



JOLIET JUNIOR COLLEGE
— 1901 —

Institutional Effectiveness Report 2017



**A Report on Fiscal Year 2016
Plans for Fiscal Years 2017 through 2020**



INSTITUTIONAL EFFECTIVENESS REPORT 2017

Dear JJC Community,

I am pleased to share the college's Institutional Effectiveness Report (IER) for fiscal year 2017, developed by a cross-representational committee of faculty and staff. The plan tracks recent progress, presents future plans, and proposes recommendations for action to the Senior Leadership Team and myself through data collected from all college programs and departments during the Annual Program Update (APU) process.

Most importantly, the Institutional Effectiveness Report promotes a continuous quality improvement process. Our Annual Program Update allows each area of the college to chart their successes and their resource needs. This information is integrated into the final Institutional Effectiveness Report, which provides a comprehensive approach to college planning and reporting as it supports the college's decision-making processes related to strategic, financial, facilities master planning, and project prioritization.

Additionally, the Institutional Effectiveness Report produces a streamlined approach to developing, managing, and tracking accreditation projects and collecting their results for the AQIP (Academic Quality Improvement Program) portfolio, a requirement for accreditation with the Higher Learning Commission.

My sincere appreciation is extended to the employees, programs, projects, and the Strategic Plan and Program Improvement committees for their contributions to this plan. Due to their hard work and diligence, the college has a way to document the needs of its programs and incorporate them into organized priorities and future successes.

Sincerely,

Dr. Judy Mitchell
President

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PURPOSE OF THIS REPORT

The intent of the Joliet Junior College Institutional Effectiveness Report is to clarify and provide input to the college's decision-making processes related to strategic planning, budgeting, and project prioritization through the collection of program data and information, and through the establishment of a transparent evaluative process as the collected information is reviewed at the division and college levels. It is a comprehensive look at all aspects of college functions, both academic and support services, through which we align actions to the college's mission and strategic goals.

The Institutional Effectiveness Report is an internal report prepared annually and used to identify institution level operational and personnel priorities and goals. It directs institutional activities toward strategic goals based on annual evaluations that measure meaningful outcomes at all college unit/program, division, and institution levels. This data-based information is collected each year through the completion of the [Annual Program Update](#) (APU). Though the Institutional Effectiveness Report informs yearly budget decisions, those budget decisions are not an automated process nor does inclusion in the Institutional Effectiveness Report equal funding approval. The completion of the APU does assist the units/programs in preparing funding requests to submit via the institution's Financial Planning process.

In addition, the process established for program improvement will assist the college in fulfilling external reporting requirements with the Higher Learning Commission (HLC) and the Illinois Community College Board (ICCB). Most importantly, the data-driven measures identified within the units and programs will move us forward to meet our strategic priority of student success.

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GOVERNANCE

Illinois Community College District #525, Joliet Junior College (JJC) is one of 39 community college districts governed by the Illinois Community College Board (ICCB) under the Illinois Board of Higher Education (IBHE). The ICCB was created by the General Assembly under the provisions of the Illinois Public Junior College Act of 1965. Its primary responsibilities are to coordinate the educational programs offered through the community college system, to allocate state funding for capital expansion, and to act on curriculum changes proposed by individual community colleges.

JJC is governed by a seven-member Board of Trustees, all of whom are elected from within the district for six-year terms. A student representative, elected annually by the student body, is a non-voting member of the Board. The officers of the Board are chair, vice chair, and secretary, all of whom are elected by their peers.

The Program Improvement Committee (PIC) is an institutional level committee as defined by the college's Governance Handbook. The PIC members are a cross-representation of faculty, administrators, and staff members who are committed to supporting and encouraging shared governance, continuous process improvement, and a culture that aligns with the college's Core Values.

PROCESS FOR IMPROVEMENT

The Higher Learning Commission (HLC) accredits Joliet Junior College as an institution of higher education. The HLC is one of six regional accrediting agencies in the United States recognized by the U.S. Secretary of Education. Since 2001, Joliet Junior College has participated in the Academic Quality Improvement Program (AQIP) pathway for accreditation through the HLC. The goal of participation in AQIP is to infuse the principles and benefits of continuous improvement into the culture of the institution. The college's model for continuous quality improvement appears in the following diagram.





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The college's [institutional assessment process](#) begins with the submission of [annual reports by all programs/units](#). They are analyzed at the [division level](#) by the appropriate senior leadership team member and at the institutional level by the Program Improvement Committee. The process includes the creation of this Institutional Effectiveness Report, which documents actions and summarizes the effects of those actions as they relate to strategic, budget, and master plans and the achievement of the institutional mission. The Institutional Effectiveness Report is the foundation for making evidenced-based decisions during strategic, operational, facility and financial planning, and a catalyst for ongoing continuous improvement efforts.

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INSTITUTIONAL ACCOMPLISHMENTS DURING FY 2016

Strategic Goals and College Priorities

The current [strategic plan](#) (SP) was developed during the 2015 spring semester. During the 2015 fall semester, the Strategic Plan Taskforce developed measures for each goal. Two quarterly reports captured baseline data and progress on the goals during the third and fourth quarters of fiscal year 2016. The quarterly reports are online at <http://www.jjc.edu/strategicplan/>. The measures and summaries of progress (in italic) are included in this section.

This section also includes progress summaries for all activities that are College Priorities (CP). College Priorities associated with a strategic goal are reported with the goal. The college designates three CPs as AQIP Action projects and reports progress to the HLC. These action projects demonstrate the college's efforts to improve institutional performance and are evidence for the HLC Criteria for Accreditation. Institutions must have three but can take on as many significant action projects as possible, completing each as quickly as possible. Once a project is completed, the HLC anticipates the institution will simply begin another, using the knowledge and skills gained from its earlier projects to select, shape, and define the scope of new activities. Although a college priority may end, the resulting processes, products, and structures become integral to the college.

Progress during FY16 is identified with italic text.

Strategic Goal 1: Provide Education Pathways that Promote Completion

Offer quality educational pathways that align secondary and postsecondary curricula, course pathways, and industry-recognized credentials promoting access, success, and completion.

Measures: Baseline data for the most recent year appear in this section. Five-year averages for some data are available in the quarterly reports.

1. Number and percentage increase/decrease of degrees and certificates awarded annually. *Baseline: 2242 in 2015.*
2. Percentage of students (IPEDS Cohort) who transfer to a 4-year college or University-Cohort Transfer-out rate. The transfer-out rate is based on 3 years of attendance that equates to 150% of our longest program and is calculated by taking the number of transfer-out students divided by the Integrated Postsecondary Education Data System (IPEDS) cohort. *Baseline: 27.5% for the cohort beginning in fall 2012.*
3. Persistence – fall to spring for all students.
 - a. Persistence rate (%) for New Students placing into at least one developmental course. *Baseline: 74.4% 14FL to 15SP.*
 - b. Persistence for full-time students. *Baseline: 81% 14FL to 15SP.*
 - c. Persistence for part-time students. *Baseline: 57.5% 14FL to 15SP.*
4. Retention – fall to fall.
 - a. Retention rate (%) for New Students placing into at least one developmental course. *Baseline: 48.6% 14FL to 15FL.*

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- b. Retention for full-time students. *Baseline: 52.6% 14FL to 15FL.*
 - c. Retention for part-time students. *Baseline: 35.3% 14FL to 15FL.*
5. Dual credit matriculation rate within 1-year of high school graduation. *Baseline identified: 28.7% 2014 graduates attend in 2015FY.*
6. Percentage of high school applicants that enrolled in coursework in fall term following spring graduation. (Feeder High School Yield) *Baseline: 20.4% FL15.*
7. Number of industry recognized credentials offered through JJC.
 - a. Overall. *Baseline not identified.*
 - b. By program. *Baseline identified.* Nursing (3) and Automotive (6)
8. Percentage of students who advance to college-level after completion of the developmental education. *Baseline: 28.7% 2014.*
9. Number of students who receive alternate credit. *Baselines not identified.*
 - a. Prior Learning Assessment.
 - b. College Level Examination Program, CLEP
 - c. Advanced Placement, AP
 - d. Proficiency exam
 - e. Military Service
10. Number of students matriculating from the Adult Education Program within three years. *Transitioning students from adult education to college-level coursework has increased from FY15: 303 students with 3,917 credits to FY16: 331 students with 4,564.5 credits.*
11. Number of active partnerships with four-year institutions. *Baseline identified in FY16:*
 - a. Articulation agreements (4)
 - b. Dual degree programs (3)
 - c. 2+2 Agreements (7 universities, 13 programs)
 - d. 3+1 Agreement (1)
 - e. Transfer Guides (7)

Scheduling Action Project

This project is developing a student-centered course schedule that will increase enrollment. The College has observed that students are not able to take courses at the time they need them. Inconsistencies have developed from a multiple-source approach to scheduling courses. These inconsistencies have created a situation in which the software programs designed to help facilitate the schedule are no longer able to do this task efficiently.

The overall goal of the Scheduling Action Project is to develop a “student friendly” course scheduling process. Actions, measures and progress updates follow:

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- Fix output: use the schedule evaluation to inform changes to the current course schedule that will enable us to realize a 1% increase in enrollment. *Ad Astra is analyzing the current schedule and will provide suggestions for improvement.*
- Fix process: document a clearly defined process for scheduling and establish the mechanism through which scheduling guidelines will be implemented, monitored, and managed.
- Fix the supporting system: establish a four-year schedule template to offer courses based on completion guides and pathways. This schedule will be fixed and will allow for needed exceptions and review.

Faculty Initiative to Improve Retention, Persistence and Completion Action Project

The goal is to improve the ability of Joliet Junior College (JJC) students to identify their individual goals and to persist in reaching those goals. The project is gathering information from students about their perceptions of JJC before and after attending, their understanding of academic planning and barriers to academic success, as well as what academic success/completion means to them. This will help faculty take action to help students persist and complete degrees or certificates at JJC. *The project collected data to uncover the specific issues that affect JJC students. Approximately 200 students provided feedback during 16 optional focus group-type sessions facilitated by faculty. Students were recruited from Business, CIOS, Criminal Justice, English, and Hospitality courses as well as student organizations (GLOW and Business Club). Sessions have been conducted during the day and evening at main campus and Romeoville. Preliminary analysis indicates the following:*

- Once here, students have a very positive attitude toward JJC. The challenge is to convey that positive attitude to potential students, the high schools, parents and the community.
- Some students commented positively upon both faculty and course content, indicating they feel they are getting a good quality education. A number of students, especially during summer 2016 sessions, reported that they are attending, or have attended, a university prior to taking JJC classes. These students consistently compare JJC classes and faculty favorably to their respective schools. A typical and repeated comment is to the effect that “my teacher actually knows my name!”
- Of particular and perhaps unexpected significance is the clearly positive reaction from students who are asked to participate in these focus groups. Students appear very impressed that the College is seeking their input and is interested in their views.
- The most significant negative is the lack of student awareness regarding academic advising.

NEW - Progressive Pathways to Student Success, Title III Grant

In fall 2015, the college received a \$2.1 million, five-year, Title III grant from the U.S. Department of Education under the Strengthening Institutions Program. The initiative, a collaboration between Academic Affairs and Student Development, focuses on three major components: improving student support services, increasing academic innovation in developmental education courses, and enhancing student communication technology. These tasks will be accomplished by the year 2020 through projects intended to provide high-touch, high tech student-centered engagement and high-impact learning pathways through learning communities. Several foundational activities were accomplished for the Title III project during FY16. *These activities included the hiring of key staff members, purchasing software systems, and establishing internal mechanisms that created campus-wide buy-in. The first year focused primarily on laying the foundation for effective management of the project, identifying necessary internal stakeholders, and hiring staff and consultants.*

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Strategic Goal 2: Improve Data Accessibility and Integrity

Align data systems and processes to promote a framework of accountability and results tied to college success.

Measures:

1. Produce statutory reports that no longer require manual intervention. *Established procedures for defining statutory reporting elements.*
2. Establish centralized, digital data repository that contains common data definitions and owners, key business processes and information, and related procedures. *Data Stewardship information is at <https://my.jjc.edu/committees/shared-governance/Institutional/Forms/AllItems.aspx?RootFolder=%2Fcommittees%2Fshared-governance%2FInstitutional%2FData%20Stewardship%20Committee%2FDocumentation>*
3. Training for mission critical business processes is created, implemented, and available on-demand. *Created five training videos and placed on a private YouTube page. Topics are U Auditorium training, Camera in Auditorium, Web Time Entry for supervisors and student workers, and Self Service portal.*
4. Identify and develop standardized internal reporting that is routine, automated, and self-service for each Division. *Title III funding has been identified to contract ASR Analytics, Inc. (ASR) to upgrade the college's Colleague Reporting and Operating Analytics and Business Objects environment.*
5. Standard methodology and procedures to enact and document business process changes. *No report.*

Data Stewardship Action Project

JJC is targeting data stewardship across the college and seeks to increase the number of faculty, staff and administrators accessing and using data for reporting and decision-making. *A standing committee was created to ensure the quality and integrity of institutional data and charged with developing and administering standards, policies, procedures/protocols, and professional development to assist in defining, managing, and accessing data. During FY16, OIR&E created data matrices templates for two statutory reports. Documentation for the reports is scheduled to be completed by August 2016. Additional progress is reported in measures 1 and 2 above.*

Strategic Goal 3: Collaborate with Employers and the Community

Engage and partner with employers and the community to enhance academic programming.

Measures:

1. Satisfaction with services implemented from the prioritized list of services requested by employers. *Survey is in development.*
2. Satisfaction with services implemented from the prioritized list of services requested by community. *Scheduled for FY17Q2.*
3. Implement Perkins Program of Study methodology for Career and Technical Education (CTE) advisory boards. *Completed programs: Computer Aided Drafting (in FY13), Automotive Service Technology (FY14), Welding (FY15), Nursing (FY16), and Orthotics and Prosthetics (FY16).*
4. Number of and overall satisfaction of career fair attendees. *No report.*

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5. Dollar value of donations received from businesses and organizations. *\$240,600 in FY16Q4.*
6. Number of scholarships and dollars received from businesses and organizations. *\$213,249 in FY16Q4.*
7. Number of Internships provided to students. *305 students in 39 courses during SP16 and SU16. Career Services did 136 internship appointments in the 2015-2016 academic year.*
8. Satisfaction of customers and vendors at JJC partnership events. *No report.*

Strategic Goal 4: Improve Community Awareness and Strategic Marketing

Leverage marketing assets to build and solidify the college's image, which is aimed at promoting quality and accessible academic programs.

Measures:

1. Number of marketing events and campaigns. *Defined the difference between 'Event' and 'Instance'. Created four 'Find Your Calling' commercials, which had 122 views on You Tube by July 27, 2016.*
2. Number and percentage increase/decrease from each targeted segment.
 - a. *Age group 16-24 – Increased 5.7% from Fall 2015*
 - b. *Age group 25+ – Decreased 5% from Fall 2015*
 - c. *Parents of prospective students – Data unavailable currently.*
 - d. *Home school community – Data unavailable currently.*
 - e. *Ethnic groups – Increased 8.6% from Fall 2015*
3. Number of interactions with prospective students.
 - a. *In person: Baselines: Two Discover JJC averaging 570 each. College fair 1964. Baselines not identified for High School visits, Campus visit day, Major Career Exploration Fair, Parades, Church visits.*
 - b. *Digital. Baseline 7,785 interactions for FY16Q4.*
 - c. *Direct Mail: Registration guides and Postcard reminders to 233,000 households (Summer and Fall)*
4. Attendance at JJC-sponsored events. *Identified strategic marketing events:*
 - a. *Face-to-face recruiting at schools*
 - b. *Faculty/Staff speaking engagements at schools*
 - c. *Information sessions on campuses*
 - d. *Calling Campaigns*
 - e. *Camps (e.g. Nursing Exploration Day)*
 - f. *Professional Seminar Day*
 - g. *Discover JJC*
 - h. *Farmers' Market*

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- i. Facility Rentals
 - j. Facebook Live
 - k. Twitter
5. Number of JJC faculty and staff involved in marketing events. *Baseline data: 110 (50%) full-time faculty participate in marketing events such as Main Street, Majors Day, and Discover JJC. 25 – 30% of faculty are involved in marketing at an extraordinary level which would include attending high school events, speaking at community forums, creating marketing materials, and helping to improve recruiting, scheduling, and registration business processes.*

Marketing Initiative

This initiative is a component of the Strategic Plan and the Strategic Enrollment Management (SEM) Plan. The marketing team received additional funding to scale-up marketing initiatives to support student enrollment. *Activities are included in the SP measures listed above and in the examples that follow:*

- *Presented a new look Registration Guide highlighting students' success stories.*
- *Created innovative TV commercials for fall on Comcast, AT&T Uverse and TV Everywhere.*
- *Produced a Spanish-speaking TV commercial for fall on Telemundo.*
- *Formed campus-wide, cross-functional teams to strategically plan and respond to institutional marketing and communication strategies.*
- *Developed marketing materials for F-1 international students.*

Strategic Goal 5: Improve Internal Communications

Establish effective college-wide communications to improve information dissemination, idea generation, and employee engagement.

Measures:

1. Employee satisfaction with overall communication. *Administered the Personal Assessment of the College Environment (PACE) survey in spring 2016. Results will be available FY17Q1.*
2. Establish process/survey to measure employee engagement. *Implement PACE annually in the spring. Review the results during Opening Week with the JJC community. Create a custom survey in the fall to more closely evaluate a particular topic raised within the PACE results. Make the findings public.*
3. Number of hits on the portal
 - a. Average number of unique visitors each day: *FY16Q3=136, Q4=169*
 - b. The top 15 users (of 2,000 unduplicated users): *FY16Q3=20% of the MyJJC portal page hits. Q4=23% of the MyJJC portal page hits.*
 - c. *FY16Q3, six of the top 15 users work in Information Technology. FY16Q4, 10 of the top 15 users work in the Academic Skills Center and StAR.*
4. Number of and percentage increase/decrease of employees accessing and interacting with the college newsletter

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- a. Number of employees who open the newsletter email. *Open Rate Average: Old List 17.7%, New List 34%.*
- b. Number of employees who click on the links to open the content of individual stories in the newsletter. *Click Rate Average: Old List 48.5%, New List 48.5%.*

Other College Priorities

Information Technology (IT) Collaborations

A list of important projects that required close collaboration with IT was compiled by SLT in the fall of 2015. The order for implementation of the projects was determined based upon their relevance to the strategic plan, 2016 Education Plan, budget, and other planning considerations. A maximum of six concurrent projects could be addressed with current IT staffing. As a project is completed, SLT confers and selects another item from the IT project list to become active. In this way, the needs of the institution provide a focus for IT efforts.

During FY2016, IT collaborated to implement the following: *Image Now, WebTime Entry, Credentialing process, GradesFirst, and ACT re-implementation for enrollment management.* The list of projects currently in progress include:

1. Student Planning/Degree Audit
2. Data Stewardship
3. SURS 6%
4. Course Selection Enhancements
5. Self-Serve Financial Aid
6. Accuplacer, Aleks, Success Navigator implementation

Project Management Process

The 2016 Education Plan identified opportunities for collaborative projects to accomplish priorities for multiple divisions. A process and associated documents for managing these college priorities were developed and piloted during FY16. The planning document is similar to an AQIP action project declaration. It includes goals, action plan/tasks, measures, budget, deliverables, and a timeline. The declaration can be used by the SLT to assign priority for implementation. Progress can be monitored through annual updates and a summative final report that describes the impact of the project. These reports are modeled on AQIP action project documents.

Strategic Enrollment Management Plan

This was the second year of the Strategic Enrollment Management (SEM) Plan. The overall goal of the SEM plan is to efficiently enroll students, ensure they persist, and ultimately graduate in a timely fashion. The three-year SEM plan includes 47 strategies and 155 actions items. The Student Development division, along with other college divisions, successfully completed 84 out of 155 action steps during the second year. The SEM Plan target is to increase persistence and retention rate by one percent within three-years. After two years, the college has experienced an increase of *3.0 percent in fall-to-spring persistence rate* followed by a *completion rate of 11 percent* for the number of students who completed a certificate or degree.

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Survey Management Process – Completed

The Director of the Office of Institutional Research and Effectiveness (OIR&E) and the Director of Academic Effectiveness completed *documenting the process for preparing and implementing institutional surveys*. They presented the process to the college community during opening week in January 2016. Information is available in the Shared Governance portal at [https://my.jjc.edu/committees/shared-governance/Institutional/Program Improvement Committee/Surveys 2015-10 2.pptx](https://my.jjc.edu/committees/shared-governance/Institutional/Program%20Improvement%20Committee/Surveys%202015-10%202.pptx).

ACCOMPLISHMENTS BY DIVISION

This section recognizes the measurable impacts/significant contributions by individual divisions.

Academic Affairs

Significant contributions to the institution during the past year include:

- Adult Education: All federal NRS Level Gains targets were exceeded in the past five years. As a large program in the state of IL (top 5), DAEL's performance has a significant impact on adult education performance and funding both in the state and nationally (IL is in top five states with the need for adult education).
- The Business Department's strong enrollment is attributable, in part, to its recently launched Accelerate Your Degree initiative.
- Culinary Arts implemented sustainability practices that conserved water and energy, and daily diverted 100 pounds of organic waste from trash to compost for the JJC Land Lab.
- The Morris Education Center prepared to relocate in summer 2016. The declining enrollment at the original site was attributed to the poor quality of the facility.
- Programs in the Nursing, Health and Public Services division continue to have pass rates between 96% and 100%, well above state and national averages. Rates for 2015 are EMT-B, Rad Tech and DMS 100%. LPN 99%. Vet Tech 98%. CNA 97%. RN 96%. With rare exception, individual programs have met their program goals.
- The Technical Department and Corporate & Community Services collaborated with an array of industry partners to create the Operating Engineer Technician (OET) program. It has two new AAS options to address industry needs for skilled professionals in the energy, skilled manufacturing and petro-chemical industries. The two new degrees, Operating Engineering and Operations Technician, are selective enrollment and offered in a cohort format. OET was launched with its first cohort of students in fall 2015.

Administrative Services

Significant contributions to the institution during the past year include:

- All of the programs within the division achieved the majority of their goals.
- Including FY16, JJC has maintained a balanced budget for 43 consecutive years.
- The College has received the Governmental Finance Officer's Association (GFOA) Distinguished Budget Award for 11 consecutive years and the GFOA Certificate of Achievement for Excellence in Financial

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Reporting for 14 consecutive years. These awards demonstrate the college's commitment to full disclosure of its financial story.

- The college has collected \$363,864, as of May 31, 2016, through participation in the State of Illinois Local Debt Recovery Program
- The bookstore increased its online presence. Internet sales YTD \$474,228 vs. \$443,401 Last Year. Enhanced the students' retail experience at the bookstore by delivering a fresh retail environment, offering general merchandise that is relevant, and by creating an organic sales culture that supports students in order to right size general merchandise and increase sales by making the store more appealing. Laptop Sales YTD: \$48,741 (201 units). Supplies Sales YTD: \$296,080 TY vs. \$252,520 LY. Clothing Sales YTD: \$90,284 TY vs. \$102,820 LY. Backpack Sales YTD: \$31,563 TY vs. \$42,262. LY Handbag Sales YTD: \$11,523 TY vs. \$3,429 LY. All Specialty giftware & Other Sales YTD: \$20,106 TY vs. \$20,114 LY
- Improved food service profitability by continuing to introduce new menu offerings, which are of high quality, value driven and sensitive to dietary needs whenever possible. Sales have increased 8.08% during the breakfast time period. Salad Bar and Grab & Go Salads have increased 20.24%. Hot Entrée/Action Station Sales have increased 14.18%. All of the increases are compared to July 2014 – April 2015. Overall food sales are down 1.59% thru April 2016. We continue to see shifting of sales from the grill/fryer area to the more healthy salad area.
- Campus Police used a \$315,000 Illinois IEMA Safety Grant in 2014 to replace 115 cameras; expand the Panic Alarm System to Romeoville Campus (25 buttons) and the new City Center building; upgrade the Campus Police radio system. These higher quality and additional exterior cameras have allowed us to solve a number of cases that would not otherwise have been cleared. The quality of our exterior cameras has allowed us to have the ability to obtain license plate numbers for all vehicles entering and exiting the campus. Officers are operating with new radios and the system is expandable to allow access to other departments in the area.
- Campus Police through a DOJ grant trained all of its sworn officers, CSOs and most dispatchers on Domestic Violence and Sexual Assault and the responses and requirements at the local county level. This fulfills the intent of Federal guidelines including Clery Act and Title IX. The training was useful for several domestic violence cases.
- Retro commissioning of T-building and energy efficiency operational measures saves \$40,000 per year.
- The new 80,000 square foot Event Center on the southwest portion of the main campus consolidates athletics and physical education to benefit students and the community. It will also bring in revenue from rentals.
- Environmental Health and Safety had 41 reported employee injuries in FY15 out of 1,545 employees. FY14 had 55 and FY13 had 48 reported injuries.
- Web Time Entry (WTE) for payroll has eliminated paper timesheets and saved Payroll and HR approximately eight person-hours each pay period.
- FY 18 the 50,000 square foot expansion of the Romeoville Campus will include additional faculty offices; labs for biology, chemistry, anatomy and physiology; a bookstore and expanded food services; new computer labs, additional general education classrooms and expanded parking.

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Communication and External Relations

Significant contributions to the institution during the past year include:

- Increased advertising value trends from the first to second quarters, \$6.5 million to \$6.7 million.
- Increased users for Facebook (11,051 likes in FY15 vs 13,051 in FY16), Twitter (3020 in FY15 vs 3404 in FY16), YouTube all-time views (23,477 in FY15 vs 39,088 in FY16), Vine followers (53 in FY15 vs 284 in FY16), Instagram followers (53 in FY15 vs 298 in FY16).

Corporate and Community Services

Significant contributions to the institution during the past year include:

- Launched the MakerLab, which is open to the community and includes elements from machine shops, workshops, design studios and collaborative spaces. MakerLab technology includes a 3D printer, 3D scanner, laser cutter and large format printer. The MakerLab encourages collaboration and innovation. These spaces are unique because not only do lab users have access to tools; they have access to each other's skills and knowledge.
- As noted above, Corporate & Community Services and the Technical Department collaborated with an array of industry partners to create the Operating Engineer Technician (OET) program.

Human Resources

Significant contributions to the institution during the past year include:

- Developed and delivered the Presidents Academy for Leadership (PAL) Professional development program designed to sharpen leadership skills and expose the participant to networking opportunities and learn from consultants and subject matter experts. The President and SLT Team reviewed project results. Recommendations have been implemented regarding communication – internal/external, between departments, up and down the organization. HR sees tools and techniques being implemented. An example would be increased FMLA referrals and increased utilization of Hiring and Onboarding materials – leading to increased satisfaction of the hiring managers.
- Developed and delivered Supervisory Boot Camp – purpose is to develop supervisors/managers on key essential elements such as leadership, operational readiness, and hiring and retention best practices. This was a three-day training program customized for JJC. Various internal and external facilitators engaged the team through the process.
- Used technology to reduce rate of errors due to reduction in manual processes.

Information Technology

Significant contributions to the institution during the past year include:

- Doubled internet bandwidth. Increased bandwidth to the remote campuses by 10 times.
- Managed the development of the Collaborative Classroom.

Institutional Research and Effectiveness

Significant contributions to the institution during the past year include:

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- The data request form became mandatory so the number of requests could be tracked. The office has received approximately 15 additional request per month in addition to the standard reporting schedule. Anecdotal evidence suggests that there has been no adverse effect of the requirement. Many have said it gave them the opportunity to discuss requests with OIR&E and improve their departmental data reporting.

Student Development

Significant contributions to the institution during the past year include:

- Admissions established an adult outreach strategy. Seventy-five people attended ten information sessions.
- Presentations by the Office of Student Rights and Responsibilities (OSRR) to academic departments has resulted in more faculty and staff members referring students to BIT. OSSR has retained more students in college than in the past by implementing more of the best practices for the NaBita behavioral intervention group.
- The National Association of Colleges and Employers (NACE) recognized the Major Exploration Fair as a Career Services Best Practice.
- In collaboration with Academic Affairs, placement scores were lowered to match national norms. This resulted in 2,174 (duplicate) students becoming eligible for college-level course.
- In collaboration with Academic Affairs, identified new placement exams to replace the discontinued ACT COMPASS
- Provided 207 personal counseling sessions, an increase of 12 percent.
- Black Teen Summit increased participation by 73 percent and saw a 60 percent increase in matriculation yields. Latino Empowerment Conference increased participation by 14 percent and saw a 9.8 percent increase in matriculation yield.
- With Academic Affairs, scaled up academic advising and introduced best-practice models, such as intentional and intrusive advising.
- As indicated by performance evaluations, 97 percent of all Student Development employees continue to perform at the meets expectations and above standards.
- Increased college revenue by expanding testing services for students and the external community.
- Achieved cost savings by implementing zero-based budgeting for the Athletics Department.

INSTITUTIONAL SITUATION ANALYSIS

The implementation of the APU and Institutional Effectiveness Report process is proceeding as expected. The APU/Institutional Effectiveness Report process has occurred in stages. The focus for the first year was helping programs identify their outcomes/goals and write action plans. The second year focus was implementing action plans and beginning to collect and analyze data with tools such as progress boards. The APUs and division reports improved during the second reporting cycle. Overall, they were more concise and focused on

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program activities. In future years, the data should indicate the impact of activities, the extent of goal/outcome achievement, and if additional work is necessary to “close the loop.”

The Program Improvement Committee in close collaboration with the OIR&E has started to review, analyze, and communicate institutional-level data. Together we will produce summaries/briefs to inform the JJC community, institutional planning efforts, and the identification of future strategic goals and college priorities/action projects. The PIC will review statutory (state and federal) reports, a set of institutional effectiveness indicators, and the results of environmental scans. As issues, themes, strengths, weaknesses, opportunities and threats (SWOT) become apparent they will be reported in the Institutional Effectiveness Report.

Institutional Issues of Note

The PIC did not identify any significant changes to the 2015 SWOT analysis. The PIC did feel it was important to note the following issues presented in alphabetical order:

Adjunct Faculty – As full-time faculty retire and not replaced, there has been an increased reliance on adjunct faculty. Departments are experiencing difficulty finding high quality adjunct instructors. The issue is compounded by the need to implement HR and AA improved hiring and training processes of adjuncts.

High Number of College Priorities – The College currently has a large number of College Priorities (goals, projects, plans, grants, initiatives, and task forces) in progress. This puts a strain on people and resources, which threatens timely, high-quality achievement. The PIC encourages increased focus on fewer CP to ensure success.

OIR&E Staffing and Responsibilities – Institutional and program reporting and the progress of the Data Stewardship action project suffers because of inadequate data tools, the small number of staff, and the unusually broad scope of the OIR&E. The National Survey of Institutional Research Offices, the most comprehensive survey of offices of institutional research ever undertaken, indicates IR offices commonly consist of a full-time director and 2.6 full-time equivalent (FTE) professional staff members resulting in an overall FTE of 3.6. JJC's total FTE of three is also well-below its Illinois peer group, which averages about 6.4 FTE. JJC is effectively 124 hours per week under professional staffing levels of IL peer group institutions. When comparing nationally, not taking into account type or size of community college, the JJC OIR&E office is approximately 24 hours under professional staffing levels. The JJC OIR&E coordinates and participate in activities not under the purview of institutional research offices at other community colleges. These non-traditional IR activities include support of curriculum/course-master management, registration and enrollment activity reports (SU/SR-Appportionment), and state data submissions.

State Funding Reduction – Due to lack of funding, the Small Business Development Center closed June 30, 2016. Lack of DCEO funding reduced grants to the College that fund contract training for area employers. The operating profit for the Corporate and Community Services, a cost-recovery unit, declined substantially from \$630K in FY11 to \$313K in FY15 because an ICCB workforce preparation grant disappeared. In February 2016, the Higher Learning Commission, required the college to report on the availability of financial, physical, and human resources needed to support the institution. The Commission needed assurance the college could continue to meet the Criteria for Accreditation despite the loss of basic funding to the institution and the loss of student scholarship monies (MAP funds)

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Student Population – The population of Hispanic students enrolled at JJC has reached 25 percent, which makes the college eligible for federal funds as a Hispanic-serving institution (HSI). Federal funding can be used to assist first generation, majority low-income Hispanic students.

Entering students continue to be under-prepared as evidenced by 83 percent of our student population testing into one or two developmental courses.

Technology Systems – Increasing accountability has piqued interest in using additional modules within Colleague and/or acquiring additional technology systems to handle routine services and manage essential data and reporting functions.

Title IV Provisional Approval Status with the U. S. Department of Education (ED) – As of January 19, 2016, the college must have prior approval from ED for institutional growth (i.e. adding locations and new programs) and program changes (credit increases and CIP change). This status is in effect for at least three years and could be longer pending the outcome of reviews by ED. This status has increased the time required to secure financial aid for new and revised programs by six to twelve months.

Institutional Effectiveness

Institutional effectiveness involves collecting, analyzing, and sharing institutional data for statutory (state and federal) reporting and continued institutional improvement. The PIC and OIR&E will be identifying a standard set of institutional indicators to be reviewed annually. The types of indicators being considered include the following:

- *Performance Indicators (or Key Performance Indicators)* – An evaluation of performance based upon agreed upon indicators of quality and comparisons with other institutions. Performance indicators are generally more externally mandated to meet accountability demands from state, federal, and accreditation agencies.
- *Effectiveness Indicators* – An evaluation of what colleges should be doing by assessing whether the college is doing what it says it is doing. While performance indicators are more superficial and only incidentally linked to mission, effectiveness indicators are generally more tied to mission and goals. Effectiveness indicators are, generally, more internally driven.
- *Diagnostic Indicators* – Diagnostic indicators do not generally provide evidence of success in meeting organizational goals or accountability demands, but are focused on indicators of organizational health that could impact performance or effectiveness. Diagnostic indicators generally cover financial stability or student satisfaction.

The following tables identify institutional reports the college may use for institutional effectiveness indicators.

Table 1.

<i>State-Mandated Annual Reporting</i>	<i>Agency/ Audience</i>	<i>Due Date</i>
Noncredit Course Enrollment (N1) Data	ICCB	07/15
Annual Enrollment and Completion Data (A1)	ICCB	08/01
Noncredit Course Enrollment (N6) Data Course Resource	ICCB	08/15
Summer Term SR Data Course Enrollment	ICCB	08/31

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Summer Term SU Data Course Enrollment	ICCB	08/31
Unit Cost	ICCB	09/01
Annual Student Identification (ID)	ICCB	09/01
Annual Students with Disabilities (SD) submission	ICCB	09/01
Supplemental Registered Nursing Record (Colleges in Southern Region and Northeast Region)	ICCB	09/15
Fall Enrollment Survey	ICCB	10/01
Fall Term Enrollment Data (E1)	ICCB	10/01
Faculty Staff & Salary Data C1	ICCB	10/15
Faculty Staff & Salary Data C2	ICCB	10/15
FY Performance Report	ICCB	11/01
Underrepresented Groups Report	ICCB	11/01
Summer Graduate Reporting for IPEDS GRS	ICCB	12/01
Fall Term SR Data Course Enrollment	ICCB	01/31
Fall Term SU Data Course Enrollment	ICCB	01/31
Fall Term S6 & S7 (if appl) Data Course Resource	ICCB	01/31
Spring Sem (2nd) Term Enrollment Survey	ICCB	02/01
Career and Technical Education Follow-up Study (FS) Data	ICCB	05/31
Annual Faculty Staff Salary & Benefits Data C3	ICCB	06/15
Spring Term SR Data Course Enrollment	ICCB	06/30
Spring Term SU Data Course Enrollment	ICCB	06/30
Occupational Follow-up Study	ICCB	05/01

Table 2.

<i>Federally-Mandated Annual Reporting</i>	Agency/ Audience	Due Date
IPEDS Institution Identification Update	NCES	09/01
IPEDS Institutional Characteristics, Completions, and 12-month Enrollment	NCES	10/20
IPEDS - Human Resources - Employees by Assigned Positions	NCES	01/26
IPEDS - Fall Enrollment	NCES	04/13
IPEDS - Finance	NCES	04/13
IPEDS - Graduation Rates	NCES	04/13
IPEDS - Financial Aid	NCES	04/13
IPEDS - 200% Graduation Rates	NCES	04/13

Table 3.

<i>Accreditation Activities for College and Programs</i>	Agency/Audience	Due Date
HLC Annual Institutional Data Update	HLC	Annual
HLC AQIP Strategy Forum Survey	Internal & HLC	As Needed
HLC AQIP Systems Portfolio	Internal & HLC	As Needed
HLC AQIP Federal Compliance	Internal & HLC	As Needed
HLC AQIP Action Projects	Internal & HLC	As Needed
Data requests for Culinary program accreditation	Internal & ACF	TBD
Data requests for Nursing program accreditation	Internal & ACEN. IDPFR	TBD
Data requests for Floral Design program accreditation	Internal & AIFD	TBD



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Data requests for Veterinary Technician program accreditation	Internal & AVMA	TBD
Data requests for Radiology Technician program accreditation	Internal & JRCERT	TBD
Data requests for Landscape program accreditation	Internal & PLANET	TBD
Data requests for Automotive program accreditation	Internal & NATEF	TBD
Data requests for Health Information Management program accreditation	Internal & AHIMA	TBD
Data requests for Business programs accreditation	Internal & ACBSP	TBD
Data requests for Interior Design program accreditation	Internal & NKBA	TBD
Data requests for Music program accreditation	Internal & NASM	TBD
Data requests for Orthotic and Prosthetic Technician program accreditation	Internal & NCOPE	TBD

Table 4.

<i>College Administration Support</i>	<i>Agency/Audience</i>	<i>Due Date</i>
Strategic Planning	Internal & District 525 Constituents	
Environmental Scanning	Internal & District 525 Constituents	
Divisional/Departmental/Leadership SWOT Analysis	Internal & District 525 Constituents	
Key Metrics/Measures for Institution	Internal	
Enrollment	Internal	Daily by Term
Course Capacity Reporting - Analysis	Internal	Daily by Term
Summer Enrollment Census	Internal	Summer 10th Day
Fall Enrollment Census	Internal	Fall 10th Day
Fall Enrollment Census by Department	Internal	Fall 10th Day
Spring Enrollment Census	Internal	Spring 10th Day
Spring Enrollment Census by Department	Internal	Spring 10th Day
High School Students Taking College Courses - Dual Credit	District High Schools/ISBE	07/01
Annual Enrollment Trends - Credit	Internal/ICCB	08/15
Annual Enrollment Trends - Non-Credit	Internal/ICCB	08/15
Annual Completion Trends	Internal/ICCB	08/15
Community College Survey of Student Engagement-Student	Internal	
Community College Survey of Student Engagement-Faculty	Internal	
SENSE	Internal	

Table 5.

<i>Academic Support</i>	<i>Agency/Audience</i>	<i>Due Date</i>
Enrollment	Internal/ICCB	Fall
Direct Instructional Cost - Anticipated Institutional Effect Report	Internal/ICCB	Fall
Labor Market - Occupational Programs Only	Internal/ICCB	Fall
Graduates Follow-up Survey	Internal	Fall
Program Review Data Book	Internal	
Research Support for Departmental Surveys - accredited programs and scheduled for review	Internal/ICCB	Fall
Grade Distribution, Course Success, and Retention Rates	Internal/ICCB	All Terms
Transfer Patterns Analysis - Transfer and Occupational Graduates	Internal/ICCB	Fall
Faculty Load Analysis	Internal/ICCB	All Terms
Course Prerequisite Analysis	Internal	Ongoing

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Transfer Analysis	Internal	Ongoing
Fall Enrollment Census by Department	Internal	Fall 10th Day
Spring Enrollment Census by Department	Internal	Spring 10th Day
General Education Assessment Course Sections	Internal	Spring & Fall

Table 6

Student Services Support	Agency/Audience
Enrollment Management Plan - Attraction	Internal
Enrollment Management Plan - Adult Learner Retention	Internal
Enrollment Management Plan - Underrepresented Groups & First Generation Retention	Internal
Enrollment Management Plan - Developmental Education Retention	Internal

INSTITUTIONAL ACTION PLAN

[AQIP Accreditation and ICCB Recognition Activities](#)

AQIP Accreditation

The AQIP accreditation pathway is focused on quality assurance and institutional improvement with an added emphasis on helping institutions achieve continuous quality improvement. The AQIP Pathway follows an eight-year cycle. The eight-year cycle includes the following institutional reviews:

- Annual Institutional Update – Reviewed by HLC to monitor organizational health, comply with certain federal requirements and identify any changes that may require HLC follow up.
- Annual Action Projects – During each year of the cycle, institutions submit at least three Action Projects for review, with at least one project focused on student learning. Institutions receive response comments subsequent to those filings through the Action Project Review.
- Two Strategy Forums – The first may be completed in either Year 1 or Year 2 and the second in Year 5 or Year 6. Strategy Forums bring together teams from institutions to generate new strategies for institutional improvement. Teams share constructive feedback on their quality systems and Action Projects.
- Systems Portfolios and Appraisals in Years 3 and 7 – Institutions complete Systems Portfolios to demonstrate that the Criteria for Accreditation are being met. The institution provides evidence on how it plans, implements, reports, and utilizes data for the AQIP Categories and includes evidence related to the Criteria for Accreditation. A peer review team conducts a Systems Appraisal to evaluate these materials and recommends whether the institution should continue in the cycle and whether any monitoring is required.
- Comprehensive Quality Review in Year 8 – At the end of the eight-year cycle, institutions undergo a Comprehensive Quality Review as part of a broader comprehensive evaluation to ensure they are meeting the Criteria for Accreditation, pursuing institutional improvement and complying with certain requirements set by the U.S. Department of Education. This review leads to an action regarding the reaffirmation of the institution’s accreditation.

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JJC is in Year 2 and will participate in the February, 8-10, 2017 AQIP Strategy Forum. The team will develop strategies for the faculty initiative to improve retention, persistence and completion action project.

During FY17, the college will draft its AQIP Systems Portfolio, which is due November 1, 2017. The writing assignments are [attached](#).

ICCB Recognition and Master Plan Update

During fiscal year 2017, the College will start the process of updating its Master Plan in accordance with ICCB administrative rules. Per those rules, the College has to file with ICCB an update to its Master Plan by July 1 of the year in which the College undergoes its recognition evaluation by ICCB. An emphasis of this Master Plan update will be addressing the usage of space that will be vacated due to the upcoming completion of the largest two projects of the 2013-2018 Master Plan.

JJC will undergo an ICCB recognition evaluation in 2018. Recognition is a statutory term describing the status of a district which meets instructional, administrative, financial, facility, and equipment standards as established by the Illinois Community College Board. Community colleges must be recognized to be eligible for state funding. Based on a five-year cycle, ICCB staff conducts recognition evaluations to assure that colleges are in compliance with the standards. Details of the evaluation process can be found at: https://www.iccb.org/iccb/wp-content/pdfs/manuals/Recognition_manual_fy_2016-2020.pdf

Strategic Goals and College Priorities

The following activities relate to the strategic plan goals and college priorities. They are subject to budget allocation and funding approval. Senior leaders will determine the order of implementation.

Note: Collaborators appear in parentheses after the action item.

Strategic Goal 1: Provide Education Pathways that Promote Completion

College Priority: Faculty Initiative to Improve Retention, Persistence and Completion (Action Project)
Projected completion is October 2017. During the fall and early part of the spring 2017 semester, faculty in Natural Science, Social Science and Technology are conducting feedback sessions. The feedback from all sessions (SP16-SP17) will provide information from a sample of students from all academic areas, campuses and delivery formats. The project team will design interventions to address identified issues during the HLC Strategy Forum, February 8-10, 2017. (Collaborators: AA, SD)

Scheduling Action Project

Projected completion is fall 2017. The project will develop a student-centered course scheduling process beginning fall 2016 to support student success by improving course offerings with a target of increasing enrollment by 1% from fall 2015.

Deliverables/outcomes for FY 2017 are:

- Analysis and evaluation of the last 3-5 years of course schedules.

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- Recommendations that define and identify specific changes needed to improve course schedules.
- Steps for implementation and ongoing management of identified solution(s). This process will include establishing who will own the work, providing oversight and determining how the impact of the solutions will be evaluated and unexpected issues resolved. This will include training modules for individuals who are assigned the work.
- A multi-year schedule plan that maximizes student enrollment and completion and that will improve retention through the establishment of a clearly defined course-offering plan.

Progressive Pathways to Student Success, Title III Grant

Projected completion is 2020. In the remaining four years, Academic Affairs, Information Technology, and Student Development will work cohesively to execute projects that improve our ability to serve more students and to do so more effectively. Grant funding will provide necessary monetary support for curricular development and revisions, professional development, enhancement of student support services, and technology upgrades. (Collaborators: AA, OIR&E, SD, IT, and President's Office-Chief of Staff)

The objectives for Year 2 of the grant follow:

- Install and utilize Ellucian Colleague upgrades
- Redesign student portal and seek campus-wide input
- Implement CMP and redesigned portal
- Develop proposal for faculty/staff portal redesign
- Launch online NSO
- Implement new advising model, including FY pathway coaches
- Expand offerings of Pathway COUN 101
- Expand offerings of co-requisite developmental education
- Explore and implement other relevant Academic Affairs initiatives
- Conduct extensive faculty and staff professional development

Academic Affairs

- Increase enrollments in Dual Credit, particularly for general education courses. 1. Use NACEP surveys of H.S. teachers and counselors to determine needs and interests. 2. Work with H.S. and career centers to identify credentialed teachers in general education areas. 3. Data is already collected on DC enrollments and placement practices for Spanish. Identify credentialed instructors for Spanish 4. Teachers credentialed for DC composition are already credentialed for literature, a possible new area of expansion. RATIONALE: Opportunities for increased enrollments, potential matriculation to JJC, and more effective partnerships with high schools. FL16-FL17
- Propose at least two new programs after looking at cooperative agreement/chargeback data, and employment projections. FY17

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- Nursing, Health and Public Services graduation rates (150% of time) will be at least 70% for all degree programs in the subdivision. Determine if all programs are tracking this data in a consistent manner. Collect baseline data in the same manner to determine if we need to improve. FY17 ongoing
- Statewide skilled trades apprenticeship AAS initiative: Working with ICCB and community colleges across Illinois, create a statewide model augmenting completion of a recognized skilled trades apprenticeship program with an AAS Degree. Evaluation of completed apprenticeship curricula by a recognized third-party organization such as CAEL will be incorporated into design. Measure: Enrollment of students when initiative is launched; completion rates; additional revenue stream for College through new tuition source. JJC Strategic Plan Goals 1; 2; 4 and SEM Plan, AY 2016-17; FY 2017-2020.

(Collaborators for all of the above bullets: SD and OIR&E)

Student Development

- Automate process to identify students who stopped out with 45 credits or more in the AGS or certificate programs, run degree audit to see who is eligible for degree or certificate. Contact students regarding their successful completion. Post all the credentials on transcript and have them apply for graduation to receive their degree or certificate. (Collaborators: IT, OIR&E) FL16

Strategic Goal 2: Improve Data Accessibility and Integrity

Data Stewardship Action Project

Close AQIP Action Project September 2016. Continue project activities using new committee structure and documentation process. The project deliverables/outcomes include defining all ICCB reporting data elements and documenting departmental procedures related to input and use of data for all statutory reports.

Strategic Goal 3: Collaborate with Employers and the Community

Administrative Services

- Develop a complete marketing plan for the use of JJC facilities to increase revenue generated by external rentals to \$50,000 per year. (Collaborators: Marketing and Creative Services/MCS) FL17 – ongoing.

Strategic Goal 4: Improve Community Awareness and Strategic Marketing

Student Development

- Establish Google Virtual Tour (Collaborators: CER and IT) FL16
- Establish Google Adword campaign for academic programs. (Collaborators: AA, CER and IT) FL16-17

Strategic Goal 5: Improve Internal Communications

Communications and External Relations

- Coordination with related services at the college to develop new process or organizational structure that supports alignment of these areas to produce related communications content in the areas of

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web, videography, social media, and student communications. (Collaborators: MCS, Web Development, and Media Services) FY17-19

- Ensure employee newsletter emails avoid spam filters and email lists are updated weekly. (Collaborator: IT) FY17-19
- Redesign the myJJC portal. (Collaborators: IT/Web team and MCS) FY17-19

Other College Priorities

Information Technology (IT) Collaborations

The list of IT collaborative projects currently in progress include:

1. Student Planning/Degree Audit
2. Data Stewardship
3. SURS 6%
4. Course Selection Enhancements
5. Self-Serve Financial Aid
6. Accuplacer, Aleks, Success Navigator implementation

The following list of potential IT collaborative projects was gleaned from division reports. SLT will prioritize their implementation.

- CER - Coordinate with related services at the college to develop new process or organizational structure that supports alignment of these areas to produce related communications content in the areas of web, videography, social media, and student communications. (Collaborators: MCS, Web Development, and Media Services)
- SD - Create Google Virtual Tour. (Collaborator: CER)
- SD - Google Adword campaign for academic programs. (Collaborators: CER and AA)
- SD - Collaboration to automate process to identify students who stopped out with 45 credits or more in the AGS or certificate programs, run degree audit to see who's eligible for degree or certificate. Contact students regarding their successful completion. Post all the credentials on transcript and have them apply for graduation to receive their degree or certificate. (Collaborators: IT and OIR&E)
- SD - Perceptive Imaging
- SD - Admissions-related Colleague modules, SEVIS Colleagues screens, Prospect screens, refining residency and rebilling processes, students who apply with a previous degree from JJC and are unable to complete the online application.
- SD - Implement FA HUB to allow students to access financial Aid information and to track the progress of their aid.
- SD - Link Graduation Application to Student Planning Module and My Degree Progress.
- SD - Develop a new online application. (Collaborator: IT) FL16-FL19
- SD - Finalize set up and implementation of Prospect screens in Colleague. FL16-FL18
- SD - Fillable web forms to enhance workflow processes for the implementation for a self-service module. FL16-FL19

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Project Management Process

Pending SLT approval, PIC will communicate the process to the PLC and the leaders of college priorities. The pilot documents will be revised and distributed through the APU portal. A schedule with due dates will be distributed to initiative leaders.

Strategic Enrollment Management

- Strengthen faculty advising by providing opportunities for discipline specific advising. (Collaborator: AA) FL16-17
- Develop a Title IX and VAWA policy and procedures. Provide mandatory training for faculty, staff and students. (Collaborators: AA, HR, Campus Police) FL16-17
- Educate the campus community about all Federal Regulations that pertain to Clery, Title IX, VAWA, and Campus SaVE. FL16-17 (Collaborator: CER)
- Remain in compliance with ADA, Section 504, by making instructional technology accessible to students with disabilities. (Collaborators: AA, IT and all creators of website content)
- Develop online pre-arrival orientation for international students for additional guidance and support. (Collaborator: AA iCampus) FL16
- Develop media campaign for International Students. (Collaborators: CER and MCS) SP17
- Develop a student worker orientation. (Collaborators: HR and MCS)
- Create a structured, consistent internship process and update documents for use by all internship courses and programs. (Collaborators: Academic Deans and department chairs) Ongoing
- Create a cross-divisional design team to research and develop a team approach to student wellness in a cohesive and holistic approach. (Collaborators: AA) FL16-17

Division Priorities

In addition to the institutional priorities, each division is committed individually to pursuing the following priorities during the 2017-2020 fiscal years, subject to budget allocation and funding approvals.

Academic Affairs

- Industrial Maintenance Technology program: Add one qualified F-T instructor and expand lab space to meet demand. SPG#1 and SEM Plan
- Electrical/Electronics Automated Systems program: One F-T instructor Rockwell and Siemens certified. SPG#1 and SEM Plan
- PCIT Program: Recruit one qualified Adjunct instructor. SPG#1 and SEM Plan
- Culinary Arts: Deploy computer-based purchasing and receiving system to better manage cost and distribute perishable products.

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- Adjust scheduling of all math and English courses to align with changes in placement due to COMPASS departure.
- Adjust offerings in geometry due to IAI removal of Geometry as a Pre-Requisite for General Education Mathematic Courses approved by the IMACC and IMSAA April 2016.
- Expand fitness and PAT testing in the Fitness Center. Ongoing
- Phase out the Interior Design Program due to very low enrollments and interest. FL16-SP18
- Increase revenue for Fine Arts Theatre and Gallery. Ongoing
- Orientation of new Department Chair of Health & Public Services

Administrative Services

- Improve profitability of food service operation with mobile app technology enabling users to order and pay on-line and have food delivered or ready for pick-up. FL16- SP18
- Provide students with more affordable course materials through used books and digital format. FL16-SU18
- At least 85% of department cleaning products and materials purchased will meet sustainability criteria as outlined in the department's Green Cleaning Policy. FY17
- Campus Police obtain departmental accreditation from the Illinois Chiefs of Police. SU17
- Increase number of Sector Leaders to 75. Ongoing.
- Improve grant procedures. FL16-SP17

Human Resources

- Establish processes for Halogen Talent Development module. FY17-20.
- Analyze and post PACE survey results. FY17-20.

Information Technology

- ERP replacement or improvement/enhancement. FY17-20
- Migration to Cloud services. FY17-18
- Increase number of Collaborative and/or Active learning spaces. Establish at least one collaborative classroom at each of the college's full-service educational centers. Evaluate the need for more than one collaborative learning space at the college's main campus. FY17-19

Student Development

- Provide more testing services at ASC locations at City Center and Romeoville Campuses. FL17
- Increase number of Nationally Ranked JJC sports through NJCAA.
- Leverage technology for enrollment and persistence communications to strengthen students' pathways to completion (e.g., online chat, text messages, website course selection, etc.). FL.17

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- Strengthen transfer partnerships with 4-year institutions. FL17.
- Enhance the identification and recruitment of special populations with the goal of increasing new student enrollment. FL17
- Orientate all students to the college community through the use of technology. FL17
- Provide a “safety net” for all students as they progress academically through outreach and intervention. FL17
- Strengthen our engagement with students through intentional advising, milestone goals and outcomes. FL17
- Institutionalize and reaffirm our commitment of serving diverse students as a Hispanic Serving Institution. FL17
- Build the foundation for developing a comprehensive P-20 college and career readiness pipeline and initiatives to support student success. FL17
- Explore and recommend advising models to strengthen academic pathways to promote student success. FL17
- Review, explore and recommend best practices and procedures to ensure institutional compliance with Title IX and other related laws that impact student success. FL17

REQUESTS FOR ADDITIONAL RESOURCES

The activities and initiatives proposed for future years may require additional resources such as personnel, equipment, technology, and/or facilities. These [requests](#), by division, are attached. The college president and senior leaders use the requests to inform future financial and facility planning.

INSTITUTIONAL EFFECTIVENESS REPORT 2017
ACRONYMS AND ABBREVIATIONS

ACRONYM	
AA	Academic Affairs Division
AAS	Associate in Applied Science
ACBSP	Association of Collegiate Business Schools & Programs
ACCE	American Council for Construction Education
ACF	American Culinary Federation
ACH	Automated Clearinghouse
ACT	American College Testing
AG	Agriculture
AHIMA	American Health Information Management Association
AIFD	American Institute of Floral Designers
AIM	Advanced Integrated Maintenance
APU	Annual Program Update
AQIP	Academic Quality Improvement Program
AS	Academic Services Division
ATE	Advance Technical Education
AVMA	American Veterinary Medical Association
BIT	Behavioral Intervention Team
BSN	Bachelor of Science in Nursing
CAN	Certified Nursing Assistant
CC	Corporate and Community Services
CCSSE	Community College Survey of Student Engagement
CER	Communications and External Relations
CLEP	College Level Examination Program
CMA	Certified Management Accountant
Commission	Higher Learning Commission
CRLA	College Reading & Learning Association
CTE	Career and Technical Education
DCEO	Department of Commerce and Economic Opportunity
EAP	English for Academic Purposes
ED	U. S. Department of Education
EEAS	Electrical/Electronics Automated Systems
EMS	Emergency Medical Services
ESLTP	Early School Leaver Transition Program
ESM	Application for sourcing, procurement, invoicing, analytics, and contract processes
FSA	Financial Student Aid
FT	Full-time
FYE	First Year Experience

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ACRONYM	
GED	General Educational Development (aka General Education Diploma)
GPA	Grade Point Average
HLC	Higher Learning Commission
HR	Human Resources Office
HSI	Hispanic-serving institution
IBHE	Illinois Board of Higher Education
ICAPS	Integrated Career and Academic Preparation System
ICCB	Illinois Community College Board
IMT	Industrial Maintenance Technology
IT	Information Technology Division
IPEDS	Integrated Postsecondary Education Data System
JJC	Joliet Junior College
JRCERT	Joint Review Committee on Education in Radiologic Technology
LED	Light emitting diode
LPN	licensed practical nurse
MCS	Marketing and Creative Services Office
NASM	National Association of Schools of Music
NATEF	National Automotive Technicians Education Foundation
NCCI	Network for Change and Continuous Innovation
NCES	National Center for Education Statistics
NCOPE	National Commission on Orthotic and Prosthetic Education
NJCAA	National Junior College Athletic Association
NKBA	National Kitchen and Bath Association
NSF	National Science Foundation
NSO	New Student Orientation
OET	Operations Engineering and Technician
OIR&E	Office of Institutional Research and Effectiveness
OMSA	Office of Multicultural Student Affairs
OSRR	Office of Student Rights and Responsibilities
PACE	Personal Assessment of the College Environment
PALM	President's Academy for Leadership of Managers
PARCC	Partnership for Assessment of Readiness for College and Careers
PIC	Program Improvement Committee
PLA	Prior Learning Assessment
PLANET	Professional Landcare Network
PT	Part-time
PT	Part-time
RACC	Registered Apprenticeship-College Consortium
RN	Registered Nurse



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ACRONYM	
SAF	Systems Appraisal Feedback
SARS	Scheduling and Reporting System
SD	Student Development Division
SEM	Strategic Enrollment Management
SENSE	Survey of Entering Student Engagement
SEVIS	Student and Exchange Visitor Program
SP	Strategic Plan
SPG	Strategic Plan Goal
SWOT	Strength Weakness Opportunity Threat
TBD	To be determined
TEAS	Test of Essential Academic Skills
VAWA	Violence Against Women Act
WD	Workforce Development

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GLOSSARY OF TERMS

Academic Mentors – the members of the Student Learning Committee who can assist academic departments with questions about the Annual Program Update (APU).

Academic Support Mentors – volunteers from support service programs who can assist non-academic departments with questions about the Annual Program Update (APU).

Academic Quality Improvement Program (AQIP) – an accreditation pathway for the HLC that emphasizes continuous improvement

Action Plan – activities designed to achieve a goal or outcome. The plan also includes resources required for implementation.

Annual Program Update (APU) – a summary report prepared by every program, which includes recent accomplishments/outcome achievement, an analysis of their situation, and an action plan for the next 3-5 years. The report is used for division and institutional planning and external reporting (e.g. ICCB program reviews).

Assessment Management System (AMS) – a software application that facilitates the preparation, collection, storage, analysis and reporting of program, division and institutional information.

Cycle Timeline – the schedule to complete one institutional assessment process

- June – May = Write Annual Program Update (APU)
- June – September = Write division summaries and Institutional Effectiveness Report
- October – December = Use the Institutional Effectiveness Report for institutional financial, operational and facility planning.

Division – a subsection of the college that is the composite of related programs as defined by the organizations' organizational chart. The following units do not fall within a Division for reporting purposes:

- Alumni Relations;
- Communications & External Relation
- Corporate and Community Development;
- Human Resources
- Office of Institutional Research & Effectiveness;
- Resource Development (Foundation);
- Workforce Development.

Division Report – is a summative report prepared by the division leader in which goals, operational and personnel priorities for the division are identified.

Institutional Effectiveness Report (IER) – an internal report prepared annually that tracks recent progress, presents future plans, and proposes recommendations for action to senior leaders. The Program Improvement Committee members write the Institutional Effectiveness Report.

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Full-time equivalent (FTE) – the hours worked by one employee on a full-time basis.

Financial Planning – The College has a three-year financial plan that is a framework for the Board of Trustees and administration to examine future implications of major financial decisions. The financial plan includes projections and assumptions about revenue and expenditures, and comparisons to peer colleges and statewide averages.

Higher Learning Commission (HLC) – a regional accrediting body for degree-granting post-secondary educational institutions in the North Central region of the United States.

Illinois Community College Board (ICCB) – the state coordinating board for community colleges, which administers the Public Community College Act. The ICCB has recognition requirements to which JJC must comply.

Institution Update –HLC requires each member institution to provide an annual update that includes financial and non-financial indicators, information to monitor compliance with federal requirements, and reporting substantive changes

Land Lab – a demonstration and research farm that consists of 107 acres of land dedicated to educational crop production.

MyJJC portal – the college’s intranet. A private, password-protected website with forms and essential information.

Program—any activity that consumes budget dollars and resources, and that fulfills a specific need.

Program Review –a process by which, once every five years, program staff articulate program goals/outcomes and evaluate results for the program they administer. The ICCB coordinates the Statewide Program Review System, which collects and compiles program review summaries from all community colleges. The ICCB system supports campus-level planning and decision-making to:

- Assure the continuing need and improving the quality and cost-effectiveness of instructional programs;
- Assess, improve, and update programs on a regular basis;
- Discontinue programs when there is no longer sufficient demand, quality cannot be maintained at an acceptable level, or they are no longer cost effective; and
- Identify best practices, exemplary innovations, and program issues that need to be addressed at the state-level by the ICCB.

Senior Leadership Team (SLT) –a team comprised of the Vice President of Academic Affairs, Vice President of Administrative Services, Vice President of Student Development, Executive Director of Human Resources, Executive Director of Information Technology, Chief of Staff, and Director of Communications and External Relations that provide advice and recommendations to the college president on issues of strategic planning, budget, policy and institutional procedures.

Strategic Enrollment Management Plan (SEM) – a three-year plan to strengthen student success by strengthening student access, pathways, completions and success among current and prospective students, coupled with enhancing resources and services for students.

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Strategic Plan – the document/report produced as a result of strategic planning. Strategic Planning is a systematic and on-going activity, which the college uses to anticipate and respond to major decisions facing it during a three-year period beyond the present. Strategic planning looks at the organization as a whole, is oriented towards the future, supports the mission, is externally directed, spans organizational boundaries, deals with greater levels of uncertainty, and is about creating public value. The goal of the strategic planning process is to provide JJC with tools and plans to anticipate and respond to change in its external environment. The Strategic Planning process at JJC coincided with the Facilities Master Planning process.

Student Learning Outcomes – The levels of knowledge, skills, and attributes that a student has attained at the end/as a result of a course, certificate or degree program. The essential and significant learning expected of students who complete a course of study.

Subdivision Report – in the division of academic affairs, subdivision reports are used to identify goals, and operational and personnel priorities within an academic division e.g. Arts & Sciences, Career & Technical Education, Health Professions and Emergency Services. These subdivision reports assist the Vice President of Academic Affairs in writing the division report.

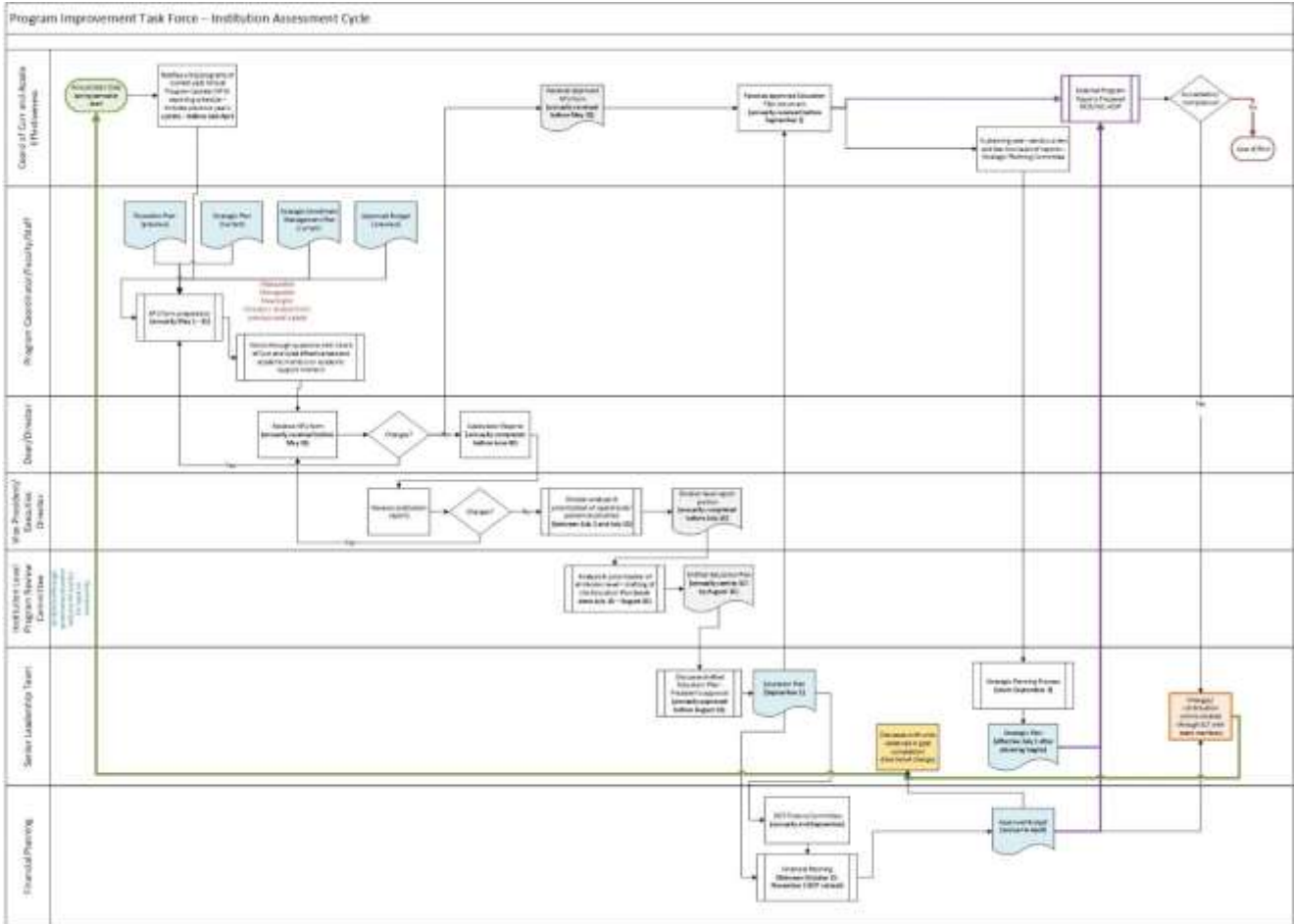
Systems Portfolio – a document that cover the six AQIP categories/systems, describing processes, results, and improvement in each system, and shows evidence that the institution continues to meet HLC's five Criteria for Accreditation.



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ATTACHMENTS

Institution Assessment Process



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AQIP Portfolio Writing Assignments

The lead(s) and contributors have been identified for each subcategory of the portfolio. The list of contributors may not be comprehensive.

CATEGORY/ SUBCATEGORY	CATEGORY TITLE	LEAD	CONTRIBUTORS
Inst. Overview	Maximum 2 pages	OIR&E and Ciesemier	Senior Leaders
1	HELPING STUDENT LEARN		
1P1	Common Learning Outcomes	VPAA/R. Fletcher	Student Learning Committee
1P2	Program Learning Outcomes	VPAA/R. Fletcher	AA Deans, chairs and coordinators
1P3	Academic Program Design	VPAA/R. Fletcher	Advisory boards and program coordinators, deans, Curriculum Committee
1P4	Academic Program Quality	VPAA/R. Fletcher	KC, Deans, chairs, directors, Dual Credit, Workforce Development, Corporate and Community Services. AA Coordinators, All AA.
1P5	Academic Student Support	VPAA/R. Fletcher	Dev Ed, Dean Student Success, Library, AA Deans
1P6	Academic Integrity	VPAA/R. Fletcher	Dean Student Rights, Library, AA Deans, Chairs,
2	MEETING STUDENT AND OTHER KEY STAKEHOLDER NEEDS		
2P1	Needs of Current and Prospective Students	VPSD/Y. Isaacs	SD Deans
2P2	Retention, Persistence, and Completion	VPSD/Y. Isaacs	Retention Persistence Completion Action Project, Enrollment Management Comm. AA and SD deans.
2P3	Key Stakeholder Needs	OIR&E, PIC and Strategic Planning	Strategic Plan (SP), Program Improvement Committee (PIC), Dual Credit, DAEL, Workforce Development, Chairs and Advisory Committee, Corporate and Community Services advisory groups, Alumni, Resource Development. Process/structure requires development.
2P4	Complaint processes	Students = VPSD and VPAA. External = Director Communication & Ext Relations.	Dean Student Rights, AA Deans, Chairs, Police. Corporate and Community Services.

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2P5	Building Collaborations and Partnerships (External)	Corporate and Community Services – Amy Murphy	Articulation Council, Corporate and Community Services, Grants, Dual Credit, DAEL, Library, Workforce Development. Process TBD
3	VALUING EMPLOYEES		
3P1	Hiring	HR/Judy Connelly	VPAA, VPSD, AA-Credentialing Committee, AA deans and chairs
3P2	Evaluation and Recognition	HR/Judy Connelly	SLT
3P3	Development	Linda Smith and Judy Connelly	All college divisions and groups, PDTF, TDTF contributing
4	PLANNING AND LEADING		
4p1	Mission and Vision	Jim Serr	Strategic Plan Task Force, PIC
4P2	Strategic Planning	Jim Serr	Strategic Plan Task Force, PIC
4P3	Leadership	Judy Mitchell	PLC, PIC. External feedback from surveys/people/groups.
4P4	Integrity	Linda Smith	Business & Aux S, PIC. External feedback from surveys/people/groups, OIR&E and HR Ex Director
5	KNOWLEDGE MANAGEMENT AND RESOURCE STEWARDSHIP		
5P1	Knowledge Management	PIC, Ciesemier/Naze	Everybody thru APU process, OIR&E, Data Stewardship Committee, IT Security, IT Applications, AA Program Coordinators,
5P2	Resource Management	VPAS/J. Heap	IT, Foundation, Business & Aux S, Controller, Facilities
5P3	Operational Effectiveness	VPAS/J. Heap	IT, Business & Aux S, Controller, Facilities, HR
6	QUALITY OVERVIEW		
6P1	Quality Improvement Initiatives	PIC, Ciesemier/Naze	SLT, Strategic Plan Committee. Action project leaders.
6P2	Culture of Quality	Randy Fletcher, Yolanda Isaacs	PIC