or groups were met with complete cooperation and those interviewed were open, answered all questions, and volunteered additional information to provide clarification. Following is a consolidated list of participants.

Trustees:

- 5 Trustees, including the Chairman, attended one meeting.

Students:

- 18 total students in two meetings including a wide variety of students, including students who:
 - use disability services
 - use veteran services
 - entered JJC as freshmen
 - transferred in to JJC

- are enrolled in technical programs
- have the intention of transferring to 4-year institutions
- participate in student government
- lead student groups
- have taken on-line classes
- are student employees

External Constituents:

- Executive Director, Spanish Community Center
- President & CEO, United Way of Will County
- Superintendent, Joliet Township High School #204
- Representative from Habitat for Humanity
- President & CEO, Grundy Economic Development Council
- President, USF
- Executive Director, The Community Foundation of Will County
- VP, Economic Development, Will County CED
- VP, HR, Morris Hospital
- Representative from Lews University
- Representative, Stepan Distribution Company

Leadership Team

The Leadership team participated in an initial meeting to kick off the visit as well as an exit meeting. These team members also participated in some community meetings and are included in the Faculty and Staff list below.

- President
- Vice President, Student Development
- Vice President, Academic Affairs
- Vice President, Administrative Services
- Executive Director, Human Resources
- Executive Director, Communications & Marketing
- Executive Director, Information Technology
- Executive Director, Institutional Advancement
- Compliance Officer, Tracy Morris

Faculty and Staff

The team conducted multiple meetings with faculty and staff including a forum to discuss each of the criterion, a meeting specifically with staff and one to meet specifically with faculty. Following is a list of all participants, many attended more than one session.

- Academic Credentials Specialist
- Academic Excellence & Support Staff
- Assistant Registrar
- Assoc. Prof. Art/Faculty Coordinator Maker Lab
- Asst. Director HR

- Business/Hospitality Staff
- College Registrar
- Coordinator Social & Behavior
- Counseling Department Staff
- Counselor/Academic Standards Committee Chair
- CRJ/LENF – Health/Public
- CTE Assessment Coord./ Nursing Faculty
- Dean Enrollment Mgmt.
- Dean of Academic Excellence & Support
- Dean of Nursing, Health & Public Services
- Dean of Students
- Dean, Academic Int.& Support
- Dean, Applied Arts, Workforce
- Dean, Arts & Sciences
- Dean, Career and Technical Education
- Dean, Enrollment Management
- Dean, Student Success
- Department Chair – Technical Dept.
- Department Chair Ag/Hort/Ver
- Department Chair and Professor English
- Department Chair and Professor Math
- Department Chair and Professor Nursing
- Department Chair Business
- Department Chair CIOS
- Department Chair Fine Arts
- Department Chair Fine Arts
- Department Chair Natural Sciences
- Department Chair Natural Sciences / PE
- Department Chair, Business
- Department Chair, Technical
- Develop Writ.Coord/English Faculty
- Director – Institutional Research Effectiveness
- Director – Orthotics/Prosthetics Dept.
- Director of Career Services
- Director of Inst. Research and Effectiveness
- Director of Marketing & Creative Services
- Director, Financial Aid/Veterans
- Director, Inst. Research and Effectiveness
- Director, Institutional Research
- Disability Services Staff
- English Professor (2)
- English/ World Languages Professor
- Exec. Director Comm & Marketing
- Executive Director IT
- Executive Director, HR
- Faculty, Automotive
- Faculty, Business Department
- Faculty, Coordinator Agriculture/Horticulture
- Faculty, Culinary Arts

- Faculty, Nat. Sci. & PE
- Faculty, Technical Department
- Faculty-English/Phil./ World Lang.
- Gen. Ed. Assess Coordinator/ Math Faculty
- HIM/Health of Public Serv.
- HR Staff, Assistant to the Director
- Human Resources Assistant Director
- Instructor, English, Union Exec board
- Instructor, Natural Sciences, Union Exec board
- Lab Technician
- Manager Healthcare Continuing Ed.
- Manger Dual Credit & Partnership
- MathProfessor & Dept. Chair
- Professor Biology, Natural Science & P.E. Dept.
- Professor Business Education
- Professor Ed/ Dept. Chair Social Sc.
- Professor Ed/Dept Chair
- Professor of Fine Arts
- Professor Health and Public Service
- Professor History & Sociology
- Professor of Ed. & Chair of Soc. Sc.
- Professor Visual Art
- Professor, English, Philosophy, World Language (2)
- Professor, Prog. Advisor/Sustainability
- Professor/Chair in English, Phil., World Languages
- Professor/Comm. Coordinator
- Professor/Coordinator EMS
- Professor/Music Coordinator
- Professor/Nursing/Nursing Program Coordinator
- Professor/Prog. Advisor/Sustainability
- Program Coordinator/Professor for Communication
- Program Coordinator/Professor Visual Arts.
- Secretary, Office of Student Activities
- Secretary, Technical Department
- Socl. Behavior CDEV Coordinator
- Special Assistant to the President
- Staff Annual Fund & Alumni
- Staff, IT
- Staff from Morris Education Center (3)
- Testing and Tutoring Staff
- Vice President of Administrative Services
- Vice President, Academics
- Vice President, Student Development
- Vice President, Academics

Additional Documents

Additional Documents were requested and/or provided during the visit include:

- Institutional Accomplishments from the March 15 President Cabinet Retreat
- Strategic Enrollment Management Plan
- Paper copy of Joliet Junior College Vision, Mission and fast facts (colorful front/back 1 page)
- Documentation of updated websites making program outcome data more accessible
- New Employee Onboarding Checklist
- New Supervisors Checklist
- List of invited attendees for specific meetings
- Select Program Review samples for Culinary Arts, Natural Sciences, Co-Curricular, and Administrative Services
- Training Documents and Handbooks
 - New Employee Orientation
 - Leadership and Management Essentials Training
 - IRB Manual
 - Academic Honor Code: Rights of Students
 - Report form for Cheating and Plagiarism
 - New Faculty Seminar Schedule (2018 and 2019)
 - New Faculty Retreat Schedule
- Documentation of 15 faculty personnel files (transcripts and credentials only), requested by team for verification.

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Rating

Met

Evidence

Joliet Community College's (JJC) mission is "Joliet Junior College is an innovative and accessible institution, dedicated to student learning, community prosperity, cultural enrichment, and inclusion. Joliet Junior College delivers quality lifelong learning opportunities empowering diverse students and the community through academic excellence, workforce training, and comprehensive support services."

JJC has seven core values which were reviewed and updated in 2016 with the development of the strategic plan; specifically, 'inclusion' and 'sustainability' were added to better reflect the institutional perspective and inspirational direction. Additionally, JJC's vision to be the 'first choice' is incorporated into various internal and external marketing channels, allowing for understanding among all stakeholders.

The Strategic Plan Committee (SPC) meets regularly and is currently working to update the strategic plan for the next three year cycle. The process for updating the plan was verified and confirmed to be inclusive of all stakeholders. It is important that SPC continues this inclusive work and review the mission statement while developing the new strategic plan.

The academic programs, student demographics, and support services are consistent with the mission of JJC. Which is evidenced by its current diverse student enrollment profile, but also through the conversations had with community and board members in which they referenced that JJC is an integral part of the community. One individual said that within the community there is "...one degree of separation from JJC" referencing the important connection and support JJC provides to the local community. This individual added that "JJC is woven into the fiber of this community." These

statements were supported in on-site meetings with external constituents as well as in meetings with faculty and staff who described numerous partnerships with community businesses and organizations as well as partnerships with local K-12 schools.

JJC requires programs and departments to align their annual budget requests to the Strategic Plan, which is grounded in the mission and values. New personnel positions are considered after the requesting areas complete a justification form, where the department making the request is asked to consider the impact the position has on mission and how it aligns with the strategic plan. Annual Program Updates and the Program Review process also ensures budgetary requests are aligned and tied back to the mission and values of the College. When asked to describe the budget request process and decision making, participants in open forums were able to describe the process clearly and indicated that they felt that the process was transparent, with good communication about how budget decisions were made and how they were aligned to the strategic plan. The process was also verified in a meeting with the CFO and finance staff in which they discussed how the process has been routinized and improved over the last several years.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Rating

Met

Evidence

The JJC mission and vision are prominently referenced and displayed through various public mediums including the JJC catalog, the main JJC website, digital displays, business cards, etc. This was confirmed during the CQR visit through focused meetings and on a campus tour.

Through the seven core values, that were revised and updated during the last strategic planning cycle (2016), the institution embraces and articulates the focus areas from the mission. These seven core values are also prominently displayed and easily accessible through various mediums. The mission statement is descriptive of the diverse learners and learning experiences provided by JJC. This was evidenced through conversations with internal and external stakeholders describing the College's many collaborations with community stakeholders, multiple student organizations, and service to its district/community.

During the 2016 strategic plan development, the SPC made it a focus to help external and especially internal stakeholder understand the JJC mission, vision, core values, and strategic goals. This has been accomplished as many stakeholders referenced the mission when discussing JJC and one group of faculty shared that the renewed focus on the strategic plan has enabled the mission to be, in one employees terms: "a living and breathing statement."

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Rating

Met

Evidence

JJC has policies and processes in place that demonstrate its commitment to supporting diversity and inclusion. Through its strategic planning process in 2016, inclusion was added as a core value. These values are lived out through delivery of services and programs (e.g. Project Achieve/TRIO, President's Diversity and Inclusion Council). Faculty and staff members articulated the benefit they have observed through the renewed focus on diversity and inclusion; referencing that it extends beyond cultural and race/ethnicity differences to include differences such as learning abilities, socioeconomic status, and age.

The President's Diversity and Inclusion Council, which includes student and board of trustees membership, has clearly established values (goals) and functions that have resulted in conducting a Climate Survey and focus groups to understand progress and areas of improvement related to their efforts.

JJC's commitment to diversity and inclusion is evident through various mediums. Evidenced by the 'Diversity and Inclusion' tab on the webpage under 'About JJC' which provides the overview of the core value of Respect, this page not only describes the expectation of respect/inclusion within the learning environment but also for its employees. It is recommended that this tab be updated to align with the new core value of 'Respect and Inclusion' (currently, this tab just references 'respect' as the core value).

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Rating

Met

Evidence

The College builds relationships with outside stakeholders in K-12 schools by participating in school programs and offering early entry courses to high school students. There are also robust collaborations with organizations that provide practicum experiences, learning experiences, and potential jobs for graduates.

During various meetings with faculty, staff, and administration, mission was indirectly mentioned when discussing the primary topic. For example, one faculty member said "we are woven into the fabric of the community" another comment was "we go the extra mile to benefit our students, it might not be in our job description, but it is part of our mission."

JJC has also incorporated service into curricula that is mutually beneficial to the community and students' learning – such as providing a fully functioning automotive shop/lab which provides automotive maintenance services to stakeholders and community members for only the cost of supplies/materials.

There were also numerous examples shared of how JJC lives out its mission within the community at all of their campuses. Examples included providing opportunities for district K-12 students visiting campus to experience higher education, working collaboratively with the local Habitat for Humanity through providing workers for their ReStore retail space and learning labs for their construction and HVAC students, and providing space for experiential agricultural education through their Weitendorf Agricultural Education Center.

College facilities serve as centers for community activities, events, and other programs. For example, the JJC City Center campus houses culinary arts program which provides opportunities for students to engage with community members through their restaurant, the planetarium is utilized by various groups and schools to provide experiential learning experiences, and the MakerLab allows community members access to various tools and workshops that are aimed to enhance collaboration and innovation.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Evidence

JJC has a clearly stated mission that is woven into the everyday services and programs. The Mission, Vision, and seven core values guide the College's operations. College employees have an excellent understanding of what it means to live out the mission through their unique roles and demonstrate this through the numerous activities, processes and operations that align with the mission. The leadership of JJC and trustees have done an exceptional job of translating the mission into every area of operation within the college and communities served.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Rating

Met

Evidence

Standards, procedures and expectations for employees at JJC are documented in published Board policies and reviewed every four years. Proposed changes to those policies and procedures go through a series of three nested reviews (i.e., Cabinet, committee, Board) and then are considered for adoption. Policies and procedures at the broadest level are established by the Board of Trustees. The President and the Cabinet are charged with developing and implementing practices in furtherance of Board policies. Individual employees carry out activities to advance the mission of the College, following the practices and guidance issued by the Cabinet. In the event that a person at JJC recognizes inappropriate behavior, practices are in place to allow that person to seek corrective action. Complaints or notifications can be anonymous if desired (i.e., whistle-blowers are protected). However, proper attribution in writing is required if a complaint is to be adjudicated. Corrective action/disciplinary actions for policy violations are generally progressive and intended to correct behavior.

During the visit, multiple meetings provided evidence that the community is aware of these standards and policies. Both faculty and staff described the hiring and orientation process for new employees as well as an awareness of policies and the process for them being established. Information shared with the team outlines content of orientation sessions as well as the checklists for new hires and managers.

All search committees have broad representation, including at least one person from outside the department of the position being filled. This broader representation reduces the probability of nepotism and brings wider, more diverse ideas to the hiring process. Upon being hired, individuals participate in a mandatory, on-line on-boarding session addressing various topics including expectations related to ethical behavior (e.g., SafeColleges tutorials). All employees complete such training shortly after being hired. Further, Human Resources provides routine, face-to-face, six-hour workshops on ethical practices and responsible behavior. New faculty participate in new employee training through HR, as well participating in a year-long orientation through the Academic Center of Excellence; training is facilitated by faculty coordinators and focuses on various topics.

JJC tracks and understands credit allowed when students transfer into the institution, and when JJC students transfer to other institutions. Much of that understanding is guided by the Illinois Articulation Initiative (IAI), a statewide transfer agreement among more than 100 participating colleges and universities in Illinois. The IAI provides a list of general education and major courses with required content, which allows institutions to both ensure quality and to evaluate individual courses.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Rating

Met

Evidence

Joliet Junior College's media presence includes a well-structured web page, as well as a range of social media activities. The College hosts a range of events for students and the community such as financial literacy and college exploration events and an annual State of the College address. The College also publishes print media (e.g., Connections magazine, annual financial report, Foundation magazine) that directly relates to the Mission. The HLC mark of accreditation, recent AQIP documents, and all specialized program accreditations are clearly visible on a publicly accessible website.

JJC's main web page is thorough and offers students sufficient guidance for success. The College's Academics tab offers students department/ program information. Those individual pages function as one-stop references, providing program descriptions, degree/transfer requirements, and career options with estimated salary. Each department/program page lists courses taught as well as degrees and certificates offered. Those pages include scholarship and internship opportunities, as well as information such as tutoring, course syllabi, faculty and staff contact information (i.e., email, phone, and office location). Additionally, student outcomes, by program, are available through the IR section of the JJC's website. A conversation during the visit confirmed that JJC moved program outcome information to the program web pages so that it was more accessible to students.

It is clear that all students at JJC are given sufficient information to make informed financial decisions. Cost information is available on the website and all JJC students have access to financial literacy classes offered by the Business department. That information is offered college-wide to support development of life skills. Students who pursue student loans to support their education at the College are required to complete DoE's on-line Entrance counseling. After that is complete, a Counseling professional walks the student through an interactive budget calculator to help the person understand financial obligations. Finally, each admitted student receives an award letter that shows a student's budget (total cost of attendance), EFC (expected family contribution), and need (budget minus EFC).

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Rating

Met

Evidence

Members of JJC's Board of Trustees are elected on open ballot, by residents of the seven county area served by the College. There are no eligibility requirements for Board membership other than residence in the service area. Members serve a six-year term and may stand for re-election; there are no term limits. The Code of Conduct and Conflict of Interest policies are intended to ensure that Board members are independent from undue influence. Board members commented on the depth and quality of the on-boarding orientation, which has been refined and made more comprehensive over the last several years. Board members meet monthly, and the Board has three workshops and a retreat each year. The Board has the fiduciary responsibility for the overall governance of the College. Board intent is implemented by the President and the Cabinet, who build policies and practices to be followed by the community. The President attends all Board meetings to present information, address questions and receive guidance about future directions for the College.

JJC has a multi-tiered policy-setting process, which often begins at the department level. Any member of the leadership team may identify a need and suggest a policy change. Proposed policies are drafted by a Cabinet member or the President. To ensure shared governance, a draft is sent to the President's Leadership Council and others as appropriate for review, discussion, and comment. Revisions are made and recirculated as needed to obtain a final document. The final version is introduced to the Board of Trustees as a recommendation and approved, adopted or returned.

The College used the PACE survey to assess decision making, communications, and governance. During that survey, employees reported that they did not feel that they had sufficient input into decisions and that there was a lack of clarity about the organizational processes used to make decisions and to complete work. As a result, JJC developed an AQIP action project which used the Program for Advancement of Leaders and Managers to refine institutional governance. Results of the project include increased transparency, greater shared governance, increased use of cross-functional teams and greater communication among the Cabinet and leaders of academic and staff units. This

outcome was verified through several meetings and feedback provided in open sessions.

Three faculty-level, standing committees have ongoing responsibility to ensure that institutional policies are put into practice. The Curriculum Committee oversees academic content and ensures that programming is appropriate. The Academic Standards Committee ensures that faculty and students acquire, discover, and apply knowledge responsibly. The Student Learning Committee ensures that the academic program is high quality wherever offerings are delivered.

Faculty and staff professional development is supported in several ways. Faculty have access to professional development funds as an annual allocation, with additional funds available by special request. Staff members commented favorably on the President's Academy for Leaders (PAL), members of which are selected by nomination and appointment. PAL projects last approximately six months and often result in proposals for significant change (e.g., greater attention to diversity). Staff professional development is not provided at the same level as faculty and may be an area that could be expanded.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Rating

Met

Evidence

JJC is strongly committed to freedom of expression and academic freedom. The Academic Affairs Handbook and faculty contract are explicit in recognition of freedom of expression and expectation of integrity. The College has a functional IRB and a functional IACUC. Every syllabus is required to reference the Academic Honor Code, Intellectual Property, Student Code of Conduct, Sexual Harassment and Student Support services. The student handbook provides policies and procedures dealing with the ethical use of technology. Students are bound by the Academic Honor Code, and the College has a well defined process for addressing violations of the code. That process focuses on corrective behavior, and rarely results in punitive action (e.g., expulsion).

The Academic Center for Excellence leads programs to communicate and implement policies related to academic freedom and freedom of expression. The Center offers workshops for faculty, leads any appropriate discussions of policy change, and provides guidance on development of new practices as appropriate. The Dean of Students office also offers Life Skills (academic honesty/integrity) workshops /classes that are free of charge to students; those classes are intended to offer guidance, preventing policy violation rather than being corrective, post violation. Student violations of the academic honor code are tracked for five years and are followed up consistently through the Dean of Students' office.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Rating

Met

Evidence

Academic integrity at JJC is ensured by policies at the Board level, as well as policies and practices extending down to individual syllabi and the research practices of individual faculty and students. The Student Code of Conduct explicitly recognizes the rights of individual students. The Academic Honor Code establishes that students have responsibilities and rights related to academic integrity and behavior decisions. Faculty use various tools to ensure compliance, to assess plagiarism and other academic dishonesty (e.g., Turnitin.com); the Writing and Tutoring centers guide students in proper use of copyright/ academic materials. Additionally, the Dean of Students and the Academic Center of Excellence provide information, workshops, and guidance related to ethical use of information resources. Responsible conduct of research is guided and ensured by the Academic Center for Excellence, as well as the IRB and IACUC.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Evidence

JJC clearly demonstrates that the College acts with integrity and that its conduct is ethical. Integrity at JJC is guided and ensured by the Board of Trustees, who are openly elected and who represent the community served by the institution. Board policies and communication practices ensure that broad guidance of the institution is clear to all involved. The President and the Cabinet develop and implement policies and practices ensuring that Board intent is implemented. Board intent, as well as policies and practices of the College are well publicized and widely understood. Freedom of expression and academic integrity are ensured through clear communication as well as monitoring. Several JJC units such as the Academic Center for Excellence, Dean of Students, the IRB and IACUC all serve to ensure that behavior of all JJC community members meets the ethical and legal standards expected by the Board and by society.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Rating

Met

Evidence

Joliet Junior College (JJC) is a community and technical college that offers transfer degrees (AA, AS, AAT) and Career and Technical Education (CTE) diplomas and certificates. Program learning outcomes are articulated and differentiated for each program as evidenced by the Annual Program Update, which includes a Curriculum Map.

Program quality and learning goals are consistent across delivery mode and location at several points as discussed during CQR meetings. For new programs, the Program Curriculum Timeline (Appendix B) is followed and includes review of learning outcomes. This process was outlined in the 2017 Curriculum Handbook and discussed during CQR meetings. The process includes development of outcomes by faculty, followed by a review and approval process that includes the department chair, academic dean, Curriculum Committee, President's Cabinet and the Board of Trustees.

Program quality and learning outcomes are consistent across delivery modalities and locations, including dual enrollment courses. All dual enrollment instructors have credentials equal to those of full time faculty. Full-time, part-time, and dual enrollment instructors are observed by the Department Chair or Coordinator as evidenced through discussions during the CQR visit. Master Syllabi are used for courses to ensure consistency and list common course-level outcomes. Syllabi are approved by the department chair and dean, which provides consistency for course quality and outcomes.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Rating

Met

Evidence

The College has identified general learning outcomes including Oral Communication, Written Communication, Quantitative Literacy, Applied Knowledge, Research, Cultural Issues, and Critical Thinking. JJC's general education outcomes are assessed using rubrics modeled after the AAC&U Value Rubrics. The rubrics were provided to the CQR team during the on-site visit. The GLOs are appropriate for the institutional level and are included in the Annual Program Update process. GLOs are mapped to defined curriculum, and assessment data are reviewed as part of the APU process.

The GLOs ensure that every degree program engages students in analysis, inquiry, and developing adaptable skills. Specifically, the GLOS and rubrics of Quantitative Literacy, Applied Knowledge, Research, and Critical Thinking attend to this. The College's GLO of Cultural Issues recognizes human and cultural diversity. These GLOs are recognized in the courses offered as part of the general education at JJC. The 2018-19 College Catalog provides evidence that courses surrounding critical thinking, analysis and cultural diversity are offered regularly.

Faculty discussed the support they received related to scholarship and discovery of knowledge. Sabbaticals are available for faculty members as outlined in the Faculty Handbook and confirmed on-site. The Faculty Contract (2018-19) outlines intellectual property rights and asserts that JJC, the Board, and the Faculty Union "encourage(s) scholarship, creativity, and increased productivity among its faculty" and support this work with the intent of fostering innovation. The Faculty Contract (2018-19) and conversations with faculty on-site provide evidence of support for scholarly activities

on campus. Students have the opportunity to engage in the discovery of knowledge and scholarship through the Honors program, Phi Theta Kappa projects, and through research supported by various grants on campus. A grant-funded initiative for STEM students to participate in summer research projects is a good example provided by stakeholders during the visit to demonstrate that these student opportunities exist.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Rating

Met

Evidence

Joliet Junior College employs 215 full-time and 466 part-time faculty members as reported to IPEDs in fall 2017. Faculty are engaged in activities both inside and outside of the classroom including assessment of student learning and oversight of the curriculum. Faculty serve as department chairs and program directors. These roles are discussed in the Academic Affairs Informational and Procedural Handbook. Campus stakeholders discussed the roles of department chairs and program directors, which included onboarding new faculty, classroom observations, and review and approval of new and modified curricula. The faculty is fully engaged in assessment of student learning activities and the APU process as evidenced by sample APUs provided to the CQR Team and through conversations with faculty and academic leadership.

The College has developed criteria and processes to determine faculty credentials that align with the expectations of the Higher Learning Commission and the Illinois Community College Board. The ICCB Rule 1501.303(f) states: "Faculty Qualifications/Policies: Professional staff shall be educated and prepared in accordance with generally accepted standards and practices for teaching, supervising, counseling and administering the curriculum or supporting system to which they are assigned. Such preparation may include collegiate study and professional experience. Graduate work through the master's degree in the assigned field or area of responsibility is expected, except in such areas in which the work experience and related training is the principal learning medium." The Academic Affairs Informational and Procedural Handbook provides guidance for credentialing at

JJC. The College has created a Faculty Credentialing Manual that outlines the credentials needed for each course. Department chairs complete a Verification of Academic Credentials for College Teaching (VACCT) form that is used to determine and document new faculty credentialing. Transcripts, relevant training/testing, and copies of licensures/certifications are included. Academic deans review credential files for compliance with credentialing standards. Faculty credentialing requirements are used for full-time, adjunct, and dual enrollment instructors.

The CQR reviewed faculty personnel records while on-site, requesting fifteen files of faculty on the teaching roster for spring term that included full-time and part-time faculty as well as faculty approved to teach dual enrollment. All records were found to be thorough and complete including a curriculum vitae or resume, official transcripts, certifications, contracts, and an evaluation stipulating which courses the faculty member is approved to teach.

Faculty evaluations are determined by the Faculty Union contracts and vary whether a faculty member is non-tenured full-time, tenured, post-tenure, or adjunct. The tenure process is outlined in the Faculty Contract (2018-19) and includes the process for how new faculty are evaluated during their first three years prior to being recommendation for tenure. Tenured and post-tenured faculty are evaluated using student evaluations; peer, department chair, and dean observations; and a completed annual self-evaluation. Observations of tenured and post-tenured faculty are completed at least every four years. Adjunct faculty evaluation includes classroom observation and student evaluations. Dual enrollment instructors are observed annually as described on-site. Faculty are required by the Faculty Contract to be available for office hours. It was confirmed onsite by faculty and students that faculty are available for inquiry during office hours and electronically.

Faculty discussed the support they received for professional development and to stay current in their field from the College. Several faculty discussed opportunities they had to attend professional organization meetings and that departments receive monies to support faculty professional development, which is prorated based on the number of faculty in a department. JJC provides in-house professional development in which faculty and staff can participate as well. Faculty discussed participating in LMS training, Educon, Opening Week activities, and other professional development opportunities developed based on faculty and staff feedback and needs.

Staff are provided opportunities for professional development locally. In CQR meetings, staff members discussed the President's Leadership program in which several individuals had participated. Both staff and faculty noted that state budget concerns impact participation in professional development that required travel due to an imposed travel ban. Although local opportunities for professional development continued to exist, it was noted by the CQR Team that during declining state support, opportunities for staff professional development decreased. The College is commended for its fiscal responsibility but is also encouraged to be mindful of continuing to provide equitable opportunities for professional development for faculty and staff members during budgetary constraints.

Staff job descriptions include minimum and preferred qualifications and are used when hiring new staff members as provided in the Job Descriptions-Key Elements document. Student development staff are appropriately qualified and trained. A review of job postings provided evidence that postings align with qualifications appropriate for student support service positions. Appropriate staffing levels are determined through the APU process and by benchmarking department staffing levels with similarly situated regional institutions.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Rating

Met

Evidence

JJC provides several student support services tailored to the needs of its students. The College offers academic support through the library, tutoring and learning center, disability services, veteran's resource center, career services, early childhood center, and multicultural student services. In addition, support services offered to students through Project Achieve include TRiO Student Support Services and Educational Talent Search. Staff and faculty provided examples of how these services meet the unique needs of JJC students. Students confirmed that these resources supported and were critical to their learning experience in discussions with the CQR Team.

The 2018-19 College Catalog provides evidence that entering students are expected to take a placement test that is used to place students into appropriate courses. The College offers developmental education courses in Math, Reading, and English. The institution's recent AQIP Action Project, *Student Focused Comprehensive Placement Process*, focused on reviewing the placement process and provided recommendations for improvement. During a focused meeting, faculty and staff discussed the outcomes of this project which included adjusting placement scores, removing testing fees, and creating a College Readiness Committee.

The First Year Experience program assists students in navigating their first year at JJC. FYE Advisors assist students with orientation, course selection, navigating resources, and determining ways to achieve their goals by creating an educational plan. The 2018-19 College Catalog indicates that first-time full-time students are required to participate in New Student Orientation. In addition, the FYE program provides transfer planning, first year events and workshops customized for new students. Evidence of the FYE program was found on the College website and was discussed with campus stakeholders during the CQR visit.

The College provides academic advising for students and is currently undergoing a shift in its advising model. The CQR Team heard from staff, faculty, and students about the changes to the advising model. Previously, the institution used a faculty counselor model to provide both academic advising and mental health counseling for students. Conversations with campus leaders clarified that the new model is intended to increase student access to both academic advising and mental health counseling. The shift was identified through the College's BIT team, which has witnessed an increase in mental health needs since the team's inception several years earlier. The new model includes five professional staff advisors that will work with students entering the college or who are undecided. Once students declare their program, faculty advisors will be assigned to students based on their academic pathway. Faculty advisors currently volunteer for this role and are provided a semester stipend. The CQR Team recognizes that changes in models, like the one that has occurred in advising, will take time to be fully operational. The Team encourages the College to be cognizant of ongoing communication with and engagement of all stakeholders involved in implementing this new counseling and advising model.

JJC has the technological infrastructure and learning spaces needed to support the learning needs of students and instructors. The campus tour provided the CQR Team an overview of the library, classrooms, student support and engagement spaces, and laboratory spaces. In addition, the College has performance spaces including a black box theater and art gallery space. Learning spaces appeared to be up-to-date and provide technology needed for effective teaching and learning to occur.

Students are provided guidance for research and information literacy through resources provided by the library. The 2018-19 College Catalog describes courses provided by the library including LRES 100-Information in Society and LTA 2015-Information and Internet Literacy. Both courses provide students the opportunity to explore information literacy. Academic Honor Code and Intellectual Property statements are required for each syllabus. The student handbook and catalog provide additional evidence of policies and procedures that include guidance on the ethical use of technology.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Rating

Met

Evidence

JJC offers co-curricular programs and activities that are aligned with its institutional mission. The College has over 30 student clubs, leadership programming, and co-curricular opportunities. During the CQR visit, staff, faculty, and students provided several examples that demonstrated that co-curricular activities enrich the educational environment at JJC. These examples included Project Achieve, the First Year Experience program, student clubs, the Honors program, Phi Theta Kappa, and academic departmental grants designed to support innovation through Title III funding. Marketing materials and office spaces on-campus affirmed that these activities were robust and students were engaged in various co-curricular activities.

Co-curricular student learning outcomes are assessed according to activity. For example, Study Abroad experiences align with both program learning outcomes and general learning outcomes. These are assessed as part of the APU process. Students in STEM have the opportunity to participate in a summer research project, which is tied to student learning outcomes in Chemistry, Biology, and Physics. Programs hosted by the Student Development division are assessed at the program and event level. Staff described during the CQR visit how they assess student learning associated with its leadership and first year experience programs.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Evidence

Joliet Junior College (JJC) is a community and technical college that offers transfer degrees (AA, AS, AAT) and Career and Technical Education (CTE) diplomas and certificates. Program quality and learning goals are consistent across delivery mode and location. Learning outcomes are articulated for programs and are reviewed and assessed through the Annual Program Review process. The College has identified general learning outcomes (GLOs) including Oral Communication, Written Communication, Quantitative Literacy, Applied Knowledge, Research, Cultural Issues, and Critical Thinking. JJC's general education outcomes are assessed using rubrics modeled after the AAC&U Value Rubrics. The GLOs ensure that every degree program engages students in the analysis, inquiry, and development of adaptable skills. Scholarship and discovery of knowledge are supported through faculty sabbaticals, professional development, and opportunities for students to participate in research and honors projects.

Faculty and staff are appropriately qualified and credentialed. JJC uses the APU process to determine appropriate levels of staffing. Contracts for full-time and adjunct faculty define faculty roles inside and outside the classroom, including how faculty load is determined, and evaluation procedures. Faculty are involved in assessment and curricular matters. Professional development is available for faculty and staff in-house. Faculty indicated that they had opportunities to participate in conferences coordinated by professional organizations aligned with their program area. Some staff discussed how budget constraints have limited their access to external opportunities for professional development.

JJC provides several student support services tailored to the needs of its students and includes the library, tutoring and learning center, disability services, veteran's resource center, career services, early childhood center, and multicultural student services. Project Achieve was noted as a signature program designed to proactively support student success. In addition, placement testing, development education courses, and first year experience programming assist students in their transition into JJC and help them set educational goals. Transitions in the Academic Advising and Counseling model were discussed by all stakeholders. These resources are available for students but some confusion existed about the model and why the recent change was occurring. Continued communication and transparency during the advising model shift is encouraged by the CQR Team.

JJC has the technological infrastructure and learning spaces needed to support the learning needs of students and instructors. The College provides performance spaces including a Black Box Theater and art gallery space, laboratories, and classrooms with up-to-date technology.

Co-curricular programs and activities align with the College's institutional mission and include over 30 student clubs, leadership programming, and programs such as Project Achieve, the First Year Experience program, the Honors program, and Phi Theta Kappa. Co-curricular student learning outcomes are assessed by activity. The APU process is used to evaluate assessment data and identify improvements based on these data.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Rating

Met

Evidence

The College implements program review and evaluation at several scales and in a variety of ways. Newly proposed classes are reviewed by advisory committees and by the JJC Curriculum Committee. The Curriculum Committee has representatives from every department and reviews all curricular changes. Routine updates and/or revisions (e.g., changes to textbooks, assessment, and content outlines) to the master syllabus for courses are reviewed and approved by a Department chair, the applicable dean, the Curriculum Committee chair, and the Dean for Academic Excellence and Support.

Students review each class, each semester. Those student reviews serve to inform annual

programmatic reviews (i.e., Annual Program Updates, or APUs) which incorporate student evaluations as well peer visits and instructor reviews of classes. APUs are reviewed by the Department Chair each year. Each program completes a Program Review (PR) every five years; these reviews evaluate teaching and learning throughout the curriculum over the time involved. Each five-year PR is reviewed by the JJC Program Improvement Committee, the JJC Vice President for Academic Affairs (VPAA) and the Illinois Community College Board (ICCB).

Academic credit for prior learning is well designed and implemented. The evaluation includes a review of the need for advanced placement based on the CLEP test, direct evaluation of credentials, military service and direct assessment of proficiency. Dual credit is offered through high schools in the District. Faculty offering dual credit have the same credentials as instructors at JJC. Syllabi of dual credit classes are evaluated through the curricular process, as are on-campus classes. During the CQR visit, a review of faculty files verified that instructors credentials are thoroughly reviewed prior to gaining approval to teach dual credit. The Illinois Articulation Initiative (IAI), a statewide transfer agreement among more than 100 participating colleges and universities in Illinois provides a structure for evaluating general education and major courses with required content. Further, articulation agreements with four-year schools (e.g., Lewis University, St Francis University) help ensure program quality.

JJC has 12 accredited curricula, including Automotive Service (Master/highest level), Culinary Arts, Practical Nursing, Registered Nursing, Veterinary Medical Technology, Health Information Management, Interior Design, Music, Orthotics and Prosthetics Technology, Diagnostic Medical Sonography, Horticulture Landscaping, and Business (which includes Accounting, Business Administration, Management and Supervision, and Marketing). Each of those curricula is taught and managed in such a way that accreditation criteria are met.

Programs and faculty members at the College use advisory committees, specialized accreditation, faculty expertise, student input, and a variety of other information sources to track graduates. Leaders and members of each program appear to have familiarity with placement and success of its graduates. Tools used to track and assess success appear to vary among programs and it was not clear to the Team that the College tracks and reports institution-wide success and placement data.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Rating

Met

Evidence

The College has completed an interactive, engaging and thorough process to develop uniform Student Learning Outcomes (SLOs). Assessment tools and artifacts for understanding achievement of SLOs vary among programs; artifacts are chosen, evaluated, and reported by each individual instructor. SLOs for accredited programs often are dictated by the accrediting body and are used by instructors.

SLO achievement for individual classes is used by instructors and Program Chairs to reflect on teaching and learning, to assess activities in classes that advance learning, and to assess classes and class activities that advance program level outcomes. The latter represent the basis of Annual Program Updates (APUs) which are the principal reporting tool for discussions between deans and chairs. APUs provide an opportunity for chairs to request resources for program activities and APUs are used by deans to inform and request resources from the Vice Presidents and Cabinet.

Some programs and curricula are certified and those have specific learning outcomes mandated by the accrediting body. Assessment of curricula is based to a large degree on certification (i.e., the percentage of graduates that attain certification in a designated area). Results of that certification process are then used to influence the ways classes and programs are conducted.

Overall, the practice of defining artifacts to assess SLOs, using SLOs to build and evaluate APUs, and using APUs to influence budgets and strategic decisions represents good educational practice. The process ensures that JJC's programs are reflective, and meet the needs of students and the community.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Rating

Met

Evidence

The College has developed institution-wide persistence and retention goals that include increasing enrollment by 2.2%, increasing persistence by 1.0 %, increasing retention by 1.0%, and increasing completion attainment by 11%. More specific, sub-population goals include increasing the success of developmental learners, assisting first generation and underrepresented students with financial literacy, ensuring successful transition to JJC, and preparing students to transition successfully to further education or the labor market. JJC's Division of Student Development used enrollment, persistence, retention, and completion data to develop a three-year Student Enrollment Management (SEM) Plan delineating activities for support services to advance those goals.

The Office of Institutional Research and Effectiveness (OIRE) collects student retention, persistence and completion data and uses the National Student Clearinghouse (NSC) data to track students who transfer to complete their degree. Data are expressed as fall-to-spring *Persistence* and fall-to-fall *Retention*. The College participates in the Community College Survey of Student Engagement (CCSSE). Further, JJC implemented an AQIP Action Project on retention that held 35 focus group sessions to gather student data about factors that influence persistence and retention

The College uses an alert system to identify any student having trouble in any class. Students so identified receive offers of assistance through both email and phone contacts. Alerts are coordinated centrally so that a student having trouble in more than one class will become visible to student services support staff. The Communication Center makes calls, sends texts, and sends email to offer guidance (e.g., tutoring, writing support, financial aid) to bolster retention and completion.

JJC has 35 student organizations, each of which serves to increase students' sense of community. For example, each semester Multicultural Student Affairs provides outreach, academic guidance, personal support, cultural resources, and leadership to support and retain non-native English speakers and undocumented students. Veterans' Affairs provides networking, as well as academic, professional and personal support to former military students. Those services are available to, and are used by veterans from the community as well as students from the College.

Many students enter JJC as undecided (i.e., without a declared major). Guidance in selecting a major and a path toward an academic and professional future increases a student's sense of belonging and advances retention. The College holds a Major Exploration Fair annually, the Fair was developed as a direct response to the increase in undecided and deciding students. From fall 2014 to fall 2015, undecided students who completed NSO increased by 18% (from 407 to 481) and in subsequent years has varied between approximately 350 and 500 students per year.

JJC reports that the number of graduates increased by 7% and number of awards (certificates and degrees) earned increased by 21% between fiscal year 2012 and 2016, suggesting that attention to retention is having a positive influence. The College's new Strategic Enrollment Management (SEM) plan allows greater focus for increased effectiveness. The SEM has five pillars connecting enrollment and retention with the strategic plan: Pathways, Becoming a Hispanic Serving Institution, College and Career Readiness, Technology, and Professional Development. The College hosted several training sessions on enrollment management; during those, 66 professionals became trained on the Self-Service Student Planning Module (SPM) platform, which was new in 2017.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Evidence

JJC has demonstrated that it is committed to the quality of its academic programming. All classes follow a master syllabus and students' evaluations of classes are used to improve the next offering. Each class is offered within a department or a program, and each program develops an Annual Program Update (APU) which serves as a reflective document about program quality. Every five years programs engage in a thorough program review. Program reviews (and even APUs) may contain requests for re-direction and/or changes in funding as appropriate. The College tracks persistence (Fall to Spring semester) and retention (Fall to Fall) for its students. JJC has adopted strategic goals for retention, tracks progress toward those goals and has shown consistent progress in achieving growth in retention.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Rating

Met

Evidence

JJC has a well-developed process in place for budgeting that has served the College well, especially during times of state budget reductions. Requests are established at the department level and move to the President's Cabinet members where they are summarized to develop the final budget that is presented to the Board of Trustees. Through the budget request and APU processes departments are able to demonstrate and advocate for their specific budgetary needs, which are directly mapped back to JJC's mission and core values. In multiple conversations with faculty and administrators, the budgeting process was described as being transparent and that, even if they were not granted, the community felt budget requests were heard and given proper consideration.

Faculty and staff required credentials are based on position and policy and are verified through a process administered through the Human Resources Department. The visiting team reviewed a sample of individual records during the visit and found this to be a thorough, well documented process that includes an evaluation with a list of specific courses that each faculty member is approved to teach.

JJC has made a commitment to invest in their employees through providing adequate professional development. The JJC Professional Development Advisory Team guides the professional development for the College and the Dean of Excellence provides coordination of those efforts. During various meetings, the available professional development activities and programs were referenced as being ample and diverse (e.g. 'Opening Week', 'PD Day', 'Department Chair PD series', 'President's Academy for Leadership', modules through 'Safe Colleges').

JJC has plans to effectively meet the technological needs of all stakeholders through its three year technology plan. This includes identifying and implementing a new ERP system. JJC is in the final stages of selecting a vendor and aim to phase in the new system over the next two years. Staff members expressed enthusiasm for the new system, recognizing the need, but are understandably concerned about the effort needed to accomplish the implementation.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Rating

Met

Evidence

JJC is governed by the Board of Trustees which are elected to serve six-year terms, represent the seven-county district, and have fiduciary responsibilities for the overall governance of the College. The board is appropriately updated, through the president, by weekly updates, formal updates at board meetings, and through regular informal contact with board members. Additionally, board members serve on College committees to provide input and insight. Board members and employees demonstrated understanding of roles and responsibilities. In conversations during a meeting with members of the Trustees, it was clear that the Trustees are highly involved in both the local community as well as with the College.

JJC utilizes shared governance to engage all constituencies in decision making, information sharing and policy making. It is clear from interviews and evidence provided that current administration values and engages all stakeholder, formally and informally, in decision-making. Communication between students and College leadership was demonstrated to be intentional and active; for instance the Board of Trustees cited several examples of the student representative to the board providing valuable insight resulting in more informed decision making.

Many processes are in place to assure that stakeholders are involved in decision making including an active governance structure as well as multiple committees to address specific needs. In conversations during the visit, meeting participants including faculty and staff were readily able to articulate instances in which they were involved in making changes to policies or programs. Students reported that they would all be able to identify an individual on campus, faculty or staff, who they could take a problem or suggestion to in order to receive assistance. Faculty are primarily responsible for setting academic curriculum and requirements in consultation with administration, faculty, students, and staff. JJC maintains a thorough curricular review process, involving numerous stakeholders, as well as an assessment system to monitor student learning outcomes and make curricular improvements.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Rating

Met

Evidence

The College engages in systematic and inclusive planning as evidenced by JJC's Strategic Plan and Goals, which align with the established values. JJC's Strategic Goals reflect the College's commitment to student learning and completion, communication enhancement, collaboration with community partners and data utilization. The Mission and Strategic Plan are ingrained in many assessments and processes at the institution including the annual employee review process, the budget request process, and the Department APUs, as well as directly reviewing and tracking progress on the Strategic Plan. Departments complete an Annual Program Update (APU) that is aligned with the Strategic Plan. Budget requests also require an explanation of their alignment with the strategic goals. In conversations with faculty and staff during the visit, it is apparent that this system works to assure resources are directed toward achieving the mission and priorities of the institution.

The planning process is very inclusive. Not only does it provide an opportunity for community members to participate in the Strategic Planning process but the annual APUs from departments also provide an opportunity to communicate needs and priorities as they relate to the Strategic Plan and Mission. The Strategic Plan and Goals have been communicated to all areas of the College and are regularly reviewed with opportunity for input.

JJC also facilitates a robust and inclusive budgetary process which enables new initiatives and supports its strong fiscal position. The CFI and other financial indicators reflect the College's sound financial position. This is reflected in the College's ability to withstand the recent budget cuts made by the state without harm to core functions. The College is highly aware of the value of its relationships with external constituents. In many meetings, participants were able to describe relationships with the local businesses and K-12 schools in the community. Being largely funded by local taxes, the college is aware of the importance of these relationships.

The three year planning cycle enables JJC to adapt and plan for emerging needs and issues to best fulfill its mission. Through various meetings and interviews it was evident that College leadership, collaboratively with the Board of Trustees and other stakeholders, understands the anticipated demographic decline within higher education and are planning accordingly. In addition, they acknowledge the volatility of state funding and have managed that successfully. JJC has also recognized the increase in globalization with attention to students who are non-native English speakers as well as international programming.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Rating

Met

Evidence

JJC has a streamlined system of gathering information that maintains focus on continuous improvement and the Strategic Plan. This system is aligned at all levels from the individual, by aligning the employee annual performance process with the strategic plan to the department annual report (APU); program review process; budget process; and the College strategic planning process. All levels of reporting are aligned to focus on the Strategic Priorities and continuous improvement. It is evident through interviews and meetings that JJC has a strong commitment to continuous quality improvement and that community members understand the alignment of their efforts with the plan.

This alignment of multiple levels of reporting with the Strategic Plan allows the community to more easily measure and assess progress. This was demonstrated by employees indicating that assessment, documentation, and evaluation were utilized throughout programs and departments to enhance services and learning among students. In addition to the multiple examples in the written reports provided, meeting participants were able to provide many examples including improved student services such as placement testing, expanded partnerships with the community, and numerous updates to the curriculum.

Additionally, several examples of utilizing data to make informed decisions were provided – such as the SEM plan and utilization of the APUs to make budgetary decisions and positive outcomes from prior AQIP Action Projects. Meeting participants were also able to list future improvements that are either planned or in progress. There was an enthusiasm for these future projects such as the addition of some academic programs or renovations and also an understanding of how those projects were prioritized through the planning cycle.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Evidence

JJC is in a secure financial position. In recent years, the College has been able to make substantial investments in the physical facilities. These investments were apparent during the campus tour in that all facilities appear to be in excellent condition. The college is aware of challenges with enrollment given the demographics of the Midwest. However, the balance of income sources between tuition revenue, regional tax revenue and state funding in addition to external sources through the office of advancement and external partnerships provide some stability.

Both the documents provided as well as extensive conversations regarding funding and resources that were conducted during the visit indicate that the College has resources not only to maintain current programs but to make conservative investments in Strategic Investments. These investments are often funded by reducing existing expenses, which is a challenge that the College appears to be handling through its focused planning and budgeting process.

The planning process at JJC is institutionalized, forward-thinking, and inclusive. The Strategic Planning process is ongoing with frequent reviews. JJC is very mindful about including not only the campus community but in including external constituents to assure the community is involved and partnerships are formed wherever possible. The College is sensitive to the communities needs and also relatively agile in predicting and acting to serve those needs. Despite significant funding reductions from the state, the College has demonstrated strong management that has allowed it to continue to move new initiatives forward.

6 - Commitment to Continuous Quality Improvement (CQI)

6.A - Question 6.A

Levels of Organizational Maturity in Relation to the AQIP Pathway Categories

Please provide a brief paragraph or two that captures the team's perception of the institution's overall level of maturity (and the relevant challenges and strengths) and how the institution might further advance its agenda.

Evidence

JJC's level of maturity in relation to the AQIP pathway is aligned. The institution is able to describe successful AQIP action projects that cut across numerous areas of the College. For example, JJC undertook an effort to improve the placement process that included faculty from multiple departments as well as from the testing office and College administration. Through this project, they were able to identify the relationship between English placement and success in Mathematics classes and make placement and curricular adjustments accordingly. This project has shown some success and is continuing as part of permanent structures within JJC.

Given the transition away from AQIP, the visiting team discussed with meeting participants whether the model of using Action Projects was integrated into the strategic planning process so that it would continue to be in place after the transition to Pathways. Participants in the conversation were able to explain how prioritizing projects is thoroughly connected to the strategic planning process so that projects such as these can continue to be successful in the future.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

6.B - Question 6.B

Evidence of Principles of High-Performance Organizations

Please provide a brief paragraph or two that indicates how and where the institution demonstrates its systematic approach to continuous quality improvement through aspirational values found in the Principles of High-Performance Organizations.

Evidence

JJC demonstrates a dedication to continuous quality improvement through strong **leadership** that maintains an institution-wide **focus** on the institution's mission and strategic plan. This can be seen in the ongoing planning cycles that are widely inclusive, as well as the budgeting process and the program review process that all tie in to the strategic plan. Throughout the visit, participants in conversations were able to say how various processes, including budget requests, annual employee reviews, and partnerships with the community are all connected to the mission, vision, and goals of the institution. This focus was clearly a result of the leadership consistently maintaining that focus on a quality culture and assuring everyone understands the mission of the institution both by modeling those values and by putting processes in place to assure the mission remains central.

JJC encourages **involvement** through an on-going, inclusive planning process in which progress is routinely reviewed and three year plans are updated. As part of this process **information** is shared widely, with reports regarding budget, enrollment, and outcome measures widely available to the campus. The budgeting process supports both **Agility, Collaboration,** and an investment in **People** because it is relatively transparent and ties directly to the strategic plan. For instance, it is relatively easy for faculty or staff to get start-up funding to explore new programs if they demonstrate how the initiative is connected to the College's mission and goals.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

7 - Commitment to the AQIP Pathway

7.A - Question 7.A

Actions That Capitalize on Systems Appraisal Feedback

Provide brief bullet points that demonstrate success or progress.

Evidence

The College provided examples of how it acted on previous Systems Appraisal Feedback during a CQR focus meeting on CQI and AQIP. Examples included the work it engaged in related to assessment, data stewardship, and placement. It was clear the institution reviewed and used the Systems Appraisal feedback to guide its future AQIP Action Projects and CQI initiatives from conversations had with the CQR Team.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

7.B - Question 7.B

Actions That Capitalize on Strategy Forum Participation

Provide brief bullet points that demonstrate success or progress.

Evidence

JJC participated in its last Strategy Forum in November 2017 and identified the AQIP Action Project, *Student Focused Comprehensive Placement Process*, which was focused on reviewing the placement process and charged with providing recommendations for improvement. Staff, faculty, and campus leaders discussed this project in-depth and the related outcomes. To date the College has:

- Completed the initial AQIP Action Project.
- Adjusted placement scores.
- Removed testing fees.
- Incorporated Ability to Benefit into placement score interpretation.
- Engaged community partners in K-12 institutions, adult education, and workforce.
- Served on state-wide committees focused on placement testing.
- Created a College Readiness Committee that continues to meet and have oversight over these processes and efforts.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

7.C - Question 7.C

Actions That Capitalize on Action Projects

Provide brief bullet points that demonstrate success or progress.

Evidence

The College has systematically engaged in AQIP Action Projects. Including the most recent projects of:

- Student Focused Comprehensive Placement Process
- Scheduling
- Faculty Initiative to Improve Retention, Persistence and Completion
- Data Stewardship

AQIP Action Projects have been aligned with the College's Priorities and Strategic Plan Goals as evidenced by the Institutional Effectiveness Report. Through conversations with campus stakeholders, the CQR Team noted that the College is positioned to continue CQI work using its Strategic Plan and Priorities as the driver for these initiatives.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

7.D - Question 7.D

Commitment to Active Engagement in the AQIP Pathway

Provide brief bullet points that demonstrate success or progress.

Evidence

JJC was committed to and actively engaged in the AQIP Pathway.

- Active engagement in AQIP Action Projects
- Participation in Strategy Forum Sessions
- Reviewing and incorporating Systems Appraisal feedback

The AQIP Pathway is currently in the process of being phased out. Regardless, the College is well positioned to continue its commitment to continuous quality improvement. Conversations with the CQR Team demonstrated that JJC is an institution committed to the tenants of CQI and uses these to strengthen its organization.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	
6	Commitment to Continuous Quality Improvement (CQI)	
6.A	Question 6.A	
6.B	Question 6.B	

7	Commitment to the AQIP Pathway	
7.A	Question 7.A	
7.B	Question 7.B	
7.C	Question 7.C	
7.D	Question 7.D	

Review Summary

Conclusion

JJC has demonstrated that it is performing well in terms of providing strong academic programs and student services that are frequently reviewed and meet the needs of their students. JJC is also in a stable financial position with a budgeting process, strategic planning process, and fiscal oversight process that are well designed and transparent and the physical facility is in excellent condition. The College plays a strong role in the local community and is attentive to the diverse needs of its students. The commitment to AQIP and to Continuous Quality Improvement are apparent both in written reports and in multiple site meetings in which AQIP Action Projects and other initiatives were mentioned as a means for improvements that have been made.

The participation in the site visit was strong with numerous individuals including students, faculty, staff, administrative leaders, Trustees, and community members taking part in the meetings. All participants appeared to be open and spoke freely about their interactions with JJC. The explanations and examples that participants provided regarding their experience with JJC provided a wide variety of perspectives, with numerous different examples, that all accurately reflected or enhanced the information in written materials provided prior to the visit.

Overall Recommendations

Criteria For Accreditation

Met

Sanctions Recommendation

No Sanction

Pathways Recommendation

Not applicable to this review

No Interim Monitoring Recommended.



Federal Compliance Worksheet for Evaluation Teams

Evaluation of Federal Compliance Components

This worksheet is to be completed preliminarily by a Federal Compliance reviewer and then, subsequent to the on-site evaluation, finalized by the peer review team that conducts the visit. When a federal compliance reviewer is not assigned, the worksheet is completed by the team. The team that conducts the visit is ultimately responsible for the contents of this worksheet in its entirety. When a Federal Compliance reviewer completes the form, the reviewer will evaluate the materials submitted in advance of the visit and refer any issues to the team no later than one week prior to the visit for further exploration and confirmation on-site. The team chair ensures that the team has reviewed the Federal Compliance reviewer's preliminary findings, makes any necessary adjustments to the preliminary evidentiary statements and findings in the worksheet subsequent to the on-site visit, and submits the finalized worksheet as an integral part of the team's final report.

The Federal Compliance reviewer and/or the team should separately review each item identified in the *Federal Compliance Filing by Institutions (FCFI)* and document their findings in the appropriate spaces below. Peer reviewers are expected to supply a rationale for each section of the Federal Compliance Evaluation. Refer to the [Federal Compliance Overview](#) for information about applicable HLC policies and explanations of each requirement, as well as expectations for communication between the Federal Compliance Reviewer and the team.

Generally, if the team finds in the course of the review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised within the appropriate parts of the comprehensive evaluation team report. If the team recommends monitoring on a Federal Compliance Requirement in the form of a report or focused visit, the recommendation should be included in the Federal Compliance monitoring sections below, added to the appropriate section(s) of the team report, as well as in the Summary Section of the Team Report indicating any expectations for improvement.

Submission Instructions

Federal Compliance reviewer: Email this worksheet in an editable format to the team chair. The team chair's email address is provided in the Assurance System.

Team chair: The worksheet must be submitted to the HLC staff liaison for review with the draft team report and to the institution for corrections of errors of fact. The final worksheet must also be submitted to HLC with the final team report. See the Assurance System for instructions on completing these steps.

Institution under review: Joliet Junior College

Please indicate who completed this worksheet:

- Evaluation team
- Federal Compliance reviewer

Name: Robert Haas

TEAM CHAIR ONLY:

- I confirm that the evaluation team reviewed the institution's compliance with the federal requirements in this worksheet and that the worksheet reflects the team's ultimate findings and related rationales.

Assignment of Credits, Program Length and Tuition

1. Review the documentation submitted by the institution and make a reasonable determination as to whether the institution's assignment of credit hours conforms to commonly accepted practice in higher education:
 - The institution's policy (or set of policies) and procedures for assignment of Credit Hour for all **types** of courses, disciplines, programs, credential levels, formats, regardless of modality
 - The institution's course or program credit assignment **procedures** and its representative sample approval documentation
 - The process the institution utilizes to verify length of academic period and compliance with credit hour requirements through course scheduling
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. *Related HLC Requirements: Core Component 3.A. and Assumed Practice B.1.*

Rationale:

JJC's programs and courses appear to reflect commonly accepted practices in higher education. JJC has an established policy regarding the definition of a credit hour:

Contact hour to credit hour requirements are as follows: Lecture-oriented courses: 15 instructional contact hours per 1 credit hour. (i.e. 45 contact hours = 3 credit hours)

Laboratory, Clinical Laboratory or Clinical Practicum courses: 30-60 contact hours per 1 credit hour. (i.e. 90 contact hours = 3 credit hours) Internship or On-the-Job Training courses: 75-149 contact hours per 1 credit hour. (i.e. 225 contact hours = 3 credit hours).

A review of 22 different course syllabi showed that not all syllabi communicated the in-class/out of class work expectations for students. For example, the MGMT101 syllabi (a 3 credit hour course) clearly defined the work expectation for students (10 hours per week for a 15 week course, 18 hours per week for a compressed course) but the time expectation was not clearly defined on most of the syllabi reviewed. The time expectation for the online version of PSYC101, a 3 credit course, was listed as 4-6 hours per week, which falls outside of JJC's definition. Other syllabi reviewed generally did not include that class times, so it was not possible to make a determination about the credit hours to expected work metric.

The site visit team was encouraged to explore the class schedules to determine the relationship among credit hours, contact hours, and how JJC communicates the expected out-of-class work to students. In conversations with faculty and students, the site team found evidence that the time expectations and other course expectations are shared. However, it is recommended that the credit hour policy be added to course syllabi to assure the information is communicated consistently.

Additional monitoring, if any:

Institutional Records of Student Complaints

1. Verify that the institution has a policy and procedure(s) for addressing student complaints.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. *Related HLC Requirements: Core Component 2.A and Assumed Practice A.3, A.4.*

Rationale:

Joliet Junior College (JJC) has a comprehensive policy for addressing student complaints. Students can enter a complaint through the JJC Web Site in an easy-to-use online form, and

the policies and JJC clearly describes the procedures students need. JJC's Behavioral Intervention Team (BIT) meets monthly (more often if needed) to address issues related to behavioral threats, and the Dean of Students is a Deputy Title IX coordinator. JJC also provided a log showing the number of student complaints grouped into 14 broad categories and provided evidence the College tracks and acts on complaints to make improvements where warranted. JJC began using Maxient software in 2018-19 to track complaints and results.

Additional monitoring, if any:

Publication of Transfer Policies

1. Verify that the institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public.
 - Review the institution's transfer policies.
 - Review the list of articulation agreements the institution has in place, including articulation agreements at the institution level and for specific programs and how the institution publicly discloses information about those articulation agreements.
 - The information the institution provides should explain any program-specific articulation agreements in place. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution:
 - Accepts credits for courses offered by the other institution(s) in the articulation agreement.
 - Offers courses for which credits are accepted by the other institution(s) in the articulation agreements.
 - Both offers courses and accepts credits with the other institution(s) in the articulation agreement.
 - What specific credits articulate through the agreement (e.g., general education only; pre-professional nursing courses only; etc.).
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. *Related HLC Requirements: Core Component 2.A and Assumed Practice A.5.D.*

Rationale:

JJC includes a Transfer Credit Evaluation Request form on the College's website and lists over 50 different links to four-year colleges with which JJC has transfer agreements in place. The JJC Transfer Web Page also includes a link to Transferology and clearly describes processes for requesting information. JJC has clearly defined policies for evaluating transfer credit, including CLEP and other Prior Learning Assessment (PLA) credits.

Additional monitoring, if any:

Practices for Verification of Student Identity

1. If the institution **does not** have students enrolled in distance or correspondence courses, indicate this in the responses below.
2. If the institution **does** have students enrolled in distance or correspondence courses, confirm that the institution verifies the identity of students. Confirm that it appropriately discloses additional fees related to verification to students, and that the method of verification makes reasonable efforts to protect students' privacy.
 - Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams and earns a final grade. The team should ensure that the institution's approach respects student privacy.
 - Check that any costs related to verification (e.g., fees associated with test proctoring) and charged directly to students are explained to the students prior to enrollment in distance or correspondence courses.
3. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution does not have students enrolled in distance or correspondence courses.
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. *Related HLC Requirement: Core Component 2.A.*

Rationale:

JJC uses an Active Directory (AD) Service to verify student identity through a secure login and password combination. JJC does not currently use any biometric authentication

processes. The use of AD ensures that passwords are not stored on related systems and places the responsibility for security on the JJC IT staff. Costs to online students who decide to take proctored exams off-site are clearly disclosed to students; on-site exam proctoring is offered at no cost on JJC's main campus, the Romeoville Campus, and the City Center Campus.

Additional monitoring, if any:

Title IV Program Responsibilities

1. This requirement has several components the institution must address. The team should verify that the following requirements are met:
 - **General Program Requirements.** The institution has provided HLC with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the U.S. Department of Education. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities. (See Appendices A and B.)
 - **Financial Responsibility Requirements.** The institution has provided HLC with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. *Related HLC Requirements: Core Components 5.A, 2.B; Assumed Practice D.* (See Appendix C.)
 - **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided HLC with information about its disclosures. It has demonstrated, the institution's compliance with these regulations.
 - **Student Right to Know/Equity in Athletics.** The institution has provided HLC with information about its disclosures. It has demonstrated the compliance with these regulations. *Related HLC Requirement: Assumed Practice A.6.*
 - **Satisfactory Academic Progress Policy.** The institution has provided HLC with information about its compliance with this regulation. *Related HLC Requirements: Criterion 3.A; Assumed Practice A.5.*
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. (See related HLC Requirements with each section of the Title IV Responsibilities above.)

Rationale:

General Program Requirements

JJC was recertified for Title IV on January 23, 2019. An issue in 2015 involving inadequate notification to students was resolved satisfactorily. The issue involved a fine related to inadequate disclosure of the Clery report to prospective and current students, which JJC paid. JJC created a Compliance and Accountability Team to ensure compliance with Clery Act requirements. In June 2018, a significant deficiency involving the miscalculation of financial need for one student was found and corrected; no financial penalty was assessed.

Financial Responsibility Requirements

JJC is in a generally strong financial position. The College's revenues in FY18 exceed expenditures by \$9 million, which represents approximately 5% of JJC's \$176 million operating budget. The College has approximately \$15 million in debt service each year; CFI ratios are within acceptable ranges.

JJC posts its audit reports and other financial information such as budgets and forecasts on the College website.

Campus Crime, Athletic Participation Financial Aid, and Related Disclosures are published on the College website and in the College catalog.

Student Right to Know/Equity in Athletics

Information related to student right to know and equity in athletics is maintained and appropriately published by the Office of Institutional Effectiveness, the Athletic Director, the Financial Aid Director, and the Compliance Officer. The information is easily accessible through the JJC website.

Satisfactory Academic Progress Policy

SAP policies are established and clearly disclosed to students on the JJC website.

Additional monitoring, if any:

Publication of Student Outcome Data

1. Verify that the institution makes student outcome data available and easily accessible to the public. Data may be provided at the institutional or departmental level or both, but the institution must disclose student outcome data that address the broad variety of its programs.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC's requirements.
- The institution meets HLC's requirements, but additional monitoring is recommended.
- The institution does not meet HLC's requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. *Related HLC Requirement: Assumed Practice A.6.*

Rationale:

JJC publishes outcome data on the College website at <https://www.jjc.edu/about-jjc/institutional-research-effectiveness/consumer-information>. JJC does provide longitudinal data about student demographics.

Prior to the site team visit, the outcome data listed on the consumer information site showed only overall graduation rates for the entire student cohort but does not address outcomes for specific programs. During the site visit, JJC demonstrated that this information was publicly available on the website through the Office of Institutional Research. Prior to the completion of this report, JJC demonstrated that the information had been moved to a more prominent location on the website.

Additional monitoring, if any:

Standing With State and Other Accrediting Agencies

1. Verify that the institution discloses accurately to the public and HLC its relationship with any other specialized, professional or institutional accreditors and with all governing or coordinating bodies in states in which the institution may have a presence.

Note: If the team is recommending initial or continued accreditation status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the assurance section of the team report and provide its rationale for recommending HLC status despite this action.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC's requirements.
- The institution meets HLC's requirements, but additional monitoring is recommended.

- The institution does not meet HLC's requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. *Related HLC Requirements: Core Component 2.B; Assumed Practices A.7, C.4.*

Rationale:

JJC provides a clear description of its standing with HLC and other accrediting agencies through the College website: <https://www.jjc.edu/about-jjc/administrative-services/institutional-research-effectiveness/accreditation>

Additional monitoring, if any:

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list of materials reviewed here:

All Elements of the JJC Federal Compliance Submission

JJC Website www.jjc.edu

IPEDS

College Catalog and other information

JJC Policies

Programs listed on the JJC Website

The following Course Syllabi in multiple formats where applicable:

ACCY209 Cost Accounting

AGRI262 Agriculture Credit and Finance

ART107 Graphic Design I

PSYC101 General Psychology

PCIT101 Intro to Process Technology

TMAT108 Technical Mathematics II

TWL130 Principles of Operation Management

ENG204 Introduction to Literature

GAME200 Game Design

ECON104 Principles of Economics II (Micro)

EEAS113 Industrial Controls II

OFS101 Fundamentals of Document Formatting

INTD133 Kitchen and Bath Basics

MGMT101 Principles of Management
NURS164 Concepts in Pediatric Nursing
PHYS101 General Physics I
WLDG101 Introduction to the Welding Process
CRJ100 Introduction to Criminal Justice System
CA225 Cakes I
HVAC126 Duct Design and Installation Applications
PCIT231 Analyzing



Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours

Institution Under Review: Joliet Junior College

Review the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including all supplemental materials. Applicable sections and supplements are referenced in the corresponding sections and questions below.

Part 1. Institutional Calendar, Term Length and Type of Credit

Instructions

Review Section 1 of Appendix A. Verify that the institution has calendar and term lengths within the range of good practice in higher education.

Responses

A. Answer the Following Question

1. Are the institution's calendar and term lengths, including non-standard terms, within the range of good practice in higher education? Do they contribute to an academic environment in which students receive a rigorous and thorough education?

Yes No

Comments:

B. Recommend HLC Follow-Up, If Appropriate

Is any HLC follow-up required related to the institution's calendar and term length practices?

Yes No

Rationale:

Identify the type of HLC monitoring required and the due date:

Part 2. Policy and Practices on Assignment of Credit Hours

Instructions

Review Sections 2–4 of the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including supplemental materials as noted below. In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps. The outcomes of the team’s review should be reflected in its responses below.

- 1. Format of Courses and Number of Credits Awarded.** Review the *Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses* (Supplement A1 to the *Worksheet for Institutions*) completed by the institution, which provides an overview of credit hour assignments across institutional offerings and delivery formats.
- 2. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution (see Supplements B1 and B2 to *Worksheet for Institutions*, as applicable).**
 - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14–16 weeks (or approximately 10 weeks for a quarter). The descriptions in the catalog should reflect courses that are appropriately rigorous and have collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.
 - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)
 - Teams should be sure to scan across disciplines, delivery mode and types of academic activities.
 - Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. HLC procedure also permits this approach.
- 3. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course (see Supplement B3 to *Worksheet for Institutions*). Pay particular attention to alternatively structured or other courses completed in a**

short period of time or with less frequently scheduled interaction between student and instructor that have particularly high credit hour assignments.

4. **Sampling.** Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.
 - For the programs sampled, the team should review syllabi and intended learning outcomes for several courses, identify the contact hours for each course, and review expectations for homework or work outside of instructional time.
 - At a minimum, teams should anticipate sampling at least a few programs at each degree level.
 - For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.
 - Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.
5. **Direct Assessment or Competency-Based Programs.** Review the information provided by the institution regarding any direct assessment or competency-based programs that it offers, with regard to the learning objectives, policies and procedures for credit allocation, and processes for review and improvement in these programs.
6. **Policy on Credit Hours and Total Credit Hour Generation.** With reference to the institutional policies on the assignment of credit provided in Supplement A2 to *Worksheet for Institutions*, consider the following questions:
 - Does the institution's policy for awarding credit address all the delivery formats employed by the institution?
 - Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?
 - For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame allotted for the course?
 - Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

- If so, is the institution’s assignment of credit to courses reflective of its policy on the award of credit?
 - Do the number of credits taken by typical undergraduate and graduate students, as well as the number of students earning more than the typical number of credits, fall within the range of good practice in higher education?
7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:
- If the problem involves a poor or insufficiently detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and provides evidence of implementation.
 - If the team identifies an application problem and that problem is isolated to a few courses or a single department, division or learning format, the team should call for follow-up activities (a monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.
 - If the team identifies systematic noncompliance across the institution with regard to the award of credit, the team should notify the HLC staff immediately and work with staff members to design appropriate follow-up activities. HLC shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

Worksheet on Assignment of Credit Hours

A. Identify the Sample Courses and Programs Reviewed by the Team

B. Answer the Following Questions

1. Institutional Policies on Credit Hours

- a. Does the institution’s policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

Yes No

Comments:

Policy 4.13.00 specifies the following: The U.S. Department of Education credit hour definition for the Title IV aid Purposes is the amount of work that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for a semester (or the equivalent amount of work over a different amount of time); or
2. At least an equivalent amount of work as required in #1 above for other academic activities such as laboratory work, internships, practica, studio work, or other academic work leading to the award of credit hours.

The use of the Federal credit hour definition is required for all courses for which the institution awards Federal student aid. The college may set a higher standard that requires more student work per credit hour and use a measure of metric different from this definition for academic and non-federal purposes.

- b. Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution's policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

Yes No

Comments:

- c. For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame and utilizing the activities allotted for the course?

Yes No

Comments:

A randomly selected sample of course syllabi confirmed the policy is followed.

- d. Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes No

Comments:

2. Application of Policies

- a. Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit? (Note that

HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes No

Comments:

A randomly selected sample of course syllabi confirmed the policy is followed.

b. Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

Yes No

Comments:

c. If the institution offers any alternative-delivery or compressed-format courses or programs, are the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

Yes No

Comments:

Course syllabi in multiple formats were reviewed.

d. If the institution offers alternative-delivery or compressed-format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonable for students to fulfill in the time allocated, such that the allocation of credit is justified?

Yes No

Comments:

e. Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes No

Comments:

C. Recommend HLC Follow-up, If Appropriate

Review the responses provided in this worksheet. If the team has responded “no” to any of the questions above, the team will need to assign HLC follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.

Is any HLC follow-up required related to the institution’s credit hour policies and practices?

Yes No

Rationale:

Based on JJC’s Federal Compliance Document, Credit hour worksheet, a review of the JJC web site, and a review of randomly selected course syllabi JJC’s credit hour policies and practices are appropriate.

Identify the type of HLC monitoring required and the due date:

N/A

D. Systematic Noncompliance in One or More Educational Programs With HLC Policies Regarding the Credit Hour

Did the team find systematic noncompliance in one or more education programs with HLC policies regarding the credit hour?

Yes No

Identify the findings:

Rationale:

Part 3. Clock Hours

Instructions

Review Section 5 of *Worksheet for Institutions*, including Supplements A3–A6. Before completing the worksheet below, answer the following question:

Does the institution offer any degree or certificate programs in clock hours or programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

Yes

No

If the answer is “Yes,” complete the “Worksheet on Clock Hours.”

Note: This worksheet is not intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Non-degree programs subject to clock hour requirements (for which an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock hour programs might include teacher education, nursing or other programs in licensed fields.

Federal regulations require that these programs follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution’s overall policy for awarding semester or quarter credit, the accrediting agency may provide permission for the institution to provide less instruction so long as the student’s work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8):

1 semester or trimester hour must include at least 37.5 clock hours of instruction

1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution’s requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour includes at least 20 semester hours.

Worksheet on Clock Hours

A. Answer the Following Questions

1. Does the institution’s credit-to-clock-hour formula match the federal formula?

Yes

No

Comments:

2. If the credit-to-clock-hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class.

3. Did the team determine that the institution’s credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if

the team answers “No” to this question, it should recommend follow-up monitoring in section C below.)

Yes No

Comments:

4. Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution’s policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes No

Comments:

B. Does the team approve variations, if any, from the federal formula in the institution’s credit-to-clock-hour conversion?

Yes No

C. Recommend HLC Follow-up, If Appropriate

Is any HLC follow-up required related to the institution’s clock hour policies and practices?

Yes No

Rationale:

Identify the type of HLC monitoring required and the due date:

Institutional Status and Requirements Worksheet

INSTITUTION and STATE: Joliet Junior College, IL
TYPE OF REVIEW: AQIP Comprehensive Quality Review
DESCRIPTION OF REVIEW: Visit to include a Federal Compliance Reviewer: Dr. Bob Haas
DATES OF REVIEW: 4/15/2019 - 4/16/2019

No Change in Institutional Status and Requirements

Accreditation Status

Nature of Institution

Control: Public

Recommended Change:

Degrees Awarded: Associates

Recommended Change:

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2014 - 2015

Year of Next Reaffirmation of Accreditation: 2023 - 2024

Recommended Change:

Accreditation Stipulations

General:

Prior HLC approval is required for substantive change as stated in HLC policy.

Recommended Change:

Additional Location:

Prior HLC approval required.

Recommended Change:



Institutional Status and Requirements Worksheet

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

Recommended Change:

Accreditation Events

Accreditation Pathway

AQIP Pathway

Recommended Change:

Upcoming Events

Comprehensive Evaluation: 2023 - 2024

Recommended Change:

Monitoring

Upcoming Events

None

Recommended Change:

Institutional Data

Educational Programs

Undergraduate

Certificate 126

Associate Degrees 59

Baccalaureate Degrees 0

Graduate

Master's Degrees 0

Specialist Degrees 0

Doctoral Degrees 0

Recommended Change:

Extended Operations

Branch Campuses

Institutional Status and Requirements Worksheet

None

Recommended Change:

Additional Locations

City Center, 235 N. Chicago Street, Joliet, IL, 60432 - Active

Frankfort Education Center (FEC), 201 Colorado Avenue, Frankfort, IL, 60423 - Active

Romeoville Campus, 1125 West Romeo Road, Romeoville, IL, 60446 - Active

Recommended Change:

Correspondence Education

None

Recommended Change:

Distance Delivery

10.0303 - Prepress/Desktop Publishing and Digital Imaging Design, Associate, Visual Graphics

10.0304 - Animation, Interactive Technology, Video Graphics and Special Effects, Associate, Game Design and Development

11.0201 - Computer Programming/Programmer, General, Associate, Computer Programming Online Degree

11.0202 - Computer Programming, Specific Applications, Certificate, Game Design and Development

11.0202 - Computer Programming, Specific Applications, Certificate, iPhone Programming

11.0202 - Computer Programming, Specific Applications, Certificate, Unix, C, and C++ Specialist

11.0602 - Word Processing, Certificate, Word Processing

11.0602 - Word Processing, Certificate, Word/Information Processing

11.0901 - Computer Systems Networking and Telecommunications, Associate, CIS/Network Security Specialist

11.0901 - Computer Systems Networking and Telecommunications, Associate, Computer Networking Technologist

11.0901 - Computer Systems Networking and Telecommunications, Certificate, Networking Specialist

11.1004 - Web/Multimedia Management and Webmaster, Associate, Web Design and Administration

11.1004 - Web/Multimedia Management and Webmaster, Certificate, Webmaster Certification

13.1501 - Teacher Assistant/Aide, Associate, Teacher Assistant

15.0404 - Instrumentation Technology/Technician, Certificate, Process Operator

15.1204 - Computer Software Technology/Technician, Associate, CET - Software Development

19.0709 - Child Care Provider/Assistant, Associate, Child Development

19.0709 - Child Care Provider/Assistant, Certificate, Child Development

22.0301 - Legal Administrative Assistant/Secretary, Certificate, Legal Administrative Assistant



Institutional Status and Requirements Worksheet

- 24.0101 - Liberal Arts and Sciences/Liberal Studies, Associate, Associate in Arts
 - 43.0102 - Corrections, Associate, Criminal Justice Professional
 - 43.0102 - Corrections, Certificate, Criminal Justice Studies - Corrections
 - 43.0104 - Criminal Justice/Safety Studies, Associate, Criminal Justice
 - 43.0104 - Criminal Justice/Safety Studies, Certificate, Criminal Justice Studies
 - 43.0107 - Criminal Justice/Police Science, Associate, Law Enforcement
 - 43.0107 - Criminal Justice/Police Science, Certificate, Law Enforcement
 - 43.0203 - Fire Science/Fire-fighting, Associate, Fire Science Technology
 - 43.0203 - Fire Science/Fire-fighting, Certificate, Fire Fighter
 - 51.0708 - Medical Transcription/Transcriptionist, Certificate, Medical Transcriptionist
 - 51.0710 - Medical Office Assistant/Specialist, Associate, MEDIC ADM ASST
 - 51.0710 - Medical Office Assistant/Specialist, Certificate, MEDIC ADM ASST(CAC)
 - 51.0910 - Diagnostic Medical Sonography/Sonographer and Ultrasound Technician, Certificate, Diagnostic Medical Sonography Technician
 - 51.3901 - Licensed Practical/Vocational Nurse Training, Certificate, Practical Nursing
 - 52.0203 - Logistics, Materials, and Supply Chain Management, Certificate, Global Supply Management
 - 52.0203 - Logistics, Materials, and Supply Chain Management, Certificate, Global Supply Management CCO
 - 52.0205 - Operations Management and Supervision, Associate, Business Administration
 - 52.0205 - Operations Management and Supervision, Associate, Management and Supervision
 - 52.0205 - Operations Management and Supervision, Certificate, Management and Supervision
 - 52.0301 - Accounting, Certificate, Accounting (CAC)
 - 52.0401 - Administrative Assistant and Secretarial Science, General, Associate, Administrative Assistant
 - 52.0407 - Business/Office Automation/Technology/Data Entry, Associate, Comp Info Sys Micro
 - 52.0407 - Business/Office Automation/Technology/Data Entry, Certificate, Computer Information Systems - Microcomputers for Business
 - 52.0407 - Business/Office Automation/Technology/Data Entry, Certificate, Microcomputer Specialist
 - 52.0407 - Business/Office Automation/Technology/Data Entry, Certificate, Microcomputers for Business
 - 52.0407 - Business/Office Automation/Technology/Data Entry, Certificate, Microsoft Office Specialist
 - 52.0407 - Business/Office Automation/Technology/Data Entry, Certificate, Microsoft Office User Specialist
 - 52.0701 - Entrepreneurship/Entrepreneurial Studies, Certificate, Entrepreneurship
 - 52.1001 - Human Resources Management/Personnel Administration, General, Certificate, Human Resources Management
 - 52.1803 - Retailing and Retail Operations, Certificate, Human Resources Management
 - 52.1803 - Retailing and Retail Operations, Certificate, Retail Business Management
 - 52.1803 - Retailing and Retail Operations, Certificate, Retail Clerk
 - 52.1804 - Selling Skills and Sales Operations, Associate, Marketing
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Institutional Status and Requirements Worksheet

Contractual Arrangements

43.0203 Fire Science/Fire-fighting - Associate - Fire Science Tech - Troy Fire Protection District

51.0904 Emergency Medical Technology/Technician (EMT Paramedic) - Associate - - Morris Hospital and Healthcare Centers

None

Recommended Change:

Consortial Arrangements

None

Recommended Change:
