

Joliet Junior College

HLC ID 1103

STANDARD PATHWAY: Reaffirmation Review

Review Date: 11/13/2023

Dr. Clyne Namuo
President

Jamie Stanesa
HLC Liaison

Janet Perry
Review Team Chair

Reggies Wenyika
Federal Compliance Reviewer

Marty Bachman
Team Member

Brian Inbody
Team Member

Kimberley Turner-Rush
Team Member

Context and Nature of Review

Review Date

11/13/2023

Review Type:

Reaffirmation Review

Scope of Review

- Reaffirmation Review
- Federal Compliance (if applicable)
- On-site Visit
- Multi-campus Visit (if applicable)

There are no forms assigned.

Institutional Context

Joliet Junior College (JJC) located southwest of Chicago consists of one main campus, two large satellite locations, two education centers, and 30 high schools offering dual credit coursework. The main campus is near the largest inland port in North America. The College serves approximately 25,000 students who include credit and noncredit classes. Thirty percent of the students are Hispanic with two-thirds enrolled part-time.

JJC is governed by the Illinois Community College Board (ICCB) under the Illinois Board of Higher Education (IBHE). The College has an elected seven-member Board of Trustees. The Board also includes a non-voting student representative elected annually by the student body.

A comprehensive community college, JJC offers pre-baccalaureate programs for students planning to transfer to a four-year university; career and technical education (CTE) leading directly to employment; adult basic and secondary education and literacy programs; workforce and economic development services; personal enrichment; student support services. Students who complete their courses receive an Associate in Arts, Associate in Science, Associate in Applied Science, and/or a certificate.

JJC offers traditional, hybrid, and online delivery of instruction. The College offers 54 associate degree programs and 121 credit-bearing certificates. Of these, eight degrees and 13 certificates can be completed online. In addition, one degree and 10 certificates are primarily online with at least one course that requires some in-person classroom time. JJC employs nearly 1,400 full and part-time employees.

Ninety-three percent of the College's revenue sources property taxes 58%, tuition 27% and state funding 8%. Joliet Junior College operations supported approximately \$128.7 million in economic output for the region in Fiscal Year 2020, according to a statewide report issued by The Center for Governmental Studies at Northern Illinois University.

The College uses the Continuous Quality Improvement (CQI) process with its cornerstone of the Plan-Do-Check-

Act (PDCA) Cycle. With this in the forefront, all programs and services provide an Annual Program Update. This plan includes their achievements, current situation, and plans for the following fiscal year.

Each program/service reports on its progress every five years which is reviewed by supervisors and the Program Improvement Committee (PIC). This information is reviewed and used by the Cabinet to determine the potential impact on the budgets and College plans. Ultimately this information is submitted to the Illinois Community College Board.

As is true at the majority of colleges, JJC addressed the Covid 19 pandemic with increased capacity to serve students online, expanded access to student support services, and provided flexible working options for employees.

Interactions with Constituencies

Professor (15)

CTE Advisory Committee members (7)

Board of Trustees (5)

Professor & Department Chair (5)

Adjunct Professor (2)

Administrative Assistant, Student Success

Assistant Bursar, Student Accounts

Assistant Controller

Assistant Professor, Medical Assisting

Assistant to the Board of Trustees

Associate Professor & Department Chair

Board of Trustees Meeting videos for 2023

Board of Trustees Minutes from last 12 months

Chief Equity Officer

Coordinator PSM SIU

Coordinator, Scheduling

Curriculum Manager

Curriculum Specialist

Dean of Students

Dean, Academic Excellence and Support

Dean, Applied Arts, Workforce Education & Training

Dean, Arts & Sciences

Dean, Career & Technical Education

Dean, Enrollment Management

Dean, Nursing, Health, & Public Services

DEI Administrative and Programming Support Specialist

DEI Program Manager

DEI Strategic Analyst Program Manager

Deputy Fire Chief, Homer Glen

Director, Academic Intervention & Accommodation Services

Director, Admissions & Recruitment

Director, Campus Safety & Police Chief

Director, Career Services

Director, Enterprise Applications

Director, Financial Aid

Director, iCampus

Director, Marketing and Creative Services

Director, Office Institutional Research & Effectiveness

Director, Records and Registration

Employee Learning and Wellness Manager

EMS Education Coordinator

Executive Director Strategic Engagement

Executive Vice President

Human Generalist II

iCampus Administrative Assistant

Interim Chief Human Resources Officer

Manager, Annual Giving and Alumni Relations

Manager, Budget & Risk

Manager, Communications & Media

Manager, Corporate and Community Services

Manager, Curriculum Coordination & Academic Operations

Manager, Student Activities

MH Practice Manager

New Student Coordinator

Office Assistant II

Office Assistant II B; Student Accounts & Payments

Office Assistant II Student Activities

Office Assistant, Enrollment

Research Analyst

Research Analyst

Secretary, Student Services & Activities

Senior Administrative Assistant, Communications, Marketing & External Relations

Senior Administrative Assistant, VPFAS

Senior Director of Business Services for Purchasing, Printing, and Contracts

Senior Director, Facility Services

Senior Director, Financial Services & Controller

Senior Director, Institutional Effectiveness

Specialist, Marketing Content

Student Accounts Receivable Specialist

Student Advising Center Coordinator

Student Recruitment Coordinator

Student Wellness Advocate

Vice President, Student Development

Vice President, Academic Affairs

Vice President, Finance and Administrative Services

aDean, Academic Intervention & Support

Administrative Assistant, Career & Tech Ed

Administrative Assistant, iCampus

Assistant Professor, Library

Assistant, Records/Registration

Associate Professor, Librarian

Associate Professor, Respiratory Care

AV Technician, Technology Support & Media Services

Business analyst

Coach, Multicultural and Undocumented

Coordinator, Case Management

Coordinator, Financial Aid

Coordinator, Transition and Outreach | Adult Education & Literacy

Coordinator, Veterans, Fin Aid

Dean, Student Success

Director of Workforce Development

Director, Adult Education

Director, Multicultural Student Affairs

Dual Credit Outreach Advisor

iCampus Student Engagement Specialist

Manager, Disability Service

Manager, Dual Credit and P-20 Partnership

Manager, International Student Services

Manager, Student Advising Center

Manager, Talent and Labor Relations

Manager, Testing Services

Online Support Specialist | iCampus

Program Manager, Records & Planning

Programmer, Learning Application | iCampus

Secretary, Career Services

Specialist, Dual Credit Outreach

Specialist, Instructional Design | iCampus

Specialist, Radiologic & Veterinary Medical Technology | Admissions & Recruitment

Sr. Director, Information Security

Student Wellness Advocate

Technical Analyst I

Technician, Audio Visual Event

University Partnership

Additional Documents

- ANTH-101-480.pdf
- CoCurricular_Assessment_IEO_StudyAbroad_APU.pdf
- CoCurricular_Assessment_of_Student_Activities_description.pdf
- CoCurricular_Assessment_Student_Activities_event_survey4.pdf
- CoCurricular_Assessment_Study_Abroad_Assessment_Form.pdf
- ECON-103-100H.pdf
- HR_Turnover_FY23_and_Great_Resignation.pdf
- Interact_JJC-Comm-Audit_Report_CV1.pdf
- IRB_Akkal_study_signed_site_authorization_letter._2.1.23.pdf
- IRB_member_responses.pdf
- IRB_Oleksy_study_signed_approval_letter.pdf
- Online_Professional_Development_Requirements.pdf
- Syllabi-HonorCodes-Policies-RemovedfromClassData-EAB-LibGuides.pdf
- Strategic Enrollment Plan 4.0
- VET-216-140.pdf

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 articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference 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 and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Rating

Met

Rationale

Joliet Junior College (JJC) has developed an appropriate mission and ultimately a vision, and core values with the assistance of an outside agency which was contracted to spearhead this endeavor. This information was used in the construction of the Strategic Plan.

Initial meetings held with the President's Cabinet and the Deans' Council led to the development of the Strategic Plan concepts. Surveys were developed and administered to students, community members, and JJC employees. In conjunction with these surveys, the College also conducted interactive sessions with the constituents. A SWOT analysis was developed which guided the leadership in developing and finalizing the strategic goals, objectives, and tactics. Ultimately this Strategic Plan was designed for 2020 through 2023.

The 2020-2023 Strategic Plan was a comprehensive document designed to address the needs of the College. There were six primary goals: academic excellence, student success and support, effectiveness, perception, cultural commitment and outreach. Within each of the 2020-2023 goals, there were a set of objectives addressing employee activities and another set addressing student improvement.

The 2024-2027 plan combined the two sets of objectives: employee activities and student

improvement into a set of goals. Each of these goals are defined, have specific objectives, and key performance indicators which include a baseline, benchmark and target. Employees indicated that they were familiar with the strategic plan and prepare their budget requests based on these goals.

The mission statement is articulated through the College's website, Catalog, handbooks, and included in various presentations. Many official documents also include the mission statement.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
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 external constituencies and responds to their needs as its mission and capacity allow.

Rating

Met

Rationale

The College's sole purpose is to serve the public through three educational aspects 1) liberal arts, sciences, and general education, 2) adult education courses, and 3) occupational courses that lead directly to employment. Completion of courses result in the Associate in Arts, Associate in Science, Associate in Applied Science, and/or a certificate.

Policies and processes are in place to protect the College from any undue influence from outside sources. Conflict of interest and ethics policies are followed by the Board of Trustees who were aware of these policies when we spoke to them. The Board of Trustees also receives fair and ethical behavior training although there were some issues as identified in Criterion 2.C.

College employees are immersed in community activities, while on the flip side employers take advantage of the multiple credit and noncredit programs available. Many partnerships have also been formed with various organizations such as the chambers of commerce, centers for economic development, and workforce investment boards.

Although mentioned earlier that the College expanded online course offerings due to Covid-19, there were other Covid-19 related activities implemented by the College. A few examples of these activities included offering a free test site and expanding the laptop borrowing program for students. As mentioned by faculty and staff, the College continues to offer training to ensure the needs are being met by its students.

The College also has designated CTE Program Advisory Committees to guide faculty in providing the necessary training for students to be prepared for employment. When speaking to these committee members, it was quite evident that the College was meeting their needs.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Rating

Met

Rationale

The College has implemented various co-curricular activities to enlighten students about their civic responsibilities such as voter registration, constitution day, Law Day events, and special speakers from the justice system. The College also provides wellness activities to enhance the health of students and the community such as blood drives and HIV testing. While the team was on campus, we saw posters for HIV testing.

Multicultural events are also held throughout the year to provide an awareness of various cultures such as Hispanics, Blacks, and Asians. The College was holding a parade of international flags during our visit. Apparently, these flags had been out of date for some time. Therefore, the College researched the various countries to ensure the flags were up-to-date and in excellent condition. To serve those in need, the College also offers referrals for mental health wellness and advocacy. Students also assist in the community by providing HVAC assistance in the construction of Habitat for Humanity homes.

Access to the College's Board of Trustees meetings is available to the diverse population by making them available on YouTube. During the interview with the Board of Trustees, the student representative mentioned that students take advantage of these YouTube presentations to learn more about the College.

The College has continued to address the diversity and equity challenge on campus through the development of various diversity committees and the provision of training. One of the major thrusts was the establishment of the Office of Diversity, Equity, Inclusion, and Compliance in 2020 which led to the development of the Diversity, Equity, and Inclusion Plan. Topics of diversity and a commitment to cultural respect and inclusion have been inculcated into various policies and events. As a result of these efforts, the College has received national honors from various organizations.

Respect of faculty, staff, and students is also reflected in the Shared Governance Handbook. This document outlines how the College functions through these various constituents to provide them with

the ability to participate in the day-to-day activities of the College. Interviews of each of these respective populations spoke about how they were treated with respect.

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.

Rationale

Joliet Junior College made a concerted effort to involve faculty, staff, and the community in the development of the Strategic Plan. The current 2024-2027 Strategic Plan is in place. This plan identifies several goals. All employees must reference at least one goal when they submit a budget request. Faculty and staff were aware of this requirement and included this information within their Annual Program Updates.

The College's sole purpose is to serve the public through its educational offerings: liberal arts, sciences, and general education; adult education courses; and occupational courses that lead directly to employment.

Educational responsibilities ensure through the various policies and processes used to protect the College from any undue influence from outside sources. These guidelines apply to employees and the Board of Trustees.

College employees are active in community undertakings while external constituents take advantage of the many offerings available on campus whether it is a course or an event. The College has also worked closely with local employers to meet their needs whether it is training employees on the soft skills or providing an opportunity for input in the development of the Career and Technical Education Programs.

Joliet Junior College offers various co-curricular activities to students, faculty, and staff which includes cultural awareness forums. The College also provides a variety of wellness activities such as blood drives, HIV testing, and mental health referrals.

Diversity is addressed through the Office of Diversity, Equity, Inclusion, and Compliance in 2020 which led to the Diversity, Equity, and Inclusion Plan. Topics of diversity and a commitment to cultural respect and inclusion have been inculcated into various policies and events. As a result of these efforts, the College has received national honors from various organizations.

The College has continued to address the diversity and equity challenge on campus through the development of various diversity committees and the provision of training. Diversity is also addressed in several Strategic Plan goals.

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 establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Rating

Met

Rationale

As detailed in Criteria 1, Joliet Junior College (JJC) did go through an extensive process in creating their 2020-2023 strategic plan as indicated by the assurance argument, and as evidenced by supporting documents and interviews. Part of that process involved examining the mission a purposed statements and some small changes were made. Board minutes reveal that the Trustees approved that plan, including the updated mission and purposed statements. The next opportunity to review the mission will come soon if the College follows the same procedure for updating the 2023 strategic plan. Interviews reveal that the board is in process of creating the president's goals based on the strategic plan.

JJC has an extensive list of policies and procedures in place in regard to expected ethical behavior for all levels of employees and its governing board. These were highlighted in the assurance argument and provided to the peer-review team through document upload. Many of these policies are rooted in state requirements but a review shows that they are up-to-date and are integrated into training of new employees and are reviewed often. The trustee orientation policy contains an involved list of various responsibilities and ethical polices that must be followed. Likewise, and exhaustive list of employee policies and procedures designed to ensure fair and ethical behavior are available in the employee handbook and through JJC board policies. State laws mandate that some employees also must file a “statement of economic interest” with county officials.

To ensure these policies are followed in 2018 JJC added a “compliance officer” who keeps up with the latest outside requirements, such as changes with FERPA, and informs the college community. The compliance officer keeps in frequent contact with the employees to help stay in full compliance, though monthly emails, presentations and town hall meetings. Interviews reveal that employees are fully aware of the many compliance requirements from local, state and federal agencies as well as board policy when it comes to ethical behavior.

In addition to the compliance officer, JJC allows for anonymous reports of possible unethical or unfair behavior through a software system known as EthicsPoint. College employees estimate that very few, about two per quarter, ethics violations have been reported and investigated in the last year that fall into the area of possible ethics violations or unfairness in such areas as timecard fraud, nepotism, etc.

The College has a detailed hiring process complete with a 17-page search guidelines document, that covers relevant laws, confidentiality, and job descriptions among many other topics that was available to the peer reviewers. Newly hired employees must sign that they acknowledge the employee handbook and all relevant policies. Additionally, new employees are offered robust in-person training on topics including Title IX, safety, college core values and others. Interviews on the hiring process revealed no major issues with the process itself.

The assurance argument maintains and supporting materials support that Joliet Junior College has earned an impressive set of awards as to its fiscal reporting. JJC has twenty-three straight years of receiving the Certificate of Excellence in Financial Reporting from the Association of School Business Officials. Additionally, the College has received the Award for Best Practices in Community College Budgeting from the Government Finance Officers Association in 2020. Outside audits reveal no material weaknesses for the College's processes for managing and report its financial statements, which were all fairly reported. The 2022-2023 audit was available to the team and confirmed that yet again, there were no findings in the audit either for the financial statements or financial aid disbursement issues.

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.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Rating

Met

Rationale

Review of both the College website, and materials supplied via the assurance argument appear to fairly represent Joliet Junior College to its students and the public at large. The College maintains a “Right To Know” webpage that contains links to required information such as the Net Price Calculator, Cleary Act crime reports, FERPA information as well as ADA and 504 policies and procedures. The website was easy to navigate to find cost of attendance and program offerings.

A spot check by the peer review team of several academic programs on the website lead to the online catalog where complete information on degree requirements. While JJC did post highlights of each program, the academic program page also contained links to US Bureau of Labor Statistics on the various programs so that students could see national median pay for that career as well as job outlook.

Both the HLC Mark of Accreditation was listed, as well fourteen listed program-specific accreditations. Interviews verified that JJC was in good standing with all of these program-specific accreditors.

The assurance argument asserts and interviews and supplemental materials verify that JJC adheres to the AACRAO code of conduct and ethical practices. Training for new admission personnel including coaches involves discussion of this code of conduct. The College maintains an overall code of conduct as evidenced by college policy. The JJC athletics program has its own Recruiting Code of Conduct that speaks to, “...consistent, accurate, understandable, and truthful information and advice at all times.”

The College portrays its students in marketing materials accurately according to their gender and racial make-up. Interviews confirm that the college creates most of its materials in-house for video advertisements. JJC uses its own students rather than actors or models in its materials according to interviews with the peer-review team.

While the College maintains a style guide to keep a consistent look and feel, they go beyond with a

robust 44 page “Web Content Editor” handbook that covers items like accessibility of the material and consistency. A Web Governance Committee also exists to oversee the 100+ web editors who maintain upwards of 40,000 webpages on the JJC site, according to the guidelines.

The College conducts economic impact studies through Lightcast, formally known as EMSI to gauge the overall impact it has on its service area. A review of that document shows robust methodology to make the claims of economic impact.

A review of last 70 news articles found using a google search of Joliet Junior College on November 7, 2023 at 2:35pm found no evidence of a pattern of negativity toward the College or how it is portrayed in the media. The vast majority of the outside news articles were very positive focusing on achievements by the College and its students. This is further evidence that the College portrays itself fairly to the public.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Rating

Met

Rationale

Joliet Junior College (JCC) adheres to Illinois state law that requires a level of training on a wide range of topics. JJC goes beyond this list with its own Board policy that requires four hours of training in each of the 1st, 3rd, and 5th years of a six-year term. The list of training topics covered is extensive and ranges from pragmatic aspects of being a board such as running a meeting, to trustee ethics, to college mission and purposes. Agendas indicate and interviews confirm that these trainings were robust and useful for the trustees. Interviews with board members indicated the board does receive this training.

Additionally, a very robust set of policies are in place that help govern trustee actions such as required first and second reading on new/edited policies. The college's policy committee reports every meeting as to possible needed changes and expected agenda items.

Trustees also participate in retreats on both training topics and on college plans and possible direction. A review of retreat agendas and videos does show a board that is very engaged with robust conversations.

Along with the video review of 2023 meetings, the team reviewed one year of written Board minutes for 2022 which contains individual comments between Trustees. There were several incidents of disagreements which focused on one trustee, between that trustee and the other Board members, or between the individual trustee and employees. These occasional moments of non-collegial behavior may not put JJC in the best light, as evidenced in the Oct. 2023 Board meeting video recording where censure was discussed, and in written comments in the 2022 minutes. In another example in February 2023, the individual trustee was asked to "take a moment" as they were becoming very agitated while questioning employees. As the student trustee stated in one meeting in admonishing

this behavior between elected Trustees, “The students are watching.”

Interviews with Trustees confirmed that they had received various training activities including the introduction of the role of Trustees, the role of the President, the code of conduct, respectful behavior, and collegiality. Unfortunately, during this interview several Trustees mentioned a possible censure of one member. During taped Board meetings this individual focused on micro-managing the College President by questioning the information presented in advance and requesting additional information even though they did not indicate that they wanted any information prior to the meeting. The tapes also included discussions on the need for this one Board member to focus on policy and not day-to-day activities.

Although the team recognizes that at times the Board is dysfunctional, they do manage to move forward with appropriate activities to address College needs. However, the Board may benefit from additional training on acceptable Board roles as distinctly different from the roles of the President and College administration. Additionally, it is also recommended that the Board conduct a self-assessment, to address understanding its role as distinctly different than that of the President and the rest of the JJC employees. This self-assessment could also address collegial conduct consistent with the Board's Code of Conduct. Training would also be helpful for the Trustees to understand these concepts, particularly the Code of Conduct and to reinforce their role as policy makers rather than micro-managing the President.

While the mention of a few state legislators occurs in the video recorded trustee meetings, actions, votes and discussions of the board show very limited outside influence of those in state leadership positions and none in regard to donors. Interviews with the college cabinet members and DEI and accessibility-focused employees also reveal that they do not feel undo political interference with the direction or operation of JJC.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Met

Rationale

Joliet Junior College, like many other areas of the College, maintains very robust and complete policies and procedures for freedom of expression of various groups such as students and employees. The extensive procedure is complete and covers a range of topics including the need to create free speech areas, free speech bulletin boards, distribution of materials such as fliers, etc. The overall policy that governs this area has been updated often including an update in 2022.

The College also provides a more “reader friendly” version of these extensive procedures with pocket guides for students on free speech and peaceful assembly. Discussions with College personnel revealed no pattern of behavior on restricting student free speech or assembly rights.

Likewise complete and extensive policies on academic freedom are written directly in the faculty contracts for both full-time and adjunct faculty members as evidenced by materials provided by JJC. Besides the normal rights of a faculty member as to the teaching of classes, the policy also incorporates intellectual property rights of both college and faculty-owned materials. Interviews confirm that both the faculty and administration are committed to maintaining academic freedom at JJC. Faculty mentioned the freedom they had to meet learning outcomes as a strength of teaching at Joliet Junior College.

In one board meeting viewed by the team in a video recording a trustee, singled out in discussion of 2C, expressed concerns with the student newspaper and wanted to discuss those concerns publicly. The College attorney was able to inform the board member of the need to leave such content to the newspaper advisor, thus avoiding a possible interruption in student freedom of expression and possibly faculty academic freedom as the advisor of the paper. This is evidence that JJC has some controls in place to keep such violations from happening that could jeopardize meeting both 2C and 2D. More training on the need to restrict trustee involvement in academic or free speech issues is advisable.

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, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Rating

Met

Rationale

As is common for two-year institutions, Joliet Junior College does not have an expectation or faculty contractual obligation to perform basic and applied research, however, when such optional research does occur JJC does maintain significant safeguards and required guidelines for the research. The college does have an institutional review board (IRB). Much like other areas of JJC, robust policies and procedures are in place for the board and for those applying to conduct original research at the institution. The procedures include application, safety precautions, adherence to establish governmental standards and required training. Interviews revealed that the IRB meets as requests come in for college research but is active when those requests occur. A review of IRB notes and letters reveals a robust review of research requests that appears to follow the rules and best practices of the IRB guidelines.

Information literacy and scholarly practice rules are highlighted through the standard syllabi, the JJC academic honor code, and the Student Code of Conduct, which were reviewed by the peer review team through a sample of syllabi provided. The syllabi cover such items as copyright, intellectual property communication standards and "netiquette" as well as academic honesty. The Chief Academic Officer interview revealed that the college uses a computerized system to standardize syllabi so that the syllabi can be added to, but not changed by individual instructors. This ensures that important issues such as academic honesty and copyright are covered often and are part of every course at JJC. The faculty report that the syllabi are reviewed at the start of every course which includes the above information.

Overall education on information literacy at JJC is also the responsibility of the library services office. The assurance argument revealed, and interviews confirmed the library has produced a series of 10-minute tutorials utilized in English composition classes which often includes informative videos. Some are videos produced elsewhere but some have been made in-house. Interviews reveal the library staff assist English composition instructors in providing information literacy information to the students.

The College subscribes to Turnitin, a service that checks written work for possible plagiarism violations. The faculty can elect to use the service if they choose. Interviews with faculty stated that some had used the service and were satisfied by it and that the service was meeting their needs.

With the introduction of ChatGPT and other A.I. services that can readily create original work in seconds on practically any subject, colleges like JJC must now put new safeguards in place to defend academic honesty. The College has access to professional development training on A.I. offered through the Illinois Online Network. Additional attention to this area is suggested as the use of A.I. grows in popularity.

Over a four-year period JCC recorded 181 academic integrity violations. The assurance argument indicates, and interviews verify, the College has a progressive discipline system for those found to have violated academic integrity. The first offense is looked on as a teachable moment with the student required to complete an ethics/academic integrity workshop along with a three-page reflection paper in 10 parts. The team reviewed the workshop materials, which included use of PowerPoint slides and videos to convey its message. However subsequent violations could result in additional measures including and up to expulsion from the institution. A review of the violation data indicated only six academic integrity violations over four years had progressed to removal from the course and none to suspension or expulsion. A student appeal process is in place. Interviews revealed no pervasive violations or a "cheating problem" at JJC according to those discussions.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Rationale

Through review of the assurance argument, attached evidence, additional evidence gathered through the peer review visit, and interviews with college employees and stakeholders, it is clear that the college acts with integrity and is ethical and responsible. The College has significant policies and procedures in place to ensure that behavior. Code of conducts for students and staff, especially in the area of admissions and recruitment, as well as guidelines for how they are portrayed on the website and in promotional materials exist and are in use. The academic honesty policies are in place as well as tools and training to ensure that honesty. Academic freedom is respected by administration as is freedom of expression by the student body.

The team does have concerns regarding board conduct and micromanaging of administration, specifically directed at one board member. The College needs to continue with their Board of Trustees training, particular regarding the trustees roles and responsibilities. The trustees could also benefit from an in-depth self-evaluation.

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its 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

Rationale

Joliet Junior College's (JJC) academic offerings are rigorous and appropriate to higher education. JJC ensures that its courses and programs are current and aligned with student performance levels as appropriate to awarded credentials. Evidence to support this includes the JJC college catalog, assurance argument, JJC website, minutes from the Curriculum Committee and Advisory Board meetings, Program Accreditations and articulation with other educational institutions.

As described in the assurance argument, Curriculog is a system used by JJC as a curriculum management tool. The courses are uploaded into the college catalog, and it also manages workflow for the courses. New programs proposed in Curriculog must be approved by The Cabinet. The Curriculum Committee has a two vote approval system for new proposals. This gives all parties time to process the request.

JJC's programs are rigorous and appropriate to the degrees and credentials that the College awards. Additionally, they ensure that the levels of student performance are reviewed and regulated through multiple channels including program advisory committee review, recommendations from the College's strategic planning program review efforts approved by the Cabinet, and course outcomes.

The College recognizes human and cultural diversity and encourages diversity of thought, culture, and experience. This commitment is demonstrated in recent significant improvements made to Diversity Equity and Inclusion related instruction. The College added multicultural and diversity-focused program outcomes, and developed multicultural understanding assignments.

JJC follows federal policy for credit hour requirements, which is clearly stated in their 2023-2024 Course Catalog. The College offers courses through a variety of instructional methods including traditional, online, remote, and hybrid. Related to learning goals, JJC's assurance argument sample syllabi evidence provides the expected outcomes for student learning for each course sample. The assurance argument contained evidence of well-defined program learning outcomes in the Comprehensive Program Outcome document. To assure consistency, JJC uses the same Syllabus in courses in person or online.

The College review process for online or hybrid courses must pass the iCampus online course review process. This provides the commitment to quality instruction and that goals are the same even though they are taught in a different environment.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. 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. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Rating

Met

Rationale

Joliet Junior College (JJC) offers programs that engage students in collecting, analyzing, and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments. The general education program at JJC aligns with the mission, educational offerings, and degree levels. General education student learning outcomes are clearly articulated. JJC has five institutional student learning objectives Oral communication - Students will demonstrate organized and coherent oral communication, Written communication - Students will demonstrate organized and coherent written communication, Quantitative literacy - Students possess the ability to reason and solve quantitative problems from an array of contexts, Applied knowledge - Students draw from learning experiences/concepts to solve a variety of problems or challenges, and Cultural literacy - Students examine and consider cultural elements or viewpoints as they relate to a variety of individuals, groups, or ideas. Sample syllabi reviewed reveal that the required general education learning outcomes and the related curriculum requirements are clearly communicated to students through multiple outlets.

Additionally, JJC participates in the Illinois Articulation Initiative (IAI), which standardizes the general education core curriculum and ensures seamless transferability to four-year institutions. JJC's general education program is grounded in a two-part framework - institutional outcomes are specific to learning and general education outcomes are specific to soft skills for student success. As evidenced in the General Education Statement, an addendum to the college catalog, JJC clearly articulates the general education outcomes which are integrated into the curricular student

experience.

JJC recognizes human and cultural literacy and encourages diversity of thought, culture, and experience. This commitment is demonstrated in instruction related to the fifth General Education Objective, Cultural Literacy.

As documented in the assurance argument, JJC has multiple outlets for faculty and students to highlight their creative and academic endeavors and contribute to scholarship and the discovery of knowledge. While the College's mission does not require a faculty research mandate, JJC faculty regularly participate in professional development and are active in their respective professional organizations. An Honor's program is available for those who qualify and four Honor Society Chapters to join.

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 strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. 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, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. 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.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Rating

Met

Rationale

Joliet Junior College (JJC) has the faculty and staff needed for effective, high-quality programs and student services. JJC provided evidence of varied strategies used to ensure improved efforts towards diversity, equity, inclusion, and belonging with DEI-related goals. This includes Search Committee Training for all participants prior to serving on a committee.

As stated in the assurance argument, employee affinity groups have been created and the President presented them to the Board on August 10, 2022. Presently the "Current affinity groups are Community Service, Latinx, Black and Wolf Out: LGBTQ+." These are the current charter affinity groups however, more could be added if needed.

JJC has sufficient numbers and continuity of faculty members to carry out classroom and non classroom faculty roles. In 2023-2024, JJC had 747 faculty consisting of 28.2% full-time and 71.8% adjunct faculty. Faculty expectations and qualifications are outlined in the JJC 2022-2023 faculty contract. Evidence that all JJC faculty, including Career and Technical Education instructors, are appropriately qualified was reviewed and aligns with the HLC and Illinois Community College Board (ICCB) Faculty Qualification Policy. As evidenced in the JJC Policy and Procedures Manual, the faculty qualifications policy and procedure are clearly outlined. JJC has utilized a formal procedure to review and approve faculty qualifications, which includes instructional dean, associate vice president,

and vice president of instruction and student affairs review and approval using the Faculty Qualifications Verification Form and an annual faculty qualifications reaffirmation process.

The assurance argument explains how cabinet submits a list of highest-priority personnel requests and a contingency list for budget consideration for faculty members. Then those areas that are ranked highest are able to follow the process and hire for the position.

JCC requires its faculty "To submit a plan for professional development annually and to document his/her professional development activities annually." This system allows for the tracking of faculty credentials and making assignments according to the appropriate credentialing.

JJC demonstrates in the assurance argument that all faculty (full-time, part-time, and dual credit) are evaluated regularly in accordance with established institutional policies and procedures by their respective instructional dean. As noted in the JJC faculty contract, all faculty members are formally evaluated on their performance "to improve the learning process, to apprise the instructional staff of their strengths, weaknesses, progress, and overall status, to determine the desirability of tenure when an individual is eligible, and to provide information for use in making personnel decisions per 110 ILCS 805/3B." The faculty type, tenured, non-tenured, and length of service with the College determine the timing of faculty evaluations. JJC also provided a sample of their student evaluation instrument, administered through the learning management system, which was adopted to improve consistency among course modalities.

Professional development evidence included the processes for participating in professional development opportunities for faculty and staff, the College's professional development policy and procedure, approved faculty development courses on online instructional strategies and leadership.

The faculty contract, the College's process for collecting faculty contact information, and sample syllabi reviewed with contact information and office hours provided evidence that faculty are available for student inquiry. Many faculty reported, such as Culinary, staying with students until they finished the task.

As evidenced in the assurance argument, JJC describes the hiring process and checks and balances to ensure that all faculty and staff are appropriately qualified. More specifically, evidence included hiring policies, the employee recommendation form, staff degree listings, training highlights, and the College's professional development form.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and resources for 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 offerings 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 and museum collections, as appropriate to the institution's offerings).

Rating

Met

Rationale

Joliet Junior College (JJC) provides support for student learning and resources for effective teaching, and evidence reveals that support services align with student needs. As evidenced in the catalog and on the College's website, Center for Multicultural Access and Success(MAS) was developed in July 2021 to primarily serve minority students, first-generation students, undocumented students, English language learners, underprepared students, and international students. CMAS offers one-on-one advising, academic and leadership workshops, cultural enrichment activities, and connects students to existing JJC student support services. For example, the Tutoring and Learning Center(TLC) partnered with CMAS in FY 2023 and hosted 1,683 interactions with CMAS students including tours, discussion groups, and study groups (and help students navigate the college culture.)

JJC provides Disability Services and Student Mental Health and Wellness Services in addition to CMAS. Also, support services such as financial aid, career services, testing and placement, and many others are available.

JJC provides learning support and preparatory instruction to address the academic needs of its students. During 2022, the Admissions Department piloted a program called "Next-Step Days" at Joliet West and Joliet Central. It was reported that of the 108 students who attended, 100 (93%) enrolled the following semester. Thus, the college expanded from two days of the program to fourteen days in spring 2023.

The College utilizes Accuplacer for placement testing. The evidence demonstrates the College's commitment to ensuring students are adequately prepared for college-level coursework. "Testing Services also partners with the Tutoring and Learning Center to provide specific test prep and "Prep for Progress" sessions to help students prepare for a first attempt or work to improve existing placement scores."

JJC's Academic Intervention and Support supports tutoring centers and the Career and Technical Education Center. The data reviewed outlined the total student tutoring contact hours for these services. Comparing academic services student data against course success and disaggregating this data by demographic groups can provide information for JJC in future equity efforts.

JJC provides advising services to students in multiple modalities (online, phone, email, video conference, and face-to-face) to meet students where they are served best. The assurance argument described the advising process which includes a new student advisement checklist, . JJC utilizes a combination of faculty advisors for discipline-specific advising and academic advising staff for technical and procedural advising.

JJC provides students and faculty with appropriate facilities and resources to facilitate effective learning. Additionally, the evidence reviewed demonstrated continuous improvements and renovations to enhance student spaces for the promotion of student success.

The JJC Foundation provides an online system (<https://joliet.awardspring.com>) for the scholarship application process. This system opens twice per year (January - May and October) and scholarships are awarded for the fall and spring semesters.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Rationale

Joliet Junior College (JJC) demonstrates its responsibility for the quality of its educational programs, learning environments, and support services through multiple continuous quality improvement processes including program review, which regularly evaluates program quality and health in multiple categories and an updated student learning outcomes assessment process, which is being scaled in curricular activities. In addition, JJC has institutional-level goals set for student retention, persistence, and completion. A planned process is in place for evaluating their achievement along with the success of their graduates that will inform improvement action plans in the next planning cycle.

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 ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
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 ensure 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 ensures 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 ensures that the credentials 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.

Rating

Met

Rationale

Joliet Junior College conducts program reviews every five years. The Illinois Community College Board (ICCB) identifies the programs to be reviewed. The review format is provided in the Annual Program Update (APU) and Program Review Guidance document which outlines the purpose of the process, expectations, process, and a clearly defined template. The Office of Institutional Research and Effectiveness provides extensive data to assist faculty in this process.

Faculty discussed how they used the Annual Program Updates (APU) to provide the foundation for the program reviews. These reviews are written by the program coordinators who send the reports to the chairs for review. The chairs review the information, summarize key elements and forward to the deans for review. Once the deans review them, the reviews are forwarded to the Vice President of Academic Affairs. All files are also provided to the Program Improvement Committee (PIC) whose

primary goal is to evaluate the results and determine if there are any need for changes.

Both the dean and PIC provide feedback to faculty so they can proceed with implementing program changes. In general, the program review identifies curriculum changes necessary to improve and enhance the program, while the APUs are used to identify budget requests. Although faculty and deans discussed the two reports, the APU was used to create the program reviews. All budget requests must be tied directly to a Strategic Plan goal. All program reviews are forwarded to the (ICCB) which presents a summary of these reviews to the State legislature. The deans indicated that curriculum changes identified through the program review process are forwarded to the curriculum committee for approval.

The evaluation of credits for transfer into the College is clearly outlined including rules from the U.S. Department of Education and the ICCB. This process ensures that credits are articulated across Illinois universities and colleges. There are also several processes in place for awarding credits that are not transcribed.

The College has extensive processes in place to ensure faculty full control over the development of course curriculum. There are several steps in place to review and approve this information but ultimately faculty are responsible. In addition, faculty are required to use the same curriculum regardless of who is teaching the course or the type of medium. During extensive discussions with the program coordinators, chairs, deans, and the VP of AA, it became evident that if there are any differences between the curriculum taught at the high school and that taught at the College, and the high school refuses to teach the College's curriculum, then they could no longer teach the course. Interviewees stated that this happened with two courses in which the College lost significant enrollment due to these actions. The VP of AA mentioned another process in the State which protects the integrity of course curriculum at the high school level is the Dual Credit Quality Act. The faculty and deans also mentioned that each program has an assigned liaison who meets with high school faculty to ensure they are following the curriculum.

There are numerous Business programs and Health programs nationally accredited. The Automotive Service, Culinary Arts, Horticulture Landscaping, and Music programs are also accredited. All are up-to-date and have been approved by the appropriate accrediting bodies. Faculty were very aware of the requirements of their accrediting bodies and reinforced this information when working with their students.

The College uses a variety of measurements to determine the success of its graduates. During interviews with the Career and Technical Education Advisory Committee members, in addition to praising the College for continuing to meet their skill set requirements, they also stated that they would hire any of the graduates in their fields.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Rating

Met

Rationale

Joliet Junior College has an assessment process lead by faculty. Several committees have been assigned to review the results of assessments. There are also two assigned part-time faculty assessment coordinators who assist faculty with the development of their assessment activities. These two faculty members work with faculty on their course, program, and general education outcomes assessment process. Faculty are aware of assessment requirements which includes assessing at least one designated general education outcome in a course each year.

Co-curricular assessment activities have been implemented within the Student Clubs. One dean mentioned that the Senior Director of Institutional Effectiveness has been assisting her in the development of her co-curricular assessment process. Despite these activities, there did not appear to be a consistent co-curricular process in place. However, the HLC team emphasized that although not all co-curricular assessment activities need be the same, it may be helpful to have some time of guidelines and examples in place to assist faculty and staff develop their co-curricular activities.

General Education outcomes are clearly defined. The Student Learning Committee has developed the rubrics for the general education program and have worked to identify benchmarks. A schedule is in place to ensure each outcome is assessed at least twice within three semesters. The schedule is designed to collect the data the first semester, develop an improvement plan the second semester, and review the results of the plan the third semester. Faculty identify the appropriate assessment for their course which naturally flows from their existing assignments or activities. One of the unique opportunities for faculty for their general education assessments is the ability to determine an assessment tool that best fits their needs. All data is forwarded to the assessment coordinators to review the information and determine if there are any common areas for improvement. Although the Assurance Argument stated that the Student Learning Committee examines the material, summaries of these meeting minutes did not point to discussion of the analysis of the assessments. Subsequent interviews with the Student Learning Committee, faculty, deans, and assessment coordinators all indicated that the assessment information is reviewed, evaluated, and used for assisting faculty in improving their programs. Results are also being used to support training and presentations in the

February EduCon week used to train faculty.

The assessment of the AA and AS degrees focuses on course learning outcomes while the career and technical education program assessment is devoted to the program learning outcomes. The career and technical education program assessment reviews the knowledge, skills, and attributes attributed to the specific occupation. Examples provided in the Assurance Argument focused on what was evaluated along with a breakdown of the results by gender and ethnicity. Results were thorough and included a plan to address the assessment shortcomings. Faculty are offered various opportunities to learn how to use assessment in the classroom and they provided specific information regarding how they assessed their courses and programs. They also provided information on how they used the information within their APUs, programs reviews, and ultimately for budget requests and program changes.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve 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, 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

Rationale

Joliet Junior College has a cross functional team which has developed the Strategic Enrollment Management Plan used to review access, matriculation, retention, persistence, and completion data. The Enrollment Management Committee has established five subgroups to address each of the plan's Pillar's: Admissions & Recruiting, The Student Experience, Non-Credit & Extended Campuses, Academic Excellence, and Marketing. Each of these sub groups include a dean to lead the activities. The progress of these groups is reported to the full committee once a month. During the interviewing process, committee members indicated that the College's commitment of the percent marketing dollars spent on brochures would be earmarked for the same percent of the minority population. The College also has sent representatives to each of the high schools. These representatives have onsite offices to create a presence at the high school so students are more comfortable interacting with them. The 12 +12+12 program was also created. This program provides high school students with the opportunity to complete 12 JJC credits for \$12 per credit. As a result of this effort the dual enrollment increased dual enrollment by 24 percent.

With the goal of primarily serving the Hispanic and African American populations, the College developed the Center for Multi-cultural Access & Success (CMAS). The College also expanded its mental health services to students and developed a system so that all student support services could be accessed online.

Persistence has been somewhat steady until the College experienced the effects of Covid. The most recent numbers indicate an increase. Retention rates were also steady, declined, then increased but dropped again. Completions were relatively steady with an uptick in 2022 but a decline in 2023.

Recognizing the need to increase student success, the College uses two major tools that offers faculty critical information in to track students. The Success Insights was designed to provide daily student success rates for every course. While the DropOut Detective was designed to identify student's probability of online course success. Faculty have access to this tool to determine the degree to which a student may drop the course.

The Office of Institutional Research and Effectiveness is the key office on campus which provides faculty and staff the data they need to review and evaluate their programs and the College as a whole. Data is also submitted to various state, regional, and national organizations. available for various lengths of time. Special requests and data presentations are all generated by this office. The Research area has a robust presence on the College's website. Staff spoke of their commitment to providing data request results within a few days.

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.

Rationale

Program Reviews are required by the Illinois Community College Board (ICCB) and conducted every five years. These reviews are generated from the previous five years of the Annual Program Updates (APU) and the Program Review Guidance document which outlines the purpose of the process, expectations, process, and a clearly defined template. Data is also provided.

Faculty author the Programs Reviews and recognize the importance and use the results. The APUs are primarily used to support budget requests, with each request tied to the Strategic Plan. The program chairs and ultimately the deans monitor the APU and Program Reviews to ensure assessment results are addressed.

Faculty are responsible for the quality and integrity of their course and program curriculum and monitor courses to safeguard consistency. Liaisons have been assigned to the high schools to ensure the high school curriculum reflects college curriculum.

Program accreditations are evident and addressed as appropriate. Faculty emphasize the stringent course requirements of students.

Assessment at Joliet Junior College has been embraced by faculty. Each faculty member was aware of State and College requirements and make it a point to complete the necessary documentation. Committees and part-time assessment coordinators monitor assessment results.

Co-curricular assessment activities have been implemented to some extent. Future growth could be enhanced with a college-wide format and training.

General Education outcomes are clearly defined, assessed through College courses, and reviewed through faculty, committees, and academic administrators. Assessment coordinators review the results as a whole and have discussed potential college-wide changes at the Student Learning Committee.

Assessment of AA and AS degrees focuses on course learning outcomes while the career and technical education program assessment is devoted to the program learning outcomes. Faculty monitor assessment results through the APUs and the five-year Program Reviews. Assessment information is also the cornerstone in the week-long EduCon event.

The College currently has the 4th iteration of the Strategic Enrollment Management Plan used to review access, matriculation, retention, persistence, and completion data. The plan's Pillars are addressed through the Enrollment Management Committee's subgroups.

The College continues to institute change to enhance student success whether it is the 12+12+12

program in the high schools or the two tracking tools used to provide daily student course success rates and student's probability of online course success.

The Office of Institutional Research and Effectiveness is instrumental in providing data for all levels of the College. Data is available online, provided to faculty to complete their APUs and Program Reviews, and to support other pertinent requirements.

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Rating

Met

Rationale

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

Shared governance at Joliet Junior College (JJC) engages internal constituencies—including the Board of Directors, administration, faculty, staff and students—through planning, policies and procedures. The current Shared Governance Handbook provides a flowchart indicating the shared governance structure and decision making authority for each group. The handbook clearly identifies how constituencies engage in the shared governance process.

While the handbook does indicate there is a Shared Governance Team and the current members are listed, it is unclear who participates in the team, how they become part of the team, and the role the team plays in the process. In addition, the only minutes available for viewing was one used in an example of taskforce recommendations. We heard from the President's Cabinet that the current version of the Shared Governance Handbook is fairly new and they are in the process of pushing it out to the campus. The team indicated that the current members of the Shared Governance Team are individuals who felt strongly the process needed improvement and volunteered to serve in the role to assist in the transition. The team was aware that Shared Governance was something they could strengthen, developed the handbook, and are currently working through formal processes.

The Shared Governance Handbook demonstrates a clear connection to institutional planning. The process for developing the current JJC strategic plan that was adopted in June of 2024, indicates inclusion from "employees, students, alumni, businesses, board members, donors and other external partners." The recommended changes to the handbook put the strategic plan at the center of those recommendation groups with all other plans feeding into or supporting the strategic plan.

Policy changes at JJC must demonstrate agreement has been reached between the cabinet, all of the collective bargaining units, and the Board of Trustees. According to the current Share Governance Handbook, the President's Leadership Cabinet members "advise and provide recommendations to and vet requests from institutional committees regarding institutional direction, and policy and procedure recommendations." The handbook indicates that students, faculty, staff, and administration participate in the shared governance process.

It is clear that Joliet Junior College uses collaborative structures that allow the internal constituency to provide input and recommendations for planning and the decision-making process around changes to policy and processes. The Shared Governance Handbook provides evidence of how members provide information used to reach informed decisions in the best interests of the institution and its constituents.

The administration at JJC uses data to reach informed decisions in the best interests of the institution and its constituents. As an example, the president shared the expanded dual credit program, 12 x 12 x 12. Utilizing data from the local high schools and data regarding enrollment patterns in dual credit the College saw an opportunity. A plan was developed that was tied to the strategic goal to "Grow our Possibilities" by investing in dual credit offerings. Following the initiation of this program, the college went from 11,600 credits to 17,000. There is now an expanded office to support the demand for dual credit courses through JJC.

Another example was provided by the Chief Equity Officer. All employee searches are conducted in a manner that the College hopes will bring a diverse pool of candidates. Unfortunately, like many other campuses, not all candidate pools are as diverse as they would like. Realizing the importance of this, faculty requested additional training around diverse topics in order to better serve students in a way that supports all students. One further example of this training was educating faculty on Ramadan and other holidays (outside of Christian holidays) so they could be flexible with students practicing their faith.

JJC's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures. The Academic Standards Committee voting members include 13 faculty (one from each academic department), one staff (GAP advisor), and one student. Non-voting members from administration (the Vice President for Academic Affairs and the Vice President for Student Development) along with a recording secretary make up the rest of the committee. The Academic Standards Committee is responsible for the monitoring, modifications and the development of new academic policies and procedures. Recommendations regarding academic policy and procedures come from this committee to the President's Leadership Team and the President's Cabinet for consideration and implementation.

Like the Academic Standards Committee, the Curriculum Committee membership includes one faculty member from each academic department. While one student, one dean and a recording secretary are also members, faculty are the only voting members of the Curriculum Committee. The members are responsible for reviewing all curricular policy and procedures including all new and

updated curricula, pre-requisites, and admission and graduation requirements.

Even though there are clear procedures in place regarding faculty involvement in setting academic policy and procedures, the assurance argument provides only one example of how the institution's administration involved faculty (and others) in the establishment of a procedure for capturing and tracking exposure to COVID-19. There is no additional evidence, in the assurance argument, that points to how administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures. There is no discussion or examples of a process that is regularly used to make decisions.

During conversations, faculty and staff were able to provide many examples of how faculty and staff are involved in the decision making processes. One example included the need for bilingual employees who can speak to potential and new students regarding the admission process and to help students understand what the college has to offer. In response, there are now team members who speak Spanish and are now able to better guide students.

Another example shared is the use of the Annual Program Update (APU), completed by all departments within the College. Employees, across meetings, shared that the APU and the data produced are used to make decisions and to start "wonderful conversations" about student success. Employees also discussed that there is not a fear of "failure" on campus and that creative and innovated ideas are encouraged.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

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

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Rating

Met

Rationale

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

Joliet Junior College (JJC) has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered. JJC maintains 17 buildings across five campus locations that support the academic success of 9,862 individual students (6,129 FTE). The campus locations are support by 1,371 employees; 747 faculty (full- and part-time) and 624 staff (full- and part-time). The student to faculty ratio (headcount) is 13:1, and the student to staff ratio is 15:1. Faculty files were reviewed and no issues or concerns were found in the sample reviewed.

The Facilities Department manages the custodial staff, recycling program, maintenance division, project management, and roads and grounds. There are 102 employees classified as custodial/maintenance of which 79.4% are full-time. The Board of Trustees has a standing Building and Grounds Committee made up of board members, senior administrators, directors, and managers within the Facilities Department. The committee's main priority is to oversee capital projects.

Facilities Services' Program Review provides detail into the professional development opportunities afforded to facilities staff to remain up-to-date on skills needed to remain effective and support student success. The APU and Program Review also provide an opportunity for continuous improvement and action planning for the upcoming year.

There are adequate services available to both students and faculty/staff regarding technology and course delivery. There are also tutorials available for JJC's online learning system (iCampus). Faculty and iCampus employees both spoke of the resources available and support from iCampus.

There are adequate student support services to assist students with advising, career searches,

wellness, transfer, library, tutoring, and more. These services appear to be designed to adequately support the needs of students on-campus (regardless of location) and distance learning. Data indicate that 36% of JJC students are exclusively online, an additional 28% take a least one online course, and 36% have no online courses. Technology services (accessible from the homepage) offers 24/7 tech support for students. There are video tutorials available for iCampus as well as other technology based student needs.

The goals incorporated into the JJC 2024-2027 strategic plan are realistic in light of the institution's organization, resources and opportunities. The assurance report provides an example of how the college transitioned through COVID without providing insight into the resources necessary to meet or exceed the strategic goals and objectives.

Looking at the JJC's strategic plan and Institutional Research website, it appears that JJC has the facilities and established infrastructure to fulfill the five goals and the five objectives associated with each goal. The five goals include:

1. Value Diversity and Cultivate Belonging
2. Craft an Intentional Student Lifecycle
3. Strengthen from Within
4. Maximize the Infrastructure
5. Grow our Possibilities

The environmental scan performed in January of 2023 illustrates an overall decline in the district population; however, all categories of race, other than white, show an increase in projected population between 2023 and 2027. JJC has the right support services in place to support a diverse student population. In addition, 82% of employees participating in the PACE Survey in 2023 indicated that they agreed or strongly agreed that the "institution effectively promotes diversity in the workplace." This is up from 75% in 2022. In regard to student success, 75% of employees participating in the PACE Survey in 2023 indicated that they agreed or strongly agreed that the "institutional leadership is focused on meeting the needs of students." This is up from 68% in 2022. Student Focus received the highest marks in regard to climate at 4.146 up from 3.906 in 2022.

Overall, it would appear that JJC has the faculty and staff to handle an increase in enrollment (whether through new students or retention efforts). Between fall of 2019 and fall of 2023 student enrollment declined by 31.1% (headcount; 23.6% FTE) while the employees declined at only 7.1%. The number of faculty declined by 94 headcount during this time-frame. Therefore, it would appear there is capacity.

The Composite Financial Indicator is above the preferred 3.0 HLC benchmark at 3.13.

JJC has a well-developed process in place for budgeting and for monitoring its finances. The budget requests are tied directly to the unit's program review process, and the College allocates the largest percentage of the budget for educational purposes (34.1%). While the program review is clearly used to plan and identify new funding necessary to meet the goals of the program, it is not clear how the strategic plan ties to the development of action plans. When new funding or a change in funding is requested; however, the budget forms do require links from the budget request to the strategic plan. This includes positions, technology, changes to facilities, etc. Budget managers prioritize the budget request for their respective areas prior to submission to the cabinet. The cabinet repeats this process before presenting the budget requests to the Board of Trustees who ultimately approves the budget.

The budget is monitored on a regular basis at multiple levels. The budget managers are monitoring the budgets as part of operational responsibility. The financial management team regularly monitors the budget, and provides a monthly report to the Board of Trustees.

The College prepares for unforeseen expenses by annually budgeting approximately \$700,000 in contingency funds; \$500,000 in an Education Contingency and \$200,000 in an Operation and Maintenance Contingency. Additionally, the College operates with an intent to end the year with at least a \$3M surplus, which is placed into reserves for funding of major College initiatives. Twice per year, administration and the Board of Trustees review the prioritized list of major initiatives and determines when new initiatives will be funded.

The largest percentage of annual funding is allocated to education (34.1%). The budget process for allocating resources requires each department to develop an Action Plan based on the findings of the APU. Any new budget requests are made by tying the budget request to the APU and the strategic plan. Requests are prioritized at the department level, then again at the division level, and finally at the cabinet level. At the cabinet level negotiations and collaborations take place to ensure the mission, vision and priorities of the college are adequately funded to meet the objectives. During one meeting with staff, the comment was made "if it isn't in the APU, it isn't getting funded." The employees went on to state that the APU and funding request must be supported by data and a continuous improvement plan.

Repeatedly, faculty and staff discussed opportunities to apply for grants, utilize current grant funding, and secure donations to offset needs that are outside of what the budget can support. One example was shared by culinary faculty. The ice company that supplied 400 lb blocks of ice suddenly went out of business. The new company did not supply those types of blocks. Therefore, there was no resource to supply the ice carving course within the culinary program. Faculty contacted the manufacturer of the company whose equipment is used to make the blocks of ice and proposed a donation of one machine per each machine the college could purchase. When the company agreed, faculty were able to write and were granted Perkins funding to secure four of the ice machines. In turn, the company donated four additional units.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
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, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Rating

Met

Rationale

The institution engages in systematic and integrated planning and improvement.

Joliet Junior College allocates its resources in alignment with its mission and priorities. All budget requests must be directly aligned to the strategic plan and the Annual Program Update (APU). Department planning, aligned to the strategic plan, is the first step in the budget calendar to ensure alignment of resources to the colleges priorities. During the prioritization process, budget requests that are directly and most obviously aligned with the strategic plan/priorities rise to the top. There are clear examples in the Assurance Argument that demonstrate decision-making regarding budget allocations directly driven by data-informed decisions aligned to the strategic priorities and goals.

There are clear processes in place that ensure the link between assessment of student learning, evaluation of operations, planning and budgeting. The annual budget report clearly articulates a link between student learning, an evaluation of operations within each division, and alignment to annual planning. Tables within the APU provide clearly identified project goals, established outcomes and success criteria. There are timelines for each project with a report out of the goal successes and challenges from the prior fiscal year's budget and planning process. Each division at JJC follows this reporting format and each is included, in detail, within the annual budget document.

JJC's planning and budget process provides an opportunity to highlight each division within the institution. The planning and budget priorities identified by each division are aligned directly to the strategic plan and priorities of the College. Strategic planning involves the entire institution with opportunities for input and feedback throughout the process. Information and perspective is collected from faculty, staff, students, alumni, local businesses, board members, donors, and community

members for a holistic approach to planning.

The JJC budget is based on a three-year financial plan. The three-year financial plan is built on historical budgets, projections and assumptions regarding expenditures and revenues, and an environmental scan that includes statistics from peer institutions within the Illinois system. While based on historical expenditures and a comprehensive approach to forecasting changes, there are opportunities for budget adjustments throughout the course of the fiscal year. These adjustments to the budget must be rationalized (and tied to annual priorities of the division). Then they must be approved the multiple levels including the department head, dean/vice president of division, the vice president of administrative services, and by the controller. This process reinforces the need for budget planning that utilizes historic and forecasted data to ensure requests are well-developed and necessary.

The JJC budget revenue is based on five areas; property tax within the district boundaries, tuition and fees, state funding, the state corporate personal property replacement tax (CPPRT), and other revenue opportunities. Only 9% of the overall revenue comes from state funding while 56% of the budgeted revenue is based on property taxes. Student tuition and fees make up 33% of the budget with CPPRT and other revenue streams making up just 1% each.

JJC makes budget projections based on a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment. In 1991, the State of Illinois imposed the Property Tax Extension Limitation Law (PTELL) that limits growth in property-tax extensions to either 5% or the percent increase of the consumer price index (whichever is less). While this provision makes it easier for forecasting revenue with property tax making up the largest percentage of revenue, it may not provide an opportunity for this revenue stream to keep up with the rate of inflation that impacts all expenditures faced by the college. The revenue from property taxes is allocated to budgets based on projects approved in the budget process. In FY22, 56.3% of the tax revenue support the College's education fund, 29.6% support operations and maintenance, 11% supported debt service, 1.6% was allocated to restricted operations & management, 1% was allocated to liability, and 0.1% supported audit services.

The current tuition and fees at JJC are higher than that of peer institution. Understanding this, the institution's budget is based on no tuition increase in the current three year financial plan. Even though state funding is a small percentage of the overall budget, funding from the state is based primarily on credit hours earned two academic years prior. As a result, the college is currently feeling the pressures that COVID-19 had on enrollment and credit hours earned. Expenditures are based on historic department spending and based on union contract negotiations for faculty and staff salaries and benefits.

Institutional planning involves the consideration of evolving external factors. Data from the environmental scan provided the foundation for setting measurable recruitment and enrollment goals as well as dual enrollment. JJC implements its plans to improve operations and student outcomes. This is evidenced by monthly meetings where constituents provide updates on action plan (based on strategic planning) progress. The faculty have incorporated language from the strategic plan into the faculty contract.

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

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

Rationale

Joliet Junior College's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The College provides clear examples of how data and strategic planning inform how resources are distributed and monitored. Faculty, staff, and students have recommendation authority over academic policies and procedures including ensuring the quality of educational offerings.

The College has positioned itself, through strategic planning and an in depth environmental scan to respond to future challenges and opportunities. One example is the flexibility to increase the dual credit opportunities for high school students being underserved in this regard. The financial and personnel resources are adequate to support the current and growing populations.

The assumptions made on revenue projections, specifically those tied to enrollment growth, should be monitored closely. The enrollment trend has been negative other than one semester, spring 2023. Monitoring the enrollment closely will allow for adjustments as necessary before scheduling additional sections of courses and hiring of additional faculty. Discussion with the finance division indicated that tuition revenue basically covers faculty salaries so these adjustments should be relatively easy to make as long as enrollment data are monitored on a regular basis and collaborative decisions are made regarding additional course offerings.

FC - Federal Compliance

Rating

Met

Federal Compliance Filing Form

- Joliet_Junior_College_FederalCompFiling_2023_FRM_wAttachments

Rationale

Federal Compliance Rationale Template
Effective September 1, 2023–August 31, 2024

1. ASSIGNMENT OF CREDITS, PROGRAM LENGTH AND TUITION

Conclusion:

The institution meets HLC's requirements.

Rationale:

Regarding procedures for assignment of Credit Hour for all types of courses, disciplines, programs, credential levels, and formats, regardless of modality, the institution is guided by a *Board Policy for Computing Credit*. This policy was initially adopted in 1972 and revised as recently as 2022. The policy meets the U.S. Department of Education's expectations for credit hour definition. Any deviation from the Board Policy requires many levels of approval, including that from the Illinois Community College District 525 Board of Trustees, and the Illinois Community College Board.

The *Illinois Community College Board Systems Rules Manual* contains additional clarification and enforcement of the policy. A review of the following syllabi requested by the reviewer confirmed that the institution complies with the guidelines:

- ANTH 101 *Introduction to Anthropology*
- VET 216 *Zoological Medicine*
- ECON 103 *Principles of Economics I (Macroeconomics)*

2. INSTITUTIONAL MECHANISMS FOR HANDLING STUDENT COMPLAINTS

Conclusion

The institution meets HLC's requirements.

Rationale:

The institution provided two webpage links as evidence of its mechanism for handling student complaints. The two are the *Student Complaint Procedure*, and the *Student Complaint Form* to be used for all types of complaints. No definition of a student complaint is given, and student complaints, grievances, and grade appeals appear to be considered student complaints.

The institution provides adequate information on how and where to file a complaint. Students can utilize a readily available and easy-to-use form found on the webpage. Depending on the nature of the complaint and context, they have the ability to indicate the nature of their complaint on the form.

The institution's policy encourages students to pursue their complaint concerns promptly and complete the form or submit a report within 30 days. The institution promises to respond to or resolve all complaints within 20 calendar days.

3. PUBLICATION OF TRANSFER POLICIES

Conclusion:

The institution meets HLC's requirements.

Rationale:

The transfer policies for the institution are published on its *Admissions Policies and Procedures* webpage. The page has information for new students with earned college credits, students with foreign transcripts, details for "reverse transferring," and information on placement testing for students transferring into the institution. *Acceptance of Transfer Credit* policy details are found under the Student Resources and Registrar tab.

The university has articulation agreements with 28 other institutions/partners. Information on these is available on its *University Partners* page. Additionally, depending on their potential major, students can review transfer agreements under the webpage's *Transfer Options by Area of Interest* section.

4. PRACTICES FOR VERIFICATION OF STUDENT IDENTITY

Conclusion:

The institution meets HLC's requirements.

Rationale:

The institution enrolls students in distance or correspondence courses, as defined in federal definitions. For its online education, it utilizes Canvas as its learning management system. For verification of student ID, the LMS has unique usernames and passwords provided by its IT department. The institution also uses Examity, an online proctoring system with authentication, live monitoring, recording, and auditing. Additionally, for some distance education courses, the institution utilizes proctored exams at its centers.

These measures do not come with any additional costs to the students

5. PROTECTION OF STUDENT PRIVACY

Conclusion:

The institution meets HLC's requirements.

Rationale:

As evidence that the institution adequately protects student privacy, it provided documents with the following policies:

- Privacy Policy 10.01.02
- Identity Theft Risk Reduction Policy 10.01.03
- Incident Response Policy 10.01.05

1. Privacy Policy: The handling of personally identifiable information as confidential or public is guided by federal and state laws that include:

- The Family Education Rights and Privacy Act (FERPA)
- Health Insurance Portability and Accountability Act (HIPAA)
- Gramm-Leach-Bliley-Act (GLBA)
- The Personal Information Protection Act (PIPA)
- General Data Protection Regulation (GDPR)

2. The Identity Theft Risk Reduction Policy helps protect students, faculty, staff, and the College from damages related to the loss or misuse of protected and sensitive identifying information. It also contains information on how the institution handles or responds to such incidences as fraudulent activity and identity theft.

3. Incident Response Policy: The institution has an *Information Security Incident Response Team and a Business Continuity and Disaster Recovery plan* to respond to any information security compromise incident.

6. PUBLICATION OF STUDENT OUTCOME DATA

Conclusion:

The institution meets HLC's requirements.

Rationale:

The institution has a dedicated consumer information webpage that provides information to its students, prospective students, parents, faculty, staff, and interested third parties. Information on the page is presented in three categories: Student Outcomes data, Out-of-State Students, and a Net-Price Calculator.

Student Outcomes information includes the following: Program Outcomes/Certificates and Degrees conferred by fiscal year (FY), department, program, race-ethnicity, and gender; Voluntary Framework of Accountability (VFA) Public Outcomes: two-year, six-year; Career and Technical Education and Developmental; Licensure Exam Pass Rates and Specialized Accreditation Outcomes; Student Demographics: Gender, Race-Ethnicity, Age category, Enrollment Status; IPEDS Cohort Retention, Transfer, Completion rates; and an NCES College Navigator link.

The Out-of-State Students section provides information to students who choose academic programs associated with earning a license.

7. STANDING WITH STATE AND OTHER ACCREDITORS

Conclusion:

The institution meets HLC's requirements.

Rationale:

The institution is in Illinois and is subject to the following governing or coordinating bodies: Illinois Community College Board (ICCB) and the Illinois Board of Higher Education.

The institution also provides information on its relationship status with specialized accreditors, program-specific associations, and data on student pass rates on its website. The institution has a webpage, accessible publicly, with letters and notifications from specialized accreditors and associations on the following programs: Accounting, Automotive Service Technology, Culinary Arts, Diagnostic Medical Sonography-Abdominal-Extended, Diagnostic Medical Sonography-Obstetrics and Gynecology, Diagnostic Medical Sonography-Vascular, Emergency Medical Services (EMS), Health Information Management Technology (HIMT), Horticultural Studies, Music, OPT, Nursing, Respiratory Care, and Veterinary Medical Technology.

In addition to NC-SARA, the institution is in good standing with all the entities mentioned above.

8. RECRUITING, ADMISSIONS AND RELATED ENROLLMENT PRACTICES

Conclusion:

The institution meets HLC's requirements.

Rationale:

The institution does not use third-party contractors to recruit students. All employees, including those from the Student Advising Center, must adhere to the State Officials and Employees Ethics Act code of conduct. The institution also provided an *Admissions Recruiting Manual* and other training materials that it uses to train its admissions recruiters. The manual and materials are from the American Association of Collegiate Registrars and Admissions Officers (AACRAO). A section in the *Athletic Department Coaching Manual* guides athletic department personnel's recruiting activities.

The institution is a member of the National Association of Student Financial Aid Administrators (NASFAA). All financial aid personnel must adhere to NASFAA's "*Statement of Ethical Principles and Code of Conduct for Institutional Financial Aid Professionals.*"

APPENDIX A: TITLE IV PROGRAM RESPONSIBILITIES

Complete this section only if the institution has submitted Appendix A. Review any negative actions taken against the institution since HLC's last Federal Compliance review and identify any implications for the institution's current compliance with the Criteria for Accreditation or other HLC requirements. Provide a detailed rationale for any Core Components identified as Met with Concerns or Not Met.

Rationale:

The institution did not submit an Appendix A.

MANDATORY REPORTING: FRAUD, ABUSE OR FAILING TO MEET TITLE IV RESPONSIBILITIES

Federal regulations require HLC to notify the U.S. Department of Education related to the following item. Do not skip this section.

In the course of the peer review team's evaluation of this institution, have the reviewers encountered any reason to believe that (i) the institution is failing to meet its Title IV, Higher Education Act program responsibilities (if the institution participates in Title IV, HEA programs) or (ii) that the institution may be engaged in fraud or abuse?

Answer (Choose one response and delete the other):

Yes

X - No

Rationale (If the team responded "Yes," explain the reasons for concern in detail. Otherwise, leave this section blank.):

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.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.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	Institutional Effectiveness, Resources and Planning	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.S	Criterion 5 - Summary	
FC	Federal Compliance	Met

Review Summary

Conclusion

Joliet Junior College has adopted a plethora of policies and procedures to guide them through the development of documents used to report on the progress of their goals. JJC's Strategic Plan is an excellent example with specific goals which must be addressed when making a budget request. The Annual Program Update (APU) process is also clearly defined and used by the faculty and staff to report on their areas.

Program and course assessment processes are defined. The five-year Program Reviews identify curriculum changes while the APUs identify budget needs. Faculty buy-in to the assessment process was inculcated into the training process which encouraged faculty to use their own assessment tools to reach their assessment goals.

There are some co-curricular student club activities assessed in the Student Activities area but the College could benefit from a more wide-spread application of co-curricular assessment activities. The College should consider developing a co-curricular process to guide faculty and staff of the nuances of this process. For example, an assessment is not comprised of a survey asking students if they had learned something from the activity but rather assessing if they had learned. This assessment would not have to be a test. There are a variety of assessment tools to be used such as a one question essay, a student demonstration, or a collage of their experiences.

Joliet Junior College employees interested in the Shared Governance Handbook met to update this plan which identifies processes to provide feedback to the decision-making process. However, because of this limited albeit representative group, there is a need to share the primary components of the plan and move towards a more formal cross functional Student Handbook committee.

Data used in the planning and assessment activities are generated within the Office of Research and Effectiveness. This office would benefit with the implementation of a data governance system. Clearly this is a future effort since the College staff are currently working on developing one system for the collection of data.

The Board of Trustees is currently making decisions to enhance the College's success. Future decisions may become more efficient as one trustee learns the breadth and depth of the Trustees role and responsibilities which has crossed the line into micro-management. Board training should include focusing on processes and leaving the day-to-day activities to the President, understanding the impact a negative community activity which generates unflattering media coverage could have on the community's perspective of the College, and being aware of the code of conduct during meetings. A Board of Trustees self-evaluation could be invaluable so the Board could understand and begin to practice a more collegial atmosphere.

The College has a plan to increase enrollment which has been addressed through its fourth iteration of the Strategic Enrollment Management Plan. Enrollment plays a key role in many financial decisions and has been recognized as a key element to continue to monitor to ensure there are a sufficient number of students to offer a course.

Finally, Joliet Junior College has the means and ability to continue as a stellar educational institution. Through continued efforts at all levels, they will succeed at serving students, the community, and industry people.

Overall Recommendations

Criteria For Accreditation

Met

Sanctions Recommendation

No Sanction

Pathways Recommendation

Eligible to choose

Federal Compliance

Met

No Interim Monitoring Recommended.

INTERNAL



Institutional Status and Requirements (ISR) Worksheet

Review Details

Institution: Joliet Junior College, Illinois

Type of Review: Standard Pathway - Comprehensive Evaluation Visit

Description:

Review Dates: 11/13/2023 - 11/14/2023

No Change in Institutional Status and Requirements

Accreditation Status

Status: Accredited

No Change

Recommended Change:

Degrees Awarded: Associates

No Change

Recommended Change:

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2014 - 2015

Year of Next Reaffirmation of Accreditation: 2023 - 2024

No Change

Recommended Change:

Year of Last Reaffirmation of Accreditation: 2023 - 2024

Year of Next Reaffirmation of Accreditation: 2033 - 2034

Accreditation Stipulations

General:

The institution is approved at the following program level(s): Associate's

The institution is not approved at the following program level(s): Bachelor's, Master's, Specialist, Doctoral

No Change

Recommended Change:

Additional Locations:

Prior HLC approval required.

No Change

Recommended Change:

Distance and Correspondence Courses and Programs:

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

No Change

Recommended Change:

Competency-Based Education:

No Change

Recommended Change:

Pell-Eligible Prison Education Program:

No Change

Recommended Change:

Accreditation Events

Pathway for Reaffirmation of Accreditation: Standard Pathway

No Change

Recommended Change:

Upcoming Reviews:

No Upcoming Reviews

- No Change
- Recommended Change:

Upcoming Branch Campus or Additional Location Reviews:

No Upcoming Reviews

- No Change
- Recommended Change:

Monitoring

Upcoming Monitoring Reviews:

No Upcoming Reviews

- No Change
- Recommended Change:

Institutional Data

Academic Programs Offered:

Undergraduate Programs		
Associate Degrees:	54	<input checked="" type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:
Baccalaureate Degrees:	0	<input checked="" type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:
Graduate Programs		
Master's Degrees:	0	<input checked="" type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:
Specialist Degrees:	0	<input checked="" type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:

Doctoral Degrees:	0	<input checked="" type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:
Certificate Programs		
Certificates:	121	<input checked="" type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:

Contractual Arrangements:

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

51.0904 Emergency Medical Technology/Technician (EMT Paramedic) - Associate - Associate of Applied Science in Emergency Medical Services - Morris Hospital and Health Care Centers

- No Change
- Recommended Change:

Off-Campus Activities

Branch Campuses:

No Branch Campuses

- No Change
- Recommended Change:

Additional Locations:

City Center, 235 N. Chicago Street, Joliet, Illinois 60432 UNITED STATES

Romeoville Campus, 1125 West Romeo Road, Romeoville, Illinois 60446 UNITED STATES

- No Change
- Recommended Change: