

AQIP SYSTEMS PORTFOLIO

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JOLIET
JUNIOR COLLEGE
—1901—

Joliet Junior College, 1215 Houbolt Road, Joliet, IL 60431

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LIST OF ACRONYMS

A.A.	Associate of Arts
A.A.S.	Associate of Applied Science
AAHRP	Administrative All Hazards Response Plan
AASHE	Association for the Advancement of Sustainability in Higher Education
ABE	Adult Basic Education
ADA	Americans with Disabilities Act
AED	Automatic External Defibrillators
AIR	Association of Institutional Research
AQIP	Academic Quality Improvement Program
A.S.	Associate of Science
ASB	Association of School Business Officers
ASC	Academic Skills Center
ASE	Adult Secondary Education
ATAC	Administrative Technology Advisory Committee
BIT	Behavioral Intervention Team
CAFR	Comprehensive Annual Financial Report
C.A.R.E.E.R.	Comprehensive Agreement Regarding the Expansion of Educational Resources
CARLI	Consortium of Academic Research Libraries of Illinois
CAS	Council for the Advancement of Standards in Higher Education
CCSSE	Community College Survey of Student Engagement
CED	Community and Economic Development
CIP	Colleague Improvement Project
CLEP	College Level Examination Placement
CMS	Course Management System
C.O.A.	Certificate of Achievement
C.O.C.	Certificate of Completion
<i>CPR</i>	Cardiopulmonary Resuscitation
CQIN	Continuous Quality Improvement Network
CTE	Career and Technical Education
DAC	Diversity Advisory Council
DAEL	Department of Adult Education and Literacy
DCFS	Division of Child and Family Services
EAP	English for Academic Purposes
EAV	Equalized Assessed Valuation
EEOC	Equal Employment Opportunity Commission
EHS	Environmental Health and Safety
EMC	Enrollment Management Committee
EMHE	Emergency Management in Higher Education
ERP	Enterprise Resource Planning
ESA	Extraordinary Service Awards Committee

ESL	English as a Second Language
ESLTP	Early School Leavers Transition Program
FAFSA	Free Application for Federal Student Aid
FBI	Federal Bureau of Investigation
FERPA	Family Education Rights and Privacy Act
FOIA	Freedom of Information Act
FTE	Full-Time Equivalent Student
GECC	General Education Core Curriculum
GED	General Education Development
GET	Girls Exploring Technology
GFOA	Government Finance Officers Association
GPA	Grade Point Average
GSD	General Student Development
HIPAA	Health Insurance Portability and Accountability Act
HLC	Higher Learning Commission
IAI	Illinois Articulation Initiative
IBHE	Illinois Board of Higher Education
IEPA	Illinois Environmental Protection Agency
IGEN	Illinois Green Economy Network
ICCB	Illinois Community College Board
ILEAS	Illinois Law Enforcement Alarm System
IMEC	Illinois Manufacturing Extension Center
IPEDS	Integrated Postsecondary Education Data System
IT	Information Technology
JJC	Joliet Junior College
JJCPD	Joliet Junior College Police Department
JJCSI	Joliet Junior College Sustainability Initiative
JPIE	Joliet Partners in Education
LEAP	Learning English for Academic Purpose
LTAT	Learning Technology Advisory Team
M.I.S.	Management Information System
NCCBP	National Community College Benchmarking Project
NCES	National Center for Education Statistics
NCMPR	National Commission on Marketing and Public Relations
NCRC	National Career Readiness Certificate
NILIE	National Initiative for Leadership and Institutional Effectiveness
NILRC	Northern Illinois Library Research Consortium
NIMS	National Incident Management System
NLNAC	National League of Nursing Accreditation Commission
NSO	New Student Orientation
OIR&E	Office of Institutional Research and Effectiveness
OMSA	Office of Multicultural Student Affairs
OSHA	Occupational Safety and Health Administration

PACE	Personal Assessment of the College Environment
PALM	Program for the Advancement of Leadership Managers
PAS	Peer Analysis System
PLC	Professional Learning Center
P& PD	Professional and Personal Development
QAP	Quality Action Project
RAD	Rape Aggression Defense
RAILS	Reaching Across Illinois Library Systems
RFP	Request for Proposals
SAC	Student Advisory Committee
SAFE	Self-Awareness & Familiarization Exchange
SAIFD	Student Chapter of the American Institute of Floral Designers
SARS	Scheduling and Reporting System
SLC	Student Learning Committee
SLT	Senior Leadership Team
SLO	Student Learning Outcomes
SMHEC	South Metropolitan Higher Education Consortium
SSI	Student Satisfaction Inventory
StAR	Student Accommodation and Resources
SURS	State University Retirement System
SWAT	Special Operations Squad
SWOT	Strengths, Weaknesses, Opportunities, and Threats
TEAS	Test of Essential Academic Skills
TQM	Total Quality Management
TREES	Three Rivers Education for Employment System
VPAA	Vice President of Academic Affairs
WRC	Writing and Reading Center

INSTITUTIONAL OVERVIEW

Background: Founded in 1901, Joliet Junior College (JJC) is the nation's first public community college.

JJC is a comprehensive public community college. Illinois Community College District 525 is one of 39 community college districts governed by the Illinois Community College Board (ICCB) under the Illinois Board of Higher Education (IBHE).

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

Vision: JJC, the nation's first public community college, will be a leader in teaching and learning, and the first choice for post-secondary education.

Guiding Principles/Core Values: Guiding principles can be seen as guidelines that drive the college's behavior or mindset when executing the strategic and operational plans that lead to its success. The JJC community fosters a caring and friendly environment that embraces diversity and encourages personal growth by promoting the following core values.

Respect: The JJC community advocates respect for every individual by the demonstration of courtesy and civility in every endeavor.

Integrity: Integrity is an integral component of the common bond among JJC community members.

Collaboration: JJC is dedicated to the formation and enrichment of collaborative relationships as part of the scholarly process.

Humor: The staff at JJC recognizes humor as a means for collegial well-being and self-rejuvenation.

Innovation: Encouraging the pursuit of excellence and innovation drives JJC through the twenty-first century.

Quality: JJC is dedicated to the quality of its educational programs and services.

Students, Faculty, Staff: On average, JJC annually serves more than 30,000 students in credit courses and 15,000 students in noncredit courses. The JJC district straddles seven counties covering a 1,442-square-mile area and serves a population of nearly 210,000 households and 700,000 residents.

JJC employs nearly 1,600 full- and part-time employees. Sixty-one percent of all full-time faculty, administration, and staff holds at least a master's degree. Nine percent of full-time faculty and 22 percent of full-time administrators come from minority populations.

Academic Offerings: Educational offerings at JJC focus on five areas: pre-baccalaureate transfer programs, occupational education, adult basic and secondary education, continuing education and economic development, and personal enrichment. The college also offers a vast array of support services to help students succeed.

Campuses and Locations: JJC is the only public postsecondary institution within District 525 boundaries. JJC is located approximately 45 miles south of Chicago, the third largest city in the United States. The

college consists of one main campus, two extended campuses, three education centers, and multiple locations offering coursework throughout the district.

Distance Education: JJC offers traditional as well as online education through its iCampus. Students may complete a significant portion of their coursework off campus in an online environment. The college offers seven degrees and 13 certificate programs where more than half the coursework can be completed online.

Other Key Resources: Through the Student Development division, JJC provides services and programs which support the academic mission of the institution through a focus on enrollment, retention, and student success. The division provides a positive and successful experience and strives to treat each student as an individual.

JJC's Commitment to Quality: JJC was introduced to concepts of continuous quality improvement in the early 1990s, with training in Total Quality Management (TQM). Two cohorts of administrators and faculty were trained in TQM through Fox Valley Technical College in Appleton, WI. Under the Presidency of Dr. Thomas Gamble, JJC joined Continuous Quality Improvement Network (CQIN), began participating in the Summer Institutes and leadership training, submitted three Trailblazer self-studies, and explored the Academic Quality Improvement Program (AQIP) accreditation process in its earliest beginnings.

JJC was one of the first 30 colleges to apply for and be accepted to the AQIP process for accreditation through the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools in 2000. The college has maintained its commitment to quality in the following ways:

- JJC has completed nine Quality Action Projects (QAPs) and is currently pursuing five others. The retired projects led to development and some improvements in technology planning, developmental education, institutional culture and core values, student orientation and advising, college communications, professional development of staff, environmental and educational sustainability, and student success. Active projects have furthered the quality journey through a professional learning center, general education assessment, shared governance, committee restructuring, and succession planning. The general education assessment and succession planning projects were the direct results of feedback on earlier submissions of the *Systems Portfolio*.
- JJC chose to participate in the *Higher Learning Commission's Academy for Assessment of Student Learning*, created a professional position focused on assessment and accountability, and continues to focus on opportunities for improving and assessing student learning.
- JJC continues as an active member of CQIN and collaborated on hosting the Summer Institute in Chicago in 2006. The college representative has presented on best practices at several conferences, and ideas formed at the Institutes have led to continuous improvement within the college. Determining JJC's Core Values, developing the Professional Learning Center (PLC), and creating a systematic plan for preparing the AQIP *Systems Portfolio* were direct results of this involvement with CQIN.
- Several members of the JJC college community have become AQIP Reviewers and participate in the reviews of other colleges and universities.
- JJC attends and participates in training opportunities offered through the HLC, always attends the annual conference in Chicago, and presents whenever opportunities arise.

CATEGORY ONE: HELPING STUDENTS LEARN

Overall, JJC's current maturity level for Category 1 systems and processes is **systematic** but is not consistent across the college. Silos still exist among academic programs, and academic processes are not consistently understood, used, or coordinated among other college divisions. Yet, this situation has been recognized and work has started to improve processes, clarify the work of academic committees, and coordinate efforts across college divisions.

Short-term priorities specifically related to helping students learn are listed below. AQIP Quality Action Projects are automatically defined as an institutional priority. Current priorities directly related to helping students learn include:

- Fostering the ongoing development of innovative learning-centered instruction, including the enhancement of learning through assessment, including general education.
- Defining student-learning outcomes for all courses and programs.
- Determining consistent process to regularly evaluate placement test cut-scores and procedures.
- Producing consistent annual data regarding student learning that examines differences among students and instructional methods.
- Improving the success rates of underrepresented populations, including developmental education.
- Incorporating technology that supports learning and college goals.
- Improving and coordinating the process of the Curriculum, Academic Standards, and Student Learning (SLC) Committees to ensure that student-learning data are systematically considered to improve instruction. JJC declared an AQIP QAP in 2011 to address this work.
- Continuing to improve the program review process and connecting the goals produced to budgeting, staffing, and programmatic decisions at the institutional level. Opportunities exist to improve the quality of the reviews by identifying key measures, monitoring results to ensure "the loop" is being closed, and assessment is continuous instead of episodic.

JJC is committed to ensuring that all students learn through high-quality academic programs. The improvements identified are necessary to ensure that resources are maximized and targeted to the students who need additional support. The college has set specific goals for college completion; therefore, many of these improvements are needed to ensure that greater numbers of students complete certificates and degrees. Additionally, Illinois has recently implemented a performance-based funding component, so student learning and progress will impact future budgets.

PROCESSES (P)

1P1: Determining Common Student Learning Objectives (3B)

JJC has defined and is beginning to assess a new set of student learning outcomes (SLOs) for general education. The AQIP Feedback Reports from 2005 and 2009 both indicated that the need for SLOs was a strategic issue, and JJC has addressed this issue through membership in the HLC Assessment Academy and an AQIP QAP.

The definition of general education is provided in the JJC Catalog:

"The purpose of general education is to develop individuals who have sensitivity for, and an understanding of, the world around them. A comprehensive general education will help students develop moral values, critical thinking skills and investigative queries that will prepare them well for a rapidly changing world. Generally educated students possess the ability to communicate

well, understand the scientific process and scientific inquiry, reason mathematically, appreciate the diverse cultures of the world, respect human history, and perceive the dynamics of human ethics and morality.” (JJC Catalog, 2012-13, p.36)

The outcomes are:

- Students will demonstrate organized and coherent communication, both oral and written.
- Students will demonstrate the ability to accurately apply correct mathematical methods and techniques in various applications such as applied sciences, theoretical mathematics, physics, natural sciences and other applied sciences.
- Students will demonstrate an ability to understand the physical world.
- Students will demonstrate competence in using academic technology including finding, evaluating and utilizing appropriate information sources.
- Students will demonstrate an understanding of cultural issues.
- Students will demonstrate an ability to think critically and analytically.

The AQIP QAP began in July 2008 during participation in the *Higher Learning Commission’s Academy for Assessment of Student Learning*. Table 1.1 is a timeline of project activities to date.

Table 1.1. Timeline of General Education Assessment Activities

Date	Activity
Summer 2008	Joined Higher Learning Commission’s Academy for Assessment of Student Learning Renamed Assessment Committee, comprised of a faculty member from every department, the Student Learning Committee (SLC) to reflect a shift in focus.
Fall 08-Spring 09	Student learning outcomes for general education drafted by SLC. General education outcomes refined based on faculty feedback from all departments.
Fall 2009	New outcomes submitted for publication in 2011-2012 catalog.
Spring 2010	Full-time Assessment Coordinator hired to replace faculty Assessment Coordinator (60% release time) and assumed responsibility for the project.
Summer 2010	Original project team was almost non-existent due to attrition. A new leadership team, composed of a professor, department chair, new Vice President of Academic Affairs (VPAA), Dean of Student Success, Director of Institutional Research and new Assessment Coordinator, convened at the HLC Assessment Academy Workshop, July 21-23, 2010.
Fall 2010	SLC conducted an inventory of current embedded assessment practices applicable to the general education outcomes to determine if re-purposed for the general education assessment. Existing assessments varied widely and options for the college-wide general education assessment were not evident. General education outcomes section added to CurricUNET (online curriculum management system) so outcomes can be identified and selected for every course.
Spring 2011	General Education Assessment Task Force created to develop general education indicators and rubrics. Task Force included four representative faculty and SLC members, a department chair, a representative from Office of Institutional Research and Effectiveness (OIR&E), and the assessment coordinator. Task Force surveyed the JJC community to identify the priority order for assessment development. Task Force created indicators and rubrics, derived from Association of American Colleges and Universities VALUE rubrics, for critical and analytical thinking,

Date	Activity
	written and oral communication with input and feedback from adjunct and full-time faculty. Pilot test of thinking rubrics.
Fall 2011	Task Force used same process to create indicators and rubrics for science, math and information literacy. Task Force designed a three-year rolling data collection plan with two outcomes assessed each year. Task Force recommended delaying the cultural assessment until a common understanding of the outcome could be developed across the JJC community. Pilot test written communication rubric.
Spring 2012	Faculty and Departments began updating CurricUNET with the general education outcomes addressed in credit course. Pilot test of oral and written communication rubrics.
Fall 2012	Convened an Effectiveness System Task Force to research and recommend an appropriate data system for general education and routine assessment as well as program review and accreditation. Finish documentation in CurricUNET of general education outcomes for courses. Pilot test science and mathematics rubrics.

Participation in the HLC Assessment Academy provided valuable perspectives (e.g. focus on “student learning” instead of “assessment”), ideas (e.g. use existing and embedded assessments rather than create additional assessments), and mentor feedback that informed the general education assessment QAP. In addition, the Assessment Task Force learned to develop outcomes and goals, indicators and rubrics during a series of four, daylong workshops. The process was iterative and involved substantial staff and faculty involvement. As the Task Force created indicators and rubrics, it solicited feedback through online surveys and then made refinements. The Task Force communicated progress and requests for support through monthly meetings with deans and department chairs. Student Learning Committee members report progress and action plans at monthly department meetings. The Assessment Coordinator facilitates the QAP, and the VPAA provides oversight.

1P2: Determining Specific Program Learning Objectives (3B, 4B)

JJC’s learning objectives are organized at the course, program, and institutional levels. Course and program learning objectives accomplished by the instructor are being replaced in syllabi and CurricUNET with student learning outcomes as courses or programs come up for review. Learning outcomes for specific courses and programs are determined within the departments offering them. Deans, Assessment Coordinator, and faculty on the SLC work with faculty and department chairs to revise existing outcomes and guide creation of outcomes for new programs. New and revised curricula undergo a two-step review and approval process by the Curriculum Committee. The Curriculum Committee is comprised of one faculty representative from every academic department, counseling, and the library. Forms for the Curriculum Committee and CurricUNET require completion of a section on learning outcomes. The Curriculum Committee process also requires approval by the department chair, appropriate dean, and VPAA. Individuals and teams of professors, programs and departments develop outcomes based on expertise, experience, and information from a variety of external sources.

Advisory committees for each career and technical education program consist of representatives from business, industry, labor, and feeder secondary schools. These groups make recommendations for new programs and improvements to existing programs, ensuring the most current outcomes and curriculum content. Specialized accrediting bodies have standards and criteria that drive outcomes for 16 occupational programs. Disciplines with licensure exams and state standards, such as the Fire Science, Emergency Medical Technician, and Nursing and Allied Health programs, must meet the required guidelines of the profession. As a participant in the Illinois Articulation Initiative (IAI), an agreement among Illinois colleges and universities to facilitate the transfer of credit, the outcomes for 92 General

Education Core Curriculum (GECC) courses and 42 major courses conform to IAI requirements and are reviewed and approved every five years by IAI review panels. IAI requires measurable student learning outcomes that are aligned with the IAI prescribed outcomes. Science lab courses also define laboratory student learning outcomes and lab skills for IAI.

As a public institution, JJC must also consider externally mandated learning outcomes from state and federal sources. Adult education programs are working on revisions because of ICCB Adult Basic Education (ABE) and Adult Secondary Education (ASE) Content Standards (revised 6/12), the Common Core State Standards, and the new General Education Development (GED) assessment scheduled for release in 2014. General interest courses, workforce preparation, youth programs, and any other courses not offered for a degree or certificate do not require a review process for learning objectives. A course description generally suffices.

Outcomes, objectives and goals are reconsidered every five years during the program review process described in section 1P4. Finally, feedback from current, prospective, and former students is considered during curriculum development and program reviews across the institution and appropriately informs the creation and revision of outcomes and goals and improvement plans. A summary of JJC’s system for determining outcomes and measuring performance appears in Table 1.2.

Table 1.2. JJC’s Process for Determining Outcomes and Measuring Performance

Level	Process For Determining Outcomes	Measures	Key Publications or Processes that Capture Measures
Program	New programs submit learning outcomes on forms required by ICCB for program approval. The forms require approval from Curriculum Committee, Department Chairs, appropriate Dean, and the VPAA. The learning outcomes and program goals for occupational, transfer, cross-disciplinary, and student and academic support programs are reviewed and reported every five years in the program review report submitted to the ICCB. Departments for academic disciplines submit assessment reports to SLC. Annual reports are submitted in the student development division and a comprehensive review takes place every five years	Include but not limited to: Enrollment headcount and credit hours generated each semester by department, degree, certificate and course with an institutional analysis. Fall and spring retention rates by prefix, course department. Number of degrees and certificates awarded by name and type. Grade distribution each semester by department, course and section. These data span five years to enable trend analysis. Chargebacks paid to other colleges. Student/User Satisfaction Surveys, Labor Market Supply and Demand, Advisory Committee Feedback, Academic Assessment of Student Learning, Transfer Rates, Program Retention and Persistence, Licensure Exam Pass Rates, Employer Satisfaction Surveys, Faculty to Student Ratios, Survey of Graduates	Department and unit reports, Program Review Report, ICCB Summary Program Review Report, Programmatic accreditation, AQIP QAP reports

Level	Process For Determining Outcomes	Measures	Key Publications or Processes that Capture Measures
Institution	See 1P1 for general education outcome process. Students who pursue a transfer degree program also comply with requirements for the five categories of the IAI General Education Core Curriculum: Communication, Social and Behavioral Sciences, Humanities and Fine Arts, Physical and Life Sciences, and Mathematics	Includes program level measures plus, but are not limited to, the following: Underrepresented Groups Participation and Completions, Penetration and Yield Analysis, Number of Full-time Faculty, Net Price for College, Financial Aid Participation, Student Loan Default Rates, Participation in Extracurricular Activities, Educational Goals, Student Satisfaction, Occupational Employment Rates, Number of Articulated Courses, and Level Advancements for Underprepared Students	Community College Survey of Student Engagement (CCSSE), ICCB and Integrated Postsecondary Education Data System (IPEDS) reports, Strategic Plan updates and final report
State and Federal Compliance	As a public institution of higher learning, JJC is also responsible to local, state, and federal entities. State/ICCB outcomes through the annual program review. Federal learning outcomes through the IPEDS and various National Center for Education Statistics (NCES) reports. AQIP reporting processes for HLC Accreditation.	Program and institutional measures plus, but not limited to: Affordability, Attainment, Diversity	IPEDS and NCES reports. ICCB data submissions, Summary Program Review Report, etc. AQIP Portfolio and institutional data.

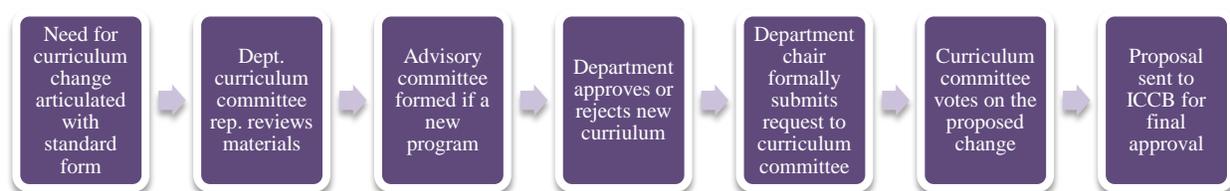
A full-time Assessment Coordinator was hired in January 2010, and in August 2012 the Coordinator’s role was expanded to include curriculum to ensure greater coherence and additional support and resources for faculty. The Coordinator has led efforts to select and document the general education outcomes and replace objectives with student-learning outcomes. The Coordinator guides the SLC, leads the program review process, and provides professional development and technical assistance, as needed, to faculty and staff in both the academic affairs and student development divisions.

1P3: Designing New Programs and Courses

New programs and course offerings are proposed through Advisory Committees, partnerships with other colleges and business and industry, administrative research including the strategic planning process, program review, individual faculty initiatives, or even student requests. IAI provides a list of courses accepted for transfer, and that list may provide the impetus for a new course or program. Student information from sources like the CCSSE and student satisfaction surveys helps the college to assess needs for learning and services. Some departments and programs, such as Fine Arts, Horticulture, Culinary Arts, Nursing and Allied Health, Business Education, and Veterinary Medical Technology, have pursued specialized accreditations, and these accreditation processes have also contributed to selecting and developing curriculum through the self-study and feedback activities.

In Illinois, the ICCB determines the process for adding new courses and programs. When new program are proposed, factors such as cost of the program and equipment, potential number of students, trained faculty and other human resource support, and available and accessible space are weighed to determine feasibility. The JJC Foundation may assist in locating potential donors for funds and equipment. The college Grants Office determines whether grants can support program needs, including equipment and personnel. Also, partnerships with other colleges, business and industry, and area school districts allow for potential sharing of space and resources. As part of the governance AQIP QAP, the college is currently considering how to formalize the process to ensure that new academic programs are approved by Senior Leadership Team (SLT) so that each area of the college supports the development of new programs and that new programs are included in the annual budgeting and planning processes. The work is still in progress.

FIGURE 1.1. PROCESS FOR DESIGNING, IMPLEMENTING AND MODIFYING NEW COURSES AND PROGRAMS



1P4: Designing Responsive Academic Programming (1C, 3A, 4A)

All academic and student development departments as well as administrative functions undergo program review on a five-year cycle. The ICCB provides a schedule for career and technical education (CTE) academic disciplines, cross-disciplinary and some student and academic support services. Until 2012, the program review process was a function of the OIR&E, which had the primary responsibility for writing program reviews. With the hiring of a full-time Assessment Coordinator, program reviews are now conducted by the faculty and program staff responsible for the program. The major components of the process include comparing outcomes to results and examining program quality, cost effectiveness, and student needs. This and other relevant information and analysis lead to the development of an action plan. The program review information is starting to be formally used to support annual budget requests, requests for facilities, faculty, additional budget, additional services, and additional staff. The program review process is becoming a tool for improvement as opposed to a compliance document.

As described in previous sections, JJC uses advisory committees, external accreditation, faculty expertise, student input and a variety of other information sources to monitor context and respond with additions, deletions and revisions to courses and programs. The Dual Credit program has created an advisory board of area high schools and career centers. Dual Credit staff is examining the needs of the high schools, JJC pathways and programs of study, and resources to make revisions in course offerings. Educational opportunities such as practicums in nursing and allied health and internships in areas like agriculture, journalism, landscaping, and construction technology provide students with hands-on, work-related experience. Since the summer 2004, the construction technology students have participated each year in building a Habitat for Humanity home. Non-credit programs such as the Division of Adult Education and Literacy (DAEL), Corporate and Community Education, and Workforce Development offer extensive outreach programs for workforce training and adult literacy. Non-credit English as a Second Language courses are offered in community sites throughout the college district.

Multiple locations and methods of delivery are essential to provide educational opportunities to the college's diverse and widely distributed students. JJC has three campuses and three education centers to make offerings geographically accessible. Flexible scheduling options include day, evening, and Saturday classes; one-, two-, and three-day-a-week offerings; and semester-long, compressed, late-start, Fast Track,

and early-end classes. Three summer sessions are offered as well. Delivery methods include traditional classroom settings for lecture, lab, and discussion plus online and hybrid courses. The master syllabus ensures consistency regardless of delivery method.

The college also regularly conducts strategic planning to provide focus for academic programming needed by district stakeholders. In 2011, the college created the 2012-2015 Strategic Plan. The VPAA, as a part of this process, led the environmental scans of education and the labor force to identify trends that might affect what students need to learn and programs that were needed within the local economy. In addition, the VPAA and the academic deans consider the information collected in the scans and the institutional mission and goals when working with faculty to develop new courses and curriculum, to complete the program review process, and to apply for program accreditations. Other areas of the college support the strategic objectives and set objectives within these areas to support learning opportunities outside the classroom, to ensure that students have a safe, supportive atmosphere for learning, and to ensure that resources are allocated in support of these objectives.

1P5: Determining the Preparation Required of Students

New courses and programs identify prerequisites and co-requisites as part of the design and curriculum committee processes described in sections 1P2-1P4. In recent years, the faculty has added placement requirements and prerequisites to a number of courses when they realized that students were enrolling without the preparation required to succeed. JJC has developed a variety of processes to identify students' readiness for college as outlined in Table 1.3.

Table 1.3. JJC Processes Used to Determine Student Preparation

Method	Description
Mandatory Placement	Mandatory placement in mathematics, English, and English for Academic Purposes courses is determined through the <u>COMPASS</u> placement exam. The <u>Academic Skills Center</u> offers the exam at the main and remote campuses, education centers at various high school sites. Training and updates through ACT, the developer of COMPASS, are available to faculty, and counselors are informed about the suitability and reliability of the tests. More information about mandatory testing at JJC is available at http://www.jjc.edu/services-for-students/academic-resources/academic-skills-center/Pages/QuickGlanceTestingInformation.aspx
Advising and Registration	First-time full-time students must participate in New Student Orientation including group advising and registration sessions offered through the counseling and the enrollment management departments. Counseling, orientation, and registration are provided in a one-day, one-stop format. Counselors, who are trained and degreed faculty, welcome new students and assist current students with academic, transfer, and career planning. Advisers, teaching faculty, assist current, returning, and prospective students who have selected a specific program of study. <u>Advisers</u> participate in training and become qualified to assist students with placement and <u>registration</u> .
Review of AP credits and prerequisites	Students who have earned Advanced Placement (AP) credit may enroll in the next level of coursework. Students who have participated in accelerated programs in high school may choose to take proficiency exams and earn college credit in that manner. They may also take College Level Examination Placement (CLEP) exams to earn college credit. The registration and records office formally evaluates earned credit on transcripts from other colleges for equivalent transfer credit. Opportunities for dual credit are also available.
Academic	The English for Academic Purposes (EAP) program aims to prepare non-native

Method	Description
Language Proficiency	speakers of English with the academic skills and strategies integral to college success. The EAP COMPASS test results place students in a college-level English course or an EAP English course.
Specialized Testing	Honors: A recommendation for the JJC Honors Program will include high school grade point average (GPA), placement scores, and other high school accomplishments such as National Honor Society. High school GPAs and ACT scores provide assistance in selecting curriculum but are not used in actual placement.
	Test of Essential Academic Skills: TEAS is a general knowledge based exam that looks at a student's academic preparedness in four categories: Reading, Math, Science, and English. JJC uses this exam as a part of the competitive entry process for the Nursing, Radiologic Technology, and Veterinary Medical Technology programs.
	Automotive Service Excellence: Effective August 2012, the JJC Academic Skills Center became an official Prometric Testing Site for exams.
Auditions and Portfolios	Students applying to the Fine Arts Department must complete auditions for music and theatre studies and submit art portfolios for the visual arts.
Online Learning Mandatory Orientation	All students participating in an online course or blended/hybrid course must complete the "Student Orientation to Online Learning." Students are only required to complete the orientation once.
Course Proficiency Exam	Course proficiencies are administered by the faculty member who possesses the expertise in that particular discipline. The evaluative criteria in the course syllabus are used to determine pass or failure.
Job Skills	JJC offers ACT WorkKeys, a job skills assessment system measuring "real world" skills employers believe are critical to job success. JJC students currently enrolled in classes and not part of an employment application process, have free access to JJC career counseling.

1P6: Communicating to Students the Preparation Required and Program Objectives (2B)

JJC communicates required preparation and program objectives and outcomes to current and prospective students through the catalog; the main and program Web sites; outreach, recruiting and orientation events; traditional and social media advertising; recruiters, counselors and advisers. Current and previous catalogs are available online and include programs of study, degrees and certificates, for transfer and CTE as well as course descriptions with prerequisites and IAI designation. The programs of study descriptions include general education requirements, major core requirements, major core electives and other electives. The Academic Skills Center has preparation materials for the COMPASS exam and other placement tests. Articulation agreements with universities are also included in the catalog. Annual events like College Fair, College Program and Career nights, Discover JJC, Campus Visits and Tours are designed to communicate with students. Web site testimonials, Internet banner, Facebook and radio ads, Hispanic newspaper and billboards promote the college and feature programs, students and faculty. The new dual-credit advisory committee and Counselors' Breakfast meetings with high school counselors provide a head start in providing college information to students.

1P7: Helping Students Select Programs of Study (3D)

Students express their interests in JJC at the point of contact through Discover JJC, registration forms, applications, conversations with a high school counselor, interactions with admission recruiters, or phone

calls and Emails to the college. In some occupational areas, special orientations, departmental recruitment materials, and outreach events help students make choices. Students' abilities are assessed through placement exams, a counselor's review of high school coursework and GPA, submission of additional materials. The AQIP QAP entitled "Improvement of Underprepared and At-Risk Student Success Rates," retired in fall 2010, addressed a variety of important issues related to intake, selection of programs, and support for student success. A comprehensive New Student Orientation (NSO) program to support student program selection resulted from the QAP. NSO is available to all students but is mandatory for first-time full-time new students.

1P8: Dealing with Underprepared Students

Joliet Junior College is an open access institution serving many students who are underprepared academically for college-level courses. Developmental-level courses prepare students for success in college-level courses. Mandatory placement in developmental mathematics and English courses as a prerequisite to college-level coursework helps close the gap between actual and necessary preparation in certain subject areas. Mandatory placement requirements are becoming more commonplace across the college as departments recognize the value of these placements. Some occupational programs have co-requisites to allow students to begin career courses while completing developmental courses. All developmental courses in English are offered in a traditional face-to-face delivery format. Other formats include online, hybrid, linked-learning community (students enroll concurrently in a Reading or Writing course connected to a Writing or General Student Development (GSD)/college success course) and Fast-Track (accelerated traditional delivery designed to allow students to complete their developmental coursework within three academic terms).

A Director of Developmental Education, hired in 2009, provides leadership and monitors results, though the position became vacant in summer 2012. Recent initiatives include:

- Implementation of a new assessment and curriculum, English for Academic Purposes (EAP), to prepare non-native speakers of English with the academic skills and strategies integral to their success in college. The EAP program provides intensive academic study in reading, writing, listening and speaking, and grammar as well as broadening the student's cultural knowledge and awareness in the United States.
- Discussion regarding the value of establishing minimum competency courses and ability to benefit scores for placement.
- Development of an academic course map with the Academic Skills Center (ASC), Reading Audit Results, and counselors to provide developmental students with an advisement tool showing the course pathway to completing an A.A. degree within 2.5 academic years, including summer enrollment.
- Alignment of Common Core curriculum with JJC and feeder high school faculty.

JJC provides many services to support students who are underprepared, have special needs or are struggling with college-level work as indicated in Table 1.4.

Table 1.4. Support Services Available to Students

Service	Description of Support
<u>Academic Skills Center (ASC)</u>	Free, in-person and online tutoring for more than 30 subjects; preparation for math and English ACT COMPASS, GED and TEAS.
<u>Counseling</u>	Assistance with educational planning, academic advising, and resources. Starfish Early Alert is an academic intervention tool that allows instructors to alert students of their academic progress and behavior in a course. An alert generates an automatic Email, which instructs students on follow-up processes and the support resources available such as tutoring and counseling, while allowing student development staff members the opportunity to plan intervention strategies.
<u>iCampus</u>	A technology systems check, mandatory “Student Orientation to Online Learning,” proctored testing, and 24/7 Technical Support Hotline for students enrolled in online/blended courses.
<u>Learning English for Academic Purposes (LEAP) Center</u>	Free tutorial assistance in reading, writing, grammar, and speaking and listening skills to non-native English speakers
<u>Math Learning Center</u>	Free math tutoring to all JJC students.
<u>Office of Multicultural Student Affairs (OMSA)</u>	Helps students to understand JJC resources, offers advising to help choose classes and provides outreach, personal support, cultural resources, and leadership opportunities to enhance the educational experience and facilitate the academic and personal growth of underrepresented students.
<u>Project Achieve Tutoring</u>	Free tutoring and other services to students working on either a transfer or applied associate degree whose parents did not graduate from a four-year university or college or are low-income students or disabled students.
<u>Speaking Center</u>	Free help related to the development of presentations, outlines, research, practicing presentations, PowerPoint, and taping presentations to all JJC students.
<u>Student Accommodations and Resources (StAR)</u>	Free tutoring and other disability services to students with documented disabilities such as learning disabilities and physical disabilities, as well as some ESL needs.
<u>Writing and Reading Center</u>	Free help with the various aspects of writing at the college level for all JJC students. Delivers free student workshops on topics relevant to college reading and writing.

1P9: Detect and Address Students’ Learning Styles

Students in the General Student Development (GSD) college success courses use learning styles to assess their academic strengths and weaknesses, and to assist in educational and personal goal setting.

1P10: Address Special Needs of Student Subgroups (1C)

Table 1.4 describes most of the services available to address the needs of a variety of student subgroups. In addition, the Honors Program and numerous honor societies support and enhance the learning experience for students with high levels of achievement. JJC also provides specific support and resources

to veterans and hosts a Veteran's Alliance group for JJC student veterans, their families, and the community.

The minority student population grew to 35 percent in 2012, with the largest growth among the Latino population. (JJC's Fast Facts Spring 2012). Due to immigration and natural increase, an influx of non-native speakers for whom Spanish is the primary language is occurring and is expected to continue over the next several years (Strategic Plan, Demographic trends, 2011). In response, more bilingual employees are available in the student development division and many workshops, e.g. financial aid, events, e.g. Discover JJC, and materials are offered in English and Spanish. Callers can make the choice of "Spanish" for phone options.

1P11: Define, Document, and Communicate Expectations for Teaching and Learning (2D, 2E)

Department chairs and administrators designed and implemented, in fall 2011, a standard syllabus with required components for use across the college. It requires curriculum information from the CurricUNET master syllabus, e.g. course description, general education and course-specific student learning outcomes, textbook and other materials, topic outline and grading, as well as prescribed statements for the Academic Honor Code, Intellectual Property, Student Code of Conduct, Sexual Harassment and Student Support services. The student handbook and catalog provide additional details, policies and procedures including the ethical use of technology. The Student Code of Conduct specifically states, "JJC recognizes the rights of its students guaranteed by the constitutions of the United States and the State of Illinois, which include a student's rights within the institution to freedom of speech, inquiry, assembly, peaceful pursuit of an education, and reasonable use of services and facilities of the college."

Article 8 of the contractual agreement between JJC and faculty details academic freedom as it relates to faculty. Relevant excerpts include: "By academic tradition and by philosophical principle an institution of higher learning is committed to the pursuit of truth and to its communication to others," "A college or university is an institution of higher learning. Those within it have as a first concern evidence and truth rather than particular judgments of institutional benefactors, concerns of churchmen, public opinion, social pressure, or political proscription," and "But to be true to what they profess academically, individuals and institutions must remain intellectually free and allow others the same freedom."

Effective teaching is documented through several processes, including classroom evaluations, student evaluations, formal assessments, and general research. Student evaluation occurs for all adjunct, tenure-track, and post-tenured faculty. Adjuncts are evaluated by department chairs or appropriate coordinators once a year; student evaluations are also administered for the same course and section. Tenure-track instructors undergo three years of rigorous evaluation by their department chairs and appropriate deans or vice presidents. Student evaluations are completed for all sections of all courses for the three years. Tenured instructors undergo chair, peer, self, and student evaluations on a four-year cycle, as defined in the faculty contract.

The process of evaluating an instructor for effective teaching concurrently includes evidence of effective learning. Classes where students appear confused, unfamiliar with concepts, unfamiliar with classroom routines, and inattentive may indicate an unsuccessful learning experience. Student evaluations often provide evidence of effectiveness, especially through the comment portion of the evaluation forms. Individual information on instructors and students is confidential but is shared with the appropriate recipients: the instructor, the chair, deans, the vice president, and the Tenure Committee for tenure-track faculty. Evidence is reviewed to create plans for improvement or terminate a relationship.

A new orientation for adjunct faculty created in fall 2011 was converted for online delivery in fall 2012. Resources for full- and part-time faculty are being consolidated in a new Virtual Teaching and Learning Center on the ANGEL online course management system (CMS).

1P12: Building an Effective and Efficient Course Delivery System (3A)

Course delivery is a collaborative effort of relevant faculty, staff, and administrative support. Determining course schedules, including times, places, frequency of offerings, and sequences, and method of delivery (1P4) involves assessing student enrollment patterns, the availability of physical and technological facilities, and the availability of qualified and willing faculty. Faculty may make scheduling requests to their department chairs, and the faculty contract delineates time and site boundaries for assigned courses. Faculty may volunteer to teach at alternative sites or during nontraditional time slots, and readily available overload and summer contracts expand opportunities for course delivery.

Students may express their needs by stating goals on enrollment forms, completing satisfaction surveys, and commenting on instructor evaluation forms. Many make direct, in-person requests to counselors, instructors, or department chairs. Counselors, who are often the first to know when a pattern of needs arises, may contact deans and chairs to request additional sections or scheduling options. When a need is identified, a new section may be created as soon as a classroom is located, which can occur within hours.

The challenges of scheduling for career programs include issues like blocking clinical time for Nursing and Allied Health. The Agriculture and Horticulture Department uses block scheduling to accommodate the needs of their students. Continually expanding distance education offerings are helping to facilitate effective and timely delivery. Lab courses in the Natural Sciences department are also scheduled in a block. Collaboration between departments allows for scheduling the delivery of program-specific coursework with general education requirements. Some programs, such as Vet Tech and Nursing, register students in a cohort to coordinate successful completion of the program. The chair of an occupational department may contact the chair of a required general education curriculum and request general education classes at specific times and locations.

The addition of new buildings and classrooms for science, fine arts, math, criminal justice, and horticulture have improved the college's instructional spaces and allowed the college to provide more options for responding to student needs for schedules and courses.

JJC uses ANGEL as its course management system for distance education, and all instructors have access to a course site for supporting traditional classes. ANGEL is widely used to support curricula. ANGEL has an early-alert system, Starfish, that can be used to connect students with issues such as low attendance, low academic performance, or behavioral issues to appropriate staff in Student Development. Faculty members are constantly examining ways that technology can be used to enhance student learning. For example, the Mathematics Department is conducting a pilot to allow students to progress through developmental classes at their own pace by using *MyMathLab* software for assessment, improvement, and reinforcement of required student skills. A Distance Education Advisory Board establishes criteria for online courses to provide training for faculty within this environment and to examine student outcomes within this learning environment.

1P13: Ensuring Up-to-Date and Effective Programs and Courses (4A)

Individual academic departments and programs make modifications as a result of program reviews, IAI five-year course reviews, specialized program accreditation processes, licensure success rates, advisory committee input, strategic planning, administrative leadership, and faculty initiatives. All major changes are processed through the Curriculum Committee (1P3). Minor modifications, such as updating syllabi when new editions of texts arrive, occur at the department level with deans' approval. The Curriculum Committee is notified of the minor changes, but these updates do not require committee action.

Student access to technology is coordinated through the Information Technology (IT) department. All classrooms have been equipped with projection systems and networked computers, and IT has an

automatic equipment and replacement cycle funded by a student technology fee. The iCampus distance education program has its own strategic plan and goals aligned with JJC's mission and strategic goals. All students automatically receive JJC Email accounts. Both dedicated and open computer labs are readily available at campus and satellite sites. Further, a student portal has been deployed in 2011 as a means to access services and information.

1P14: Changing or Discontinuing Programs and Courses

Departments and programs may decide to change or discontinue programs as a result of program review (1P4) and the other processes (1P13). Key indicators include enrollment, the numbers of certificates and degrees awarded, labor market projections, and advisory committee perceptions.

1P15: Determining Student and Faculty Needs for Learning Support (3D)

Students: Prospective and new students working with counselors and advisers may receive help with preparation for placement testing, intake information concerning goals, advising for financial aid, and information on various curricula and support services. Potential students seeking workforce retraining, assistance with GED completion, or English as a Second Language (ESL) language acquisition skills work with the offices of Corporate and Community Education, Workforce Development, or DAEL. Referrals from employers, social service agencies, and public aid may also lead students to the appropriate support systems.

After enrollment, faculty becomes the first line to identify and suggest resources to students who may need support. Instructors are required to provide a syllabus to every student and every syllabus must include specific information on support services (1P11). Tutoring and other services are promoted through open houses, tutors' personal visits to classes, and extensive posting and distribution of flyers. Consequently, students may self-identify for advising, tutoring, or other support services. JJC has expanded the use of Scheduling and Reporting (SARS) software to schedule and track the students using selected support services. The usage data are available and has been used in recent program reviews for student development programs like ASC and StaR. The tutors for Project Achieve, the ASC, and the Writing and Reading Lab contact faculty through Email or flyers to offer special services. For example, tutors may ask for the due date for the majority of English 102 research papers and then schedule workshops on the steps in preparation.

All students and faculty have access to the resources and services available from the library. The library faculty has developed bibliographic instruction and information literacy components that are used as both a component and supplement to academic courses. An introduction to the library is included in mandatory orientations and in the college success courses. Library staff maintains close communication with faculty to prepare for research projects and other assignments requiring access to library-based resources and services. For example, all English 102 instructors schedule library tours as part of the research paper writing process, and the librarians coordinate presentations for classes of students specifically based on the topics instructors have assigned. The library staff receives assignment sheets so that they may address detailed student needs, and they proceed with creating reserve files and initiating interlibrary loans at the instructor's request. The JJC Library is committed to information literacy college-wide and has two computer classrooms in its new location to provide information literacy training. The new library location has a variety of study spaces, computer stations, reference desks, interlibrary loans and digital/electronic and physical collections that support learning and teaching by providing access to a wide variety of materials. The library Web site is a virtual location where students can access information at any time.

Faculty: Full-time and adjunct faculty members are offered many opportunities for professional development to enhance their teaching effectiveness. Seminars for new faculty and adjunct faculty address many topics, including Americans with Disabilities Act (ADA) requirements for students with disabilities, learning styles, grading standards, and current technologies. Faculty has access to all library

resources and enjoys extended checkout privileges for books, videos, and some interlibrary loan materials. Classrooms are regularly renovated and remodeled with whiteboards, projection systems, TV/DVD equipment, and handicapped-accessible equipment.

Every semester, a class in adviser training (1P5, Table 1.3) is offered to all interested faculty through the Counseling Department, and all department chairs must also complete this training. Individual instructors generally initiate requests to support services, such as iCampus, to meet their own professional development needs. Training through iCampus has prepared a number of instructors to teach online and hybrid courses. Regularly offered seminars such as the new faculty and adjunct faculty seminars held on Saturdays, and individual departmental training sessions, provide opportunities for further faculty development. Full-time and adjunct instructors have access to free tuition for JJC courses, and enrollments in computer science, world languages, and Fitness Center are particularly high.

In fall semester 2010, JJC initiated an AQIP QAP to transform disparate professional development offerings into a coherent system through the creation of the Professional Learning Center (PLC) with physical and virtual spaces, and an electronic hub to coordinate facilities, scheduling, hospitality services, reporting and communications. In 2011, an online Faculty Development forum was created in collaboration with the academic deans who regularly interact with faculty via this forum. A needs assessment for faculty, conducted in spring 2012, resulted in Web-based, on-demand professional development for faculty beginning in 2012.

1P16: Aligning Co-curricular Development Goals with Curricular Learning Objectives (3E)

The alignment process begins with JJC's mission and strategic goals. JJC students enroll to pursue personal interests or to complete smaller certificate programs, specific courses for transfer, or an associate's degree for occupational careers or transfer. Various personal goals, as indicated on registration forms and electronic files, allow for highly personalized blending of co-curricular development goals with learning objectives.

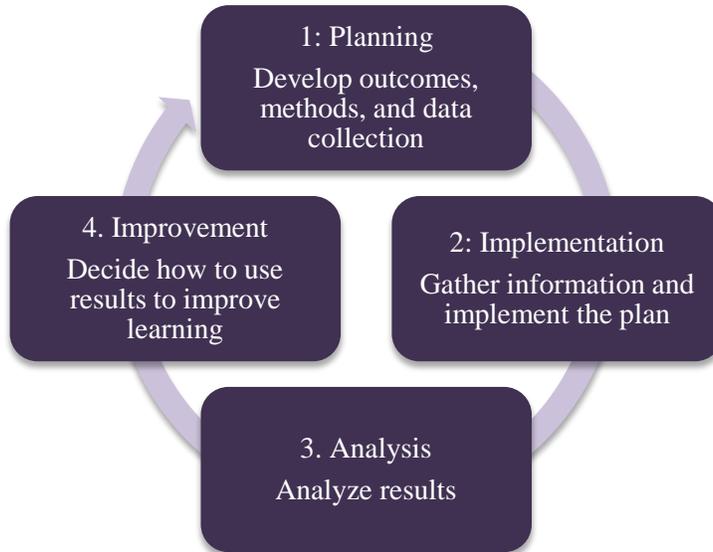
Opportunities for participation in a wide range of clubs, sports, service learning projects, theatre productions, choir and band, and honor societies enhance opportunities for students. Some activities, such as open auditions for theatre productions, the JJC Community Band, and the JJC Community Chorale, are available to the JJC community. Students in the Agriculture/Horticulture department attend competitions and floral design students, in connection with the Student Chapter of the American Institute of Floral Designers (SAIFD), create wedding flowers for local brides. The Culinary Competition Team took home first-place gold medal and title of ACF Top Culinary School Team in America in 2011. The Fine Arts department offers a wide range of programming for the public in the form of plays, concerts, recitals, and art exhibits in the Laura A. Sprague Art Gallery. Science students have an on-campus planetarium and are involved in the college's ecological restoration project. Even the JJC Early Childhood Center invites campus participation in activities.

1P17: Determining that Students Awarded Degrees and Certificates Have Met Learning and Development Expectations

Students are eligible for graduation if they have satisfied admission requirements and completed the courses required to earn the given degree or certificate as indicated in the catalog. Options include completing a minimum of 64 credit hours for a degree, from 4 to 29 credit hours for a Certificate of Completion (C.O.C.), or from 30 to 64 credit hours for a Certificate of Achievement (C.O.A.). Students must earn a cumulative grade point average of at least 2.00, discharge all financial obligations to the college, and have no restrictions on their records. Some special programs and courses require a minimum grade of "C."

1P18: Designing Processes for Assessing Student Learning (4B)

JJC's assessment process is outlined in the current SLC Assessment Handbook and appears in Figure 1.2.

FIGURE 1.2. ASSESSMENT PROCESS

Specific processes for student evaluation and course assessment are determined within departments and by individual instructors. Courses submitted for approval to ICCB and for IAI transfer articulation must indicate the forms of assessment. IAI requires statements of assessment measures such as the extent and types of writing or the scope and nature of lab work in courses. Other forms of assessment, such as journals, workshops, quizzes, exams, exercises, peer activities, and computer lab activities may be identified as options in the master syllabi, and individual instructors may select from within the list of suitable measures. Academic programs are expected to submit summaries of student learning results as a component of their program reviews every five years. Program reviews are available on the OIR&E Web site. The SLC Web site displays assessment reports, an assessment handbook, and resources. Additional information is in IP2, Table 1.2.

Since 2008, various student services have submitted annual reports which include measures, analysis, results, and plans for future actions. As these programs become more stable, more robust assessments are being developed. The standards and guidelines from the Council for the Advancement of Standards in Higher Education (CAS) are being consulted to help define and refine outcomes and goals. A Student Engagement and Data Team, with representatives from all groups within Student Development Division and led by the Dean for Student Success, is developing awareness of existing data and building assessment knowledge and skills.

Since 2010, assessment efforts across the college have focused on general education assessment (1P1) as well as revising objectives into measurable course and program outcomes. The next steps include building capacity for identifying and creating applicable measures, and data collection and analysis across the college.

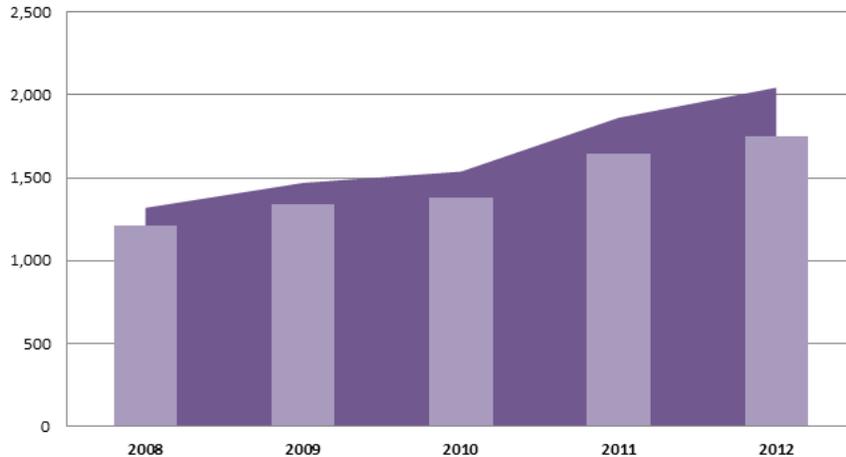
RESULTS (R)**1R1: Measures of Students' Learning and Development Collected and Analyzed Regularly**

Measures are summarized in 1P2, Table 1.2 *JJC's System of Learning Outcomes and Measures of Performance*.

1R2: Results for Common Student Learning and Development Objectives

The general education assessment project is currently piloting testing rubrics, and results are not yet available. As illustrated in *Figure 1.3 Awards and Unduplicated Graduates*, JJC has awarded 8,235 degrees and certificates over the past five years, which averages 1,647 awards each year. The average annual rate of growth at JJC for the number of certificates and degrees awarded is 13.8 percent compared to 16.6 percent for JJC peers and 11.1 percent for all Illinois community colleges.

FIGURE 1.3. NUMBER OF AWARDS AND UNDUPLICATED GRADUATES

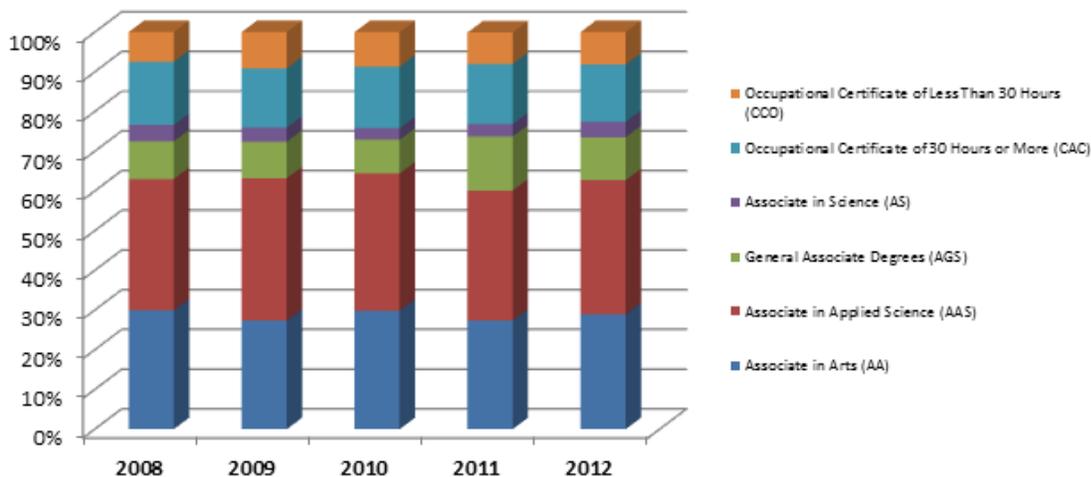


	2008	2009	2010	2011	2012
■ Total Degrees and Certificates Awarded	1,319	1,470	1,538	1,863	2,045
■ Unduplicated Graduates/Completers	1,209	1,338	1,382	1,645	1,752

1R3: Performance Results for Specific Program Learning Objectives

The largest growth areas for certificates and degrees awarded at JJC have been related to transfer education, nursing and health-related sciences, culinary arts, criminal justice studies, health information management, electrical/electronic technology, and automotive-related studies. Figure 1.4 indicates the majority of JJC graduates receive occupational degrees (A.A.S) and certificates.

FIGURE 1.4. PERCENTAGE OF DEGREE TYPE AWARDED BY YEAR



1R4: Evidence that Students Have Acquired Knowledge and Skills Required by Stakeholders

While JJC informally uses advisory councils and information from transfer universities to assess whether students have acquired knowledge and skills we do not have formal processes and recognize this as an opportunity. Yet career programs with external examinations give evidence that students have acquired the necessary knowledge and skills. Assessment of the nursing program is accomplished through the rigorous accreditation process by the National League of Nursing Accreditation Commission (NLNAC). Under the leadership of the dean and department chair, the faculty worked diligently to complete all accreditation requirements, especially in areas of cited Standard IV, Curriculum, and Standard VI, Outcomes, with the follow-up report submitted in October 2011. Final acceptance and re-accreditation was granted in March 2012. Accreditation is in effect for eight years.

Comparative results for all student measures are shown in Categories 1R1 and 1R2. Table 1.4 shows current statistics for passing of the national nursing examination (NCLEX). For the first quarter of 2012, NCLEX-PN 23 graduates sat for the exam and 23 passed for 100%; NCLEX-RN 70 graduates sat for the exam and 66 passed for 94%.

Table 1.5. Percentage of JJC Graduates Passing the NCLEX-RN Examination

	Oct.-Mar. 2010	Apr.-Sep.2010	Oct.-Mar. 2011	Apr.-Sep. 2011	Oct.-Mar. 2012
Total Number of Graduates Tested	95	67	80	73	71
Number Passing	87	61	75	70	67
% Passing	92%	91%	94%	96%	94%

The numbers in the first row include everyone who tested during this period for the first time and gave JJC’s program code. The figure may include both recent and previous graduates. The numbers in the second and third rows state numbers and percentages of first-time candidates who tested during this time period passed.

Table 1.6. NCLEX Pass Rates Compared to Other Groups

October 2011 – March 2012			
JJC Grads	Jurisdiction	Similar Programs	National
94	89	88	89

Notes: “Other Groups” consist of graduates taking the NCLEX-RN examination for the first time during the same time interval and are defined as follows:

- Jurisdiction — refers to all RN graduates within JJC’s state or jurisdiction.
- Similar Programs — refers to RN graduates from the same type of program as JJC’s program. All RN programs are classified as either BSN, Associate Degree, or Diploma programs.
- National — refers to all RN graduates within the 50 states, the District of Columbia, and the U.S. territories.

Table 1.7. JJC Nursing Retention

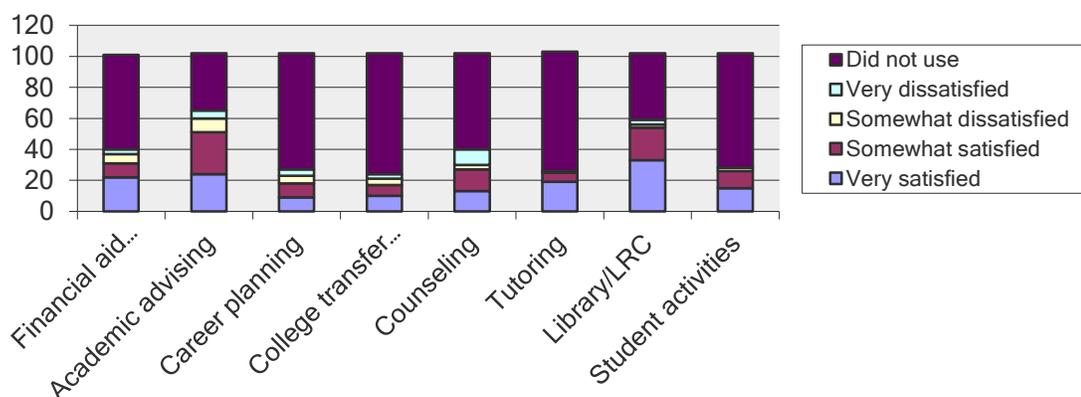
	NURS 150	NURS 160	NURS 170	NURS 250	NURS 260	PROGRAM
Fall 2011	75%	72%	67%	79%	91%	79%
Spring 2012	70%	91%	88%	90%	99%	86%

1R5: Results for Learning Support Processes

While the total number of professional development sessions during Professional and Personal Development (P&PD) weeks have remained relatively constant for the last two semesters, SP12=42, and FL12=45, the percentage of sessions targeted for faculty has increased by 10%, from 45% to 55% over the previous year as a result of the Professional Learning Center project.

The most recent, 2012, follow-up survey of graduates (n=103) suggests these students are generally satisfied with the services they use and several areas deserve attention. Figure 1.5 indicates responses to the question, “Please rate your satisfaction with each office or service listed below.”

FIGURE 1.5. GRADUATE SATISFACTION WITH SERVICES



Usage of tutoring is monitored to determine schedules and need for subject experts.

Table 1.8. Tutoring Usage

Location	2008FY	2009FY	2010FY	2011FY
Main Campus	1,133	915	4,024	5,808
Romeoville	--	--	--	703
City Center	--	--	77	2,947
Morris	--	--	--	50
TOTAL TUTORING	1,133	915	4,101	9,508

Library usage is tracked each semester by location and frequency and this data is used to adjust times and services.

1R6: Comparing JJC to Other Higher Ed Institutions and Outside Organizations

At the institutional level, JJC utilizes the CCSSE tool to measure student engagement and, thus, the development of learning, knowledge, and skills. While not a direct assessment of student learning, research indicates the more engaged students are with their college, the more likely they are to succeed

and learn. Thus, the instrument examines the nature and frequency of student activities that have been shown to enhance learning. CCSSE variables are broken out into the following components:

- Academic, intellectual, and social experiences.
- Character of mental activities.
- Frequency of reading and writing activities and nature of exams.
- Opinions about JJC.
- Weekly activities.
- Quality of relationships with college personnel.
- Contribution of JJC to knowledge, skills, and personal development.
- Use, frequency, and satisfaction with college services.

JJC examines the first seven components of the CCSSE described above when providing evidence of learning, knowledge, and skills. Other measures are also discussed after the CCSSE results. College services are described in more detail in Categories 3 and 6. The results presented here are from the CCSSE 2009 and 2010 survey. The college has administered the survey in the spring 2007, 2008, 2009, and 2010 terms. Historical and CCSSE benchmark data can be found at the [surveys](#) page. Beginning in spring 2013, the college will administer the tool every other spring term.

During the fall 2012 term, JJC will also begin to utilize the Noel-Levitz Student Satisfaction Inventory (SSI) to provide the college with direction for improving the quality of student life and learning in the areas that are most important to our students. The survey is intended to measure student satisfaction and importance by showing both how satisfied students are with their college experience and what experiences are important to them. This instrument will also be administered in alternating fall terms.

Although not related to the CCSSE or SSI, JJC also utilizes grades in the evaluation of learning, knowledge, and skills. Recognizing that grades are only relevant to learning if they are tied to clear learning outcomes, JJC produces grade distribution [reports](#) online.

Academic, Intellectual, and Social Integration

Academic, intellectual, and social experiences indicate the level of engagement a student has with activities associated with learning. The results are shown in Table 1.8 with a four-point scale: very often (4), often (3), sometimes (2), and never (1). JJC students report the highest frequencies in contributing to class discussions, using the Internet and technology to work on assignments, and working on projects that require the integration of ideas from various sources. None of the results, however, are statistically significant.

Table 1.9. Academic, Intellectual, and Social Integration, 2009-2010

Question: In your experience at this college during the current school year, about how often have you done the following?	2009			2010			Difference JJC 09-10
	JJC	CCSSE Cohort	Difference Cohort	JJC	CCSSE Cohort	Difference Cohort	
Asked questions in class or contributed to class discussions.	2.93	2.91	0.02	2.93	2.91	-0.02	+0.00
Made a class presentation.	2.24	2.06	0.18	2.11	2.05	-0.06	-0.13
Prepared two or more drafts of a paper or assignment before turning it in.	2.36	2.48	-0.12	2.44	2.47	0.03	+0.08

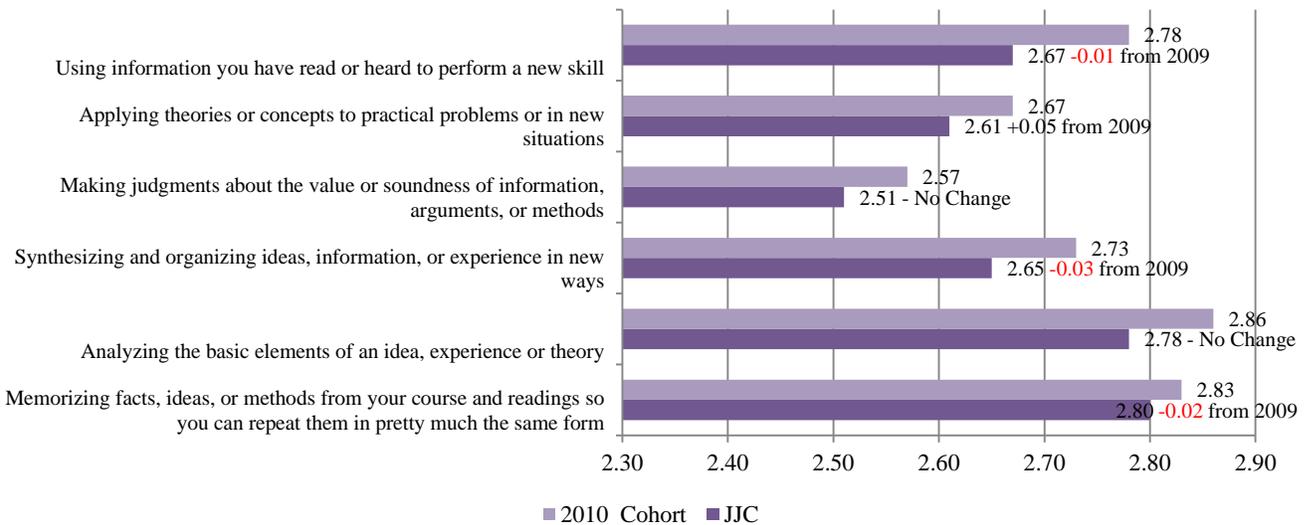
Question: In your experience at this college during the current school year, about how often have you done the following?	2009			2010			Difference JJC 09-10
	JJC	CCSSE Cohort	Difference Cohort	JJC	CCSSE Cohort	Difference Cohort	
Worked on a paper or project that required integrating ideas or information from various sources.	2.80	2.73	0.07	2.72	2.72	0.00	-0.08
Came to class without completing readings or assignments.	1.84	1.84	0.00	1.81	1.86	0.05	-0.03
Worked with other students on projects during class.	2.54	2.48	0.06	2.43	2.47	0.04	-0.11
Worked with classmates outside of class to prepare class assignments.	1.75	1.89	-0.14	1.65	1.87	0.22	-0.10
Tutored or taught other students.	1.29	1.38	-0.09	1.32	1.37	0.05	+0.03
Participated in a community-based project as part of a regular course.	1.21	1.31	-0.10	1.27	1.31	0.04	+0.06
Used the Internet or instant messaging to work on an assignment.	2.97	2.91	0.06	2.80	2.87	0.07	-0.17
Used Email to communicate with an instructor.	2.89	2.66	0.23	2.74	2.59	-0.15	-0.15
Discussed grades or assignments with an instructor.	2.55	2.54	0.01	2.50	2.52	0.02	-0.05
Talked about career plans with an instructor or advisor.	2.00	2.04	-0.04	1.98	2.03	0.05	-0.02
Discussed ideas from your readings or classes with instructors outside of class.	1.63	1.74	-0.11	1.65	1.74	0.09	+0.02
Received prompt feedback from instructors on your performance.	2.65	2.67	-0.02	2.68	2.66	-0.02	+0.03
Worked harder than you thought you could to meet an instructor's standards or expectations.	2.57	2.56	0.01	2.54	2.54	0.00	-0.03
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.).	2.42	2.57	-0.15	2.48	2.56	0.08	+0.06
Had serious conversations with students of a different race than your own.	2.35	2.38	-0.03	2.35	2.38	0.03	+0.00

Question: In your experience at this college during the current school year, about how often have you done the following?	2009			2010			Difference JJC 09-10
	JJC	CCSSE Cohort	Difference Cohort	JJC	CCSSE Cohort	Difference Cohort	
Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values.	2.27	2.34	-0.07	2.28	2.34	0.06	+0.01

Character of Mental Activities

Figure 1.6 shows the character of mental activities on a four-point scale: very much (4), quite a bit (3), sometimes (2), and very little (1). The scales represent the frequency a student feels their college places on certain activities. The results indicate JJC feels the most emphasis is placed on analyzing the basic elements of ideas or theories and memorization. The lowest frequencies are related to making judgments and using information to perform a new skill.

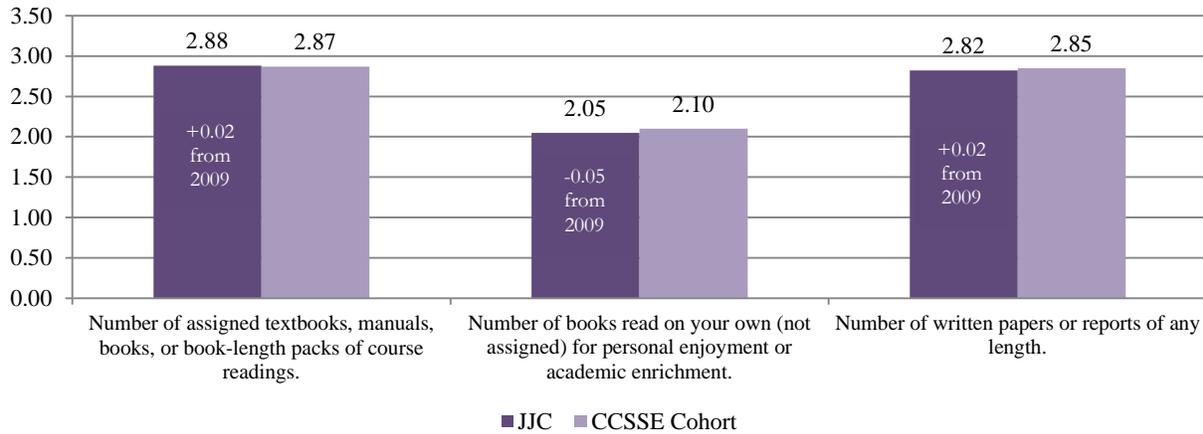
FIGURE 1.6. CCSSE REPORTED STUDENT LEARNING AND THE CHARACTER OF MENTAL ACTIVITIES, 2010



Frequency of Reading and Writing Activities and Nature of Exams

The frequency of reading and writing demonstrates a level of motivation on the part of the student and the commitment of the college to emphasize the value of intellectual engagement. Respondents to the CCSSE are asked to indicate the frequency of activities on a five-point scale: None (1), 1-4 (2), 5-10 (3), 11-20 (4), and over 20 (5). The results are shown in Figure 1.7.

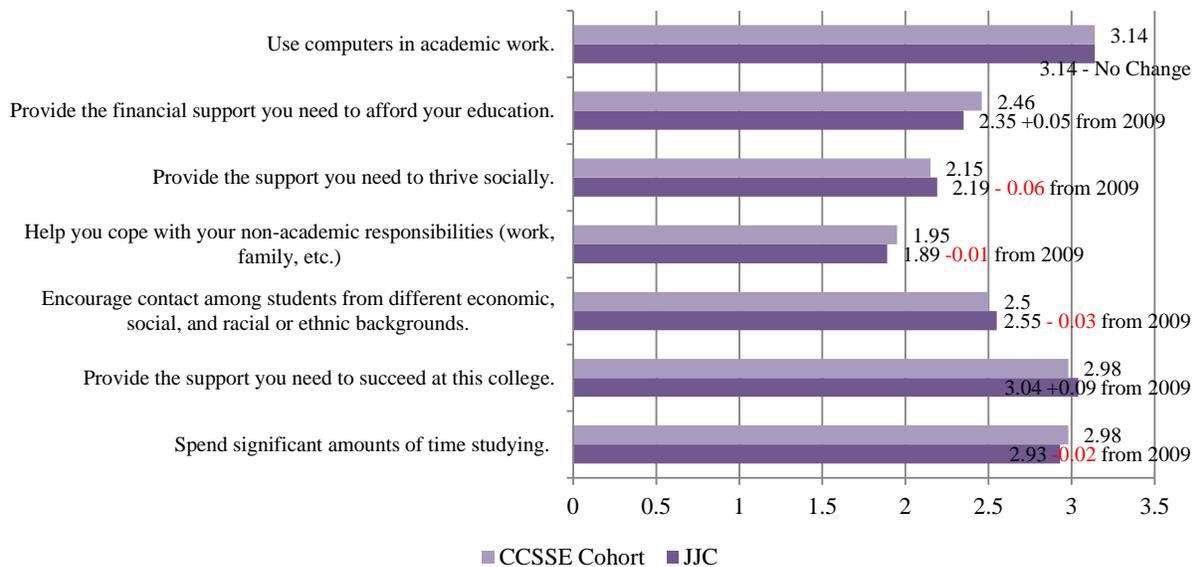
FIGURE 1.7. CCSSE REPORTED FREQUENCY OF STUDENT ACTIVITIES, 2010



Opinions about JJC

Student opinions about how their college encourages students to participate in specific activities related to learning demonstrate the value a college places on certain activities. If a college values activities tied to learning and development, in actions and declarative statements, students are much more likely to value their education and increase engagement. Figure 1.8 outlines student opinions about their college on a four-point scale: very much (4), quite a bit (3), sometimes (2), and very little (1). JJC students feel their college places the most emphasis on using computers for academic work, spending time studying, and providing support.

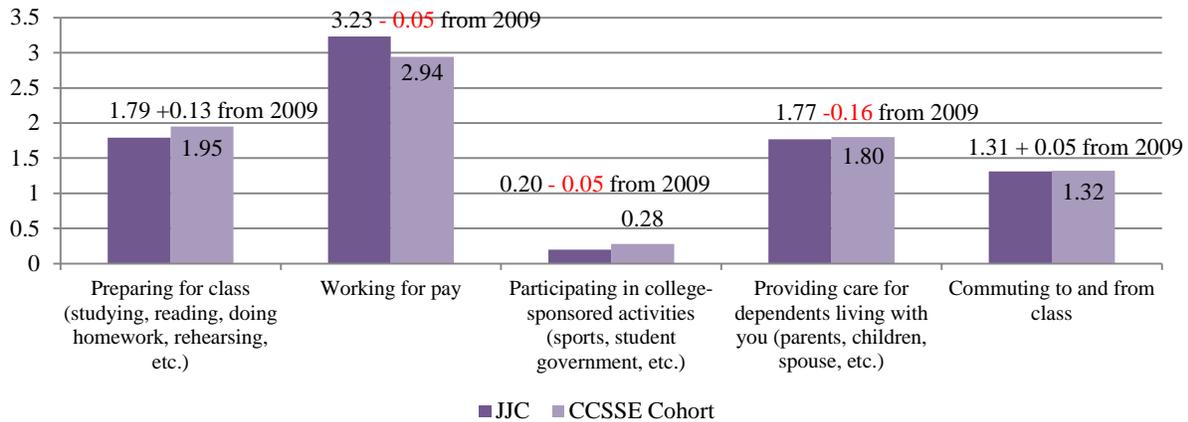
FIGURE 1.8. CCSSE REPORTED STUDENT OPINIONS ABOUT JJC, 2010



Weekly Activities

The activities students engage in indicate their commitment to learning and engagement. Respondents to the CCSSE are asked to indicate the frequency of weekly activities on a six-point scale: None (0), 1-5 hours (1), 6-10 hours (2), 11-20 hours (3), 21-30 hours (4), and more than 30 hours (5). Results are shown in Figure 1.7. The results confirm that JJC students are more likely to work and utilize personal resources over financial aid to pay for college, as suggested in Figure 1.9.

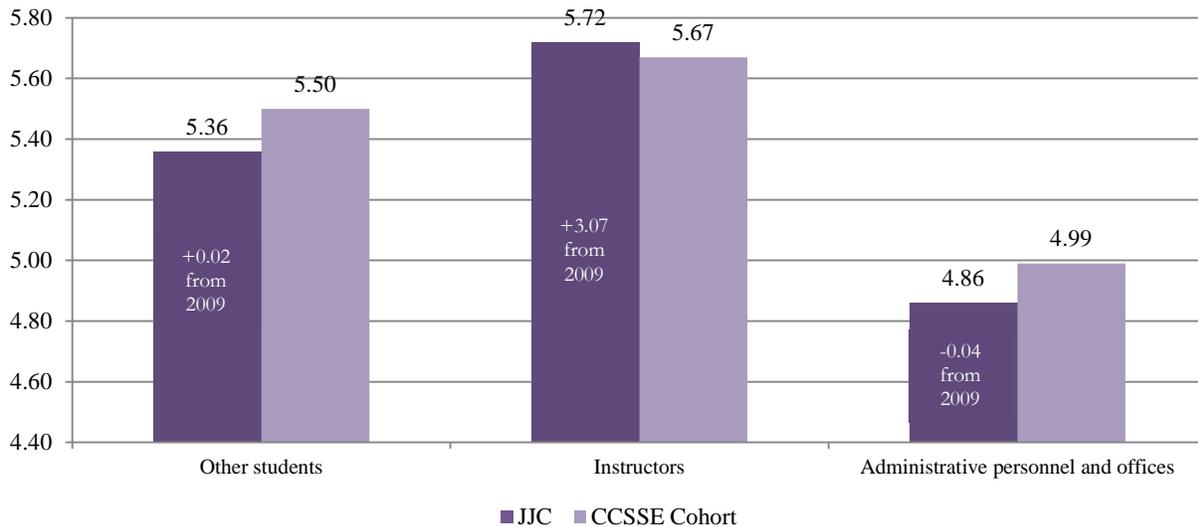
FIGURE 1.9. CCSSE REPORTED WEEKLY ACTIVITIES OF STUDENTS, 2010



Quality of Relationships with College Personnel

Relationships with key personnel, and in particularly faculty, show how engaged students are with college staff and other students who have an influence on their intellectual and social integration into college. Figure 1.10 outlines student responses on a seven-point scale for each relationship. For students: friendly, supportive, and a sense of belonging (7) or unfriendly, unsupportive, and sense of alienation (1). For instructors: available, helpful, and sympathetic (7) or unavailable, unhelpful, and unsympathetic (1). For administration and staff: helpful, considerate, and flexible (7) or unhelpful, inconsiderate, and rigid (1).

FIGURE 1.10. CCSSE REPORTED QUALITY OF RELATIONSHIPS WITH COLLEGE PERSONNEL, 2010



Contribution to Knowledge, Skills, and Personal Development

The final area from CCSSE that examines student learning is the college’s contribution to knowledge, skills, and personal development. These questions are on a four-point scale: very much (4), quite a bit (3), sometimes (2), and very little (1).

Table 1.10. Contribution to Knowledge, Skills, and Personal Development, 2010

Question: How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?	JJC	2010 CCSSE Cohort	JJC - 2010 CCSSE Cohort Difference
Acquiring a broad general education.	3.03	2.96	+0.07
Acquiring job or work-related knowledge or skills.	2.53	2.47	+0.06
Writing clearly or effectively.	2.63	2.72	-0.09
Speaking clearly and effectively.	2.59	2.63	-0.04
Thinking critically and analytically.	2.82	2.90	-0.08
Solving numerical problems.	2.56	2.61	-0.05
Using computing and information technology.	2.71	2.75	-0.04
Working effectively with others.	2.64	2.75	-0.11
Learning effectively on your own.	2.88	2.92	-0.04
Understanding yourself.	2.53	2.62	-0.09
Understanding people of other racial and ethnic backgrounds.	2.34	2.39	-0.05
Developing a personal code of values and ethics.	2.29	2.38	-0.09
Developing clear career goals.	2.63	2.68	-0.05
Gathering information about career opportunities.	2.49	2.56	-0.07

IMPROVEMENT (I)

III: Recent Improvements, Systematic and Comprehensive Processes and Results

Recent improvements include:

- Improvement of Underprepared and At-risk Student Success Rates, QAP 2008-2011. Positions which have been added to address retention have been very helpful, including the retention specialist for athletics, the retention specialists for African-American and Latino students, the additional full-time recruiter, the part-time counselor in StAR, and additional part-time counselors and advisors.
- The Starfish Academic Early Alert program is being utilized by both faculty with classes and staff with cohort groups to initiate notices to students to seek help and alert counselors to the opportunity to provide interventions.
- SARS scheduling and reporting software has provided program data for Counseling, StAR, the Academic Skills Center, the Writing and Reading Center, and OMSA.
- Advising has become more standardized across all campuses and departments including grant-funded programs. Formal adviser training is required for all new advisers, counselors, and staff who advise students as part of their regular job duties. A Counseling Advisory Committee was formed to work on advising issues and to promote better services for students.
- A Director of Developmental Education was hired in April 2009. Several studies were conducted for pilots of alternative delivery formats for developmental English and math courses. Developmental English prerequisites were added to courses in several departments and an entire ESL and EAP curriculum was designed and implemented.
- Curriculum information and processes were consolidated in CurricUNET. A standardized syllabus with required content was developed.

- Responsibility for program review was shifted from the OIR&E to program faculty concurrent with hiring an Assessment Coordinator (January 2010) to guide the process. OIR&E now focuses on providing useful data for the program reviews.
- The initial general education assessment QAP called for the development of new student learning outcomes and assessment. The General Education Assessment (GEA) Task Force developed indicators and rubrics based on LEAP/VALUE rubrics for all outcomes except cultural. The process of entering selected general education outcomes for each course in CurricUNET is almost finished. Pilot tests of the rubrics have begun. A task force is currently engaged in selecting an online system to facilitate data collection, analysis, and reporting. The following improvements are a result of GEA.
- Refined the college application to ensure that students understood which academic program they were pursuing and that undecided students were identified and addressed.
- Began the process of reviewing placement test cut-scores and procedures.
- Completed conversion to an electronic catalog.
- Completed implementation of degree-audit electronic system that allows students and their advisor to track progress to certificate and degree completion.
- Completed development of general education learning outcomes and began to include learning outcomes appropriately on course syllabi.
- Reviewed and updated academic committee responsibilities and memberships including curriculum, academic standards, and learning outcomes.
- Added curriculum to address the learning needs of students for who English is not their native language.
- Re-designed curriculum in developmental and adult education in response to the Common Core Standards established in Illinois and to anticipated changes in the GED examination.
- Continued to assess student engagement in the learning process through CCSSE.
- Re-instated the practice of providing an annual analysis of student enrollment, retention, and completion to the college community.
- Began to collect data to compare the academic process of students enrolled in non-traditional instruction.
- Refined the program review process to include greater faculty involvement and more consideration of external and internal data that indicate changes needed to better support student learning.

112: How Culture and Infrastructure Help Select Processes and Set Targets for Improvement

Over the last five years, JJC has had a complete change in the senior leadership team and added academic deans and other leadership positions. All of these new leaders exhibit a dedication to a culture of evidence and ensuring the first community college becomes one of the best community colleges. They are actively engaged in the work of examining, documenting, and improving processes that may have gone unchallenged and unchanged for years. A culture of continuous improvement and an understanding that even if something is good it can be improved are slowly replacing the perception that change happens only in response to something negative.

Staff and faculty have always been devoted to the learning and well-being of students and have primarily focused on changes at the level of a course or task. JJC's new leaders are clarifying processes and creating linkages to the strategic plan through program review, annual reporting, and routine rather than episodic assessment with the intention of using that information to better inform budgets, staffing, and other decisions at dean, division, and institutional levels.

In the short term, formal leaders will continue to identify and guide the selection of targets and processes to improve as issues and awareness of opportunities become apparent. However, there is an expectation that faculty and staff will begin to contribute and drive improvements at higher levels as engagement and ownership shifts.

CATEGORY TWO: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

Category 2 addresses three areas of strong innovation and progress for JJC: Environmental Health and Safety, Campus Safety, and Institutional Sustainability. Since these three areas were first addressed in Category 2 of the *Systems Portfolio* of 2008, JJC has taken integrated and systematic approaches to these three distinctive objectives to the point where they may be deemed **aligned**, with stable, consciously managed, regularly evaluated processes. These processes have been successful because they have integrated several diverse departments to accomplish a number of explicitly defined goals. In addition, these objectives have actually influenced the strategic planning process so that two strategic goals for the college (Table 8.1) are a direct response to these objectives.

Environmental Health and Safety became a specific and explicit objective for JJC in 2004, when the position of Manager of Environmental Health and Safety was created and filled. One manager has held this position since 2004, and he has collaborated extensively with Campus Police, the Dean of Students, the Sustainability Initiatives Committee, and all relevant administrators. Processes for assessing problem areas for health and safety, providing solutions, and assessing effectiveness are in place, and awareness of these issues throughout the campus community is strong. JJC is recognized as a leader in emergency response.

Campus Safety, as provided through the JJC Campus Police, has a longer history. In recent years, campus policing has become more professionalized through strong leadership, an expectation of quality credentials, extensive training, and a much fuller engagement with the campus community. The Campus Police work collaboratively as needed with community police departments, JJC's Dean of Students, and all other constituencies to provide a safe and crime-free environment.

Institutional Sustainability is the most recent of the objectives for JJC, but it is also the area of most rapid growth and involvement. Because of the early commitment of faculty in the Natural Sciences, Technical, and Agriculture/Horticulture Departments in particular, as well as the necessary administrative support, the objectives for creating a sustainable college in every sense were defined and addressed even before these trends emerged nationally. Since the opportunity to expand the college with new construction and state-of-the-art facilities occurred with the referendum of 2008, JJC has been deeply committed to meeting high standards of sustainability. More recent economic constraints have also led to creative solutions in savings through reduced use of utilities, paper, and other resources.

PROCESSES (P)

2P1: Designing and Operating Key Non-instructional Objectives

The existence of services to address these objectives has been longstanding, and regional, state, and federal mandates necessitate providing these services. However, JJC's approach to these objectives has been particularly conscientious and innovative.

The three distinctive non-instructional objectives addressed in Category 2 model good practices for safety and sustainability and engage students and stakeholders in relevant activities. For example, students participate in college-wide safety drills for fire and tornadoes, and the Campus Police have conducted two Active Shooter drills. The campus community, including students, is invited to participate in the prairie restoration project that is part of the sustainability initiatives and is an opportunity for service learning. Students have been identified to serve on several of the *Green Teams* that are part of the sustainability initiative. Other recent 2.1 include the following:

- In 2009, a Behavior Intervention Team was created. This team has shared responsibilities through the JJC Campus Police and the Dean of Students.
- In 2009, the College President signed the American College and University Presidents' Climate Commitment as well as the Illinois Climate Commitment Initiative.
- In support of both climate initiatives, the Climate Action Plan was completed in January 2012 and is posted on the Sustainability Initiatives Committee's Web page. Detailed listings of the committee's accomplishments may be found on their Web site as well.
- In 2011, the Campus Center and Facility Services buildings were opened and were the first geothermal heating and cooling installations at JJC. The new Campus Center also has green roofs on 80% of the roof system.
- In 2011, a Mental Health Survey was conducted on campus to ensure that JJC is meeting the needs of the students.
- In 2011, administration selected two faculty members to attend the Association for the Advancement of Sustainability in Higher Education's (AASHE) Greening Your Curriculum Training. As a result, the first Grand Prairie project met June 1-3, 2012, which included six full-time faculty. Administration has made a commitment to faculty attendance at each annual event with a goal of having 12 trained by 2017.
- In March 2012, the JJC Board of Trustees adopted a new Board Policy to support the institution's sustainability initiatives.

Indirectly, student learning is served when a safe, comfortable, and nurturing environment is provided, allowing students to focus on learning, as opposed to safety, personal comfort, or other areas that may cause stress and distract from learning.

2P2: Determining Major Non-instructional Objectives

JJC has three distinct institutional objectives that support the strategic goals of the college and student learning. While they are related to Category 6: Supporting Institutional Operations and Category 8: Planning for Continuous Improvement, they also deserve special attention because they have been implemented innovatively. They have involved internal and external stakeholders and have been responsive to current trends and best practices. These three areas are environmental health and safety, campus safety through effective campus policing, and institutional sustainability.

The three distinctive objectives are most clearly related to JJC's second and fifth strategic goals (Table 8.1), which were articulated in 2011 as a direct response to growing global awareness of the need for a sustainable world. College-wide strategic and operational planning with review of the annual budget requests of departments and divisions assures alignment. The overall alignment of distinctive objectives and other activities with JJC's mission and vision is described in more detail in Category 8.

Each of these three areas has its own mission, which is aligned with JJC's overall mission.

- *Environmental Health and Safety* – To seek and find ways to affirmatively promote, preserve, and deliver a feeling of security, safety, and quality services to all members of, and individuals who pass through, the JJC college community. Everyone with whom the college has contact will be treated with respect, dignity, and with the utmost safety in mind.
- *Campus Safety* – To provide a safe learning, teaching, and working environment within the philosophy and ideals of campus community-oriented policing.
- *Institutional Sustainability* – To encourage employees and students of JJC to become more responsible for the college's environment by operating and educating in a manner that conserves so the vital resources necessary are available for generations to come.

In addition, the sustainability initiative, which began as a group of interested volunteers in 2007, grew rapidly into the JJC Sustainability Initiatives Committee and was declared as an AQIP QAP in April 2008. The detailed goals of the project, annual updates, and feedback reports can be found on the AQIP Web site. The project was retired in 2011, but the committee continues as an active part of the efforts toward sustainability.

Campus Safety and Environmental Health and Safety

Campus safety has been an essential part of the college since its beginnings. All responsibilities fell to the Campus Police before 2004, when the position of Environmental, Health, and Safety Manager was created. Major events of the 21st century, including school shootings, terrorist attacks, and various natural disasters, have alerted institutions to the need for more comprehensive planning for health and safety. In addition, growing concern for the environment and protection of natural resources has added the need for sustainability as an integral component of health and safety as well as planning for the future. Some objectives are mandated by various governing bodies through federal, state, and local ordinances. Others are determined by collective bargaining units, worker's compensation, insurance requirements, and accident or incident reports leading to appropriate responses. Most importantly, these objectives have also evolved from a growing sense of responsibility to students, the community, the environment, and the planet.

Overall campus safety and environmental health and safety responsibilities and processes include:

- Armed Campus Police
- Environmental, Health and Safety Office
- Emergency Response Plan
- National Incident Management System (NIMS) Training for administrators
- Training and cooperation with local law enforcement
- Crisis media training
- Drills – weather, fire, active shooter, radiological, pharmaceutical distribution
- Emergency phones
- New door locks on classrooms
- Student ID system
- Security cameras
- Emergency Notification System
- PA system
- Sector Leader Program for emergency situations and drills
- Behavior Intervention Team and Title IX compliance
- Sustainability Policy adopted March 2012
- Sustainability/Recycling Procedure adopted spring 2012
- Membership in Illinois Green Economy Network (IGEN) and South Metropolitan Higher Education Consortium (SMHEC)
- Emergency Task Force
- Presidents' Climate Commitment
- Climate Action Plan

In 2012, JJC updated its NIMS, as well as the Administrative All Hazards Response Plan (AAHRP). The plan has resulted in close interaction with local fire, police, emergency management agencies, and the Will County Health Department during any emergency. The plan is mandated nationally and at the state level, and it allows all entities to function together using common language and procedures. JJC is one of the few colleges in the nation to have this plan in place. The training included a two-day workshop with participation including 28 college administrators.

JJC has also worked closely with the Will County Health Department. As part of the pharmaceutical distribution plan, all JJC staff, faculty, and immediate family members within the same residence may come to the college for distribution of pharmaceuticals in the event of a pandemic or terrorist attack. The first drill for this distribution took place on May 1, 2008. In order to enhance campus safety, JJC also conducts periodic disaster and shooter drills, providing employees and students the opportunity to participate in realistic simulations. One active shooter drill was featured in the Oct. 23, 2008, issue of *Community College Times*, one of the two largest trade publications that cover community colleges.

Institutional Sustainability

The initiative for sustainability became a campus-wide project with the formation of the JJC Sustainability Initiative Committee. An important step in initiating the process was attending the Illinois Green Government Coordinating Council's Second Annual Sustainable University Symposium entitled *Green Living* on August 14, 2007, at Illinois State University. In April 2008, the declaration of the AQIP QAP entitled *Creating a Sustainable Campus through Becoming More Responsible to our Environment* further institutionalized the sustainability initiative.

A set of six objectives for the Sustainability QAP were documented:

- Purchase only what is needed
- Reduce the use of all resources
- Reuse resources when reasonable
- Recycle whenever possible
- Implement a restoration project for the campus
- Assess progress toward meeting the goals of the Sustainability Committee

The Sustainability QAP was retired in 2011, with goals met and a systematic commitment to sustainability fully institutionalized. Awareness of sustainability has expanded from environmental to institutional sustainability, and the goal of sustainability has permeated the practices of the college on multiple levels.

2P3: Communicating Expectations

The mission statements for the three objectives are stated above and publicized through the JJC Web site. Realizing that communications is an integral part of emergency preparedness, security, and environmental safety, JJC has a comprehensive emergency communications plan, with further plans for improvement explained in 2I2.

Campus Safety and Environmental Health and Safety

The most essential vehicle for communicating objectives for safety is the Web site, which also provides additional resources for timely and efficient emergency responses. The Web site provides several major vehicles for communicating emergencies. These include direct calling of Campus Police through the 2911 internal emergency number; alerts for closings, severe weather alerts, or other threats through the JJC Web page; announcements through local radio stations and the Mobile Campus system of emergency text messages. The campus intercom system is used for emergency messages and tested regularly. "Everyone" Emails are sent concerning fire and tornado drills and activities like the *Active Shooter in the Building Drill*. The college has also purchased an auto-dialer from RAVE in 2011 that can automatically dial and text message all students and employees in the event of an emergency with a pre-recorded statement. The Director of Communications and External Relations works with the Dean of Students and Campus Police Chief in coordinating and managing the system.

Recognizing staff for accomplishments is also important to JJC. Facilities Services hosts an annual safety award luncheon to acknowledge those individuals who have gone above and beyond to avoid accidents or mishaps. Campus Police has also given commendations to faculty, staff, and students who have come to the aid of individuals in need of help.

In spring 2012, JJC received the National Weather Service Storm Ready Certification; it was the second community college in the state of Illinois to receive this award, the fourth college overall in the state, and the 103rd in the nation.

Institutional Sustainability

All JJC Sustainability Initiatives Committee meetings are open sessions in order to recognize not only internal initiatives but the role of the community as well. Meetings are announced through Email, and the committee leadership works to prepare documents, publicize activities, and communicate goals. The committee makes use of JJC’s Communications and External Relations Office to enhance public relations and disseminate information to the larger community. A proposed new initiative for FY13 is to incorporate a Sustainability Award within the college’s annual Core Values Awards.

2P4: Reviewing and Assessing Other Distinctive Objectives

Campus Safety

Campus Police review and assess objectives through a variety of processes. Mandated processes require the college to track campus crime and safety in a variety of areas, including aggravated assault, robbery, theft, and liquor and drug abuse. Student and stakeholder feedback is received from surveys and other processes described in more detail in Categories 3P1 and 3P3. For instance, the Campus Police Chief and some staff hold a focus group with students once a semester to determine needs and receive feedback about campus safety and security. Finally, the department tracks and logs many measures related to its objectives, including training and development, special operations, traffic, and records management.

Environmental Health and Safety

A number of quantitative and qualitative measures and reviews are in place for the procedures and materials for this area, many outlined in Table 2.1.

Table 2.1. Assessments for Environmental Health and Safety

Materials and Processes	Assessments and Reviews
Emergency Response Manual	Reviewed and updated annually. Inventory and route changes are made.
Equipment: fire extinguishers, first aid kits, emergency lighting, eye wash stations, fire alarms	Monthly cycle of preventive maintenance.
Drills: fire, tornado, active shooter	Fire and Tornado drills conducted annually, timed, and reviewed. First <i>Active Shooter in the Building Drill</i> in 2008.
Doors, alarm systems, PA system, strobe lights	Checked for proper operations.
Sector leaders	75 people trained; debriefing on all processes and drills. Sector leaders lead staff in the event of emergencies, providing guidance in tornado and fire drills.
Training sessions	Immediate feedback.
NIMS	Incident command method of running an emergency.

Institutional Sustainability

The primary measure of progress for sustainability is actual completion of tasks. Trends indicate reduced usage of resources, reduced costs, increased rates of recycling and reusing of resources, and measures of all goals that are listed in 2P1.

2P5: Determining Faculty and Staff NeedsCampus Safety

JJC Police Dispatchers are the first line of communication with the public, including all faculty and staff. They staff the communications center 24 hours a day. It is their responsibility to answer emergency and non-emergency phone calls, obtain vital information and dispatch officers as needed.

JJC Police Officers patrol the campus on foot, in squad cars, and with a bicycle unit so that they have direct contact with the campus community. They are responsible for the safety of persons and property on and near JJC campuses. They conduct training and drill for response to active shooter scenarios. They also enforce traffic and parking laws, criminal statutes and JJC policies, as well as answer calls for service. Student workers are part of the Motorist Assist Unit and respond to stranded motorist calls with tire changes, lock-outs, and jump-starts. They serve as escorts for individuals who may want a safety escort to their vehicles, conduct room openings, security patrols, and other services to help the department function more efficiently. Sworn Police Officers undergo 14 weeks of academy training at a state-certified training academy. The academy is followed by a structured in-house field-training program which runs approximately eight weeks, before they are allowed to work on their own. The officers undergo quarterly in-house firearm training, active shooter training three times per year and also attend varied training courses throughout the year from two state-certified training coops. Non-sworn staff, dispatchers and Campus Safety Officers, undergoes an in-house field-training program that runs approximately eight weeks before they are allowed on their own. They also periodically attend classes and seminars on topics relative to their job function. Within the department, most staff members are assigned specific specialty functions that allow them to specialize in a certain area of importance to the department. The specialization allows each person to feel a degree of value and ownership in the operation of the department.

Current enhancements to campus safety include:

- Ninety emergency phones on campus
- Approximately 340 digital indoor and outdoor cameras
- Keyless entry systems
- Areas of rescue in stairways
- EVAC chairs
- Classroom doors with thumb locks
- Motion sensors added in classrooms
- Added First Aid stations and AED (Automatic External Defibrillators)
- Wireless panic alarm systems
- Increased presence near the Information Center at the Main Campus
- Escorts or other services to provide safety when leaving campus
- Enhanced signage throughout the campus for better evacuation
- New LED parking lot lights

Environmental Health and Safety

The position of Environmental Health and Safety Manager was created in March 2004. The NIMS process identified in 2P1 outlines a system that addresses needs for health and safety. Incidents such as those occurring at Virginia Tech and Northern Illinois University in 2006 and 2007 have particularly raised awareness of the need for effective emergency response in college settings. Recently, JJC has been

added as a reception center for the LaSalle and Braidwood Nuclear Reactor plant, and prepared for community emergencies and stays on campus. New initiatives for the manager include further studies as a result of the Mental Health Assessment for 1000 students, increased measures about the perception of a safe campus, and continued evaluation of the available resources to respond to bad weather conditions.

Institutional Sustainability

To meet the goals of the Sustainability Initiatives Committee and learn the needs of the campus community, several committees were formed to align with the SMHEC initiatives. These teams were formed to gather information and work together to set priorities. The names of the teams clarify their distinctive roles. The teams are as follows:

- Academic Task Force
- Procurement and Finance
- Operations
- Student Engagement
- Student Task Force
- Information Technology

2P6: Incorporating Information to Readjust Objectives and Processes

Campus Safety

The Campus Police Department regularly tracks campus crime and related statistics as mandated by the Clery Act and Federal Bureau of Investigation (FBI) requirements. Satisfaction and measures of campus safety are tracked through a variety of campus surveys and other feedback mechanisms.

Environmental Health and Safety (EHS)

The EHS department keeps track of all accidents and injuries concerning both students and staff. Annual service testing is done on all fire suppression systems, fire hydrants and fire pumps. All fire extinguishers, first aid kits, spill kits, emergency lighting and emergency eyewash stations are checked on a monthly basis.

Institutional Sustainability

Before 2006, JJC had a history of conservation spearheaded by individuals from the Natural Sciences and Physical Education Department and Agriculture Department. Since the current campus' inception in 1968, specific outdoor areas have been designated as outdoor learning laboratories. Nature trails and an arboretum were established early. In 1993, a portion of the Romeoville Campus was designated for prairie reconstruction, where prairie plantings are maintained and monitored. In 1995, JJC received a grant to kick off recycling efforts of all types of items. Since 2006, two significant efforts have been implemented: the Campus Lake Management Team for improving the water quality of the campus lake and the Environmental Audit conducted by the Biology 146 Honors class in Ecological Conservation. Data was gathered on electricity use and costs, carbon dioxide emissions, car travel to and from campus, trash recycled and disposed of, and locally grown food served on campus. In 2012, JJC's IT Department began a mandated computer shutdown in academic computer labs; this initiative will continue with faculty and staff computers to further support the efforts to reduce energy consumption on campus. At this time, about half of current custodial supplies are recyclable or are "green" approved.

RESULTS (R)

2R1 and 2R2: Measurements and Results for Major Non-Instructional Objectives

Campus Safety

Staffing of the JJC Police Department reflects the growing need to serve the campus community. In 2012, the JJC Police Department has the following staff:

- 11 sworn Police Officers, authorized as a fully armed police agency
- 12 civilian, non-sworn Campus Safety Officers
- 7 Dispatchers
- 2 Records Clerks—maintain all police records, conduct data entry, and serve as a liaison with the Will county Court and States Attorney’s Office
- 1 Department Secretary
- Several Student Workers

Environmental Health and Safety

Since the implementation of the office for environmental health and safety, the log of all injuries on campus has recorded a decrease in injuries. The Occupational Safety and Health Administration (OSHA) 300 log documents all injuries. Data from some of the logs are shown in Figures 2.1 through 2.4.

Additionally, grant awards to the college have increased to support the following:

- Lighting retrofit
- Geothermal installation
- Recycling
- Emergency Management Plan SMHEC Mutual Aid

Institutional Sustainability

Goals and progress for the Sustainability Initiatives Committee may be located on their [Web page](#).

Supporting JJC’s institutional objectives is an ongoing process. Additional measures for accomplishing these tasks include:

- Campus-wide storm water management, submitted to Illinois Environmental Protection Agency (IEPA)
- Mental health assessment
- Hazard analysis
- Grant applications
- Training and completion for the Emergency Operation Plan
- Active shooter drills
- Climate Action Plan
- Student satisfaction surveys
- Pharmaceutical Distribution Plan
- Energy audit

2R3: Performance Comparisons

Campus Safety

One area where results can be compared to national norms is in the area of crime reporting. Data about crime on college campuses is reported to the U.S. Department of Education and FBI and available to the public at the U.S. Department of Education’s Campus Security [Data Analysis Cutting Tool](#). Information specific to JJC is shown in Figures 2.1 through 2.4.

Environmental Health and Safety

JJC compares itself to other organizations in regard to health and safety through the U.S. Department of Labor’s Bureau of Labor Statistics [Injury and Illness database](#). For instance, according to 2010 data, 3.8 percent of all employees reported an incident. In 2010, JJC recorded 44 incidents. Out of 1,654 full- and part-time employees, the incident percent is 2.7 percent.

FIGURE 2.1. JJC ACCIDENTS BY MONTH, 2011

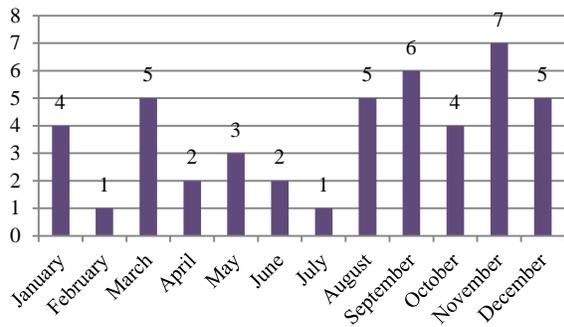


FIGURE 2.2. JJC ACCIDENTS BY INJURY, 2011

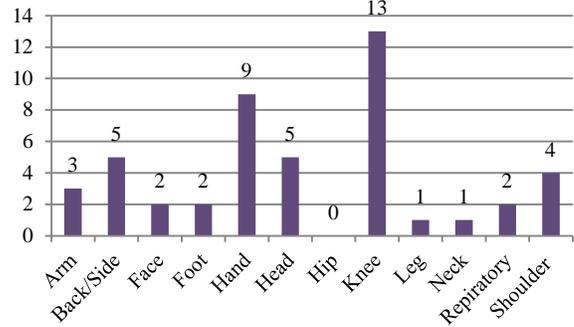


FIGURE 2.3. JJC ACCIDENTS BY CATEGORY, 2011

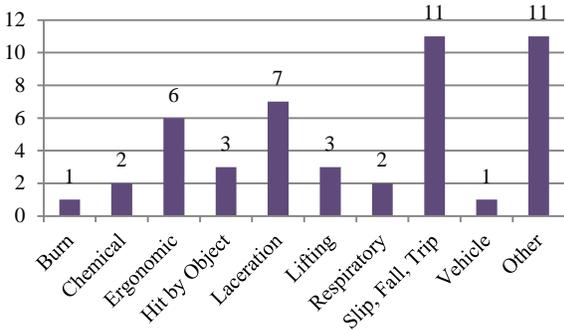
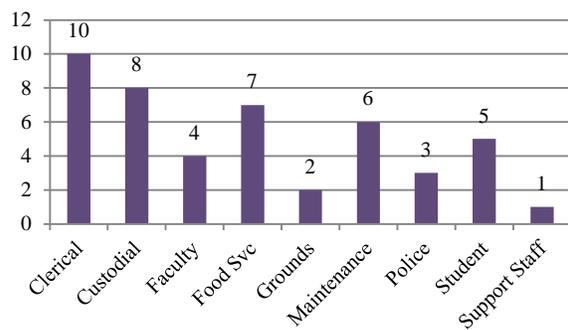


FIGURE 2.4. JJC ACCIDENTS BY JOB TITLE, 2011



2R3: How Results Strengthen the Overall Institution and Enhance the Relationships

Results strengthen the overall institution and enhance relationships with the community overall through responsibility, accountability, relevancy and change. First, the results focus on the college’s responsibility to its students, stakeholders, and community. As a public institution, the college has a responsibility for the safety and security of its students and stakeholders. Additionally, the college is responsible for being a good steward of the environment. Secondly, results strengthen the concept of accountability with its stakeholders and the public. As a public institution, JJC is expected to be accountable. Therefore, it must report data about injuries and campus safety and use that data to enhance its processes (Table 2.2). An added benefit to demonstrating accountability is that by demonstrating accountability, stakeholders will be more likely to trust and support an institution when asked for support in the future. Third, as a public institution JJC is expected to be relevant in the societal context in which it is operating. Thus, it must constantly use data and information to evaluate and monitor the effectiveness of health and safety programs.

Table 2.2. Campus Crime Data at JJC and Illinois Community Colleges, 2006-2010

Criminal Offenses - On campus	2006	2007	2008	2009	2010
Total - All IL Community Colleges	201	151	114	146	113
Total - JJC	9	2	0	4	9
Average - All IL Community Colleges	4	3	2	3	2
Arrests - On campus	2006	2007	2008	2009	2010
Total - All IL Community Colleges	142	85	63	80	98
Total - JJC	3	5	2	3	4

Average - All IL Community Colleges	3	2	1	2	2
Disciplinary Actions - On campus	2006	2007	2008	2009	2010
Total - All IL Community Colleges	52	37	29	53	67
Total - JJC	8	4	5	6	0
Average - All IL Community Colleges	1	1	1	1	1

IMPROVEMENT (I)

2I1: Improvement of Current Processes and Systems

Processes for improving distinctive objectives are conducted through the strategic and operational planning processes (Category 8). For instance, preparing for emergency situations was identified as one of the college's priorities for 2010 and was addressed in the FY 2010 budget. JJC's active participation in all areas represents a continued commitment to global, social, economic, and environmental responsibility. Those objectives completed for Environmental Health and Safety and Campus Safety, and Institutional Sustainability for Students include the following:

Environmental Health and Safety and Campus Safety

- Established SMHEC Emergency Mutual Aid
- Identified Areas of Rescue: Staging areas for wheelchairs, with emergency phones in all new stairwells
- Completed National Weather Service Storm-Ready Certification, 2012. JJC is the fourth college in Illinois and 103rd in the nation
- Completed Campus Emergency Operations Plan and all related appendices
- Campus Police Department:
 - Assigned officer to Joliet Special Operations Squad (SWAT Team)
 - Assigned officer to Illinois Law Enforcement Alarm System (ILEAS) Regional Mutual Aid Team
 - Joined Will/Grundy Major Crime Task Force—assists with major crimes investigation
 - Purchased and deployed tasers for Officers, fall 2008
 - Purchased and deployed patrol rifles to squads, fall 2012
 - Purchased and deployed STARCOM statewide interoperable radios, spring 2009
- Performed regular drills:
 - Annual fire drills
 - Annual tornado drills
 - Active Shooter Drills August 2008, August 2010 (two drills), August 2011
 - Annual Active Shooter Training for Officers
 - Tabletop Emergency Drill, spring 2012
 - Full-scale Radiological Drill, July 2012
- Added equipment:
 - 340 digital cameras on all campuses; indoor and outdoor Phase 2 in progress
 - 100+ emergency phones on all campuses; interior and exterior Blue Light phones
 - Evacuation chairs mounted in all multistory buildings
 - 26 Automatic External Defibrillators (AEDs) deployed on all campuses
 - 80 first-aid stations to all new and remodeled areas
 - 600 fire extinguishers college wide
 - 25 eye-wash stations college wide
 - 50 individual buttons for Wireless Panic Alarm System since 2009
 - Thumb locks installed on all classroom doors to allow for “sheltering” in place in shooter areas

- Keyless entry system for remote opening and closing of doors
- New LED parking lot lights for greater visibility and safety
- Emergency notification System: MIR 3—upgraded from “opt in” to “opt out” system for students and staff
- Trained:
 - Use of evacuation chairs for all staff
 - NIMS/Incident Command; 130 classes taken by staff by 2012
 - Sector Leaders: ongoing annual training, including some bilingual
 - Hazmat: two 8-hour classes given in 2012
 - First Aid/ Cardiopulmonary resuscitation (CPR) /AED: semi-annually and as needed to staff
 - Fire extinguishers: provided semi-annually and as needed to staff
 - Rape Aggression Defense (RAD), Self-Awareness & Familiarization Exchange (SAFE), and self defense: quarterly for female students and staff

Environmental Sustainability for Students

- Conducted campus-wide survey of sustainable courses, modules, topics, and proposals as a benchmark for developing new curriculum
- Offered two sustainability courses: Sustainable Construction and Sustainable Agriculture
- Trained two faculty in AASHE *Greening your Curriculum*. Train the Trainer program to enable campus faculty development
- Increased membership in the JJC Sustainability Initiative (JJCSI) to include representation from 100% of the academic departments, as well as increase the number of student participants
- Formed the Sustainability Student Taskforce to provide students an equal voice on the campus-wide JJCSI committee
- Increased recycling efforts and education across campus
- Provided education and made Local Foods program available on campus
- Coordinated with student government on sustainable initiative and programs, such as Earth Day
- Engaged students in JJC outdoor teaching laboratory and ongoing restoration projects

2I2: Selecting Targets for Improvement

The process for setting targets for improvement, specific priorities and communication strategies are all part of JJC’s planning system as outlined in Category 8P1. The current priorities are also outlined in that category. The communication of results and institutional priorities is described in Category 8P1, in the section on communications. An example of communications regarding emergency and security is highlighted below, with specific examples from a presentation at the regional National Commission on Marketing and Public Relations (NCMPR) conference, through a presentation delivered by the Directors of Communications and External Relations and Marketing and Publications titled *The Importance of Communicating and Marketing Your Campus Safety Efforts* which included the following elements:

- The development of a model for emergency communications structured on communications before an incident, during an incident and after an incident.
- Changing expectations and mandates, including the Illinois Campus Security Enhancement Act, the development of mandatory emergency response plans and the Clery Act.
- Testing and piloting procedures.
- Including safety information, processes and procedures in a color handout of the class schedule.

CATEGORY THREE: UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS

JJC has many processes related to understanding, building, and meeting student and stakeholder needs. JJC continues to make strides in placing programs and services in appropriate areas through an assessment of organizational alignment and restructuring. JJC has also made strides in integrating programs and services that meet student and stakeholder needs, although it has not reached the stage of completely aligning approaches. JJC also has many tools and processes for measuring student and stakeholder needs. Overall results indicate general satisfaction with college services and programs.

While great progress has been made in understanding the needs of students and other stakeholders, the level of maturity for this category overall is **systematic**. The level of participation in committees and task forces is extensive, but a well-aligned exchange of information is not yet in place. Awareness of the needs of students and other stakeholders throughout the college is not consistent, with strong awareness throughout the administrative areas of Academic Affairs and Student Development but less awareness in other administrative areas. A tendency to see the needs of students and stakeholders as the exclusive domain of those two administrative areas sometimes prevents the necessary overall alignment. JJC has worked hard to build awareness of the mission and strategic goals as the drivers of all the college does, but isolation occurs when services are geographically separated or service providers do not see their role in serving the students and stakeholders.

Students have expectations when they choose to attend JJC. Some of these are shared expectations and some may be specific to their particular educational or career goals. The college has an obligation to fulfill its contract with students as articulated in the mission, vision, core values, and strategic goals. Likewise, stakeholders have expectations for the college, and the college has requirements to fulfill to these stakeholders as well. Communicating these expectations more thoroughly and effectively will allow JJC to move toward greater alignment and integration.

PROCESSES (P)

3P1: Identifying, Analyzing, and Addressing Changing Student Needs (4C)

JJC has identified the key groups of students to include prospective, credit (including developmental courses, career preparation, and transfer), non-credit (including adult work force, corporate and community education), continuing and full- and part-time students. Prospective students include current high school students (some enrolled in dual credit), recent high school graduates, non-traditional students, returning students, and transfers from other institutions of higher education. Credit students may pursue an A.A., A.S., A.A.T. Special Education, or a certificate or an A.A.S. degree in a career or technical program. A significant subset of degree-seeking students enters the college underprepared for college-level work and initially places in developmental classes in reading, writing, mathematics, and GSD, as well as specialized EAP courses for non-native speakers in reading, writing, grammar, and speaking and listening. Other students choose to attend non-credit programs in ESL, ABE, GED, or take courses for skill training or personal enrichment. In addition, workforce development training offers workplace classes on site. Continuing students are differentiated by the educational path they choose. Another important distinction is whether students choose to attend part-time or full-time. One common element of addressing student needs is that many students enter JJC with their own goals in mind but may not have the preparation to meet those goals.

Processes for identifying, analyzing, and addressing changing students' needs include strategic planning processes, analysis of enrollment trends, assessment processes, advisory councils, course scheduling,

surveys, and anecdotal information. The Enrollment Management and Retention Plan of 2011-2014, listed first, is a college priority that addressed AQIP Core Component 4C. The second item listed, New Student Orientation, is a major initiative for addressing college persistence and completion. The Completion Agenda and measures to ensure successful completion are additionally addressed in 3R2, 3R6, and 3I2.

- *Enrollment Management and Retention Plan* – The 2011-2014 plan addresses student success by recognizing that it is a college-wide responsibility to achieve and respond to student enrollment growth and to increase retention rates. The plan includes three attraction and recruitment goals that focus on easing the enrollment process, more global participation in recruitment activities and a targeted communication plan that addresses the needs of first generation, underrepresented and underprepared students and their parents. Five retention goals focus on increasing the success of developmental learners, assisting first generation and underrepresented students with financial aid literacy awareness, successful transition to JJC, early-intervention programs, and preparing students for transitions for further education of the labor market once they leave JJC. The first year of the plan has been implemented.
- *New Student Orientation (NSO)* – The increase in the number of students participating in NSO's identified a need to expand the program. NSO's expansion has led the college to establish a full-time position, the Coordinator of General Student Development and New Student Orientation, who has the responsibility of overseeing NSO and other first-year experience program initiatives. This coordinator also oversees college success and career and lifestyle planning courses at JJC, which are critical to student learning and persistence toward college completion.
- *Strategic and Operational Planning Processes* – The strategic planning process includes environmental scans to understand the demographic and economic needs of the district and anticipate both changing populations and educational or workforce needs. Projection research is described in more detail in Category 8. Several components of the planning process capture student and stakeholder needs. During the annual planning cycle, a variety of methods are used to evaluate and analyze data to ensure that JJC's programs and departments meet general standards of quality by measuring the efficiency, effectiveness, and impact of the program or department.
- *Analysis of Enrollment Trends* – Analysis of enrollments trends and semester-by-semester data provide important and timely information related to changing needs and populations. In fall 2010 and spring 2011, JJC achieved the highest headcounts in its history. Fall 2010's headcount was 15,676 and spring 2011's headcount was 16,379. Fall 2011 and spring 2012 continue to exceed 15,000 and 16,000 respectively. JJC's Hispanic population now exceeds 20 percent. Enrollment information informs the college's Enrollment Management Plan.
- *Paying for College* – JJC's Financial Aid and Veterans Office holds several open sessions each year, free to the community. The office also works with the Institutional Advancement Office in coordinating scholarships, many from the JJC Foundation. Students can search for scholarships at Stars Online and query specific variables. Since 2008, JJC has updated the process for awarding scholarships from a manual procedure to an automated function, which has increased the efficiency for students to receive their award notifications. The JJC Financial Aid and Veterans Office created a new position titled Veterans Coordinator and established a Veterans Center to better serve student veterans. In an effort to assist JJC's students with their financial challenges, the Financial Services Department reduced the required down payment for the automatic payment plan from 20 percent to 10 percent starting with the fall 2010 semester. Also, to ensure delivery in a timely manner, the college sends schedule billing notices directly to the students' JJC Email accounts.
- *Course Scheduling*—The Academic Deans and the VPAA meet regularly to review and analyze scheduling. Significant changes were implemented in 2011-2012. These changes included hiring a full-time scheduler and using two staff for online scheduling. JJC has invested in scheduling software and is implementing training during the 2012-13 academic year with a goal to implement by Fall 2013. The addition of new classrooms with new and renovated facilities has taken some of the stress out of the schedule, but the department chairs, academic deans and VPAA are continuing to make

sure that the college is scheduling enough courses and the right mix of courses throughout the day and at various campuses to meet student needs.

- *Placement testing* – Data from required COMPASS testing identifies the preparedness of JJC’s students as they enter the college, provides feedback to guide the scheduling of developmental course offerings, and provides annual data for high school partners on the placement trends of their students. The analysis of COMPASS data identified the growing number of students placing into lower levels of developmental education. In response to this need, a study skills course was developed to address this specific population. In 2010, this placement process was expanded to include the acceptance of ACT scores for placement, as well as the implementation of ESL COMPASS to place students into developmental English coursework designed for non-native speakers. The ESL screening process takes place discretely on the computer when the student sits at the testing terminal. Depending on the students’ answers to the screener, they are directed to an appropriate directional video for either native speakers or non-native speakers. JJC’s streamlined and consistent approach has attracted a great deal of positive attention from other testing offices at educational institutions.
- *Surveys* – The OIR&E had conducted annual CCSSE assessments and continue to administer the instrument bi-annually starting with the spring 2012 term. CCSSE allows JJC to examine both local and national data for benchmarking. JJC will also conduct a bi-annual comprehensive satisfaction assessment beginning in fall 2012 by administering the Noel-Levitz Student Satisfaction Inventory (SSI). The OIR&E and other departments at JJC also conduct periodic issue or service specific surveys to gather student input on issues such as graduation, winter break, smoking on campus, student activities, career services, counseling, bookstore operations, and computer labs. The resulting information is disseminated to the administrators and decision-making groups with responsibility for resolving different issues.
- *Scheduling and Reporting System (SARS)* – In October of 2008, JJC implemented SARS. The SARS program represents an advancement in effective use of technology. It provides a scheduling and tracking system to assist Counselors and Administrators with gathering data on student usage. SARS reports are used to strategically staff the department to serve students and identify areas of staffing needs based on students’ appointment patterns. SARS is also used to track students attending New Student Orientation as well as parents and supporters of new students. Data collected through SARS provides an accurate count of students served through NSO and collects demographic information. Analysis of SARS data indicated peak times of usage for services. In response to this need, tutoring staff was increased during these times. Students are invited back to campus to participate in JJC Connect a program designed to connect students to support services.
- *Office of Multicultural Student Affairs (OMSA)*—OMSA has expanded its services in response to the rapid growth of diverse populations migrating into District 525. The department has grown from one director to include a full-time secretary, an outreach specialist dedicated to Latino students, an outreach specialist dedicated to African-American students, a part-time, on-call English as a Second Language specialist, and a student assistant. OMSA has become the advising arm for the English for Academic Purposes (EAP) program for non-native speakers of English and offers a variety of services including outreach, academic guidance and referral services, advising advocacy and personal support, transfer assistance, mentoring programs, cultural programming, training and resources, and leadership development and seminars.
- *Anecdotal Information* about students from faculty and staff who are in direct contact with them provides important insight. Faculty and staff also seek to stay abreast of changes and trends in higher education through involvement in professional associations, professional reading, and attendance at local and national conferences.

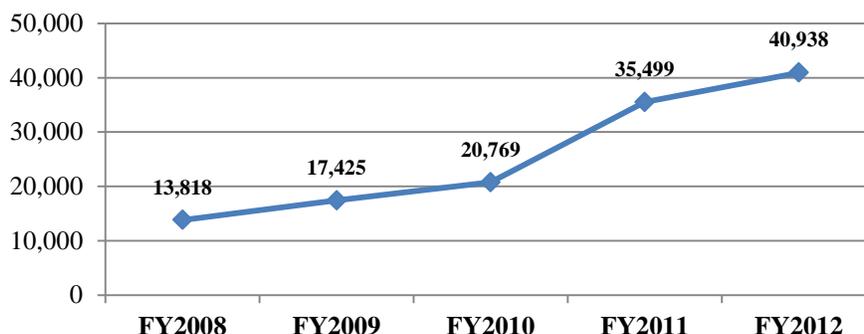
3P2: Building and Maintaining Relationships with Students

JJC builds and maintains relationships with students through marketing, admissions, the college dual-credit program, academic department and faculty efforts, Corporate and Community Education, the

college Web site, advising and registration, regular communications with students, programs for specific populations, and student government and activities.

- *Marketing* – JJC continues to build relationships with prospective students, continuing students, and the community at large through the development of communication and marketing and brand development strategies that strengthen JJC’s image and build new and sustained loyalty among students (see Category 5).
- *Admissions* – In the past three years, the Office of Admissions has implemented the “3-Step Process” at selected area high schools to guide students in completing the enrollment process, added features to the Admission Communications Management module for students on residency guidelines and receipt of high school transcripts, and implemented an LPN Transition application process for students interested in this program.
- *Academic Departments* – Academic departments, particularly in career and technical programs, also play an active role in recruiting and retaining students. Faculty serve as academic advisors and advisors of student clubs and organizations, such as the student newspaper, the student literary magazine, and Phi Theta Kappa. Of 35 club and organization advisors, 25 are faculty.
- *Dual-Credit Programs*—The steady increase in dual-credit enrollments in the high schools allows JJC to begin a relationship with high school students throughout the district prior to graduation (1P4, Table 1.3). Dual-credit classes are offered at 26 high schools and two career centers in JJC’s district, with more than 500 total course sections offered each year. Enrollment has increased significantly from 2008-2012 (Figure 3.1).

FIGURE 3.1. DUAL-CREDIT HOURS GENERATED BY FISCAL YEAR. SOURCE: ICCB SU/SR RECORDS.



- *Corporate and Community Education*—The Corporate and Community Education department provides training on an array of solutions that will enhance performance, regardless of a specific industry, and generate real results. The department does extensive marketing to the JJC district for all non-credit programs (Category 5). A community education catalog is mailed to every resident three times a year listing all of the lifelong learning, professional department, and career opportunities available. In addition to sending out promotional material to residents, a business and industry catalog is sent to area businesses three times a year as well. An Email listserv provides online marketing to area businesses as well as community members. The department includes the Illinois Small Business Development Center that provides services to small business throughout the year. The department also has a complete staff of business solutions directors who can customize training programs for specific organizations or advise employees on a career path.
- *New Media* – JJC has been utilizing data from Google analytics on Web banners and social media advertisements to reach students in the following ways: search engine optimization, Facebook advertising, digital TVs on campus, Internet radio and online banner advertising, QR code on piece, variable data within print, and tracking URLs on print to assess initiatives (Category 5).
- *Advising and Registration* – JJC’s relationship with new first-time full-time students begins with their attendance at New Student Orientation prior to their first semester of attendance. NSO is required of

all new full-time JJC students but is available to all incoming students. On average, the program orients over 4,000 new students each year and also accommodates parents and family supporters. These figures represent an approximate 300 percent increase in student participation over previous efforts.

- *Regular Student Communications* – JJC has also implemented additional methods to communicate better with current students, including Monday Emails from student development and Emails prior to drop dates for non-payment of tuition. A drop-for-nonpayment analysis revealed the need for communication and is now a standardized report for the college.
- *Programs for Specific Populations* – Student Development offices continue to offer special programs for specific populations including Project Achieve (TRIO Student Support Services), mentoring programs through Counseling and the Office of Multicultural Student Affairs, and a support program for Latino and African-American students. Participation in GSD classes is also strongly encouraged, and at times required, for students who place into developmental classes. Admissions and Financial Aid information sheets have been developed and continually revised in both Spanish and English.
- *Student Governance and Activities* – Students have opportunities for participation and input through student government, the athletic advisory council, the Collegiate Club Council, and student seats on numerous college-wide committees. The college has added a staff member since 2007 to provide programming and support to the students who reside in the JJC residence complex. Since 2010, a Case Manager position was created to connect students with resources in the area to address health and welfare issues. College staff members also provide an orientation program for these students and their families. All new full-time students are surveyed through the advising and registration sessions regarding their out-of-class interests and are subsequently contacted by the appropriate groups.
- *Tutoring Services* – JJC offers a number of free services on campus and online, and these services have been expanded since 2008. Data on usage is reported in Table 1.8. The Academic Skills Center provides online and in-person tutoring for math and English ACT COMPASS review, as well as in-person and online tutoring for over 30 subjects. Project Achieve and Star offer tutoring to special populations. The Speaking Center and a Writing and Reading Center provide specialized tutoring. The LEAP Center offers tutorial assistance in reading, writing, speaking and listening, and grammar skills to non-native English speakers. The Nursing Simulation lab offers nursing skills practice, theory, review, and workshops to nursing students.
- *Emergency Management in Higher Education (EMHE) Grant*– JJC was awarded over half a million dollars to fund the EMHE program. JJC is currently in the second year of implementing the grant. The major initiatives of the grant include a mental health assessment plan, a plan to respond to infectious disease outbreaks on campus, implementation of table top training exercises and full-scale disaster drills, and the purchase of six evacuation chairs.
- *Starfish Early Alert* – JJC implemented an innovative academic intervention tool that allows instructors to easily alert students of their academic progress and behavior in a course, i.e. attendance, poor academic performance, general concerns, etc. Analysis of the flags generated using this tool provides trends data to identify student support intervention enhancements.
- *Gender-Neutral bathrooms* – In response to addressing student needs brought forward to the Diversity Advisory Council, the college is now providing Family/Companion toilet facilities.

3P3: Identifying, Analyzing, and Addressing Changing Stakeholder Needs (1D)

JJC has identified key stakeholders to include other college and education-related groups, government and community groups, and business and industry partners. Other college and education-related groups include the Foundation Board, donors, alumni, parents, and families of JJC students, K-12 schools, high school counselors, four-year college representatives, and accrediting agencies. Government and community groups include residents of District 525, local and state legislators, federal agencies, grant providers, local health care providers, and community organizations and agencies. Business and industry partners include local employers, advisory committee members, economic development organizations, the

Workforce Investment Board, and local unions. JJC's Mission Statement demonstrates the college's commitment to the public good, as addressed in AQIP Core Component 1D. The extensive outreach to key stakeholders is evidence of JJC's focus on educational responsibilities.

JJC employs a variety of methods for identifying and responding to the needs of key stakeholders, as listed:

- *Strategic and Operational Planning Processes* – Opportunities for community members to participate are available during the environmental scanning and strategic planning processes on a cycle of three to five years. JJC scans eight areas to identify key external trends that may have an impact on the college in the future: competition, economics, education, demographics, labor force, politics, social values and lifestyles, and technology. Specific activities identify stakeholder needs (Category 8).
- *Community Scan* – In 2009, the college partnered with Sandra Golden and Associates to update the institution's marketing plan and identify action items in the following areas: research, curriculum, marketing/communications, admissions and recruitment, and retention and student services. Since this time, many of the action items from the marketing plan have been adopted into the enrollment management plan as well as other committee and task force plans.
- *Foundation Board Meetings* – The Foundation Board meets monthly.
- *Donors Cultivation* – JJC identifies potential donors through personal connections and the use of a donor prospect application, Wealth Engine, and foundation directory. JJC is a Donors Forum Center of Philanthropy and has several resources for donor cultivation.
- *Alumni* – Relationships with alumni are maintained through *JJC Connections*, a bi-annual magazine for alumni and friends of the college, and *E-Connections*, a monthly electronic newsletter. The Alumni Association takes part in several activities to keep alumni engaged, including the Alumni Brunch, where three awards are presented (Distinguished Alumni Achievement, Susan H. Wood Hall of Fame, and Faculty Prestige Award). Alumni are also engaged through the alumni Web site and social networking sites on Facebook, Twitter, and LinkedIn. The Alumni Association partners with Student Activities and Career Services to create workshops for Emerging Leaders at the college. These workshops create an avenue for students to foster interaction with the college and create a stronger affinity with the college that lasts beyond graduation.
- *Annual High School Counselors' Breakfast* – JJC hosts an annual high school counselors' breakfast, where counselors from district high schools are invited to the campus to receive updates about changes in current programs and new programs.
- *Community Involvement* – Information on the needs of community stakeholders comes through the participation of many college staff and faculty in groups in the community (Rotary, Boards, Chambers of Commerce). The College President is particularly involved in community groups and functions that provide community members with opportunities for direct feedback.
- *Workforce Development and Corporate and Community Education* – Information on the needs of business and industry stakeholders is gathered from advisory committees of employers for the college's career and technical programs and from groups such as the Workforce Investment Board. The Community and Economic Development (CED) division participates in several external committees to enhance relationships within the community. These associations include Grundy Economic Development Council, Will County Economic Development Council, various Chambers of Commerce in the area, Will County Workforce Services, Kankakee/Grundy/Livingston Workforce Services, and Three Rivers Manufacturing Association. Information regarding the needs of the college's key stakeholders has been incorporated in the operational objectives of the strategic plan. In addition, both Will County and Grundy-Kendall County Workforce Development Boards are conducting employer focus groups to analyze and identify skills gaps that exist between training programs and the skills required for entry-level positions.

All students and external stakeholders expect an affordable and quality education, access to a variety of programs, convenient locations and flexible schedules, student support services, financial assistance, access to current technology, a safe environment, and respectful treatment.

Table 3.1. Student and Stakeholder Requirements and Expectations

Group	Subgroup	Requirements and Expectations
College Students	Transfer students	Assistance identifying a transfer institution and program, accurate and timely transfer advising, the successful transfer of credits, and assistance with the transfer process.
	Career and technical students	An education oriented toward a particular career goal and assistance in securing employment or additional education upon certificate or degree completion.
Workforce Development, Corporate and Community Stakeholders	High School Student	Dual-credit and dual-enrollment opportunities, preparation for successful transfer to four-year institutions, an affordable education for families which leads to transfer or employment, fulfillment of accreditation and program-specific requirements, a good return on their investment for alumni, responsible stewardship of donor dollars, and accountability to coordinating agencies.
	Adult basic, GED, and ESL students	Affordable and convenient programs to help students achieve literacy, English language skills, or the attainment of high school equivalency.
	Non-credit students	A schedule of options that are affordable, convenient, and meet their training or personal interest needs.
	Community and Government	Fiscal responsibility, a resource for area residents, cultural activities and access to college facilities, appropriate training for underserved populations with public funds, participation in community groups, activities and initiatives, fulfillment of civic duties and responsibilities, and course opportunities district-wide.
	Business and industry	A pool of skilled, quality workers, leadership in economic and workforce development, and programs responsive to economic needs.

3P4: Building and Maintaining Key Stakeholder Relationships

A variety of processes exists for building and maintaining relationships with stakeholders. These processes build a level of trust and credibility necessary for positive relationships. JJC’s administrative organizational structure, implemented in 2008, which has added a layer of academic and student development deans, has helped provide more responsive and timely assistance to all stakeholders. In addition, college staff has been actively involved in the Joliet Chamber of Commerce’s Community Leadership School in an effort to build relationships with educational, business, and community leaders. Since 2008, college participants have included the Director of Communications and External Relations, Dean of Nursing and Allied Health, Interim Dean of Career and Technical Education, Vice President of Administrative Services, VPAA, and others. The community is invited to participate in cultural, educational, and social events at the college, and the college partners with community groups to host events. Corporate and Community Education provides a *Training Update* newsletter, and Workforce Development has a *Mature Workforce Center Newsletter* that targets baby boomers. Relationships with alumni and donors are described in 3P3, but also include specific events, such as an Alumni Reception for JJC employees who are alumni of the college, the Annual Scholarship Recognition Event for donors, Employee Giving Campaign, JJC Donor Recognition dinner, and Annual Alumni Brunch.

3P5: Determining and Targeting New Student and Stakeholder Groups for Educational Offerings and Services (1D)

New student and stakeholder groups are identified through a variety of methods, listed below. As noted in 3P3 and here, JJC relies on information from and collaboration with a range of stakeholders to demonstrate its commitment to the public good, Core Component 1D.

- *Monitoring and Projections* – JJC carefully monitors demographic and economic patterns of the district. For example, K-12 growth in the district, as well as workforce and economic indicators, may forecast the need for new programs or interventions. A new Frankfort Education Center has opened, and the Romeoville Campus is expanding to respond to the demographic needs identified.
- *Monitoring Student Services* – Student development determines the need for additional or new services by monitoring student use of services as well as requests for services. For example, the office that serves students with disabilities carefully monitors the needs of different groups and anticipates where there may be increases in the future. The Financial Aid and Veterans Office created a new position titled Veterans Coordinator and established a Veterans Center to better serve students who are veterans. JJC currently serves more than 500 veterans and addresses their needs in many areas including financial aid, veterans' benefits, registration, payment, counseling, and disability services.
- *Advisory Committees* articulate new student and stakeholder groups to the college through academic programs.
- *New Programming and Services* – Decisions to proceed with new programs or services directed to particular student or stakeholder groups are proposed through individuals, departments, and committees with a variety of responsibilities throughout the institution (Category 1).

3P6: Collecting, Analyzing, Communicating, and Responding to Complaints

Student complaints generally fall into two categories: academic and non-academic. Students can initiate a complaint through an individual contact, phone call, Email or letter. Any employee at the college may receive an initial complaint, and it is the employee's responsibility to refer the student to the appropriate avenue for complaint resolution. It is then the responsibility of the receiving department to respond in a timely and constructive manner. Information on complaint resolution is available through the college catalog, the student handbook and on the college's Web site. In addition, the college has a Student Code of Conduct which provides guidance to the college community regarding student behavior. Selective admissions programs, such as nursing have codes of conduct to inform students of additional expectations.

Student Academic Complaints – Student academic complaints including grade appeals and charges of academic misconduct are generally heard and resolved through the academic structure of the institution. The academic process would begin with the faculty member but could proceed to the department chair, appropriate dean, or VPAA. Students have been afforded the opportunity to have an advisor to assist them with the grade appeal process and receive support and information from the Office of the Dean of Students to ensure due process. Procedures for grade appeals are undergoing revision in 2012-13. The college has also updated the academic honor code process, which is a part of the Code of Student Conduct. VPAA keeps a log and is responsible for collecting and analyzing complaints. When warranted, changes to procedures and policies may be made.

Student Non-Academic Complaints – Student complaints that are not academic are first referred to the director of the department with which the student has a concern and, if necessary, to the dean of the area. Formal complaints can be submitted to the Dean of Students or the Vice President of Student Development. The Office of the Dean of Students will follow up with the department to ensure the complaint is resolved. Students have been afforded the opportunity to have an advisor assist them with the complaint process and receive support and information from the Office of the Dean of Students to ensure due process. Some complaints may go directly to the college's Equal Employment Opportunity

Commission (EEOC) Officer, such as ADA concerns, sexual harassment, discrimination, or other issues that are not department specific. Students may also file a complaint with the Dean of Students, who serves as the Deputy for Title IX complaints. It is important for college staff to assess complaint information and watch for patterns. For example, the Registration and Records area received many complaints from students and faculty regarding the timeliness with which graduation applications were processed and information was communicated to students. Restructuring of staff assignments and cross training have directly addressed this complaint. Applications are now processed in a timely manner.

In the Office of the Dean of Students, complaints are tracked, and the list is maintained through a database system, Maxient. The complaint process is available online, and complaints can be entered through an online. The forms are also available in department offices and the academic deans' offices. Students are notified in writing of the resolution of their complaints.

The college has formed a Behavioral Intervention Team which addresses behavioral concerns forwarded by faculty and others at the institution. These referrals focus on concerns about a particular student's behavior and the potential for harm to self or others. Parents and community members with complaints are usually referred to the appropriate vice president. Criminal offenses are referred to the Campus Police (Category 2).

Complaints from Other Stakeholders – Members of the community may make complaints to the College President of the Board of Trustees. These complaints may be in person or in writing. Every effort is made to resolve these quickly. In addition, members of the community may request information from the college Freedom of Information Act (FOIA) Officer

RESULTS (R)

3R1: Determining Student and Other Stakeholder Satisfaction

JJC uses several measures for determining student satisfaction, including the following:

- Student evaluations.
- Advisor and counselor surveys of students.
- Computer lab satisfaction and use survey.
- Bookstore satisfaction survey.
- Help Desk satisfaction survey for IT services.
- Occupational graduate, or follow-up, survey.
- Overall student satisfaction and engagement through CCSSE.

Measures used to determine stakeholder needs include:

- Strategic Plan, conducted every three to five years.
- Participation at Foundation and other fundraising events, and the amount of scholarship and charitable giving.
- Evaluations of services provided to the community, such as financial aid information workshops.
- Participation on program advisory committees.
- Analysis of transfer rates.
- Surveys of high school counselors regarding their satisfaction with recruitment and testing.
- Results from Discover JJC and College Fair surveys to measure student and other stakeholder satisfaction with these important college events.
- Results from Admissions Office surveys of prospective students and parents on the effectiveness of student ambassadors in conducting campus tours.

3R2: Performance Results for Student Satisfaction

The CCSSE provides information about effective educational practices in community colleges and assists institutions in using that information to promote improvements in student learning and persistence. Student engagement, or the amount of time and energy that students invest in meaningful educational practices, is the underlying foundation for CCSSE's work. A key measure of satisfaction is whether a student would recommend a service or the institution to others. On the most recent CCSSE administration at JJC, 94 percent of JJC students indicated that they would recommend JJC to a friend or family member. When asked to evaluate their entire educational experience at JJC, 84 percent described the JJC experience as Good or Excellent, while only 1 percent rated their experience as Poor. Another measure used to determine student satisfaction is the percent of students planning to return or who have successfully completed their goals. Seventy-one percent of JJC students indicated that they planned to enroll within the next 12 months, and 11 percent reported that they had accomplished their goals.

CCSSE also asks a combination of questions relating to satisfaction, use, or importance levels of services. Table 3.2 displays use, satisfaction, and importance of a number of key academic and student support services at JJC. Column one reports the percentage of JJC students saying they used the service either Sometimes or Often, the second column indicates the percentage that report they are Satisfied or Very Satisfied with the Service, and the third column shows the percentage of students who rate the service as Somewhat or Very Important.

Table 3.2. Student Services by Use, Satisfaction, and Importance.

Service Category	Use	Satisfaction	Importance
Academic Advising and Planning	49 %	64 %	88 %
Career Counseling	29 %	46 %	79 %
Job Placement	10 %	20 %	67 %
Peer or Other Tutoring	22 %	34 %	69 %
Skill Labs, Writing, Math, etc.	33 %	43 %	73 %
Child Care	4 %	12 %	45 %
Financial Aid Advising	34 %	40 %	76 %
Computer Labs	62 %	71 %	86 %
Student Organizations	14 %	25 %	55 %
Transfer Credit Assistance	28 %	44 %	78 %
Services to Students with Disabilities	8 %	18 %	61 %

Note: The services highlighted in light green in each column are among the three highest rated in that area, while the services highlighted in shaded yellow are among the three lowest rated in each area.

Since 2008, data collection has improved and is helping JJC to understand student needs more fully. JJC receives data from the admissions application, which helps the college determine the appropriate services to provide. The number of students applying for and receiving financial aid has also increased so that almost 50 percent of JJC's students are now receiving financial aid. The Degree Audit process was re-engineered and became fully operational in fall 2011. The process assists students and advisors in tracking student progress toward completion of certificates and degrees. It should be noted that JJC's graduation rate has improved since 2008 and is now 12 percent.

3R3: Performance Results for Building Relationships with Students

Since 2008, efforts to build relationships with prospective students have led to increasing enrollments including achieving not only the highest headcounts and credit hours in JJC's history but also the highest

percentage increases in headcounts and credit hours for fall 2009 and spring 2012. Fall 2009 achieved an 8.50 percent increase in headcount and a 9.90 percent increase in credit hours. Spring 2012 achieved a 9.7 percent increase in headcount and a 13.1 percent increase in credit hours. Discover JJC, an on-campus recruitment program, continues to draw between 400-500 attendees each semester.

Participation in GSD classes, which focus on college success skills and career preparation, has increased 16.3 percent. In the CCSSE survey of 2010, 30 percent of student respondents indicated that they had taken or planned to enroll in a college orientation program or course at JJC. Results from the evaluation of the orientation program offered by the college for resident students were very positive, with 62 of 64 respondents indicating that the program had met their expectations. The number of continuing students who returned for fall 2008 increased 8 percent. Participation in student clubs and organizations has increased as well. A new club can be chartered with 10 students.

Student-faculty interaction, as well as interaction with other students and staff, plays a key role in the success of JJC's students. Research on student success indicates that student-faculty interaction is one of the strongest predictors of persistence for college students. Five key indicators JJC utilizes in measuring the student-faculty, student-student, and student-staff relationships from the CCSSE instrument include: working with instructors on activities other than coursework, emphasis placed on encouraging contact among students from different socio-economic and racial or ethnic backgrounds, support to thrive socially, quality of relationships among indicated groups, and support of friends for student attending JJC.

Information from students has led the college to make several changes and improvements to communicate the needs of students. JJC has acknowledged a need for bilingual staff to provide service for students and families. Bilingual staff is available in several college departments, particularly Admissions, Registration and Records, Counseling, and the Office of Multicultural Student Affairs. A number of position descriptions have been expanded and now state that the ability to speak an additional language is preferred. In several cases, JJC also seeks staff with skills in American Sign Language. StAR has added several initiatives, such as instituting TextNet to allow deaf callers to digitally communicate with JJC staff through their computer and FAFSA workshops designed specifically for students who are deaf. Bilingual FAFSA workshops also are available. Kurzweil literacy software has been installed in StAR, the library, some computer labs, and the Vet Tech Department. It will soon be installed in OMSA and additional locations.

Printed materials have been streamlined to ensure information is accurate and accessible. The Academic Catalog is available as a Web-based, student-friendly resource. The class schedule was revised to become a registration guide to help students navigate the registration process, identify a program of study, and view an accurate class schedule online. In 2012, a viewbook was developed. Lastly, marketing templates and materials are now available within the institutional portal to provide a more consistent appearance to college materials (Category 5).

In 2002, Safe Zone was introduced at Joliet Junior College. Safe Zone is a program that helps provide a supportive environment for students who are gay, lesbian, transgender, bisexual, or questioning. After the initial training of allies and follow-up discussions, many staff members who were originally involved in the planning of Safe Zone resigned from the college, and the Safe Zone program ceased to exist for several years, but it was then revived. As of June 2012, close to 100 students, staff, faculty, and administrators have been trained as allies. JJC has been called "open" and "supportive" of the students who are GLBTQ. These same students have indicated that they feel comfortable on campus because of the Safe Zone decals around campus and knowing that staff and students are trained allies.

3R4: Performance Results for Stakeholder Satisfaction

JJC routinely uses the results of several surveys and scans to assess and improve the satisfaction of several stakeholder groups. Key performance indicators of stakeholder satisfaction are explained below.

High School Counselor Survey

The results from the JJC 2007 survey of high school counselors regarding how satisfied they were with recruitment and testing services have helped the college to identify which high schools desire on-campus COMPASS placement testing and which high schools need more attention from the Admissions Office. While very positive overall, the results do help the college to target JJC's efforts to improve stakeholder satisfaction.

Community Scan

From the 2007 Community Perception report performed by Sandra Golden and Associates, the data showed JJC had a neutral perception within the community and needed to identify one institutional brand. The college partnered with Propeller Communication to host a branding workshop in February 2009. The branding workshop identified the college logo as a type, not an individualized logo. With institutional support, the Marketing and Creative Services Department developed and implemented the institution's first original logo and style guide in June 2009.

Table 3.3. Community Interest, Awareness, and Satisfaction in JJC

Measure	Result
Percent of district residents who are likely to very likely to enroll in a class at JJC in the next few years.	38 %
Percent of district residents who are familiar to very familiar with the college.	31 %
Percent of district residents with a positive or very positive image of JJC.	52 %*
Overall image of JJC after taking a class, positive or very positive.	78 %**
Overall image of JJC after attending an event, positive or very positive.	82 %**

*Only 1.5 percent had a bad to very bad image in this question. 47 percent had a neutral image.

**Only 0.6 percent of respondents who had taken a course at JJC had a negative image. 0 percent of respondents who attended an event had a negative image.

3R5: Performance Results for Building Stakeholder Relationships

JJC has witnessed positive results in the building of relationships. Six key measures are listed below:

- *Fundraising* – Joliet Junior College's Foundation is ranked #1 among Illinois Community Colleges in total assets, which are \$17 million, and total endowments at \$10.1 million. The JJC Foundation 5K Run/Walk is a fundraiser organized by the JJC Foundation. The event was started in 2009 to raise money for book scholarships at the college. In its inaugural year, the event raised \$6,000. Currently in its fourth year, the event now raises money for general scholarships at JJC. It raised over \$30,000 in 2012, and brought over 250 people to the campus. The event brings together students, alumni, and community members to support the needs of growing student population.
- *Alumni* – JJC currently has over 40,000 alumni.
- *Economic Development* – JJC's OIR&E conducted an economic impact study in consultation with the Northern Illinois University Center for Governmental Studies. The results showed that JJC is not only a driver of economic development in the district, but also an integral partner with business and industry. For instance, 75 percent of district employers have hired a JJC graduate in the past 10 years. Tax dollars invested in JJC also stay in the district, with 90 percent of JJC district graduates continuing to work in the district upon graduation. The college will be participating in an updated statewide economic impact study in 2012-2013.
- *Occupational Follow-Up Survey* – JJC participates annually in a statewide occupational follow-up study. The purposes of the study are to assist and encourage colleges to utilize the results for

planning, program evaluation, and program advisory work, as well as to determine employment status, job location, and starting salaries of occupational program completers and leavers by specific curriculum areas.

- *Dual-Credit Enrollment* – JJC’s dual-credit program allows high school students to simultaneously receive high school and college-level credit for certain courses. JJC has witnessed a significant increase in dual credit, increasing from 3,502 in FY2007 to 13,180 in FY2012 (Figure 3.1).

3R6: Comparative Results

In Illinois, individual institutions are often evaluated with the community college system as a whole. As a result, much of the data and information which the college collects, analyzes, and uses are comparative. Whenever possible, JJC strives to use comparisons to guide internal efforts at improving student and stakeholder satisfaction. JJC is using IPEDS, New Metrics, state performance momentum points, College Completion Agenda metrics, and NCC benchmarking to assist the college with setting local targets, assessing progress toward the targets, designing strategies to meet the college’s goals, and identifying new goals. Benchmarking for the results described in 3R1 through 3R4 include:

- *CCSSE* – Overall, JJC students report slightly lower, but not statistically significant, satisfaction rates than students at other community colleges. When asked how they would evaluate their entire educational experience at their college, JJC students gave their college a 3.07, compared to 3.10 at Illinois colleges and 3.15 at all CCSSE institutions.
- *Fundraising* – Comparative information about JJC’s endowment value is in Category 3.
- *Dual-Credit Enrollment* – Comparative data on JJC’s dual-credit enrollment is in Category 9.
- *Occupational Placement* – Figure 3.2 highlights comparative information in terms of occupational placement for JJC graduates in career and technical programs.
- *Occupational Graduate Satisfaction* – Figure 3.3 highlights comparative information in terms of satisfaction among career and technical program graduates.

FIGURE 3.2. PERCENT OF OCCUPATIONAL GRADUATES EMPLOYED OR ENROLLED IN FURTHER EDUCATION ONE YEAR AFTER GRADUATION AT JJC, PEER GROUP* AND ILLINOIS COMMUNITY COLLEGES 2006-2010

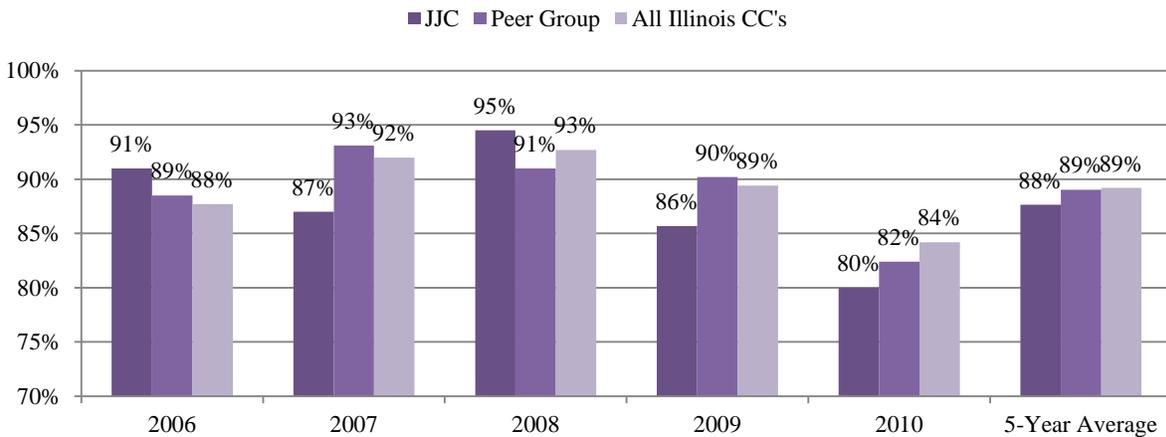
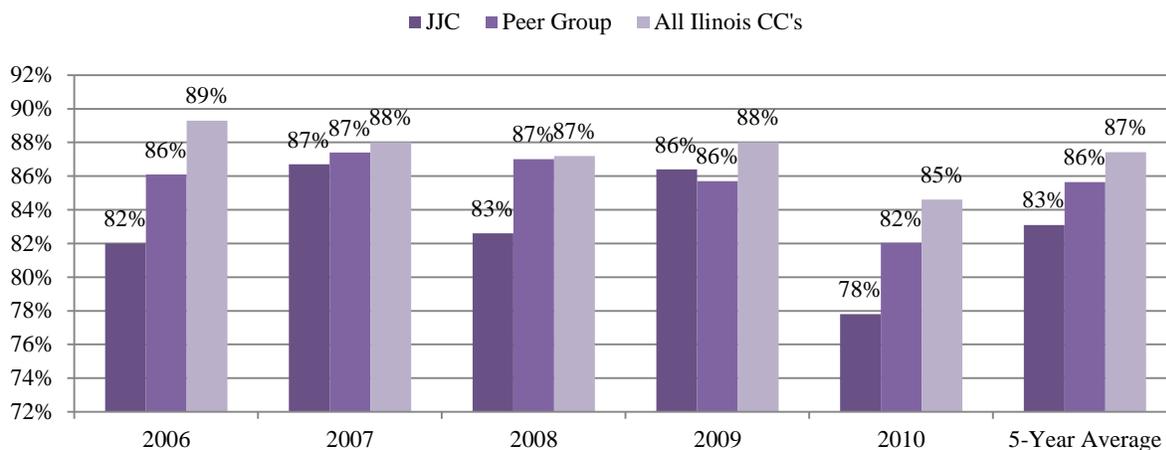


FIGURE 3.3. SATISFACTION RATES OF OCCUPATIONAL GRADUATES AT JJC, PEER GROUP* AND ILLINOIS COMMUNITY COLLEGES 2006-2010



*Peer Group: College of DuPage, Harper, Triton, Moraine Valley, Oakton, and College of Lake County

IMPROVEMENT (I)

3I1: Improving Current Processes and Systems

JJC seeks to understand the needs of students and other stakeholders through formal data collection processes, informal (anecdotal) data, and organizational and administrative structures.

- Formal processes are conducted through regular policies and procedures (Category 5) and formal planning processes (Category 8).
- Informal processes include operational, day-to-day improvement activities. For instance, once an issue is identified, either top down or bottom up, it is assigned to an appropriate administrator to provide leadership in resolving the concern or improving the process. Typically these initiatives are cross functional and collaborative, utilizing the input, skills, and perspectives of staff across the institution.

As a result of needs identified from both formal and informal processes, the following improvements have been made:

- A reading tutor was added and the Writing Center became the Writing and Reading Center (WRC).
- Additional tutoring services and workshops have been added.
- The LEAP Center, housed in OMSA, provides increased support for non-native speakers of English.
- OMSA has expanded with two outreach and retention specialists and a more centralized operation.
- The design of the new Campus Center facility is providing a more accessible, integrated approach for students to locate and use services. The Enrollment Center includes Admissions, Financial Aid and Veterans, Registration and Records, and Student Accounts and Payments. Numerous support services, including Counseling, Career Services, Project Achieve, OMSA, Academic Skills Center, GSD and StAR, are located in the same area to provide easy access for students.
- SARS has been added as a tracking and scheduling resource for several areas including Counseling, Career Services, Academic Skills, StAR, WRC, LEAP, and OMSA.
- Academic Skills now includes a COMPASS data warehouse.
- Information Technology has assisted StAR in creating a program to help them monitor student success. It includes listing cumulative and term GPAs, semester hours, ethnicity, type of accommodations provided and demographic information. The StAR Retention Specialist is now able to use this information to better address the Standards of Progress.

- The college responded to students indicating their desire to be able to register at any time and added 24-hour/7-day registration access for all students. The students also wanted to know their final grades quickly, so electronic grade submission was added. Instructors must now post final course grades online within 72 hours of the end of the course, and students can view their grades as soon as they are posted.

Deans from Academic Affairs and Student Development work directly with departments, committees, and their respective vice presidents to identify, communicate and implement ideas for improvement. Suggestions that have significant implications for JJC are forwarded to the SLT for review and further action. JJC's Administrative Council reviews issues and initiatives and forwards suggestions for change and improvement to the SLT. The Council is currently working on governance structure recommendations as part of one of JJC's active AQIP QAPs.

3I2: Setting Improvement Targets and Communicating Them to Students and Stakeholders

The setting of institutional priorities and improvement targets is conducted through JJC's planning system (Category 8). Communications strategies are also articulated in Categories 5 and 8. The college sets targets, assesses progress to the target, and uses data to design strategies to meet the established goals.

In an effort to further support commitment and progress toward improving student success outcomes, JJC was awarded a Student Success Grant by the Illinois Community College Board (ICCB) in the amount of \$498,978 for 2010-11. Use of the college's allocation was managed through an internal call for proposals and approval process. As a result, the grant aided 36 individual projects, which engineered important initiatives to support student success outcomes for five prioritized populations (Table 3.4). Accounting details are reflected in the JJC FY2011 audit submitted to ICCB.

Table 3.4. Student Success Grant Awards 2010-11.

Priority population	Number served	Total cost	Cost/student
Developmental	2,990	\$118,641	\$39.68
Racial/Ethnic minority	714	\$54,916	\$76.91
Adult Education	3,544	\$114,395	\$32.28
Students with disabilities	227	\$52,536	\$231.44
At-risk	6,147	\$158,490	\$25.78
TOTAL Served	13,622	\$498,978	\$36.63

Of the 36 projects, approximately 21 or 60 percent of the eligible initiatives were sustained after the grant period and continue to support student success outcomes and pathways important to the process of student completion. The project evaluations and final reports from the individual projects funded by the Student Success Grant have provided the college with a large source of data to inform future improvement initiatives, recommendations, and priorities.

Some important outcomes from SS Grant initiative are highlighted below for 2010-11:

- *Developmental Students* – Access to tutoring services has increased over the past fiscal year. Analytics (via Google Analytics) showed a 65% increase in the number of unique views to the JJC tutoring Web site. Tutor tracking software indicated there was a 21% increase in tutoring sessions at the Writing and Reading Center, a 135% increase in the Academic Skills Center, and an additional 473 students accessing tutoring in the Math Center.
- *Adult Students* – The adult concierge degree-completion project, *Unfinished Business*, used targeted outreach in advising and support services to encourage adults with 45 or more college credits to

graduate with a degree. Using degree audits, blanket course substitutions, online advisement, and case management, 462 adults re-enrolled to complete the 15 or fewer credits toward graduation. By the end of June 2011, more than 230 students had completed and applied for graduation with a degree or certificate.

- *At-Risk Students* – Portability of the Library’s Textbook Reserve collection was developed for low-income students by providing scans of textbook homework pages, within copyright limits, to low-income students unable to afford their textbooks until financial aid disbursements came through. In four weeks, more than 396 homework assignments were scanned for students delayed in purchasing books.
- *At-Risk Students* – JJC’s Academic Intervention Process was expanded to include an early-alert tool, Starfish, which supported the increase of faculty-to-student communication and also supported faculty communication to professional staff. The tool provided an effective communication system, which facilitated proactive interventions with at-risk students. During spring 2011, JJC faculty initiated 4,406 flags requesting academic intervention for 2,326 students enrolled in their courses. At-risk students were also served through an enhanced New Student Orientation (NSO) Program that serves more than 3,000 students annually and another 1,000 parents/family support members. The program provides critical information important to student matriculation, induction, and persistence.
- *Students with Disabilities* – Several assisted-technologies tools were purchased to support the growing population of students with disabilities. Auxiliary aids and services purchased under the grant included UbiDuo, DAISY Format CD Players, Digital Voice Recorders, FM System, Desktop Computers to support test reading and scribing, Kurzweil speech software, Textnet communication, and a Braille embosser. The persistence rate for students with disabilities over the past two semesters has been 91 percent.

Student success projects have influenced the college’s effort to strategically plan and support the collaboration between academic and student development partners across campus. The sustained projects helped the college maintain a focus on intentionally enhancing student learning experiences and effective services that increase student success outcomes. A major initiative that can be considered an outcome of the grant projects is the college’s increased focus on student persistence and completion. As a result, administrative leaders have established a college-wide planning team to engage a “student success and completion” agenda. Thus far, the team has established subcommittees and working groups to focus on the student experience and institutional pathways. The subcommittees and working groups include the following categories: Student Connection, Student Entry, Student Progress, and Student Completion.

AQIP CATEGORY FOUR: VALUING PEOPLE

In the midst of significant institutional and environmental change, JJC maintained its responsibility to value its people. Throughout its membership in AQIP, JJC has initiated several AQIP QAPs that have a direct impact on valuing people. These projects addressed institutional culture, improving communications, succession planning, and professional development of staff. Yet, overall, JJC is at a **systematic** level of maturity as an institution. While many effective processes are in place, the college has opportunities to improve communications and to provide professional development activities that target gaps in performance.

PROCESSES (P)

4P1: Identifying Credentials, Skills, and Values

The recruitment and retention of highly qualified faculty and staff are essential to meeting the college's institutional mission. The specific credentials, skills, and values for all employee categories are determined at the time of the job creation. Position postings contain comprehensive information on credentials, skills, and values. All positions are aligned with stated departmental and college objectives and are entered into an online tracking system. Non-faculty positions are created using a Position Description Questionnaire. Credentialing varies based on the position and is usually determined by benchmarking with already existing similar positions within the college, if available, or with external agencies and institutions. Faculty positions have one universal position description template for faculty positions. Discipline-specific requirements are influenced by professional standards in the field, as well as requirements of regulatory and accrediting bodies. The position description is reviewed periodically, most recently in 2012 as part of the job description revision process.

Specific enhancements to the hiring process have been made since JJC's last portfolio submission in 2008. These enhancements include:

- Conducting criminal background checks for all full-time employees, adjuncts, part-time employees, student workers and all volunteers according to Board policy approved in 2009.
- Conducting additional in-depth background checks for certain areas, such as the Child Care Center, Nursing Department, and Campus Police.
- Conducting psychological testing for Campus Police.
- Conducting fitness-for-duty screening for specific areas that require physical requirements
- Using an online credentialing organization to certify credentials and warehouse records of new hires.
- Incorporating JJC's core values in new-hire orientations and revised job descriptions.
- Adding core job competencies needed for each entry level through senior management.
- Approving the Inclusion Plan 2013-2015 by District 525 Board of Trustees.
- Developing an online format for training search committees.

4P2: Employee Hiring Processes for Credentials, Skills, and Values (3C)

An online application process allows for screening applicants for all positions. The application screens for the minimum required skills, experiences, and credentials established for the position. Search committees, comprised of diverse individuals who are familiar with the position, review all applicants who meet minimum requirements. HR trains search committee members in college policy and procedures for searches.

Candidates are interviewed by the committee and are generally expected to provide evidence of skill through demonstrations, presentations, portfolios, and other relevant measures. Administrative leadership

positions also require open-forum discussions with the college community. The feedback informs the search committee and is considered in the final recommendation. Reference checks and criminal background checks are part of every search. Table 4.1 describes the hiring process used by employment category.

Table 4.1. Hiring Process, Credentials, Skills and Values

Employee Category	Hiring Process, Credentials, Skills, and Values
Full-time Faculty	<p>Position description identifies duties, responsibilities, and qualifications. Applicants submit documentation: JJC application, official transcripts, licensures and certifications as needed, letter of application, and letters of reference.</p> <p>Search committees formulate interview questions, observe teaching demonstrations, and conduct other applicable assessments.</p> <p>Reference checks and criminal background check are conducted.</p> <p>VPAA interviews and recommends for hire.</p>
Adjunct Faculty	<p>Position description identifies duties, responsibilities, and qualifications. Documentation is submitted: JJC application, official transcripts, licensure and certifications as needed, letter of application, and letters of reference. Department chair and relevant coordinators interview and assess applicants. Reference checks and criminal background check are conducted. Department Chair recommends for hire.</p>
Administrators and STL	<p>Position description identifies duties, responsibilities, and qualifications. Documentation is submitted: JJC application, official transcripts, letter of application, and letters of reference.</p> <p>Search committees formulate interview questions and conducts interviews. Open forums are conducted for the college community to meet final candidates.</p> <p>Reference checks and criminal background check are conducted.</p> <p>Vice President of hiring department interviews and recommends for hire.</p>
Support Staff, Clerical, Campus Police, and Grounds, Food Services	<p>Position description identifies duties, responsibilities, and qualifications. Documentation is submitted: JJC application, transcripts as needed, proof of licenses as needed, and letters of reference.</p> <p>Supervisor conducts interviews.</p> <p>Reference checks and criminal background check are conducted.</p> <p>Supervisor recommends for hire.</p>

4P3: Recruiting, Hiring and Retaining High-Quality Employees

Effective recruiting and hiring are guided by the institutional mission, goals, and objectives; institutional policies and procedures; and compliance with externally mandated regulations and legal requirements.

FIGURE 4.1. THE RECRUITING AND HIRING PROCESS

Additional steps have been incorporated into the recruiting process. These additional steps include:

- Documenting step-by-step recruitment and hiring process.
- Including budgetary approval to ensure proper account numbers are listed.
- Including approvals by the appropriate supervisor and Senior Leadership Team.
- Increasing the use of open forums for JJC and external parties to meet and ask questions to potential candidates for hire.
- Expanding the search and interviewing committee process for positions previously excluded.
- Developing and implementing a hiring toolkit for managers.

Overall, JJC has developed a very attractive benefits package and makes an effort to offer competitive salaries. In addition, the college has made a strong effort to offer a positive, comfortable working environment and job security due to its stable finances and growth. These factors are very helpful in both recruiting and retaining employees. JJC continues to provide professional growth and development, along with advancement opportunities, in order to further retain employees.

JJC understands that employee retention and talent management are integral to sustaining the college's leadership and growth in the marketplace. Listed below are a few of JJC's initiatives:

- Identifying top performing team members and developing strategies to ensure they stay with JJC.
- Identifying variables associated with early exit from employment.
- Helping departments select and hire highly qualified employees who are well suited for the job and JJC's organizational culture.
- Improving communication and morale.
- Establishing and determining growth opportunities for team members and developing customized training that will improve performance.
- Conducting exit interviews with individuals leaving JJC to identify any trends or issues
- Developing an Inclusion Plan, adopted by the Board of Trustees in 2012
- Developing a Succession Planning process and related policies as part of an AQIP QAP.

4P4: Orienting New Employees to JJC's History, Mission, and Values

Joliet Junior College demonstrates its commitment to new employees through a comprehensive orientation program. HR briefs employees about JJC policies and procedures, salary, and benefits. The *Employee Handbook* is made available through the JJC Portal. The college conducts regular New Employee Orientation sessions to acculturate all new hires. New Employee Orientation is conducted through face-to-face and online formats. All employees are encouraged to attend training opportunities, such as P&PD Week offerings.

Full-time, tenure-track faculty begins the tenure process as outlined in the Board and Union Agreement. Adjunct faculty members are provided with the Adjunct Faculty Orientation to provide information about responsibilities of part-time faculty and other college activities. This year the adjunct orientation was converted to an online resource.

4P5: Planning for Personnel Changes

JJC plans for changes in personnel by examining its mission, objectives, and data addressing ways that it can better meet students’ needs. HR is working in collaboration with the Diversity Advisory Council and various departments and faculty members to support diversity and inclusion. Committee members are appointed by the College President and meet to address issues and concerns as well as plan for the future needs of JJC’s student, staff, and organization.

Due to an anticipated increase in retirements over the next several years and recommendations in the Feedback Reports of 2005 and 2009, JJC has developed a succession plan (Category 5P10). The specific skills, values, and credentialing requirements are determined at the time of the job creation and posting, aligned with stated departmental and college objectives, and entered into JJC’s online tracking system.

4P6: Designing and Measuring Organizational Productivity and Employee Satisfaction

Ongoing feedback from Administrative Council and monthly meetings of all union presidents with the President provide input about employee satisfaction. All action items from those meetings help to inform leadership of topmost priorities.

The Personal Assessment of the College Environment (PACE) survey results also allow for comprehensive evaluation of various aspects of employee satisfaction. In April 2008, the PACE survey was administered to 1,438 employees at JJC. Of those 1,438 employees, 371, 25.8%, completed and returned the instrument for analysis. The purpose of the survey was to obtain the perceptions of personnel concerning the college climate and to provide data to assist JJC in promoting more open and constructive communication among faculty, staff, and administrators. The instrument was specifically designed to compare the existing climate at JJC to a range of four managerial systems found to exist in colleges and to a norm base of 45 community colleges across North America. The information generated from the instrument is used for planning and decision-making in order to improve the existing college climate.

JJC participated in the PACE survey in 2009 and 2011. The result and progress of JJC are posted on its Web site for all to review. Following are the top mean scores from the 2011 PACE survey for JJC:

Table 4.2. The top 10 mean scores for JJC on the PACE survey.

Score	Item #	Statement
4.41	8	The extent to which I feel my job is relevant to this institution’s mission.
4.17	2	The extent to which my supervisor expresses confidence in my work.
4.12	31	The extent to which students receive an excellent education at this institution.
4.10	18	The extent to which student ethnic and cultural diversity are important at this institution.
4.10	37	The extent to which this institution prepares students for further learning.
4.10	35	The extent to which this institution prepares students for a career.

Score	Item #	Statement
4.04	9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone.
4.00	39	The extent to which I am given the opportunity to be creative in my work.
3.95	17	The extent to which faculty meet the needs of the students.
3.93	5	The extent to which the institution effectively promotes diversity in the workplace.

JJC reviews its trends and progress in the PACE survey and uses this information to continually improve its processes and practices.

4P7: Ensuring Ethical Practices for All Employees (2A, 2E)

While hiring ethical employees and fostering a culture of trust are the two most important methods in creating an ethical work environment, JJC also encourages ethical practices for employees by articulating and clearly defining ethical practices in the *Board Policies Manual* and *Employee Handbook*.

New initiatives have been implemented at JJC regarding ethical practices. Board Policies implemented by 2012 include policies on workplace harassment and civility, retaliation, nepotism, whistleblower protection, employee discipline, criminal background checks, and communications through the JJC newsletter and portal. Employee handbooks highlight JJC's policies and ethics, and the HR newsletter addresses issues concerning policy changes and updates.

All employees are held to a high standard for ethical practices. When such standards are not met, the situation is promptly addressed by the employee's immediate supervisor, and action is taken to remedy the situation. If the situation involves serious violations, the Director of Human Resources is consulted, along with the appropriate vice president, to discuss the next steps for corrective action. Such situations are used as learning experiences when appropriate so that ethical behavior is reinforced. If necessary, termination may occur.

4P8: Determining and Aligning Employee Training with Organizational Plans

Each division and department determines training needs through the development of departmental operational plans, which are aligned with the Strategic Plan. Individual performance goals are then developed to complement the departmental, divisional, or institutional plans. Training of new hires is often dictated by their roles within JJC. The supervisor assures that these individuals receive the types of training needed in order to fulfill the demands of the position. Training needs are also discussed during performance management discussions conducted between the supervisor and employee.

Once departmental and divisional needs are identified, training is offered to introduce new technology, assessment tools, or strategic direction. A pilot management-training project was launched in October/November 2009. The training included management training for the participants' current positions as well as leadership objectives that will help the college identify and nurture in-house talent. Training initiatives for Campus Police and Environmental Health and Safety are outlined in Category 2.

Changes in curriculum and curriculum delivery methods also serve as prompts for professional development of faculty. In the interest of providing a quality teaching and learning environment, the Faculty Union, Board of Trustees, and JJC Administration recognize the value of establishing a professional growth process. The process is formative in design and provides necessary resources for

continuous improvement. The parties understand that faculty in diverse disciplines and with various responsibilities are best served through identifying goals and developing diverse measures of effective teaching and learning.

New strategic directions also dictate training needs. Examples include diversity training to facilitate student access, the increased refinement of assessment tools, changes in technology in the classroom, and the introduction of new technology tools. These types of overarching needs generally inform campus-wide training opportunities.

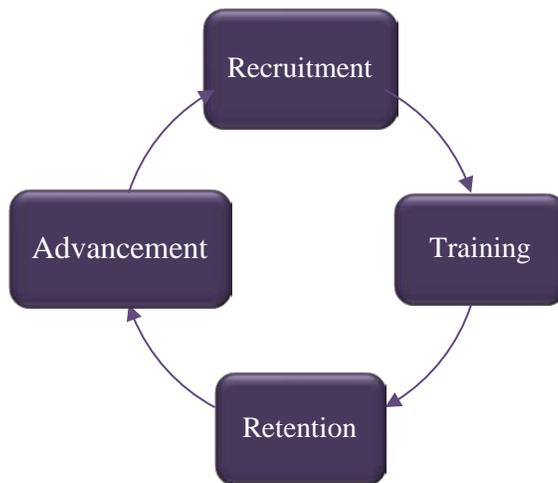
JJC has established specific weeks for professional and personal development of its staff. During P&PD week, JJC will target specific areas that require training and focus. Recently, P&PD week has focused on such areas as AQIP, ICCB, accountability, and institutional quality. Surveys and evaluations are used to identify and target further training for future P&PD sessions.

JJC also recognizes the need for leadership training within the college. Initiatives specifically targeting succession planning and development of internal talent are in intermediate stages of development. Training needs are determined by the strategic goals and objectives of the institution, the technology needed for the employee to accomplish goals and objectives, and the regulatory, legal, or negotiated guidelines and requirements.

4P9: Training and Developing All Employees to Contribute Fully and Effectively

As an institution dedicated to higher education and workforce training, JJC has comprehensive professional development and training opportunities for all employees. Training and development are reinforced systematically through established expectations, job descriptions, promotion and tenure processes, and increased compensation as a result of performance reviews. The process is outlined in Figure 4.2.

FIGURE 4.2. TRAINING AND DEVELOPMENT MODEL AT JJC



Skill-sharing and organizational learning are achieved in part through employees’ participation in college-wide learning activities such as the P&PD Week and Faculty and Staff Professional Development Days. Skill-sharing and organizational development are reinforced through mentoring processes, presentations of best practices, Brown Bag presentations, and other training opportunities. Faculty may acquire support and funding for membership in professional organizations, pursuit of graduate coursework, travel to attend and present at conferences, stipends for assessment projects, and opportunities for international faculty exchanges.

Listed below is an overview of JJC's organizational learning programs.

- *Front-Line Staff Training.* All JJC employees are encouraged to participate and learn the basics of student and administrative support services, including the enrollment management, registration, financial aid, and administrative budget systems.
- *Professional and Personal Development Week.* Held during the week before courses start for fall and spring semesters, the week focuses on orienting new employees to the JJC community and providing professional and personal development opportunities for current employees. Topics include a new employee orientation session, academic and instructional innovations, updates in technology, committee presentations, front-line training, and personal enrichment topics, such as exercise and health.
- *Non-Credit and Credit Courses for Employees.* JJC employees are encouraged to enroll in courses that enhance their human capital and directly relate to their employment. As an incentive, JJC offers a tuition waiver for eligible credit courses.
- *Ethics Training.* Ethics training is required for all employees. Traditional classroom training and online training have both been provided to employees at JJC.

New Faculty Seminar

Tenure-track instructors at JJC are contractually obligated to attend the New Faculty Seminar in their first academic year of employment. The seminar uses a teaching methodology textbook, invites speakers from across the campus to provide new faculty with information, and requires participation and written and oral presentations by the participants. Faculty facilitators organize the curriculum and lead the seminar. Each semester, participants evaluate the seminar, and feedback is used to make improvements.

Adjunct Faculty Seminars

Adjunct faculty seminars are designed to help part-time instructors excel in the classroom. The seminars cover a variety of topics, from technology training to classroom management. Typically 10 to 12 seminars are offered each year. The seminars are free for instructors who are currently teaching a course at JJC. Adjuncts who attend three seminars receive a \$150 stipend.

Supervisory and Manager Training

Supervisory and manager training addresses the training needs of the supervisors and managers at JJC. Specific areas of training include listening skills, managing employees, developing effective communications processes, and establishing effective metrics.

Health Insurance Portability and Accountability Act (HIPAA) Certification

All Human Resources employees are certified in HIPAA. HIPAA training reviews each person's responsibilities and required safeguards before being given access to protected health information. In addition, the HIPAA training gives a good overview of the three main components of HIPAA: transactions, privacy, and security.

Professional Learning Center

The Professional Learning Center (PLC), developed as an AQIP QAP, provides professional development opportunities, resources, and support for Joliet Junior College employees so JJC can deliver a lifetime of affordable, accessible, and quality learning programs and services to the diverse community it serves.

4P10: Designing, Using, and Aligning Evaluation of Employees (3C)

JJC's personnel evaluation systems are designed to provide feedback to employees on their current level of performance. These systems also provide opportunities for employees to work with their supervisors to

define a set of actions which can translate into continuous improvement. Faculty and non-faculty evaluation systems differ.

Administration, Staff, and Non-Academic Units

The current personnel appraisal system utilizes the employee appraisal form. The cycle of continuous improvement requires employees to complete a set of goals in June, go through a mid-year evaluation in January, and complete a final evaluation each June while preparing the next set of goals. JJC is currently researching and investigating methods for improving or making significant changes to the current personnel appraisal system.

Academic Units

Full-time, tenure-track faculty undergo a rigorous three-year tenure process involving extensive evaluation. Goal setting and self-evaluation; chair, dean, and mentor classroom evaluations; student evaluations; annual summary reports from the candidate, the chair, and the dean; and recommendations for annual renewal are all part of the process.

Full-time tenured professors continue their professional growth through a contractually mandated four-year cycle of formative evaluation. Their documentation includes self-evaluations, chair evaluations, peer evaluation, and student evaluations, as outlined in the faculty union contract.

All new adjunct instructors are required to be evaluated by their department chair with a classroom visit in their first term, any time they teach a new course, and at least once a year thereafter. Student evaluation is part of this annual review process, as stated in the adjunct faculty contract.

Key enhancements made to the Performance Evaluation System between 2008 and 2012 are as follows:

- A committee has been established to review and recommend best practices as related to JJC's performance review process. This committee is made of a cross section of employees representing multiple functions within JJC.
- An online version of the performance review has been created. Currently one of the functional groups within JJC is testing the system. Upon feedback from this beta site, further refinements will be made and then made available for all of JJC's functional groups.
- The performance review process will include reviews by the employee's immediate manager and self-evaluations.
- Performance objectives will be aligned to JJC's strategic goals and its core values.
- The system will be entirely electronic.

JJC believes that this online system will provide improved feedback to employees from their supervisors. In addition, the system will ensure real-time tracking of projects and objectives as related to JJC goals and strategy.

4P11: Designing and Aligning Employee Recognition, Reward, Compensation, and Benefits

JJC acknowledges the achievements and value of JJC employees with a formal awards ceremony, held each year to honor employees who will receive Core Values Awards, Service Awards for length of service, and recognition as pending retirees. In addition, informal rewards and recognitions celebrate milestones and accomplishments, such as meeting the various requirements of the AQIP process.

Service award pins are given to full-time employees who have attained a certain length of employment. The program is JJC's way of showing it appreciates its employees' service. In the early spring, invitations are sent out to all recipients, the President of JJC, members of the Board of Trustees, Vice Presidents, and Deans. The ceremony is held on campus, and all awards and honors are presented by the President.

The recognition programs have had additional enhancements since 2008. Some of the enhancements include:

- Online forms for nominating individuals for recognition.
- Making the annual recognition event a *red carpet* celebration, treating the honorees as *stars* or *celebrities*.
- Including the *Star Core Traveling Trophy* during the Employee Recognition Event.
- Including articles in the JJC newsletter summarizing an employee or faculty recognition story. The stories are often placed on the JJC Web site.

The Core Values Recognition Program was designed to promote JJC's core values of respect, integrity, innovation, collaboration, quality, and humor and well-being and was an outcome of the AQIP QAP for 2001-2004 on institutional culture. By encouraging, supporting, and recognizing outstanding demonstrations of these values, JJC promotes positive behavior for all campus employees. The outcome of this positive reinforcement affects student learning by establishing a standard which campus employees demonstrate and, consequently, students learn through example. Creating an overall atmosphere where these positive traits are not just encouraged but recognized, the Core Values Recognition Program enhances not just the campus climate, but also the classroom climate.

JJC provides for employee health through insurance benefits as well as numerous wellness and physical training courses and workshops. A college committee meets regularly to review healthcare benefits, including medical insurance, dental insurance, life insurance, long-term disability, and vision care coverage. JJC is committed to providing high-quality health care to employees, using a cost-sharing program that allows employees to benefit with the lowest premium costs possible. The college offers a comprehensive health care package with a cost share of 96% for the college and 4% for the employee. The insurance benefits include health, dental, life, long disability, and flexible spending accounts. Other employee benefits include sick leave, vacation leave, personal and bereavement leave; retirement benefits; tuition waivers and reimbursements; sabbaticals; access to health and wellness programs; and job and health care benefit protections. These benefits make up 35% of the employee's total compensation package or 14% of the institutional salaries.

Since 2008, new initiatives have been implemented to assess and improve employees' compensation, benefits and services. Such programs include:

1. A compensation study initiated in 2012. The study will involve a complete review of JJC job descriptions and a comparison of wages both internally and externally to JJC.
2. An annual Health Fair on campus. During this event, employees are able to hear and ask questions of JJC's third-party vendors responsible for benefits and retirement options.
3. A Wellness Program for providing specific solutions to employee issues such as stress management, financial counseling, and personal and family counseling.
4. A compensation summary sent to individuals every two years. The document depicts the total compensation and benefit package an employee is receiving.

4P12: Motivating Employees and Analyzing Issues

JJC uses PACE and other survey results, exit interviews, focus groups, and communication with students, faculty, staff and unions to identify issues related to motivation. Additionally, the President conducts a series of meetings with the campus leadership groups including the SLT, Administrative Council, student groups, department chairs, and union presidents. During these meetings, JJC's issues and strategies are discussed and prioritized, including those items relating to faculty and staff motivation and morale. The motivation and needs of JJC employees are determined by employee satisfaction surveys. Each division

or department determines training needs through the development of operational plans, which are aligned with the strategic priorities, resulting in divisional and departmental targets for continuous improvement.

4P13: Providing for Employee Satisfaction, Health, Safety, and Well-Being

The section on college employees in the *Board Policy Manual* illustrates that JJC policies dictate compliance with health and safety issues. These policies include statements on accrual of compensatory time, sexual harassment, nepotism, hiring and termination, overtime pay, salaries, sick and disability leave, military leave, union recognition, travel, government ethics and gifts, drug policies, and policies on professional growth. In conjunction with the Physical Plant, HR interprets policies and communicates them through the *Employee Handbook*, practice drills, and prominent sign displays throughout campus concerning disaster recovery and emergencies (Category 2). Professional and personal development opportunities that contribute to the satisfaction and well-being of employees are also communicated during P&PD Week and in the *Employee Handbook*, including enrollment in work-related courses and use of the JJC Fitness Center.

RESULTS (R)

4R1: Measures of Valuing People

JJC utilizes three measures to evaluate perceptions about valuing people:

- PACE Survey
- Internal Climate Surveys
- Employee Exit Interviews

4R2: Performance Results in Valuing People

1. *The PACE Survey* is a tool for evaluating the extent employees feel they are valued by JJC. Results from the PACE Survey are displayed and referenced throughout most of the Systems Portfolio. The result of the spring 2008 PACE Survey indicated that JJC possesses a low type 3, or consultative system, with an overall score of 3.26 on a scale of 1 to 4. The higher the score on a PACE survey, the more collaborative the organizational system. Data and comparisons on the broad scales are shown in Table 4.4. The defining traits for employee value and satisfaction are listed in Figure 4.3.

Table 4.3. PACE Scale to Evaluate Survey Results

System 1- Coercive	System 2 – Competitive	System 3 – Consultative	System 4 - Collaborative
Leaders are seen as having no confidence or trust in employees and seldom involve them in any aspect of the decision-making process.	Leaders are seen as having condescending confidence and trust in employees. Employees are occasionally involved in some aspects of the decision-making process.	Leaders are seen as having substantial but not complete confidence and trust in employees. Employees are significantly involved in the decision-making process.	Leaders are seen as having demonstrated confidence and trust in employees. Employees are involved in appropriate aspects of the decision-making process.
Decisions are made at the top and issued downward.	Some decision-making processes take place in the lower levels, but control is at the top.	More decisions are made at the lower levels, and leaders consult with followers regarding decisions.	Decision making is widely dispersed throughout the organization and is well integrated across levels.
Lower levels in the organization oppose	Lower levels in the organization cooperate	Lower levels in the organization begin to deal	Collaboration is employed throughout the organization.

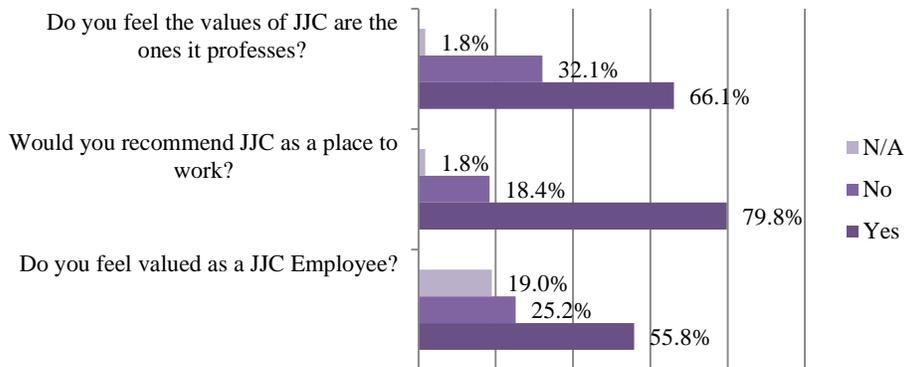
System 1- Coercive	System 2 – Competitive	System 3 – Consultative	System 4 - Collaborative
the goals established by the upper levels.	in accomplishing selected goals of the organization.	more with morale and exercise cooperation toward accomplishment of goals.	
Influence primarily takes place through fear and punishment.	Some influence is experienced through the rewards process and some through fear and punishment.	Influence is through the rewards process. Occasional punishment and some collaboration occurs.	Employees are influenced through participation and involvement in developing economic rewards, setting goals, improving methods, and appraising progress toward goals.

Shaded column, System 3, represents JJC’s position, according to the results of the PACE Survey.

Table 4.4. JJC PACE Survey Scores

	JJC 2009	JJC 2011	Norm Base
Institutional Structure	3.19	3.35	3.34
Supervisory Relationships	3.61	3.77	3.67
Teamwork	3.51	3.74	3.72
Student Focus	3.80	3.98	3.91
Overall	3.50	3.68	3.63

FIGURE 4.3 PACE QUESTIONS ABOUT VALUING PEOPLE FOR JJC*



*Comparisons not available for demographic section questions.

- Climate Surveys*—Periodically, JJC conducts climate surveys to targeted functional areas. The purpose of these climate surveys is to gather information on employees’ concerns, issues, and attitudes. The Climate surveys are targeted and adapted to specific departments. Generally, the climate surveys will address issues such as:

 - Issues with management
 - Relationships with peers
 - Policy concerns
 - Feedback on current or future initiatives
 - Opportunity to express any concerns employees may have

Because the results are specific to a targeted department, the results are varied and diverse. However, the results, in conjunction with the results from the other surveys conducted, are reviewed and discussed at various management meetings.

3. *Employee Exit Interviews*—As normal practice, the Human Resources department conducts an exit interview with all employees leaving the institution. An opportunity is provided for employees to speak openly regarding any issues or concerns they may have regarding the college, manager, benefits, salary, policies and practices. Results are maintained confidentially. Exit interviews are beneficial for the following reasons:
 - JJC learns the reason for an employee’s departure.
 - The departing employee can provide some constructive feedback and can leave on a positive note, with good relations and mutual respect.
 - Issues or concerns that may have not been raised during the course of employment and require immediate attention may be addressed.
 - The interviews help assess and improve aspects of JJC’s working environment, culture, processes and systems, and leadership.
 - The interviews uncover relevant and useful insight into training needs.
 - The interviews provide valuable information to improve recruitment and induction of new employees.

4R3: Evidence of Productivity and Effectiveness in Achieving Goals

Overall, the results for productivity and efficiency indicate two key results. First, JJC is very efficient and productive with its resources in regard to human resources. Second, JJC puts more financial resources into teaching and learning than into administration and student support services. These results are shown in Table 4.5.

Table 4.5. A Comparison of Productivity and Effectiveness

Measure	JJC	State of Illinois	Other Benchmarks
Expenditures of salaries and benefits devoted toward instructors and teaching.	63%	50%	
Expenditure per credit hour for administration and support.	\$78	\$87	\$94 JJC Peer Group
Expenditure per credit hour for instruction.	\$220	\$214	
Number of full-time faculty.	2 nd in Illinois	JJC 7 th in enrollment	
Tax revenue per district resident.	\$49		\$111 Harper \$70 COD \$54 Moraine \$72 IVCC \$88 CLC \$44 Kankakee \$103 Elgin \$70 Suburban Chicago Average

Measure	JJC	State of Illinois	Other Benchmarks
FTE per gross square foot of space.	99	117	
Equalized Assessed Evaluation per \$100.	\$0.1940/\$100	2 nd lowest in state in 2007	

4R4: Comparisons with Other Institutions

Comparisons are shown in 4R1 through 4R3, when available. In addition, JJC relies extensively on the ICCB survey data to compare JJC to peer colleges. The ICCB generates numerous studies and reports derived from data collected throughout the year from the community colleges, adult education providers, and other service providers. These reports and studies are used by JJC to support policy decisions, to illuminate critical issues of importance, and to meet statutory requirements.

Reports and studies may be generated on a regular cycle or on an *ad hoc* basis at the request of the JJC SLT and the JJC Board of Trustees.

IMPROVEMENT (I)

4I1: Improving Current Processes and Systems

Ongoing communication and collaboration with employees is essential to identifying strengths and weaknesses of current processes and systems associated with valuing people. Concerns expressed through the PACE, Climate, exit interview surveys, and AQIP feedback reports will lead the institution to develop responsive action plans. The college will continue to use these instruments to identify new opportunities and to monitor trends and changes in employee feedback on workplace issues.

4I2: Targeting Improvements in Culture and Infrastructure

Targets for improvement in the area of Valuing People are set by the mission, goals, and vision of the institution. Targeted priorities that address the goals are as follows:

- Assessing and improving recruitment and retention of diverse staff and faculty.
- Supporting and compensating staff and faculty.
- Improving systems used to evaluate employees.

In addition, the Office of Human Resources has developed metrics to measure employee turnover, retention, training effectiveness, employee satisfaction, cost of benefits, and recruitment effectiveness. These metrics include:

- Turnover
- Hiring costs
- Cost of employee training
- Employee demographics
- Absenteeism
- Employee satisfaction
- Cost of Benefits
- Salaries
- Benefit enrollment
- Employee development
- Risk management
- Rewards effectiveness

The purpose of the metrics is to identify problems or opportunities and to develop processes to improve areas of concern. The overall result of these metrics is to improve employee satisfaction, improve employee productivity, and evaluate the impact of employee programs within JJC

CATEGORY FIVE: LEADING AND COMMUNICATING

During the past five years, Joliet Junior College has continued to experience changes in senior leadership that has significantly impacted the areas of leading and communicating. JJC has a new organizational structure after an organizational realignment in 2010. JJC is still in the process of aligning systems after the reorganization; therefore, JJC has not evolved from a **reactive** to a more systematic approach in leading and communicating.

In March 2012, the Board of Trustees appointed a new permanent President, Dr. Debra Daniels. In the short period that she has been with the college, Dr. Daniels has filled vacancies and clarified roles that have stabilized the senior administration of the college. In addition, she has begun the process of improving communication throughout the institution. Internal communication has been identified as a college issue since the 2004 AQIP Vital Focus survey, although new communication structures have been met positively. While JJC has a current AQIP QAP addressing governance and has made progress in collecting baseline information on how decisions are made and which committees contribute to decisions, more work is needed to address the relationship between committees and to determine the structure of the governance system for the college. Last, some progress has been made in leadership succession; this need has also been identified as a significant college issue in both the AQIP Feedback Reports of 2005 and 2009. Succession planning is also a current AQIP project.

Developing key communication systems across the institution is an ongoing challenge, particularly for an organization in one of the fastest-growing regions in the Midwest and the nation. Communication was identified as a college priority through the operational planning process, was an AQIP Quality Action Project in 2004, and was identified as an area of improvement in the PACE Survey. The college has several mechanisms for communicating across the institution, and these mechanisms and processes are outlined in more detail in 5P5.

PROCESSES (P)

5P1: Defining and Reviewing Institutional Mission, Vision, and Values (1A)

The definition and review of the college mission, vision, and values are the initial steps in JJC's strategic planning process. As with the prior plan, the strategic planning process that began in 2011 started with a review of the current mission, vision, and core values of the institution. Discussions were held that included the Board of Trustees, the college administration, faculty and staff from all areas of the college, students, members of the community, and key stakeholders from community agencies, schools, and businesses. After these discussions, it was concluded that no changes were needed in the mission, vision, or core values; however, new strategic goals were created. JJC's strategic planning process is conducted every three years. The current strategic plan is in effect for 2012-2015.

The college's leadership groups and responsibilities are listed below.

- The ICCB, which has the responsibility to administer the [Public Community College Act](#) in a manner that maximizes the ability of the community colleges to serve their communities, promotes cooperation within the system, and supports accountability to the students, employers, lawmakers, and taxpayers of Illinois.
- An elected [Board of Trustees](#), composed of seven members and a student trustee, meets twice a month for a formal board meeting and a workshop. The Board sets policies and procedures for the institution and works with the administration to establish a budget and goals that support and guide

- the critical work of teaching and learning and the services that support this function.
- The [SLT](#) includes the President, three vice presidents, and the executive director of human resources. The SLT meets weekly to discuss strategic issues, planning, communication between divisions, and budgets. Members of the SLT also have staff meetings with direct reports at least twice a month. Once a month the expanded SLT, which includes the Executive Director of Resource Development and the Director of Communication and External Relations, meets.
 - The Administrative Council includes all staff classified as administrators. The group meets once a month to discuss communication from the Board of Trustees meeting, college strategy, and major issues. Members of the SLT, Administrative Council, and major functions are outlined in Table 5.1.
 - The dean structure in Academic Affairs and Student Development has been fully in place since 2007. These new positions have provided great assistance in supporting student learning and development and have allowed a level of attention and intervention that was not previously possible.
 - Academic department chairs report directly to deans in their respective areas. Department Chair meetings occur twice a month, alternating between meetings with all the Deans, Vice President, and Department Chairs and meetings with only the Deans and academic departments that report to them. The purpose of these meetings is to communicate major institutional issues, develop academic priorities, plan for academic programs and needs for faculty, space, and budgets, and discuss curriculum. Academic departments also meet monthly for committee reports, departmental issues, plans, and strategies, and also to integrate information flow to the leadership groups named above.
 - Employees are classified into eight groups: administrators, professional staff, support and technical staff, clerical staff, food services staff, facilities staff, faculty, and adjuncts. Collective bargaining units meet according to their contracts, but at least once per semester. During contract negotiations, meetings are more frequent. The president and the executive director of human resources meet with the heads of all the unions on a monthly and as-needed basis.
 - Numerous standing committees and task forces are also involved with planning, developing priorities and strategies, and disseminating information. Attempts are made to ensure that committees include representation from major college groups, including faculty, staff, and students. Major campus committees include the Enrollment Management Committee, Student Learning Committee, Tenure Committee, Academic Standards Committee, Curriculum Committee, Diversity Advisory Council, Sustainability Committee, Natural Areas Committee, Emergency Planning Committee, and Strategic Planning Team, Personal and Professional Development (P and PD) Committee, Insurance Committee, and Core Values Committee. Students also play a role in the governance of the institution. An elected student trustee is a non-voting member of the Board of Trustees. Additionally, [Student Government](#), through representation on various committees, has input on specific student policy issues.

5P2: Setting Directions for Aligning Mission, Vision, Values, and High Performance (1A, 2C, 5C)

The leadership of JJC includes all administrators, and these individuals manage all units of the college. Table 5.1 identifies the roles of leadership in setting directions and aligning JJC's mission, vision, values, and commitment to high performance.

Table 5.1. Senior Leadership Team, Administrative Council, and Major Functions

SLT Team Member and Primary Functions	Administrative Council Representative	Major Functions
<p>The <i>Vice President for Academic Affairs</i> is responsible for all academic departments, extended campuses and high schools, and community and economic development inclusive of teaching, learning and assessment activities in all district locations.</p>	Dean of Arts and Science	Departments primarily focused on transfer preparation, general education, and A.A. degrees. The Director of Developmental Education also reports to this Dean.
	Dean of Career and Technical Education	Departments primarily focused on career preparation and A.A.S. and A.S. degrees and certificates.
	Dean of Community and Economic Development	Adult education, business and industry (including personal enrichment), and workforce development.
	Dean of Nursing and Allied Health	Departments focused on career preparation in health-related careers.
	Director of Library	Library functions including collection, bibliographic instruction, and instructional materials and equipment.
	Director of Distance Education	Administers online courses.
	Director of Extended Campuses and High School Relations	Coordinates dual-credit courses and has operational responsibility for extended campuses.
<p><i>Executive Director of Human Resources</i></p>		Recruitment and staffing, compensation and job classification, benefits, employee and labor relations, professional development, HR information systems, employee recognition, employee records, diversity, union contracts, negotiations, performance management, HR policies and procedures, EEO, ethics and Title IX.
<p>The <i>Vice President for Administrative Services</i> provides leadership to the administrative offices and processes of the college including the Business Office, facilities, procurements, college security, and auxiliary services</p>	Director of Business and Auxiliary Services	Purchasing and bid processes, bookstore, food service, banquet facility, mailroom, shipping and receiving, Early Childhood Center, and the switchboard.
	Chief of Campus Police	Campus safety and security.
	Director of Facility Services	Custodial, maintenance, grounds, and occupational safety.

SLT Team Member and Primary Functions	Administrative Council Representative	Major Functions
such as the cafeteria, bookstore, early childcare center and farm laboratory land.	Director of Financial Services	Risk management, investment, billing, payroll, and budgeting.
<i>College President</i>	Director of Communications and External Relations	Public, media, and governmental relations.
	Executive Director of Institutional Advancement	Fundraising, alumni relations, grants, and Foundation scholarships.
	Director of Institutional Research and Effectiveness	Strategic planning, accountability, and state and federal reporting.
	Director of Marketing and Publications*	Brand development and printing of publications.
Executive Director, Information Technology	Director of Marketing and Publications	Colleague applications and Web site.
	Director of Application Support	Network security and integrity.
	Director of Information Security	Library functions.
	Director of Media Services	Help desk.
Vice President of Student Development	Director of Support Services	Admissions, financial aid, and registration.
	Dean of Enrollment Services	Admissions, financial aid, and registration.
	Dean of Student Development	Code of conduct, Student Activities, housing liaison.
	Dean of Student Success	Counseling, career services, disability services, Project Achieve, and Academic Skills Center.
	Director of Multicultural Services	Multicultural Transfer Center.
	Director of Athletics	Coordinates athletic teams and intramurals.

**reports to the Executive Director of Institutional Advancement (who reports to the President)*

College administrators are responsible for using the strategic plan, which includes the mission, vision, and core values, to drive operations and direct both short- and long-term decisions. The strategic plan is used to direct departmental operational plans, and these plans drive requests for technology, equipment, marketing, human resources, physical plant, and financial resources. The operational planning process is presented in Category 8, including the process for determining the needs and expectations of stakeholders through environmental scanning and surveys of the community, students, and employees. These administrators also use the strategic plan to set performance goals for themselves and for their direct reports. Processes for aligning mission with employee performance and individual development are

outlined throughout Category 4. The college uses the Annual Core Values Awards to motivate and recognize demonstrations of strong commitment to the core values.

5P3: Addressing the Needs and Expectations of Current and Potential Students and Key Stakeholder Groups (1B)

The current strategic planning process includes an environmental scan. The scan includes assessments of the needs of current and potential students and key stakeholder groups. Academic departments collect information from students and from their advisory boards to assess needs. Academic Affairs and Student Development collect information from area high schools about the needs of future students (Categories 1 and 3). Assessment of student needs is a formal part of program review, and JJC is beginning to use this information in the budgeting and planning processes. Many service areas of the college monitor usage and satisfaction, and this information is taken into account as operational plans are created. The college has recognized the need for formal and comparable measures of student and stakeholder needs in relation to satisfaction and will begin to use the Noel-Levitz SSI instrument in fall 2012.

5P4: Seeking Future Opportunities with a Strong Focus on Students and Learning

JJC leadership guides JJC to seek future opportunities through the operational planning processes and the organizational structure. The operational planning processes seek to develop college priorities that support the overall strategic plan and incorporate information gathered through program review, the AQIP processes (including QAPs and Feedback Reports), the goals of the president and Board of Trustees, institutional data on student enrollments and matriculation, surveys including CCSSE, and informal reports on service usage and satisfaction. In addition, other college planning processes including the Master Plan for facilities, the technology plan, and department operational plans. In 2012, the college updated its Master Plan. The intent is to consider the expected number and needs of students who will attend in future years and to plan spaces and buildings that are directly related to learning. The core of sustaining a quality, learning environment is the development of an effective planning and budgeting process, which ensures that the college has adequate resources to meet its mission and that resources are targeted toward priorities, as opposed to just incremental increases. The information from the Master Plan will be incorporated into the operational plans for many units of the college.

5P5: Making Decisions Collaboratively (5B)

The college has used the PACE survey as a measure to assess decision making, communications, and governance within the organization. An analysis of survey results led the institution to develop an AQIP project in 2010 to improve decision-making and governance. The project was designed to address the feelings identified in the survey that employees did not have input into decisions and that there was a lack of clarity about the organizational processes used to make decisions and to complete work. The project used the Administrative Council as the driving force to determine the institutional governance structure. The Administrative Council appointed a subcommittee to collect information and to bring proposals for the larger group to consider. During 2011 and 2012, some work was completed, including consideration of the governance structures of other colleges, an inventory of all college committees and memberships, consideration and revision of some committee charters and membership composition, and the determination of how the College Board policies and procedures should be approved and revised. Table 5.2 is a listing of JJC's committees and Figure 5.1 is an illustration of the path of policy and procedure approvals. The work of this project was affected by the significant changes in leadership within the college; however, the new president is committed to completing the governance structure.

In general, task forces and teams are used to address immediate issues and solve problems, on an *ad hoc* basis. Committees are used to make recommendations on specific processes or decisions. Yet, there is much work needed to improve and clarify the system. One of the charges of the AQIP project is to define the work of committees and to determine which committees will be standing committees that fit into the governance process. The project will both clarify the process within committees and determine the

relationship of committees to each other. For example, the Curriculum Committee makes decisions about new academic programs, following a process of approval at the departmental, committee, and state level. The AQIP project revealed that decisions about academic programs were rarely reviewed by the SLT. The gap in information was problematic because the plan for new academic programs could not be integrated into other planning efforts, such as the budget, planning for future personnel, and the Master Plan for facilities. It also became clear that there was little relationship between the academic committees. The review of committees led to a second AQIP project to coordinate the work of the academic committees and refocus on student learning. The goal is for these committees to assess data on student learning and to determine changes that may be needed in curriculum, student learning outcomes, and academic policies. A secondary goal is to ensure that this work informs the work of the SLT and the other units of the college including Student Development, HR, Administrative Services, and IT.

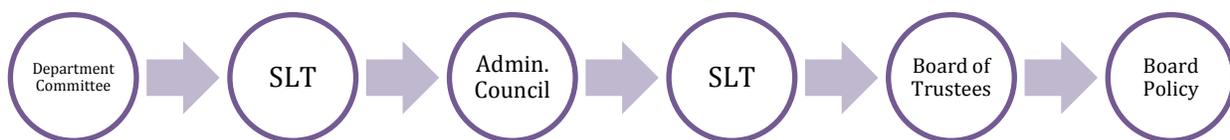
Table 5.2. Active JJC Committees

Description	Responsible Division
Academic Standards Committee	Academic Affairs
Academic Calendar	Academic Affairs
Curriculum Committee	Academic Affairs
Department Chairs Council	Academic Affairs
Academic Task Force	Academic Affairs
Adjunct (Student) Evaluation Form Review	Academic Affairs
Awards and Recognitions Task Force	Academic Affairs
College Readiness	Academic Affairs
Library Committee	Academic Affairs
Sustainability in Curriculum	Academic Affairs
Electronic Tenure Form Task Force	Academic Affairs
Institutional Review Board	Academic Affairs
Buildings and Grounds Committee	Administrative Services
Cost Savings	Administrative Services
Emergency Response and Notification Team - NIMS	Administrative Services
Environmental Health and Safety	Administrative Services
Facility Scheduling	Administrative Services
Administrative Services Leadership	Administrative Services
Extraordinary Service Awards Committee - ESA	Communications
Core Values Committee	Human Resources
Diversity Advisory Council – DAC	Human Resources
Insurance Committee	Human Resources
Union Negotiations	Human Resources
Administrative Technology Advisory Committee (ATAC)	Information Technology
Learning Technology Advisory Team (LTAT)	Information Technology
American Association for Women in Community Colleges (AWCC)	President's Office
Administrative Council	President's Office
Construction Communications	President's Office
Alumni Board Executive Committee	Resource Development
Alumni Association Board	Resource Development

Description	Responsible Division
Alumni/Foundation Annual Giving Campaign	Resource Development
Groundbreaking and Building Ceremony Task Force	Resource Development
Academic Standards of Progress Appeals Committee	Student Development
Centennial Commons Meeting	Student Development
Enrollment Management Committee – EMC	Student Development
Financial Aid Standards of Progress Committee	Student Development
Graduation Committee	Student Development
IBHE Student Advisory Committee (SAC)	Student Development
ICCB Student Advisory Committee (SAC)	Student Development
Duplicate Records Committee	Student Development

FIGURE 5.1. APPROVAL PROCESSES FOR COLLEGE BOARD OF TRUSTEES POLICIES AND PROCEDURES

Board Policy



Board Procedure



5P6: Using Data, Information, and Performance Results in Decision-Making (5C)

College administrators use several sources of data for decision making. Institutional Research is the source of institutional data including student enrollments, demographics, matriculation, and transfer. The data are used for reports for program and service reviews. While the ICCB requires program reviews every five years according to a published schedule, JJC has started the process of making the data available to all programs annually. In addition, several sources of external data are routinely used for decision-making. Table 5.3 illustrates how college divisions use data. Additional data and information gathered regularly for use in decision-making is detailed in Category 7.

Table 5.3. College Data Usage

College Division	Areas Included	Internal Data	External Data
Academic Affairs	Transfer Career Adult Education Workforce	Student Enrollments, Retention, Progress, Completion, CCSSE, Satisfaction, and Participation in	Transfer Success, Employment, Transition from GED to Credit Programs, Employer Satisfaction, High School Personnel Satisfaction,

College Division	Areas Included	Internal Data	External Data
	Corporate Education Dual Credit	Activities and Support Services, Complaints, Environmental Scan	Comparative Data from ICCB
Administrative Services	Business Office Campus Police Bookstore Food Service Facilities Payroll	Audit Reports, Crime Statistics, Customer Satisfaction and Feedback, Accident Reports, Usage Data	Comparative Data from other Colleges and Universities, Space Utilization Studies from ICCB, State University Retirement System (SURS)
Human Resources		PACE Survey, Exit Surveys, Benefit Usage, Lawsuits, Accident Reports	ICCB Salary Survey, Labor Market Statistics, SURS
Institutional Advancement	Foundation Alumni Marketing Grants	Giving levels, event satisfaction, alumni participation and giving, student enrollments, program reviews	Comparative Data from Other Community College Foundations, Alumni, Community Focus Groups, Market Data
IT		Usage, Internal Customer Satisfaction	Pricing, Data on Trend and Products
President and Board of Trustees	Public Relations	All Institutional Data and Reports	All External Data and Reports

5P7: Communicating Between and Among Institutional Levels

Communication systems follow the organizational structure and scheduled meeting times. For instance, information from the Board of Trustees meeting is shared with the Administrative Council at monthly Administrative Council meetings, and the SLT’s communications are shared with deans and directors at bi-monthly meetings. Specific organizational communication strategies include:

- Board of Trustees meetings that are videotaped and shown on cable access channels. Additionally, Board meetings are [streamed online](#) on the JJC Web site. Minutes are also posted online and discussed at Administrative Council meetings.
- A weekly newsletter sent through Email to everyone from the [Communications and External Relations Office](#)
- Monthly meetings with union presidents, the President, and the executive director of human resources
- Regular meetings of the VPAA with faculty department chairs and faculty committees and *ad hoc* task forces. Additionally, academic departments meet the first Thursday of every month.
- Monthly meetings of various college committees, including Building and Grounds, Curriculum, Sustainability, Student Learning Outcomes, and Academic Standards
- Regular employee focus group meetings with the executive director of human resources
- Presentations and workshops during P and PD Week.

- Regular meetings with the Faculty Union officers between the VPAA, President, and executive director of human resources.

5P8: Communicating a Shared Mission, Vision, and Values to Reinforce High Performance (1B)

In order to fully engage employees with the mission, vision, and strategic goals of the college, all new employees are given a copy of the Strategic Plan brochure and introduced to the plan through orientation processes. The HR Office puts strategic planning brochures in college gift bags for new employees. Representatives from OIR&E discuss the strategic plan and college priorities at employee orientation activities. Expectations in terms of ethics, social responsibilities, and involvement are communicated through broad college procedural and policy manuals. P& PD Weeks, held at the start of each semester, provide a means for college administrators to encourage high performance and to reinforce college goals and objectives (Category 4).

5P9: Encouraging, Developing, and Strengthening Leadership among Faculty, Staff and Administrators (5B)

Professional development is described in detail in Category 4. Additional opportunities are available for employees to engage in leadership development. For instance, up to three JJC employees may participate in the Joliet Chamber of Commerce Community Leadership School, designed to develop leadership and networking opportunities within the college district. JJC has provided training in the following areas: Preventive Discipline, EEO, Preventive Sexual Harassment, Bullying in the Workplace, Online Supervisory training, Mandatory Benefits training, and I-campus training. JJC has also implemented a certificate program for supervisory and management training.

Faculty members are encouraged to participate in a variety of professional conferences and organizations. The college supports these activities for both full- and part-time faculty members. A faculty committee advises the VPAA of common activities that are of interest. It also recommends faculty for sabbaticals. Faculty Chairs have been encouraged to participate in the National Chair Academy, and the deans and vice presidents have provided training and support for the academic department chairs. Senior department chairs have developed an Angel Web site to share documents, procedures, and discussion.

The President has taken on leadership development as one of her personal goals for the college which supports the strategic plan. Starting in fall 2012, the administration will undergo a yearlong leadership development program called PALM (Program for the Advancement of Leadership of Managers). The program is facilitated the first year by an outside consultant, and then, by the end of the year, as the program goes forward into the next year, it will be facilitated internally. The goal is to train administrators thoroughly in leadership and team-building skills and then use those skills to provide leadership training for the entire college. Each year the program will increase its reach into the college and will become part of the fabric of JJC.

5P10: Maintaining the Mission, Vision, Values, and Commitment to High Performance during Leadership Succession and Succession Planning

In response to the AQIP Feedback Reports of 2005 and 2009, in which succession planning was identified as a Strategic Issue, JJC declared an AQIP QAP entitled "Succession Planning: A Model for A Sustainable Future" in 2010. A committee was formed to examine the issue and determine process and policy to direct the institutional efforts under the leadership of the Director of Human Resources. The committee has met monthly since the initial declaration, even as the many administrative changes at JJC provided challenges to continuity. The committee has completed research, maintains its own site on the Angel course management system, and kept extensive records of its progress. In September 2012, a Board policy was approved that provides direction on preparing individuals for higher-level positions, filling vacancies, and handling emergency situations. The PALM leadership program (5P9) is also a

component of fulfilling the need to plan effectively for succession. Information in Category 4 also details the embedding of values in position descriptions and the hiring process overall.

RESULTS (R)

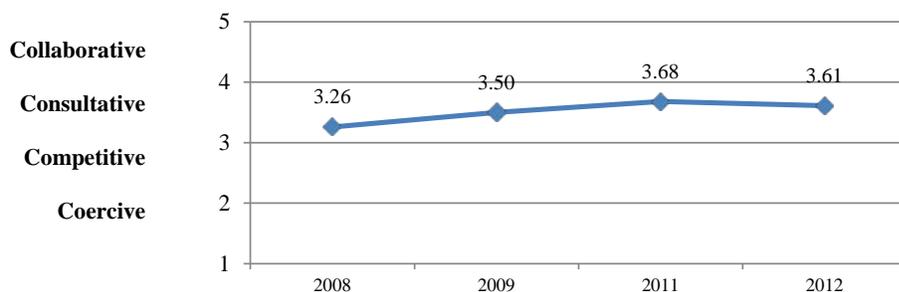
5R1: Performance Measures

The primary source for information about effective leadership and communication at JJC is the PACE Survey. The survey collects detailed information in four areas: institutional structure, supervisory relationships, student focus, and teamwork. Colleges also have the opportunity to develop their own supplementary questions.

5R2: Results for Leading and Communicating Processes and Systems

Background information about the PACE Survey is presented in Category 4. The result of the spring 2012 PACE Survey indicated that JJC possesses a mid-range type 3, or consultative system, with an overall score of 3.61 on a scale of 1 to 5, from coercive (rated between 1 and 2), competitive (rated between 2 and 3), consultative (rated between 3 and 4), and collaborative (rated between 4 and 5). The scales and descriptions are described in more detail in sections 4R1 and 4R2. When compared to the 2011 JJC mean scores, the JJC 2012 mean scores declined slightly, but are up in relation to 2008 and 2009 results (see Figure 5.2).

FIGURE 5.2. JJC MEAN CLIMATE SCORE AS RATED BY ALL EMPLOYEES



5R3: Comparisons with Other Institutions

Broad results in regard to measures about leadership and communication are shown in 4R1 and 4R2. As the PACE survey demonstrates, on average, JJC is strongest in relation to student focus and teamwork, but lower in supervisory relationships and institutional structure, which covers communications.

Table 5.4 and Figure 5.3 show how JJC compares with the National Initiative for Leadership and Institutional Effectiveness (NILIE) PACE Norm Base, which includes approximately 60 different climate studies conducted at two-year institutions since 2007. These studies include small, medium, and large institutions. Institutions range in size from 1,200 credit students on one campus to 22,000 credit students enrolled on multiple campuses. The Norm Base is updated each year to include the prior two-year period. Normative data are not available for the Customized climate factor area developed specifically for JJC. Table 5.4 and Figure 5.3 also show how the current administration of the PACE survey at JJC compares with the 2011 administration based on the four PACE climate factors (i.e., Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus) maintained by NILIE.

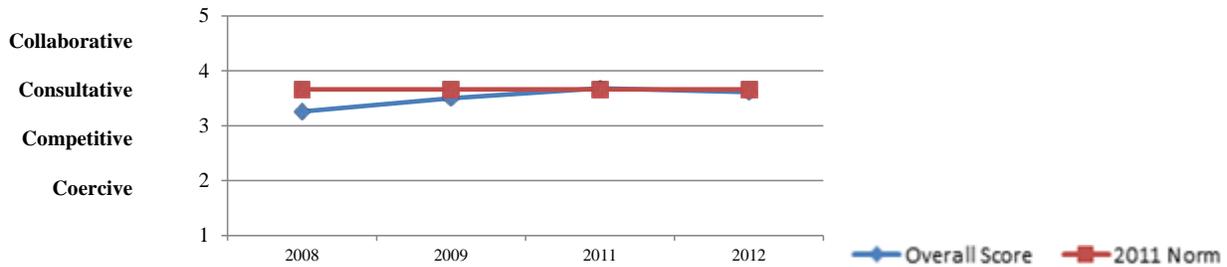
Table 5.4. JJC Climate Score by Category Factor Versus Norm Base

Factor	2008	2009	2011	2012	Average	Norm Base
Institutional Structure	3.43	3.19	3.35	3.24	3.30	3.38

Factor	2008	2009	2011	2012	Average	Norm Base
Supervisory Relationships	2.82	3.61	3.77	3.69	3.47	3.70
Teamwork	3.35	3.51	3.74	3.70	3.58	3.73
Student Focus	3.58	3.80	3.98	3.96	3.83	3.94
Custom	2.59	3.02	3.16	3.04	2.95	NA
Overall*	3.26	3.50	3.68	3.61	3.51	3.66

* Overall does not include the customized section developed specifically for JJC.

FIGURE 5.3. JJC MEAN CLIMATE SCORE AS RATED BY ALL EMPLOYEES VERSUS NORM BASE



IMPROVEMENT (I)

5I1: Recent Improvement of Current Processes and Systems

Processes for improving leading and communicating are conducted through the operational planning process (see Category 8); AQIP QAPs, the Vital Focus results, and Strategy Forum Activities; and discussions and meetings throughout the college community. For instance, communications was identified as one of the college’s priorities for 2010 and will be addressed in the FY 2010 budget. Leadership succession and professional development were also identified as priorities for the FY 2010 budget. Another example of an improvement for effective communication is the relocation of offices for the three academic deans, each housed within or very close to their respective departments, as opposed to an administrative area or wing.

The restructuring of the meeting calendar for major committees, academic departments, and department chairs, implemented in fall 2012, was a vital improvement for facilitating the cross-communications so essential to a systematic approach in the areas of leading and communicating. The VPAA, who spearheaded this effort, can now attend more meetings and bring this information forward to the SLT to integrate into the budgeting process.

5I2: Selecting Processes and Targets for Improvement

The culture and infrastructure of JJC help to foster processes for improvement because employees and the college community overall are candid in voicing their views, usually through surveys, but also anecdotally through conversations and a wide range of planned and unplanned interviews or meetings. The issue of communication in particular has been an ongoing concern for many years, and frequent attempts have been made to address it, through both formal and informal processes. The recognition that governance and lines of communication through the committee process were both problematic areas has led to two new AQIP QAPs to provide college-wide recognition of the importance of these two issues.

Formal targets for improvement are set through the development of institutional priorities, as outlined in Category 8. In the case of this specific section, targets are set to a national norm base, with references to historical data and the national base for benchmarking purposes. The communication of results and institutional priorities is described in Category 8P1.

CATEGORY SIX: SUPPORTING INSTITUTIONAL OPERATIONS

JJC's key student and administrative support areas are located in the Student Development and Administrative Services Divisions. The Campus Center, which opened in June 2011, created a well-organized and accessible physical space for providing services. These two divisions are now more aligned and in one convenient location. Improved signage also allows students to navigate the area with minimal frustration.

Systematic is the best descriptor for JJC's current maturity level for Category Six systems and processes. JJC has many processes in place to support institutional operations. Students and stakeholders report general satisfaction with many of these operations. JJC is likely moving from a systematic to an aligned approach in the support of institutional operations.

The focus of operations in 2011-2012 has been the support of the Master Plan Update in order to identify the new areas of significant growth and job creation in new labor market areas and a focus on supporting satellite locations in the areas of enrollment management and other student service operations. The process for setting targets for improvement, specific priorities, and communication strategies are all part of JJC's planning system, as outlined in the Processes section of Category 8. Current targets for improvement are articulated in the short-term priorities in Category 8, Table 8.1. More specifically for this category, in the future JJC expects to move beyond simply counting as the key measure of performance and incorporate other practices to determine how to identify and meet needs.

PROCESSES (P)

6P1: Identifying Support Service Needs for Students and Key Stakeholders

Student support services help students to learn in a variety of ways, detailed in Category 3. First, they provide students with access to the college through enrollment services and Financial Aid and Veterans Services. Tutoring and special support programs such as the TRIO Student Support Services program called Project Achieve help students to be successful learners by providing individual attention and support. General Student Development classes also promote student success by providing courses that address study skills, goal-setting, and career exploration. The [Multicultural Transfer Center](#) assists underrepresented students in making a smooth transition to baccalaureate institutions. The OMSA supports a diverse student population by offering focused support to African-American and Latino students and opportunities to enhance multicultural understanding for all members of the college community. Student activities enhance students' out-of-class learning by offering a wide variety of programs, leadership opportunities, clubs, and organizations. All of these offices strive to provide student-friendly hours and service.

Category 3P1 outlines in detail how JJC identifies the changing needs of student groups through environmental scanning, strategic planning processes, analysis of enrollment trends, assessment of student learning, program advisory groups, projections and futures research, course scheduling, placement testing, surveys and anecdotal information. The need for additional or changing student support services is also identified through these processes. In addition, student support service needs are identified through the student governance structure, clubs and organizations, intake processes including placement testing, disability services, student-faculty interactions, mandated services, surveys and research.

- The [student government](#) provides students with an opportunity to have a voice directly to the college administration and assures a consistent and timely opportunity for feedback on student issues. A

student trustee on the college's Board of Trustees has the opportunity to meet twice each month with the Board and senior administration (Category 5).

- [Clubs and organizations](#), all of which are advised by a faculty or staff member, also provide an opportunity for students to give input on their interests and needs.
- [COMPASS placement test](#) results provide data on student academic preparedness. NSO for all first-time full-time students provides a forum to give information to and solicit information from students. At these orientation sessions new students also have an opportunity to fill out a survey on their extracurricular interests for the Office of Student Activities.
- In [Disability Services](#), the need for services is tied to the number of students who self-identify that they have a documented disability and who request services.
- *Student-faculty Interactions* – Other needs are identified through student-faculty interactions in the classroom and through student-staff interactions in other offices on campus. Many faculty sit on college committees and bring student service needs to those groups.
- *Mandated Services* –Financial aid for veterans and services for students with disabilities are available.
- [Surveys and research](#) – In addition to anecdotal feedback, the college conducts formal surveys to solicit information on student experiences and expectations. These include the CCSSE, the student satisfaction survey, the graduate survey and the occupational follow-up study. These surveys assist in gauging students' needs for specific services as well as their satisfaction with those services.

6P2: Identifying Administrative Support Service Needs of Faculty, Staff, and Administrators

The identification of key stakeholder group needs is described in more detail in Category 3P3. These processes include environmental scanning, strategic and operational planning processes, the community scan of college district residents, Board of Trustee meetings, Foundation Board meetings, donor cultivation, alumni processes, PACE Employee Survey, annual high school counselor breakfast, community involvement among college employees, facilities processes including the Master Plan and Capital Improvement Plan, and Workforce Development and Corporate and Community Education processes. Specific Board of Trustee needs are identified through the President, who is the intermediary between the college and the Board. These processes include Board retreats, regular Board meetings, and the development of Presidential goals between the Board and the President.

JJC's Enterprise Resource Planning (ERP) vendor conducted a survey of administrative areas to solicit suggestions for improvements with the current software. The data collected supports the Colleague Improvement Program, which is a collection of projects based on the analysis of the survey.

6P3: Designing, Maintaining, and Communicating Key Support Processes for Physical Safety and Security

Administrative support services support learning and student needs by creating a safe and secure environment where students can learn (Category 2). Facilities services ensure that students' learning environments are clean and well kept, projecting the message that students are valued. In addition to the college's Master Plan projects, a Capital Improvement Program is in place to better plan for infrastructure needs. Facility Services has an electronic work order system in place for work requests outside of the Capital Improvement Program. Budgeting, purchasing, risk management, accounting and other business processes ensure that JJC operates efficiently and in a productive manner that enables the college to better serve students and ensure resources are devoted toward learning and academic support. The budget process has been improved to include electronic document submittal via the portal to streamline the planning process and promote accuracy. Administrative Services also seeks to make services more convenient for students. For instance, students can order their books online through the [Bookstore](#) and participate in the [Book Buyback](#) program. The Early Childhood Center provides convenient, low-cost childcare for students, staff, and the community while supporting the academic mission of the Early

Childhood Development courses. Food service is provided at several locations throughout the Main Campus, in addition to the Romeoville campus.

The JJC Police Department (JJCPD) draws its authority from the Illinois Community College Act, which establishes the authority for community college police departments. JJCPD publicizes a number of security policies as well as collecting and publicly disseminating crime statistics for a three-year period as required by the Clery Act. The Environmental, Health and Safety department's main function is to oversee day-to-day safety questions and concerns, long-term projects, and adherence to governmental procedures and regulations. The department's work entails everything from the handling of environmental waste and fire extinguishers to objects blocking hallways, exits, and egresses such as newspaper racks, furniture and boxes. EHS staff members are also involved with noise abatement guidelines and adherence, OSHA regulation enforcement and tornado safety procedures. More than 70 individuals from three campuses volunteer as Sector Leaders to assist fellow members of the college community with evacuation, movement to shelter, and basic safety concerns. Most of these individuals participated in specific training such as: First Aid, CPR, A.E.D., and use of fire extinguishers. The Emergency Response Plan has been designed to provide a contingency manual for JJC staff in order to plan for possible campus emergencies. While the plan does not cover every conceivable situation, it does supply the basic guidelines necessary to cope with most campus emergencies. The college is a National Weather Service "Storm Ready Campus." A key component of communications is the Web and technology. Category 2 is entirely devoted to safety, environmental health, and sustainability.

6P4: Managing Key Services Daily to Ensure They Address Needs

Student Support Services

On a day-to-day basis, the college's key student support service processes are managed through the organizational structure in place in student development. Each student services department has a director who reports to a dean or directly to the Vice President of Student Development. These staff members work directly with the staff in each department to provide information, solicit student input and resolve concerns, and assess the efficiency and effectiveness of services on an ongoing basis. Sometimes the need for improvement in a process or procedure through complaints by students is discovered and sometimes through concerns communicated by staff. Staff in leadership positions keep lines of communication open with both students and staff and are responsive to expressed concerns. Student development has recently purchased the Council for the Advancement of Standards (CAS) guidelines for student development offices. The CAS standards are used as an assessment tool to assure that student service areas meet the highest standards of professional practice. Staffing has been increased this year in a number of areas including Counseling and Advising, Admissions, Financial Aid and Veterans, Testing and Tutoring to respond more effectively to student needs on a day-to-day basis. The college's performance evaluation and goal-setting process assists staff and supervisors to assess and improve individual performance and to set individual and department goals which align with the college's strategic plan. The student service areas also use the student information system, Colleague (Ellucian), to provide information and to support processes that address student needs every day.

Administrative Services

The Administrative Services division manages daily processes through the organizational structure, regular staff meetings, feedback mechanisms, procedures that guide work activities, budgeting, and strategic and operational planning procedures. The organizational structure is aligned to reinforce communication, consultation, and decision-making authority. The Vice President of Administrative Services conducts weekly meetings with the directors in the area, while directors have regular staff meetings of their own. At these meetings, not only are strategy and operational procedures discussed, but also checks on daily operations. Feedback mechanisms, as described in Category 6P2, include student, staff, and faculty feedback, and provide information about improvements to specific areas. Procedures dictate, to a large extent, the daily operations of many areas. For instance, maintenance staff receives

instructions for maintenance duties through a [work-order request form](#). Work orders are then put into a queue and addressed in order of priority. Other procedures and required forms dictating construction and maintenance, including punch lists, change orders, and construction operating procedures, are also placed online at the Facilities Services Web site. Monthly training sessions are held in the Purchasing Department for Colleague, Office Max, and the college's procurement card. Procedures also dictate many daily operations for finance, bidding, risk management, and health and safety. Budgeting also dictates daily procedures by providing resources and direction for accomplishing daily tasks. Finally, strategic and operational planning procedures, as described in Category 8, dictate daily operations. Specific planning documents related to Administrative Services include the Annual Budget, Annual Audit, Three-Year Financial Plan, Comprehensive Annual Financial Report (CAFR), Master Plan, and Capital Improvement Project Plan.

6P5: Documenting Processes to Encourage Knowledge Sharing, Innovation, and Empowerment

From an institutional perspective, the use of information and results to improve student, technology, and administrative services is articulated through the college's planning process, as described in Category 8.

Student Services

Information and documentation in the Student Development division is conducted through producing and evaluating student publications and producing an Annual Report. Student support service information is documented in a number of student publications including the [college catalog](#), the student handbook and the semester course schedules. Student Development information is also available to students on the college's Web site. In addition, student development sends out a weekly Email to all students with essential college information. Student development staff members receive information through a monthly divisional newsletter and through department and division meetings. The meetings in particular allow opportunities for information-sharing and idea generation. The division also holds occasional professional development programs to help staff members increase their knowledge and skills and to feel more confident and empowered in their positions. At the end of each fiscal year, the Student Development Division produces an Annual Report, sharing it with various campus constituencies. The annual report covers highlights, staff development, communications, budgeting, challenges, unfinished business, and departmental highlights for each department.

Administrative Services

Information and results are evaluated through the development of personal and divisional goals. Goals are used in developing the budget and are evaluated at the end of the year. Evaluation procedures include the strategic and operational planning processes, personal evaluations, and divisional and departmental meetings.

6R1: Measures of Student, Administrative, and Institutional Support Collected and Analyzed Regularly

The key student support service areas and measures for Student Development and key stakeholder support services associated with the Information Technology and Administrative Services divisions are outlined in Table 6.1.

Measures related to the collection of data and analysis of major student and administrative areas is part of the strategic and operational planning process at JJC, articulated in more detail in Category 8. Determining student satisfaction for services and their related measures are described in the Processes and Results in Category 3. Many student satisfaction measures also relate to administrative services, which appear in Figure 6.1.

Table 6.1. Key Student and Administrative Support Processes, Needs, and Indicators of Success

Admin.	Support Area	Services Provided and Needs Met	Indicators of Success
Dean of Enrollment Management	Admissions	Application to college, verification of residency, international student and special program admissions	H.S. counselors' survey Participation at College Night and Discover JJC events Number of recruitment visits Number of applications received Enrollment yield and headcount Timely processing of special program applications
	Registration and Records	Registration for classes, transcripts, grades, graduation	Options for registration (online, telephone, in person) Efficient processes Timely responses Accurate records
	Financial Aid and Veterans	Federal and state Financial Aid and Veterans, loans, work-study and scholarships	Number of applications received Number and amount of Pell grants, loans, default rates, Monetary Access Program (MAP) grants, Veterans grants, and scholarships
Dean of Student Success	Counseling and Advising	Academic advising, career counseling, personal counseling, general student development courses, group registration and advising sessions for new students	Numbers for participating in group advising and registration and individual advising Numbers enrolled in GSD courses Course availability Counselor evaluations
	Career Services	Assists students in identifying career possibilities and learning job search skills, provides access to employers through fairs, student employment	Attendance and participation at job fairs and workshops Number of students seeing career counselors On-campus recruitment visits
	Disability Services	Academic accommodations for students with documented disabilities	Number of students who receive accommodations
	Project Achieve	TRIO student support services program which provides academic support for qualified students	Number of students participating in program Graduation and transfer rates of students
	Academic	Tutoring, placement testing	Number of tutoring appointments

Admin.	Support Area	Services Provided and Needs Met	Indicators of Success
	Skills Center		Number of tests administered
Director	Office of Multicultural Student Affairs	Latino student support (formerly ENLACE), multicultural transfer center, mentoring program	Number of Latino students in OMSA Number students in mentor program Number of transfer students served Visits by four-year college reps
Dean of Student Development	Dean of Students	Implement college judicial system, student photo ID cards, publications including student newspaper and student handbook	Number of cases heard Number of IDs distributed
	Student Activities	Collegiate Club Council, student government, leadership program	Number of clubs and organizations Participation in student activities Participation in student government and leadership activities
	Holistic Wellness	Provides information and programs on health and wellness issues	Participation in wellness events
Director	Athletics	Intercollegiate athletics, intramurals	Participation in intercollegiate athletics Success of athletic teams *Participation in intramurals
Liaison	Residence life liaison	Provides academic monitoring and support, social programming, judicial assistance to residents in Centennial Commons housing	Number of programs offered and participation Numbers of students retained for second semester
Director	Facilities Services	Custodial, grounds, maintenance, construction management, and environmental health and Safety	Space utilization (in conjunction with Academic Affairs course scheduling) Plant expenditures and assets Utility costs

Admin.	Support Area	Services Provided and Needs Met	Indicators of Success
Director	Business and Auxiliary Services	Receiving, mail center, information center, child care, purchasing, bookstore, land laboratory, banquet facility, and food services	ICCB compliance Bookstore satisfaction survey Administrative services satisfaction survey Increase customer services available Division of Child and Family Services (DCFS) compliance Increase overall cost savings through effective purchasing strategies United States Postal Service postage audit Illinois Community College Act compliance PCI compliance Data encryption
Director/Controller	Financial Services	Budget, risk, accounts payable, grant accounting, student accounts and payments, payroll, debt finance, revenue collection and receivables.	Successful completion of the audit Bond rating Be awarded the GFOA and Association of School Business (ASB) officer awards ICCB compliance Efficiency and productivity (spending, unit cost, taxpayer support per FTE, Equalized Assessed Valuation (EAV) comparisons) Affordability (also in Student Services and incl. tuition and net price indicators) Debt service and operating reserves
Police Chief	Campus Police	Provide safety and security of all JJC properties, students, and staff.	Campus Police looks at training, student survey, and other focus group information to determine campus safety needs.
Executive Director IT	Information Technology	Provide technology equipment and support for Faculty, staff, and students	Security audit Off-site Email for students Colleague improvement program 24/7 Help Desk support

The determination of student satisfaction with administrative services and processes, along with stakeholder satisfaction and their related measures, is described in more detail in Categories 3P3 and 3P4. Examples of support service measures include:

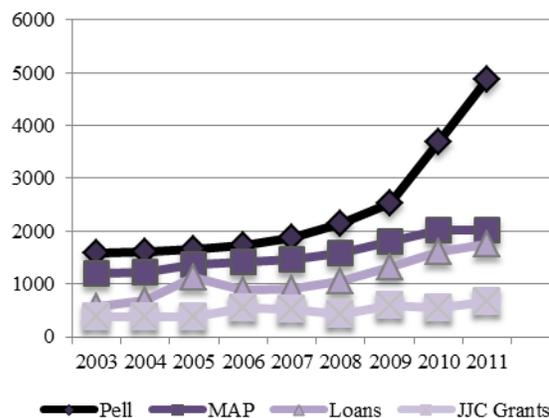
- HELP desk online surveys for all contacts
- Monthly evaluations of procurement card expenditures
- Web management report analysis
- Email and spam monthly report
- Work order system; outstanding and in progress
- Monthly recycling report
- Waste audit (completed every five years)
- Analysis of Patch Management system levels.

RESULTS (R)

6R2: Results for Student Support Services

As indicated in 6R1, JJC collects a variety of measures from a variety of sources in its analysis of student support services. Table 3.2 shows the results for student satisfaction with student support services from the CCSSE. An example of results from Table 6.1, column 3, is in the area of Financial Aid and Veterans. As Figure 6.1 shows, there has been a moderate shift in revenue streams for Financial Aid and Veterans. While JJC has seen increases in the number of Pell and MAP grant recipients (the largest need-based federal and state Financial Aid and Veterans grant programs, respectively), the number of students at JJC receiving student loans has increased at a faster pace. Interestingly, there was a decrease in the number of JJC students receiving loans (2005 to 2006) the same year there was a large increase in the number of JJC students receiving institutional awards, suggesting that the provision of JJC grants has lowered the net price students actually pay and impacted the number of students receiving loans, an appropriate response to the increase in student loans.

FIGURE 6.1. NUMBER OF FINANCIAL AWARDS BY TYPE AT JJC, FY 2003-2009



6R3: Results for Administrative Support Services

Results for administrative services can be separated into qualitative and quantitative areas:

Qualitative Results

- In the schedule of findings and questioned costs for the FY 2011 Audit, no material weaknesses, unusual transactions, significant deficiencies, or noncompliance issues were identified. Financial statements were found to be in accordance with generally accepted government auditing standards. JJC recently received an [upgrade in its bond rating](#) from AA to AA+.
- JJC also received a Certificate of Excellence in financial reporting from ASB and Certificate of Achievement from GFOA for its CAFR.
- JJC recently received a positive audit during the last ICCB recognition visit in October 2008 for finance, facilities, and procurement procedures.
- JJC has had a balanced budget for 40 consecutive years.

Quantitative Results

JJC provides substantial quantitative data related to finance, facilities, and other operations. Much of the data are captured in major institutional [financial](#) and other [accountability](#) reports. Key quantitative results along with comparisons are shown in Table 6.2.

Table 6.2. Key Quantitative Results for JJC and Comparisons with State of Illinois

Measure	JJC	Comparison
Tuition and fees as a percentage of operating revenue (FY 20011)	37.1%	40.7% (state average)
Capacity (gross square footage per FTE)	80.1	95.6 (state average)

Measure	JJC	Comparison
Tax rate per \$100 of assessed value, FY 2010	\$0.2272	\$.4280 (state average)
Instructional costs per credit hour (FY 2011)	\$208	\$216 (state average)
Administrative costs per credit hour (FY 2007)	\$72	\$95
Net bonded debt per capita population (FY 2011)	\$221.48	n/a
Total utility costs per gross square footage (FY 2011)	\$2.18	\$1.90 (state average)
Local tax dollars per district resident (FY 2011)	\$73.04	\$73.78 (state average)

* Sources: Three-Year Financial Plan, 2009-2011 (III-13, IV-4, IV-6, IV-8); ICCB Reports; CAFR, FY 2008. Financial data may vary due to cost indicators associated with specific geographic regions). **A measure of the extent to which annual operations could ensure the ability to cover debt.

6R4: Using Information and Results to Improve Service

In general, processes and services are improved through the college’s planning system and activities, as outlined in Category 8.

6R5: Comparisons to Other Higher Education Institutions

Comparisons to other higher education institutions are made whenever possible. Table 6.2 above provides comparisons to state of Illinois averages. Table 6.3 gives an example of how comparisons are used for CCSSE results.

Table 6.3. Comparisons of Results for Satisfaction of Student and Administrative Support Areas from the CCSSE

Area	2007		2008		2009		2010	
	JJC	Cohort	JJC	Cohort	JJC	Cohort	JJC	Cohort
Academic advising and planning	2.10	2.21	2.18	2.22	2.20	2.23	2.47	2.55
Career counseling	1.97	2.04	2.03	2.05	2.09	2.06	2.30	2.32
Job placement	1.76	1.82	1.85	1.83	1.72	1.83	2.04	2.08
Peer or other tutoring	2.19	2.14	2.07	2.15	2.05	2.16	2.02	2.14
Skill labs (math, writing, etc.)	2.25	2.25	2.20	2.26	2.09	2.26	2.13	2.22
Child care	1.74	1.76	1.82	1.77	1.68	1.77	1.70	1.75
Financial Aid and Veterans advising	1.98	2.18	2.03	2.19	2.20	2.20	2.32	2.47
Computer lab	2.50	2.49	2.58	2.49	2.60	2.49	2.43	2.45

Area	2007		2008		2009		2010	
	JJC	Cohort	JJC	Cohort	JJC	Cohort	JJC	Cohort
Student organizations	1.91	1.96	1.96	1.97	2.00	1.98	1.78	1.86
Transfer credit assistance	2.03	2.06	2.05	2.07	2.10	2.07	2.30	2.24
Services to students with Disabilities	1.98	2.00	2.02	2.01	1.87	2.02	2.04	2.05

**Results are the arithmetic average of all responses to a particular item, with the larger number representing a higher level of satisfaction.*

IMPROVEMENT (I)

6I1: Recent Improvements in Supporting Institutional Operations

In the Student Development division, a number of improvements have been made in order to provide better service to students. The new administrative structure with the addition of deans (Category 5) has helped to facilitate communication, support, and oversight of departmental functions. These dean positions, as well as a director of financial aid, were hired between 2007 and 2008. In addition, a number of departments have received new staff positions including admissions, financial aid, counseling and advising, and academic skills. These new positions have enabled these departments to provide better and more efficient service to students.

Increased usage of technology led to increased bandwidth for the college in 2012. The PC replacement program, expanded wireless, server virtualization, and semi-smart projectors have all contributed to this need. In spring 2012, the college issued an RFP for multifunction devices to consolidate the college’s printing, copying, faxing, and scanning operations.

The purchasing department continues to support sustainability and cost savings initiatives by utilizing an electronic notification of bids, quotes, and proposals to all vendors; all documents are posted on the department’s Web site. In support of the master plan, a furniture replacement program was put into place to enhance academic learning environments as well as improve office settings.

6I2: Targets of Improvement, Priorities, and Communications

The process for setting targets for improvement, specific priorities and communication strategies are all part of JJC’s planning system, as outlined in Category 8P1. The current priorities are also outlined in that category.

CATEGORY SEVEN: MEASURING EFFECTIVENESS

JJC's level of maturity for measuring effectiveness is **reacting**. The college reports required data, but analysis, subsequent action, and conscientiously using data for continuous improvement are inconsistent across the institution. JJC satisfies accountability but realizes the need to advance data stewardship. Discussion and research are underway for declaring a potential new QAP for data stewardship. Such a project would assist in making the uses of data more systematically institutionalized. JJC recognizes that it would be useful to create data maps to show where data resides and who has access to it, since most data are not centralized. The college must involve leaders, program staff and faculty in defining their specific data needs relative to strategic and programmatic planning. In response, dashboards and other mechanisms can be developed to access the information from the college's data systems in a timely manner. The general education assessment QAP is reviewing systems to support planning and reporting across the college that will dovetail nicely with a data stewardship QAP.

PROCESSES (P)

7P1: Selecting, Managing, and Distributing Data and Performance Information for Instructional and Non-instructional Programs and Services

JJC selects and manages data and information in multiple ways throughout the institution. Instructional data and information are selected for use during the institutional program review process, an ICCB requirement for Illinois community colleges. The purpose of program review is to ensure that JJC programs meet standards of quality through the examination of program efficiency, effectiveness, and impact. At a minimum, the program review includes analysis of program need, program cost-effectiveness, and program quality. Colleges in Illinois are encouraged to develop additional local standards for the review and document the results in a way that is appropriate to broader campus planning and decision-making processes.

Data and information utilized in the review process appear in Table 1.2. at JJC may include the following:

- State and local labor market data
- Data and Characteristics of JJC and the Illinois Community College System
- Student Enrollment and Completions at JJC and in the Illinois Community College System
- JJC Follow-Up Study of Career and Technical Education Graduates
- ICCB Unit Cost Reports
- Program Review Statewide Summaries

Non-instructional units and programs are encouraged to utilize a version of the program review process that is modified to meet the specific needs of the departments or programs for their specific annual review.

When data are made available to the public by external entities, OIR&E often downloads the data for comparisons. In conjunction with external reporting requirements, JJC compares itself on the following levels: community colleges in Illinois, community colleges in the nation, all postsecondary institutions in Illinois, all postsecondary institutions in the nation, and longitudinally. When presenting information to the college at the departmental level, comparisons with other departments within and outside the college are shown.

7P2: Selecting, Managing, and Distributing Data and Performance Information to Support Planning and Improvement Efforts (5D)

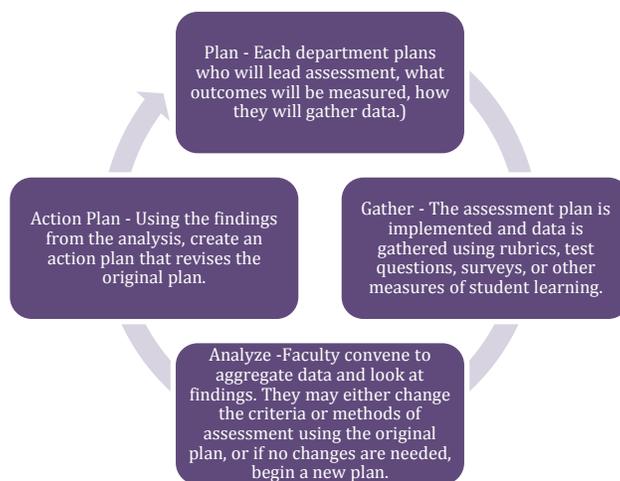
The selection, management, and use of information and data for improvement are driven by the college’s Model of Institutional Effectiveness (Figure 7.1). In this model, mission defines college goals, college goals determine institutional priorities and performance indicators, and performance evaluation determines how effective the college is in meeting the institution’s mission. The model shows the mission and external accountability set specific requirements for the selection and use of institutional data. An example of how institutional data and information support planning is described in Category 8. Data inform the development of priorities and their associated key performance indicators. The selection of data and performance measures specifically includes the support of institutional objectives because JJC institutional objectives are also driven by AQIP Quality Action Projects, which are defined as institutional priorities (see Category 8). Institutional priorities are continuously evaluated by the selection of key performance indicators, which must be supported by the collection and use of data.

FIGURE 7.1. JJC’S MODEL OF INSTITUTIONAL EFFECTIVENESS



An example of how the collection of data and information supports student learning is articulated in the assessment cycle shown in Figure 7.2 and described in Section 1P18 and Table 1.2.

FIGURE 7.2. JJC ASSESSMENT CYCLE



During the spring 2012 term, the college participated in the National Community College Benchmarking Project (NCCBP). The NCCBP gathers information regarding student performance and goal attainment, course retention and success rates, market penetration, cost per credit hour, and other important

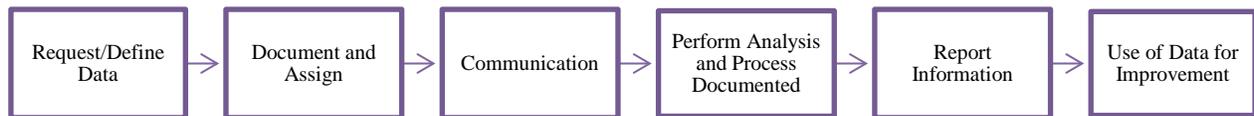
performance metrics. More than 450 community colleges have subscribed to this accountability initiative since its inception in 2004. JJC has received the overall performance results, and the college is in the initial stages of determining the best way to share and utilize the findings by involving faculty, staff, and administration throughout the process. The data may be utilized as input for planning purposes and the development of key institutional effectiveness measures.

7P3: Determining Needs of Departments and Units for Collecting, Storing, and Accessing Data and Performance Information

Program review, programmatic accreditation and annual reporting drive instructional and non-instructional departments’ typical needs for data. While the ICCB requires colleges to review programs on a five-year cycle, the college encourages a continuous model in which data are provided and examined annually. OIR&E has started to provide a data book annually with basic academic data. SARS and other tools used locally supply basic non-instructional data.

Figure 7.3 shows the process departments are encouraged to use to request additional data from OIR&E. The process begins with completion of the OIR&E Data Request Form. The form incorporates questions to assist in *defining* the need: What is the purpose of the request? How will the data be utilized? What data is needed? What is the reporting format? The request is *documented and assigned* by the OIR&E, which also determines if the request should be added to the annual research agenda. Next, the OIR&E begins *communication* to verify the request, clarify any inaccuracies, and determine a timeline for responding to the request. The analysis and extraction is *performed and the process documented* for future reference. Finally, the request is completed and delivered to the individual making the request. OIR&E will supply the data, restructure, and, if necessary, conduct an analysis, and format the data in a presentable manner. As the steward of data and information at JJC, OIR&E is sensitive to the usability of data. Usable data are defined as data that is consistent, accurate, timely, collected systematically, and accessible. OIR&E communicates this expectation to departments, units, and committees.

FIGURE 7.3. IDENTIFICATION OF DEPARTMENTAL DATA NEEDS



As Figure 7.4 shows, data collection and storage at JJC occurs in four contexts: centralized, decentralized, internal, and external. Centralized and decentralized contexts relate to the orientation of data collection and internal and external contexts relate to a specific mandate or purpose. *Centralized* data are stored in the college’s Enterprise Resource Plan, Colleague, a product of Ellucian. The purpose of Colleague is to maintain a single database for the purpose of supporting JJC’s operations. Thus, Colleague is the main information collection point and storage for institution data. Colleague is separated in four modules: Human Resources, Student, Finance, and Core, an integration of the three modules. Data collected by JJC employees covers virtually every aspect of the college, including data and information about admissions, registration, purchase orders, and employee tracking. The OIR&E also warehouses institutional data, storing it in computer files, CDs, networks, and on the Web site. OIR&E is responsible for not only internal data storing and some collection, but also for ensuring that accountability requirements in regard to data and reporting to external entities are met. The primary external accountability reporting entities are ICCB, the U.S. Department of Education through the Integrated Postsecondary Education Data System (IPEDS), and the Higher Learning Commission. JJC complies with all reporting standards and guidelines set forth by ICCB (as articulated in the ICCB Management Information Systems [M.I.S.] Manual) and the U.S. Department of Education. As the steward of data and information at JJC, OIR&E abides by the Association for Institutional Research (AIR) Code of Ethics and posts the code on its Web site. After

reporting to external agencies, OIR&E often “reacquires” the data from various download areas and reports for comparison purposes and internal improvement efforts. For instance, OIR&E often downloads data from the Peer Analysis System (PAS) of IPEDS, which includes the universe of all postsecondary institutions in the U.S. that receive federal funding and includes variables about finance, enrollment, student outcomes, and human resources. Centralized external data can also be requested by the public through the External Relations Office process for addressing Freedom of Information Act (FOIA) requests. However, many external requests are directed to a JJC Web site or simply provided with the information without going through the FOIA request. Centralized internal data about Board minutes, agendas, and other information can be found on the JJC Web site.

Individuals, programs, or departments hold primary responsibility for collection, storage, submission, and dissemination of *decentralized data*. Programs and departments often triangulate data from a variety of sources when making procedural or improvement decisions. Departments may submit a data request to OIR&E if macro-level data or information is needed to enhance their research efforts. Data requests are made through the use of an online data request form. Departments and units often fulfill their own external reporting requirements in conjunction with OIR&E. The Office of Student Financial Aid, for instance, reports to the National Student Clearinghouse, while OIR&E submits financial information collected by the Office of Financial Aid to IPEDS.

FIGURE 7.4. DATA COLLECTION AND STORAGE

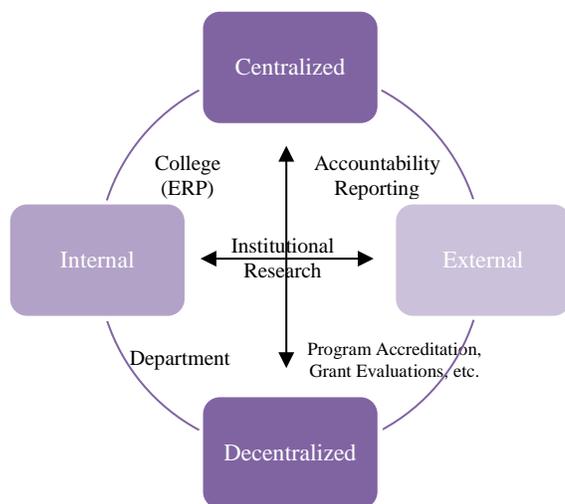


Table 7.1 outlines the accessibility and availability of data and information at JJC. With the exception of confidential information, all documents and information relating to these processes are open to the public. Additionally, contact information is available on the sites for those who may have accommodation issues that prevent adequate accessibility to online materials.

Table 7.1. Data Accessibility

Type	Name	Access	Location	Availability
Internal	Colleague	College data system, available on employee computers	College servers	Workstations
	FOIA	External Relations	Institutional	FOIA request process

Type	Name	Access	Location	Availability
Internal	Research, Assessment, AQIP, Strategic Planning, Quality	Web site	College Web servers	www.jjc.edu/admin/ie
	Data warehousing	OIR&E Office/Web site	Web servers, CDs, other backup mechanisms	Web site, OIR&E data requests
	Board	Web site	College Web servers	http://www.jjc.edu/new/about/administration/presidents-office/default.aspx
	Academic Departments	Web site	College Web servers	http://www.jjc.edu/academic/Pages/departments.aspx
	Operational Departments	Web site	College Web servers	http://www.jjc.edu/about/operational/pages/default.aspx
External	ICCB	Web site	ICCB Web server	www.iccb.org
	U. S. Department of Education	Web site and PAS	USDE Web server	www.nces.ed.gov
	IPEDS	Web site and PAS	USDE Web server	www.nces.ed.gov/ipeds
	AQIP	Web site	AQIP Web server	www.aqip.org

7P4: Analyzing and Sharing Organizational Data and Performance Information (5D)

The process for analyzing information and data regarding overall performance is described in Category 8. The primary sources of information for this are the CCSSE Survey results, PACE Survey results, the NCCBP, and the JJC Institutional Data Book. Accessibility of data and how the information is shared throughout the organization is detailed in 7P3.

7P5: Determining Needs and Priorities and Selecting Comparative Data and Information.

Since external data and information procedures are mostly tied to funding or mandated by state agencies, institutional comparisons used in external reports are the first priority. Once the data are made available to the public by external entities, OIR&E often downloads the data for comparisons. In conjunction with external reporting requirements, JJC compares itself on the following levels: community colleges in Illinois, community colleges in the nation, all postsecondary institutions in Illinois, all postsecondary institutions in the nation, and longitudinally. When presenting information to the college at the departmental level, comparisons with other departments within and outside the college are shown.

The college has made efforts to expand the use of comparative or benchmark data not only through the participation of the NCCBP but by attending workshops and training through the National Center for

Education Statistics (NCES). The module(s) were an introduction into the fundamentals of creating and utilizing benchmarks to measure institutional effectiveness. The training provided an overview of the types of comparison groups the college could utilize and construct using Integrated Postsecondary Education Data System (IPEDS) data surveys, and the IPEDS Feedback Report and Executive Peer tools. All of which will be invaluable in the process of establishing and creating key performance indicators and identifying variables and to refine or expand comparison groups beyond the Illinois Community College System. To date, the college has not made an extensive effort to utilize comparative data from outside of the higher education community.

7P6: Ensuring Department and Unit Data Analysis Aligns with Organizational Goals. Sharing the Analysis

JJC has a variety of mechanisms and methods for ensuring that departmental and unit analysis of information and data aligns with institutional goals. These include the Strategic and Operational Planning processes, budget process, program review, accreditation through AQIP, data requests to OIR&E, and the college's performance appraisal system through Human Resources:

- The Strategic Planning process for program planning is described in more detail in Category 8.
- The introduction to the Budget Process section of the *Annual Budget* clearly states the JJC budget is designed to fulfill its mission of enriching people's lives through affordable, accessible, and quality programs and services. The budget process is used in implementing the long-range mission, vision, and strategic planning goals of the college. Institutional goals are utilized in the development of the annual budget. The *Annual Three-Year Financial Plan* explicitly "integrates AQIP with the financial resources necessary to meet strategic planning objectives in order to implement the strategic planning initiatives and the infrastructure needed to maintain progressive educational resources at JJC." Only activities that align with institutional mission and goals receive priority funding necessary to support them. Analysis of budget activities are publicly available in the following annual documents: the *Annual Budget*, the *Three-Year Financial Plan*, the *Unit Cost Study*, and *ICCB Accountability and Performance Reports*.
- Individual program reviews are compiled into an annual institutional Program Review. The two purposes of the program review are to support strategic campus-level planning and decision-making related to instructional programming and academic support services and to demonstrate accountability of the community college system in maintaining locally responsive, cost-effective programs, high-quality programs and services (from the *ICCB 2012-2016 Program Review Manual*).
- Participation in AQIP requires JJC to maintain a minimum of three major QAPs at all times. These projects align closely with JJC's mission and core values as an institution.
- The OIR&E online data request form asks individuals and departments to identify the need for the requested data and how the data will be used for improvement. The process is described in 7P3.
- The Performance Appraisal System (Category 4) is an overall system for ensuring that individual and unit activities align with institutional goals and the mission. When defining metrics, or day-to-day activities, and objectives, or one-time goals, individuals and units must be clear about how metrics and objectives align with institutional strategy and objectives. Individual and unit performance is then based on performance toward reaching those goals.

Analysis of data and information is not only shared through the means detailed in 7P3 but through Administrative Council, departmental meetings, and the [JJC Weekly News](#).

7P7: Ensuring Timeliness, Accuracy, Reliability, and Security of Information Systems and Related Processes

Information systems refer generally to Colleague, JJC's central data collection and warehouse system. Colleague is managed by the IT Department, which has several processes in place to ensure the security and integrity of data, and upgrades of computer systems, including:

- *IT Policy for Responsible Use*—The recent revision of the [IT Policy for Responsible Use Manual](#) in May 2006.
- *Information Security*—The creation of a Chief Information Security Officer position in the IT department to manage network security for college systems. The position provides leadership in the awareness, development, maintenance, monitoring, and support of the information security of the college. It reports directly to the Executive Director of Information Technology and has dotted-line reporting responsibilities directly to the President. The Board of Trustees also adopted an Information Security Governing Policy to address network security in May 2006. Detailed security procedures are included in the college's *Technology Improvement Plan*.
- *Password protection* is also a major component of network security. JJC has clearly articulated password process that includes an [online password checker](#).
- *Colleague Training*—IT and Business and Auxiliary Services also provide Colleague Training to employees. Training includes the publication of several training manuals, Colleague training on business and other operational procedures, and employee training at Ellucian Headquarters. Employees can also enable their Colleague ID and Password online over a secure [Web server](#).
- *Responsible Use of the Web*—JJC has clearly articulated [privacy and legal statements](#) in regard to the Web and student and employee use of electronic resources.
- *Email*—JJC also has clearly articulated privacy and acceptable use policies for Email, including a Board Policy specifically addressing Email.
- *Upgrades*—The IT Department conducts regular upgrades on employee and college systems.
- *Disaster Recovery*—Disaster recovery procedures are outlined in the *Technology Improvement Plan*.
- *Backup*—JJC backs up information nightly on college servers. The information is backed up at a location off-campus.
- *Legal and Policy Guidance*—The security of data are also guided by external mandates that guide college data and information, including Family Education Rights and Privacy Act (FERPA), as dictated by the Family Compliance Office of the U.S. Department of Education, and HIPAA.

In addition, information systems may broadly refer to less centralized systems that use data and information for analysis, warehousing, or publication of specific data and information. Less centralized and mandated data and information procedures and policies are managed by OIR&E. OIR&E is guided by the ethical and acceptable use policies of the Association of Institutional Research (AIR). Externally, ICCB runs edit reports on data that the college submits to ICCB through the OIR&E. The data must be cleaned and verified before it will be accepted and finalized by ICCB.

RESULTS (R)

7R1: Measures of Performance and Effectiveness Collected and Utilized

The OIR&E supports institutional effectiveness and student learning at JJC through the following activities:

- Mandated research – accountability reporting for state and federal agencies
- Strategic Planning
- Accreditation support for programs and the college
- Analysis of enrollment and demographic trends
- Support for program review
- Evaluation and analysis of efforts to improve student learning
- Analysis of student and employee perceptions, satisfaction, and engagement
- Conducting ad hoc research on an as needed and time-permitting basis

Data collected and reported by the OIR&E covers virtually every aspect of the college, including data and information about admissions, registration, employees, and district communities. Data reporting is

mandated by state and federal agencies. OIR&E is responsible for ensuring data and information reporting requirements to external entities are met.

The State of Illinois mandates JJC provide data to ICCB, who stores and reproduces data for policy analysis, budget development, and accountability requirements. All data reporting requirements, along with specific instructions, are outlined in the ICCB Management Information Systems Manual. All postsecondary institutions that receive federal funds are required to submit data to IPEDS. The National Center for Education and Statistics (NCES) warehouses IPEDS data and uses it in analyses of postsecondary education as a whole.

The following Table 7.2 details the state and federally mandated reporting that is gathered on an annual basis by the college.

Table 7.2. State and Federal Accountability Reports and Due Dates

State and Federally Mandated Reporting	Audience	Due Date
Noncredit Course Enrollment (N1) Data	ICCB	07/15
Annual Enrollment and Completion Data (A1)	ICCB	08/01
Annual Duplicated Completion Data (A2)	ICCB	09/01
Noncredit Course Enrollment (N6) Data Course Resource	ICCB	08/15
Summer Term SR Data Course Enrollment	ICCB	08/31
Summer Term SU Data Course Enrollment	ICCB	08/31
Fall Term SR Data Course Enrollment	ICCB	01/31
Fall Term SU Data Course Enrollment	ICCB	01/31
Fall Term S6 and S7 (if appl) Data Course Resource	ICCB	01/31
Spring Term SR Data Course Enrollment	ICCB	06/30
Spring Term SU Data Course Enrollment	ICCB	06/30
Unit Cost	ICCB	09/01
Annual Course Records (AC)	ICCB	09/01
Annual Student Identification (ID)	ICCB	09/01
Annual Students with Disabilities (SD) submission	ICCB	09/01
Fall Term Enrollment Data (E1)	ICCB	10/01
Faculty Staff and Salary Data C1	ICCB	10/15
Faculty Staff and Salary Data C2	ICCB	10/15
Annual Faculty Staff Salary and Benefits Data C3	ICCB	06/15
Underrepresented Groups Report	ICCB	11/01
Summer Graduate Reporting for IPEDS GRS	ICCB	12/01
Spring Sem. (2nd) Term Enrollment Survey	ICCB	02/01
Career and Technical Education Follow-up Study (FS) Data	ICCB	05/31
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

The role of adding value to internal and external data and information belongs to OIR&E, who is responsible for collecting, organizing, formatting and, if necessary, performing analysis. Individuals, programs, or departments hold primary responsibility for collection, storage, submission, and dissemination of *decentralized data*. Programs and departments often triangulate data from a variety of sources when making procedural or improvement decisions. Departments may submit a data request to OIR&E if macro-level data or information is needed to enhance their research efforts and is detailed in 7P3.

7R2: Evidence of Meeting the Organization’s Needs to Accomplish Mission and Goals

In terms of the strategic and operational planning processes, JJC has met and continues to meet its goals. For instance, a communications strategy for the Strategic Plan was implemented in spring through summer 2008, all departments are required to articulate a strategic planning goal or goals in all their budget requests, and the senior leaders identify the key set of institutional priorities along with performance indicators for each priority. The goals in the *Technology Improvement Plan* are tracked and evaluated by the IT Department and include many measures. For example, in meeting the goals of the Technology Improvement Plan, the CCSSE Surveys provides several measures, shown in Table 7.3.

Table 7.3. Results of Information Technology to Support the Goals of Technology Improvement Plan

Survey	Question	JJC (2010)	U.S. Benchmark (2010)
CCSSE	Using the Internet or IM to work on an assignment.	2.97*	2.91*
CCSSE	Using Email to communicate with an instructor.	2.89*	2.66*
CCSSE	Using computers in academic work.	3.14**	3.14**
CCSSE	Using computing and information technology.	2.71***	2.75***

**Refers to the frequency of an activity.*

***Refers to the emphasis a college placed on an activity.*

****Refers to the contribution a college makes to skills, knowledge, and personal development in an area.*

JJC benchmarks with other organizations and community colleges as much as possible and when data is available. For instance, benchmarking is made against industry standards for Help Desk ticket closures. However, qualitative measures must be benchmarked against historical measures for JJC or looked at in their unique context. The college participates in the NCCBP described in 7P2, as colleges are under increasing pressure to demonstrate effectiveness to federal, state, and accrediting agencies, which require comparisons with others on effectiveness and outcome measures. The college participates to assist in planning and to fulfill the need of demonstrating effectiveness and improvement.

7R3 Comparing Results of JJC Processes for Measuring Effectiveness to Higher Education and Others

JJC does not have comparative data with regard to processes for Measuring Effectiveness in relation to other institutions of higher education or organizations outside higher education. The college recognizes this as an opportunity for improvement.

IMPROVEMENT (I)

7I1: Recent, Systematic, and Comprehensive Improvements

The improvement of processes and systems for measuring effectiveness at JJC are articulated in Table 7.4. The improvement of processes and systems is geared with one ultimate objective: consistency in meeting stakeholder needs. To that end, the improvement of systems starts with institutional mission and goals. Depending upon available resources, plans for ensuring outcomes associated with stakeholder needs are developed and implemented. Plans are assessed and evaluated, with results used to make adjustments in the goals of the institution.

Table 7.4. Effectiveness and Improvement of Information and Data Systems

Area	Definition and Value	Measure(s)
Integrity and Accuracy	Data integrity means that data are not altered or destroyed in an unauthorized manner. The value in ensuring data integrity is validity (ensuring the data are a true measure of what it claims to measure), reliability (ensuring the data are measuring the same thing over time), and compliance with external mandates, laws, regulations, and industry best practices.	OIR&E ensures data integrity by warehousing data and meeting appropriate mandates. Because of complex systems inherent in college data systems, data integrity and accuracy is evaluated by relational integrity.
Timeliness	Internally, individuals and departments are asked to be very clear about why and when they need data and information. It should go without saying that external entities require information on very specific dates, which are almost always a higher priority.	The timeliness of providing data and information is evaluated on the basis of whether a mandatory external or negotiated internal deadline is met.
Security	Externally, JJC takes precautions to guard against physical damage such as fire, floods, power surges, and electrical damage. Operationally, JJC takes steps toward ensuring that only appropriate individuals have access to networks. JJC also has emergency, notification, and disaster recovery plans in place.	Measures of effectiveness include regular updating of spam and anti-virus software and constant monitoring of the campus firewall.
Confidentiality	Confidentiality refers to the security of information located on JJC systems. JJC relies on external mandates and laws for guidance.	Measures of effectiveness include monitoring what type of information is given and front-line training to faculty and staff about laws, regulations, and institutional policies and procedures.
Accessibility	Accessibility refers not only to how data are accessible, but who has access. IT has set clear institutional procedures guiding accessibility, as articulated in the Acceptable Use Manual.	Accessibility is measured by the number of individuals who require access to specific components in the IT systems structure.

Area	Definition and Value	Measure(s)
Warehousing	Warehousing refers to the migration of data from information systems to more dynamic environments. The value of data warehousing is that it provides a static record of the institution, a dynamic data store allowing extensive data mining, and a template for future research and benchmarking.	Since the effectiveness of data warehousing is dependent upon the applications used, OIR&E evaluates performance on the ability of applications like SPSS, Access, Excel, or other programs to perform the warehousing function.

JJC is exploring ways in which to understand and make better use of data and information. For example, the college has embarked on a Colleague Improvement Project (CIP) through its IT department to assist with the following goals:

- Developing an overall strategy for engaging employees in relation to the Colleague system
- Assessing the college’s current use of the Ellucian Colleague system and identifying areas for improvement
- Assisting in identifying, planning, prioritizing, and implementing new Colleague functionality
- Reviewing and recommending improvements to the college’s technology planning and project management processes
- Providing overall project management services coordinating the activities and progress and training in all Colleague modules as needed
- Assisting in mapping and improving business processes and integrating these improvements into Colleague functionality

7I2: Helping Select Processes and Set Targets for Improvement

Targets for improvement are determined by external mandates and through the strategic and operational planning process. These targets are evaluated in the annual accountability and performance reports through the ICCB. The ICCB generates numerous studies and reports derived from data collected throughout the year from JJC and all Illinois community colleges (7R1), adult education providers, and other service providers. These reports and studies are used by the ICCB to support policy decisions, to illuminate critical issues of importance to the system, and to meet statutory requirements. The college also goes through the Recognition process as set forth by the state. In this process, ICCB evaluates various procedures and processes at the college and sets forth a set of priorities and areas of improvement for the college from there, targets for improvement are set forth in the college priorities, which are developed, refined, and created through processes in Category 8. The process for communication is also outlined in 8P1.

CATEGORY EIGHT: PLANNING CONTINUOUS IMPROVEMENT

JJC’s level of maturity for Category 8 is **systematic**. After the development of the 2012-2015 Strategic Plan, JJC began several operational planning processes to support it. College administrators are responsible for using information gathered through the Strategic Plan, including the environmental scan and critical issue analysis to develop operational plans for their departments and for key cross-departmental areas such as human resources, marketing and communications, and budgeting. Budgeting is a central component, because the college understands the current and future fiscal environment and realizes that resources must support priorities, as opposed to annual incremental increases.

JJC’s vision is articulated in the Institutional Overview, Mission, Vision and Goals. JJC’s long-term strategies are articulated in the [2012-2015 Strategic Plan](#) through the five strategic goals (Tables 8.1-8.5). Short-term strategies are developed through the operational planning process and reflected in the development of annual priorities. The purpose of the college’s short- and long-term goals are to ensure that JJC is not only effective in meeting its mission, but also in achieving the vision of ensuring that JJC develops into a leader in teaching and learning.

PROCESSES (P)

8P1: Key planning processes

JJC defines strategic planning as a systematic and ongoing process used to anticipate and respond to major decisions facing the college during a three- to five-year period beyond the present.¹ Strategic planning at JJC looks at the organization as a whole, is oriented toward the future, supports the mission, is externally directed, spans organizational boundaries, deals with greater levels of uncertainty, and is about creating public value. The Joliet Junior College Strategic Plan is articulated through its vision, mission, strategic goals, and guiding principles and core values.

JJC’s current institutional priorities for the next three years, or short-term priorities and objectives, are listed in Table 8.1 through 8.5.

Table 8.1. Short-term Priorities for Strategic Goal 1

Strategic Goal 1: Increase Student Success and Completion
Improve data collection and reporting to ensure that JJC has baseline data on students’ pursuit of academic goals and that both staff and students can monitor students’ progress toward their goals.
Provide orientation and targeted advising to all students.
Develop a two-year master schedule of courses to ensure students can plan their program. Determine semester schedules to ensure required courses are offered in varied formats at varied locations and times.
Provide specialized transitional programs including early start, adult education bridge, and college success courses that enable students to understand how to be successful in college.
Determine the success of academic intervention strategies and expand their use.

¹ Elements of this definition from J. Bryson, 2004, Strategic Planning for Public and Nonprofit Organizations.

Strategic Goal 1: Increase Student Success and Completion
Examine accelerated curriculum, alternative course delivery, supplemental instruction, and provide more flexibility in instruction.
Partner with area high school staff, including faculty, to ensure students' college and career readiness.
Ensure curriculum alignment and standards of academic rigor are in place for dual-credit courses.
Increase the technological resources, support, and means of access provided for instruction and to students outside of the classroom.
Provide professional development opportunities for faculty to enhance instruction.
Determine additional strategies to assist students to better understand and access financial assistance.

Table 8.2. Short-term Priorities for Strategic Goal 2

Strategic Goal 2: Develop Programs that Anticipate and Respond to Labor Market Demand Including the Growing Number of Fields that Require an Understanding of Sustainability
Use labor market needs, needs assessments, and information from advisory boards to create, expand, and improve academic programs.
Conduct research to better understand employment trends and to follow up with graduates to determine how they fare in the workforce.
Expand relationships with local workforce boards and industry professionals to ensure that JJC uses their perspectives to improve and build programs.
Evaluate current offerings to determine whether credit and non-credit programs are still viable and responsive to the current labor market.
Work with IGEN group to access information, curriculum, and professional development opportunities for faculty on sustainability in the workforce.

Table 8.3. Short-term Priorities for Strategic Goal 3

Strategic Goal 3: Increase and Strengthen Resource Development and Utilization
Develop and acquire new resources through grants and fundraising to respond to structural shifts in revenue sources.
Partner with businesses and for-profit organizations to assist in identifying additional revenue sources.
Seek and establish new revenue streams to increase funding for JJC to help implement its strategic goals.
Strengthen financial controls and planning to leverage state, federal, and private funding to support academic, student, and administrative services on campus.
Identify efficiencies and leverage technology to reduce costs and improve services to internal and

Strategic Goal 3: Increase and Strengthen Resource Development and Utilization
external stakeholders.
Strengthen governmental liaison efforts with state and federal legislators for more effective communication of specific funding needs.
Provide flexible, accessible, and affordable learning opportunities.

Table 8.4. Short-term Priorities for Strategic Goal 4

Strategic Goal 4: Address the Needs of the Growing Minority, Underrepresented, and Underprepared Student Populations
Provide learning experiences designed to support the diversity of JJC students’ needs and aspirations.
Foster the talent of every student and employee, regardless of nationality, ethnicity, socio-economic status, or disability, and address cultural diversity and sensitivity in all learning situations.
Continue to remain cognizant of the changing demographics of District 525.
Evaluate the effectiveness of the support system for student learning outcomes assessment continually to improve services to all.
Infuse diversity and multiculturalism in the curriculum and college activities.
Promote and increase professional development to strengthen understanding of diversity and multiculturalism within the student body and college community.

Table 8.5. Short-term Priorities for Strategic Goal 5

Strategic Goal 5: Expand the Use of Technology and Sustainable Methods
Develop JJC’s technology infrastructures, modernize technological services, and meet workplace standards for an effective educational institution.
Improve the utilization of technological resources and develop the infrastructure necessary to advance the technological innovations that will support Academic Affairs, Student Support, Business and Financial Services, and Information Technology divisions.
Apply best practices for sustainability through college operations.
Enhance technology-based access to administrative processes and information.
Pursue emerging technologies that improve college-wide administrative processes.
Continue to integrate technology into the curriculum.
Implement expanded technology-related training programs for all college employees consistent with their workplace activities.

Strategic Goal 5: Expand the Use of Technology and Sustainable Methods
Update the existing technology infrastructure, computer systems, and applications to remain current.
Provide a safe and secure technology environment for faculty, staff, and community access.

JJC utilized an environmental scan over eight taxonomy areas to assist in identifying key external trends that may have an impact on the college in the future. 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, within a three-year period.

Each member of the senior leadership team was given responsibility for conducting an environmental scan over the eight taxonomy areas. The areas, along with the divisional and departmental responsibility, are included in Table 8.6 below. Clicking on the taxonomy area description links to the core external trends that were used in conjunction with internal scanning analysis to create the current Strategic Plan. Environmental scans were shared with community leaders and board members.

Table 8.6. Taxonomy Area and Divisional and Departmental Responsibility

Taxonomy Area	Responsible Division and Department
Competition	Student Development
Economics	Administrative Services
Education	Academic Affairs
Demographics	Institutional Research and Effectiveness
Labor Force	Academic Affairs
Politics	Institutional Research and Effectiveness
Social Values and Lifestyles	Human Resources
Technology	Information Technology

In addition to scanning the external environment, an internal scan was conducted and used to identify critical issues and examine JJC’s culture, organizational structure, relevant data, and strengths and weaknesses. The two goals of internal scanning were to identify critical internal issues and to present responses to critical issues and the implications of varied responses to JJC leaders. Critical issues were identified through the PACE survey, and an analysis of student climate through the CCSSE² survey.

8P2: Selecting Short- and Long-term Strategies

JJC’s long-term strategies are articulated as the college’s strategic goals. The process for the selection of these goals is described in Figure 8.2. The selection of short-term strategies, or college priorities, is part

² For more information about surveys conducted please visit the following JJC Web site:
<http://www.jjc.edu/about/college-info/institutional-research/Pages/surveys.aspx>

of the operational planning process and described in 8P1 and in Figure 8.1.

JJC defines *operational planning* as the implementation component of the strategic plan. It defines what JJC will accomplish, how and when it will take place, and how performance will be measured³.

Operational planning is oriented toward the short-term future (one to three years), focuses on objectives and actions that support strategic goals, and focuses on performance measurement. Operational planning at JJC involves the creation of operational objectives supported by action plans described below, resources, and evaluation.

Operational planning also includes the development of action plans. JJC defines action planning as a series of plans that focus on broad institutional processes, defines how the college proposes to head in the direction where it needs to go, and is tactical in nature. A department or division assumes the coordinating responsibility for action planning with support from a variety of other departments.

The college's strategic plan is a statement of what it does (mission), what it aspires to be (vision), and its intent (strategic goals). It was thus decided that a focused process is needed to operationalize the strategic plan and translate statements of intent into action. The following information is used to develop operational plans:

- *Critical Issue Analysis* – Critical issue analysis is essentially a form of “internal scanning” and identifies critical issues and examines JJC’s culture, organizational structure, relevant data, and strengths, weaknesses, opportunities, and threats. The goals of critical issue analysis are: 1) to identify critical internal issues and 2) present responses to critical issues and the implications of varied responses to JJC leaders. Critical issues will be identified through an analysis of the PACE survey, analysis of student climate through the Fall Student Opinion Survey and spring CCSSE and an annual Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis.
- *Environmental Scanning* – A set of trends affecting the JJC district was developed by the campus community in 2008. These trends will be updated every two to three years by OIR&E. Additionally, surveys will be distributed to community leaders annually asking for their feedback about major trends affecting the district. Updates of the trends will be shared with the Planning Team for use in advancing the strategic plan. Trends will be organized around eight categories: politics, education, economics, social values and lifestyle, competition, demographics, labor force, and technology.
- *Developing Priorities* – A key component of the operational planning process is the development of priorities, or short-term goals, outlined in Tables 8.1 through 8.5. Priorities come from two sources: external mandates (ICCB and HLC, for example) and internal.
- *Institutional Data Reports* – JJC recognizes the need to provide consistent and regular reports that can be used for planning. This year, the college has started the process of producing an annual data book that includes statistics regarding student demographics, enrollment, retention, and completions.

The JJC operational plans support budget requests and provide direction to the following departmental and college work:

- *Program Review* – JJC is required by the Illinois Community College Board (ICCB) to review academic and administrative programs on a five-year cycle. Program review is a process through which faculty and staff review program strengths, weaknesses, costs, comparative data, related labor market and employment outlooks, student enrollment, progress, and completion, and assessment of learning outcomes. Program plans and goals are determined from the analysis of this data.

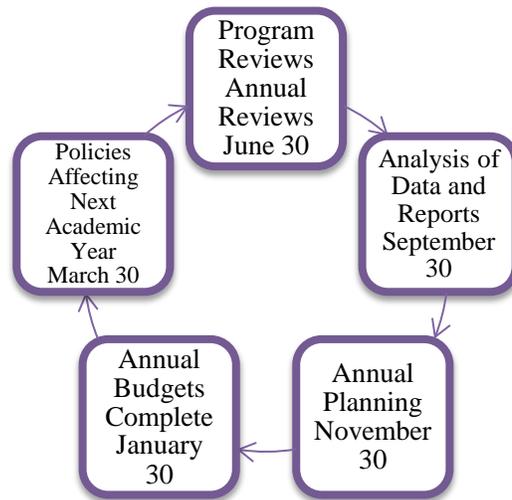
³ Elements of this definition from J. Bryson, 2004, *Strategic Planning for Public and Nonprofit Organizations* and G. Morrissey, 1987, *Guide to Operational Planning*

- *Enrollment Management and Retention Plan* – Student Development uses data regarding student enrollments and progress to develop a three-year plan for recruitment and academic support services needed.
- *Human Resources Strategic Plan* – The plan projects staffing and benefits needs for the college.
- *Master and Capital Improvement Plan* – The college operational plan is required by ICCB. The Master Plan covers a three- to five-year period and includes an analysis of college space needs and available spaces; a plan to address the needs; and an estimate of costs for the proposed plan. JJC included input from the college community and the Board of Trustees to develop the current Master Plan.
- *Marketing and Communications Plan* – Communicating the Strategic Plan is administered by two departments: Marketing and Publications and Communications and External Relations. The Marketing and Publications Department has developed a brochure with four components: core values, vision, mission, and strategic goals. Efforts are taken to ensure that strategic planning messages are reinforced in internal and external marketing publications and materials.
- *Financial Plan and Annual Budget* – JJC produces an annual Three-Year Financial Plan. The Three-Year Financial Plan outlines projections for the next three years for enrollment, revenue generation, and other factors that impact finance and budgeting. It is shared with the entire campus community and Board of Trustees every January.

8P3: Developing Key Action Plans to Support Organizational Strategies

JJC’s action plan is captured in the annual college planning cycle for the upcoming year and is detailed following Figure 8.1.

FIGURE 8.1. PLANNING PROCESS CALENDAR



Each department is asked to construct a one-year plan that determines needed resources, equipment, and staffing in anticipation for planning for the fiscal year budget. The plan includes analysis of data as previously described and information from program reviews and college plan documents. The process for annual planning is developed by the OIR&E in August, with communication and supporting materials provided to departments in September and October. The heart of the definition remains the ability of an institution to match its performance to the purposes established in the mission and vision statements and to meet the needs and expectations of its stakeholders.

8P4: Coordinating and Aligning Planning Processes, Organizational Strategies, and Action Plans

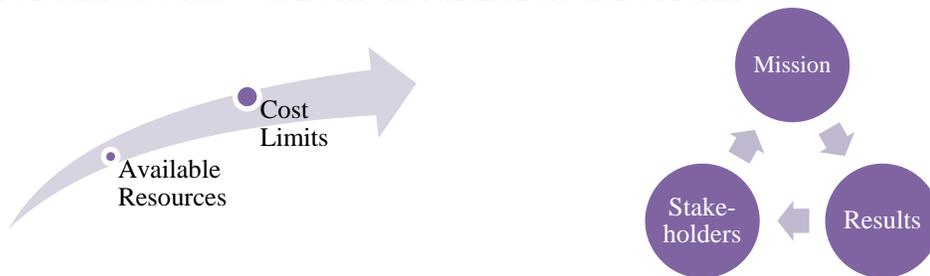
SLT is largely responsible for coordinating the plans across the college. Once all of the annual plans and budget requests are submitted, the information is used to determine the needs for cross-college needs: technology, physical plant renovations, and personnel. Senior leadership uses the strategic plan to determine the priority of budget requests and the allocation that will be allowed for the next fiscal year.

8P5: Defining Objectives, Selecting Measures, and Setting Performance Targets for Organizational Strategies and Action Plans

The college has made progress in defining objectives, yet more work is needed to determine a consistent process to select measures and set performance targets for all organizational strategies and action plans. Programs utilize three steps in the programmatic planning process:

1. Identify and establish goals by developing a mission for the department or program area linked to the college mission, along with specific results and outcomes.
2. Evaluate and assess effectiveness through plans, methods, and the establishment of timelines.
3. Document and provide evidence.

FIGURE 8.2. PLANNING THROUGH INSTITUTIONAL EFFECTIVENESS MODEL



Another component of planning at JJC is the development of operational processes described in Category 6 and planning around specific processes. For instance, the Student Learning Committee’s process for assessment is articulated in detail in the [Student Learning Committee Handbook](#), while the Grant Committee process is explained in detail in the Grant Coordinating Committee Handbook, which details bi-monthly meetings to approve all college grants, evaluation, and rubric forms that evaluate grant opportunities, and an annual grant report to the Board.

Analysis of Data and Reports

A variety of methods can be used in evaluation and analysis of data to ensure JJC’s programs and departments meet general standards of quality by examining the efficiency, effectiveness, and impact of the program or department.

Efficiency – The degree to which a program has been productive in relationship to its resources.

Effectiveness – The degree to which goals have been reached.

Impact – The degree to which a program has resulted in changes.

A challenge in operationalizing the strategic goals lies in the fact that they are, by their nature, broad and focused on the institution. Creating objectives will provide some guidance and clarify how departments and programs can link budgets and goals to institutional strategic goals. The departments will also be asked to incorporate the information gathered from program reviews into the planning process and in determining the need for instructional resources.

Annual Planning

JJC is required by the Illinois Community College Board (ICCB) to review academic and administrative programs on a five-year cycle. Outside of the compliance component of program review, there is wide variability in terms of types of and commitment to departmental evaluation. Some departments conduct

an evaluation of some kind on an annual basis, while others only utilize the program review process every five years.⁴ Some divisions may embrace a full improvement cycle, articulating goals at the beginning of the year and measuring progress through formative and summative assessment methods, while others may conduct an end-of-year report.

Annual Budgets Complete

Budgets will be completed using the practices established by the budget office, incorporated through the updated planning process.

Policies Affecting Next Academic Year

Institutional policies affecting the next academic year are established and implemented through the updated planning process. Another component of planning at JJC is development of operational processes described in Category 6 and planning around specific processes.

8P5: Defining Objectives, Selecting Measures, and Setting Performance Targets for Organizational Strategies and Action Plans

The college has made progress in defining objectives, yet more work is needed to determine a consistent process to select measures and set performance targets for all organizational strategies and action plans.

Table 8.7. Projection Area, Research, and Sources at JJC

Projection Area	Source(s)
District Demographics	Northeastern Illinois Planning Commission, 2000-2030 projections by county. U.S. Census Bureau Population projections.
K-12 Enrollment	Illinois State Board of Education, Enrollment Projections to 2014, by county, grade, and race. U.S. Department of Education, K-12 and college enrollment projections.
Labor Market	Illinois Department of Employment Security, labor market demand to 2014.
JJC Enrollment	Enrollment simulation model developed by OIR&E and Enrollment Mgmt. departments.
Finance	Three-Year Financial Report, developed by Financial Services.

The college currently has a decentralized measurement system as college divisions and departments are ultimately responsible for determining goals and the performance measures for their units. The SLT is responsible for the performance measures of strategic goals.

8P6: Linking Strategy Selection and Action Plans, Taking Into Account Levels of Current Resources and Future Needs (5A)

The financial planning process at JJC includes an analysis of the following major sources of revenue: property taxes, tuition and fees, State funding, and capital expenditures. The *Three-Year Financial Plan* sets forth as framework for the Board of Trustees and the administration of the college to examine future implications of major financial decisions. The *Three-Year Financial Plan* is part of the annual planning cycle that integrates the college's Academic Quality Improvement Program with the financial resources necessary to meet these strategic planning objectives.

⁴ For more information about program/departamental review at JJC visit this Web site:
<http://www.jjc.edu/about/college-info/institutional-research/Pages/program-reviews.aspx>

JJC is currently working to revise the process for divisions and departments to develop and submit objectives and strategies more closely aligned to the financial plan and budget process. The college currently requires managers to address how budget requests tie to the strategic goals and priorities of JJC.

The process for linking budgeting and planning together is described further in 8P1, under the *operational planning* section.

8P7: Assessing and Addressing Risk in Planning Processes

The strategic planning model includes an environmental scan, and has been developed to ensure that risk is continually assessed and actions modified to address any changes in the external environment. The scanning of the environment outside of JJC helps in identifying key external trends that may have an impact on the college in the future.

The financial plan and annual budgeting process includes analysis of the college’s financial reserves, projected state funding, anticipated local taxation and equalized assessed valuation (EAV), past financial audit findings, and fraud risk assessments.

8P8: Ensuring Development of Faculty, Staff, and Administrator Capabilities To Address Changing Requirements Demanded by Organizational Strategies and Action Plans

Employee engagement and professional development ensures that employees have the capabilities to utilize planning and continuous improvement in effective ways. Some of the strategies that JJC uses to enhance employee capabilities in planning continuous improvement include:

- The communications and marketing strategies described in 8P1 under *Communications*.
- Allowing a different group of JJC employees to attend the annual CQIN conference and engage in a continuous improvement activities after the conference.
- Making the Strategic Plan part of the employee orientation process.

RESULTS (R)

8R1: Collecting and Analyzing Measures of Effectiveness of Planning Processes and Systems

JJC measures the effectiveness of its planning system through employee engagement. Evaluation of the college’s planning processes is conducted through the Strategic Planning process and their activities of the planning teams involved, but the primary source for this information is in the PACE Survey. These measures and results are listed in Table 8.8.

Table 8.8. Measures of Effectiveness for Planning and Results

Measure	Results	
	JJC	U.S.
The extent to which the actions of this institution reflect its mission.	3.56	3.78
The extent to which my work is guided by clearly defined administrative processes.	3.25	3.39
The extent to which I feel my job is relevant to this institution's mission.	4.39	4.33
The extent to which I am familiar with the strategic goals of the college.*	3.43	NA

Measure	Results	
	JJC	U.S.
The extent to which the college follows up on plans with action.*	3.13	NA
Do you feel people at JJC are encouraged to participate in planning for change?***	Yes: 40% No: 35% N/A: 25%	

*Customized question for which national comparisons are not available.

*** Question in the PACE Survey included in the demographic section.

8R2: Performance Results for Accomplishing Organizational Strategies and Action Plans

An annual update of progress toward achieving strategic goals is an area of opportunity for the college. While prior goals may not have been stated in measurable language, progress was nevertheless being made. The key source of ensuring that the college is accomplishing institutional strategies and action plans will lie in an evaluation of the key performance indicators that need to be established for the college around the *Long-term Goals and Short-term Priorities and Objectives* described in Table 8.1 and in employee engagement with planning and strategy. As Table 8.9 shows, employees rate their overall perceived input on planning as comparatively lower; however, many employees report being familiar with the strategic goals of the college. An important opportunity for the college will be to establish key institutional performance indicators that will be included and analyzed in an institutional annual performance report.

Table 8.9. Results for Accomplishing Institutional Strategies and Goals

Past Priorities	Key Performance Result
Planning and budgeting	Opportunity
Professional development and succession planning	Opportunity
Employee orientation, retention, and staffing plan	Opportunity
Enhancement of learning through assessment	Opportunity
Partnerships	Strength
Success rates of underrepresented students	Opportunity
Environmental sustainability	Opportunity
Develop and acquire new resources	Strength
Improve communications	Opportunity
Foster a positive organizational culture	Opportunity
Improve and develop new facilities	Strength
Develop technology that supports learning and college goals	Opportunity

Past Priorities	Key Performance Result
Create programs that are responsive to labor-market demand	Opportunity
Develop enrollment management strategies designed to increase market share	Strength
Enhance emergency preparedness and communications	Strength

8R3: Projections or Targets for Performance Of Strategies And Action Plans for the Next 1-3 Years

Performance measures for the college have to be defined to accompany the five Strategic Goals as well as establishing target levels of performance. Upon establishment, evaluation of the measures and a mechanism of sharing with the college community through an annual institutional performance report, will include performance results data for each measurable goal. Within the next one to three years, the college anticipates not only establishing a base set of key institutional measures and targets but also having a comprehensive reporting and monitoring mechanism available for easy tracking of performance on a range of college-wide and unit goals and departmental action plans.

8R4: Comparing Performance Results of Other Higher Education Organizations

Current sources of comparative data include the IPEDS Data Feedback Report and the ICCB Performance Report. The ICCB provides statewide data for a wide variety of common and mission-specific indicators for performance measures established by a statewide committee in support of the IBHE strategic plan. These statewide data show that JJC performs better than peer averages on nearly every available indicator. JJC participated in the NCCBP, so comparative data on additional measures will also be available for 2013.

8R5: Measures and Evidence That the System for Planning Continuous Improvement Is Effective

JJC measures effectiveness of its planning system through the accomplishment of planning system goals and employee engagement with planning. JJC has conducted all of the activities articulated in the planning calendar in many departments and programs throughout the college, but improvement is still needed for full compliance in departmental and programmatic planning. The results show that JJC employees do not see a link between mission and action and that there is a lack of work being guided by clear administrative processes. The responses are similar to questions asked in the prior institutional *Vital Focus* surveys. However, the PACE Survey noted that familiarity with Strategic Goals is an area of strength and opportunity for JJC. In the coming years, the college will need to establish and develop a plan to identify a more systematic method for obtaining feedback from employees on the effectiveness of the model and the planning process at JJC.

IMPROVEMENT (I)

8I1: Improving Processes and Performance Results for Planning Continuous Improvement

Targets for improvement are set by the Senior Leadership Team. Specifically for the planning process, specific priorities are to establish a strategic planning process at the college that engages employees and helps them understand the value in planning. Current results are communicated to various stakeholders through a variety of mechanisms, including annual reports to the Board about Strategic Planning and AQIP, the budget process, and interdepartmental activities related to Assessment.

A possible area for improvement at JJC would be to develop a Strategic Planning Monitoring and Evaluation Team. Evaluation of the Strategic Plan can be led by the OIR&E and a Strategic Planning Team. Evaluation may consist of processes that provide feedback to the Planning Team and the Senior

Leadership Team to ensure strategic planning stays on track, as well as progress reviews once a year and brief status reports written after a planning meeting. Evaluation can also be conducted by asking questions about the Strategic Plan in the annual PACE Survey. The Planning Team would be the custodian of JJC's Strategic Plan and possibly consist of campus leaders. The team would be advisory in nature and would follow a planning calendar and engage in critical issue analysis, environmental scanning, and evaluation.

8I2: Selecting Specific Processes and Setting Targets for Improved Performance Results

The concept of continuous quality improvement has to be established as a more integral part of the JJC Strategic Planning Process and overall culture and is an excellent opportunity for the college.

CATEGORY NINE: BUILDING COLLABORATIVE RELATIONSHIPS

As the nation's first public community college, JJC has many collaborative partnerships. Partnerships have developed over time and are a part of the mission of the institution. Because of the nature and complexity of the varied relationships and the unique nature of college departments that serve them, it can be challenging to integrate the processes college wide, define key measures, and communicate information. Because JJC has yet to achieve a fully systematic approach to collaborative relationships, the college considers itself **reacting**. However, JJC also recognizes the need to address these issues.

JJC is dedicated to the formation and enrichment of collaborative relationships as part of the scholarly process, and one of JJC's Core Values is Collaboration. JJC has always considered all of its major stakeholders as collaborative partners, so the various processes of creating and building relationships with the constituencies identified in 9P1 through 9P5 are relatively mature and approach being systematic. However, the task of prioritizing has not been addressed fully. The key limitation to these processes is establishing awareness throughout the college community. Because of the current limits to effective communication, some unwitting duplication of effort takes place. Since JJC is a multi-campus institution, and most of the partnerships beyond the traditional transfer programs are housed at the City Center Campus, a physical barrier adds to the challenges.

JJC evaluates its performance on the basis of collaborative relationships, specifically through the Strategic Planning process, AQIP expectations, and grant initiatives. The process for including stakeholders and partners in the planning process is described in Category 8. The following components of JJC's Mission provide a context for how collaborative relationships reinforce the mission:

- *Affordability and accessibility* – Relationships with donors and granting agencies increase the revenues of the college, leading to a lower net price for students and enhancing affordability. Demonstrating accountability to state and local governments also shows that JJC is a good steward of public dollars, increasing trust and support.
- *Quality* – Relationships with state and federal quality assurance agencies, like HLC and ICCB, ensure that the quality of programs and services is maintained.
- *Transfer and career preparation* – Relationships with four-year institutions and the state of Illinois through IAI ensure seamless transitions to four-year colleges. Close relationships with business and industry partners ensure seamless transitions to careers.
- *Training and workforce development* – Relationships with economic development and other local employment agencies ensure an understanding of the value JJC adds to the quality of the workforce and the economic development of the region.
- *Lifetime of learning* – Relationships with community groups and individual residents ensure that community members utilize JJC as an entity for personal enrichment, second-career, mature workforce, or short-term skills and learning acquisition.
- *Service to a diverse community* – Collaborates with local entities and community and faith-based organizations whose mission is to enhance underrepresented groups ensure that JJC develops programs and services that are responsive to those groups.

As a public institution, JJC is mandated to collaborate with local, state, and federal entities in a wide variety of program reviews, accountability initiatives, and data collection and reporting. The most significant reason for the creation of collaborative relationships, however, is JJC's mission as an institution of higher learning, creator of human capital, and driver of economic development.

PROCESSES (P)

9P1: Creating, Prioritizing, and Building Relationships with Educational Institutions and Organizations Supplying Students

JJC serves a large district encompassing parts of seven counties and serving students in 30 public high schools and two large Catholic high schools. Some outreach extends to the middle schools as well. Outreach to the high schools is continuous; JJC has two full-time and one part-time recruiter from the Admissions office (See Category 3), as well as athletic recruiters. The Counseling Department maintains a close relationship with the public high schools and offers an annual Counselors’ Breakfast for high school counselors to learn of program curriculum updates. Academic Affairs produces an electronic journal, *Inside Scoop*, for high school counselors as well. As a public community college, it is a challenge to prioritize collaborative relationships. Thus, the prioritization of collaborative relationships is driven by the development of college priorities (as described in Category 8P) and cultivating of relationships that support the priorities.

In 2011, JJC witnessed a huge increase in dual-credit enrollment from 1,857 in 2007 to 12,086 in 2011. The increase is the result of an expanded relationship with both public and private high schools. Part of this expanded relationship with the high schools includes multiple high school competitions and Discover JJC events which bring students to campus and increase recruitment visits. JJC also has an early-entry program for students wishing to start before the age of 17 and an Early School Leavers Transition Program (ESLTP) for students who have separated from their high school prior to graduating. These ESLTP students are three to five credit hours short of graduating high school and may be able to complete coursework and earn the actual high school diploma from their home high school as opposed to a GED.

Table 9.1. Specific Collaborative Relationships with Feeder Schools

Relationship	Specific Collaborations	Processes
Middle and High Schools	<p>Articulation agreements; Dual Credit; Members of Three Rivers Education for Employment System (TREES) Education for Employment, TREES Planning and Coordinating Council, Work with the Regional Office of Education in Will and Grundy counties.</p> <p>High School Competitions in math, welding, accounting, CADD, Ag/Hort, and Robotics (Robolab),</p> <p>Community Education programs including Kids College, Summer Camp programs in math and science, GET (Girls Exploring Technology), Job Shadow Day partnership with out-of-district schools for Family and Consumer Science teachers to receive culinary arts competition training.</p> <p>Adult Education High School Completion Program and Early School Leavers Transition Program, Members of the Grundy Business Education Council and Joliet Partners in Education (JPIE). Offering the 3rd Work Key assessment to high school students to earn the National Career Readiness Certificate (NCRC)</p>	<p>Research shows JJC’s students learn the most about JJC through a family member, high school counselor, and the college catalog.</p> <p>JJC recruiters work to ensure articulation, dual-enrollment, and informational materials are current and effective. High schools are used as satellite locations for courses.</p> <p>Workforce Development works with high schools to ensure students have the opportunity to obtain work readiness credentials (NCRC).</p>

9P2: Creating, Prioritizing, and Building Relationships with Educational Institutions and Employers Receiving Students

Senior colleges and universities place tremendous value on a steady influx of well-prepared community college students. Communication between institutions is critical to ensure a seamless transition for students. Partnerships with senior institutions, such as Governors State University’s Dual Degree Program, provides students with the support to ensure degree completion at the community college with senior college guarantees in place (i.e. tuition freeze, concurrent advising, orientation programs). The Counseling Department’s Transfer Specialist hosts programs, events, and college fairs to highlight academic opportunities and maintains extensive information on the Transfer Information Web site to support students. The Web site includes a calendar of recruiter visits for both Main and Romeoville campuses, transfer guides, articulation agreements, and other tools to help guide transfer students.

Table 9.2. Specific Collaborative Relationships with Transfer Institutions and Employers

Relationship	Specific Collaborations	Processes
Colleges and Universities	South Metropolitan Higher Education Consortium Illinois Articulation Initiative College Night (with over 140 four-year university admissions tables), facility and space sharing. Program Development – the Transportation, Warehousing and Logistics program was developed in conjunction with Prairie State, South Suburban and Moraine Valley community colleges. Several collaboration or consortiums have been formed with other colleges including participation in IGEN, Illinois Manufacturing Extension Center (IMEC, the Northern IL Workforce Coalition and Comprehensive Agreement Regarding the Expansion of Educational Resources (C.A.R.E.E.R.) collaborative. More partners described in Category 3.	IAI and general education requirements ensure JJC courses can be articulated. Institutional articulation agreements with institutions like Governors State University ensure JJC’s continuing relationships. JJC has 2+2 articulation agreements with GSU, SIU, Bradley and USF Several consortiums or partnerships have been formed for the purpose of collaborating on grant applications to address issues on a regional level. Instead of competing with each other, partners collaborate to enhance chances of funding. More details in Category 3.
Economic Development	Businesses and employers; Business Solutions Network; Illinois Community College Economic Development Association; Workforce Investment Boards; Illinois WorkNet Centers; and Will and Grundy Counties Centers for Economic Development.	JJC ensures that specific economic development needs are met through collaborating on projects and activities with economic development associations.

9P3: Creating, Prioritizing, and Building Relationships with Organizations Providing Services to Students

A number of organizations provide services to JJC students. Further details on the support provided by the JJC Foundation may be found in Category 3. The JJC Foundation provides extensive outreach to potential donors and creates strong relationships through events and publicity that recognize these contributions. An additional example of organizations that provide services to students is non-profits that

assist JJC through financial aid and other services. New to JJC is student housing, another service to students. JJC has partnered with a private student housing company that has built and manages student housing on JJC property. The new partnership has provided affordable housing for both in-district and out-of-district students. JJC has also forged relationships with community-based organizations for child-care services and made referrals to students in need of services. Another example is the Illinois Secretary of State Volunteer Literacy Grant. JJC recruits, trains, and deploys individuals to help students in need of extra support.

Table 9.3. Specific Collaborative Relationships with Special Service Providers

Relationship	Specific Collaborations	Processes
Foundation, Alumni and Philanthropic Activities	Specific engagement activities with the college described in more detail in Category 3.	Processes include alumni and donor relationship activities described in Category 3.

9P4: Creating, Prioritizing, and Building Relationships with Organizations Supplying Materials and Services

JJC follows standard Board procedures for issuing RFPs and selecting vendors for goods and services. Details for processes may be found in Category 6. Examples related to collaborative relationships are identified in Table 9.4.

Table 9.4. Specific Collaborative Relationships with Suppliers of Materials and Services

Relationship	Specific Collaborations	Processes
Business and Vendors	<p>Entities that provide services for the college related to construction, utilities, and general operations.</p> <p>Representatives from the private sector sit on JJC’s Program Advisory Boards, provide input on trends within their business and industry, and offer ideas on curriculum to improve student learning.</p> <p>Services provided to employers such as Work Keys testing and job listing services in Career Services and Job Fairs</p> <p>Career Connects Will and Grundy - program working with local businesses to provide online/virtual career coaches for students.</p>	Bidding processes and relationships with vendors ensure JJC generates support for institutional operations.

9P5: Creating, Prioritizing, and Building Relationships with Associations, Agencies, Consortia, and the Community

Participation in regional or statewide consortium groups such as IGEN (IL Green Educational Network – 50 colleges www.igenc.org), Northern IL Workforce Coalition (19 colleges), Southland Regional Workforce Development Consortium (Prairie State, Kankakee, Moraine Valley and South Suburban Community Colleges and C.A.R.E.E.R. which is an agreement with 21 community colleges to charge in-district tuition rates to students outside the college’s geographical area and to share curriculum and instructional materials.

- Several programs have expanded such as the automotive technician program which solicited and received major corporate sponsorship including new cars and state-of-the-art technical equipment.

- In May 2010, Chef Michael McGreal was asked to serve as the Central U.S. chairperson on the American Culinary Federation’s Chefs Moves to Schools Taskforce. The taskforce is part of the First Lady’s *Let’s Move* and *Chefs Move* national initiatives to end childhood obesity in America. Chef McGreal was invited to the White House in June 2010 for an inaugural gathering of chefs from across America to begin this endeavor. Chef McGreal has since also been appointed to serve as the Education Chair for this national taskforce and is actively involved in monthly planning meetings as well as national and local activities related to the initiative. The Chefs Move to Schools Initiative was created to partner chefs with schools and communities across America to teach children about fruits and vegetables, making healthy food choices, and to promote healthier lifestyles. As of today, more than 2,000 chefs have joined this important and impactful initiative.
- Successfully partnered with the Education to Careers partnership to provide special activities to 21st Century clubs in the Joliet Public School system for middle school students. This year, 21 special classes were held at elementary or middle schools throughout the district on various topics of interest. JJC Department of Adult Ed and Literacy partnered with Office of Student Multicultural Affairs to host a “Posada” for the community to celebrate the Christmas Holiday. Over 120 community members and their families attended.

Table 9.5. Specific Collaborative Relationships with External Partners

Relationship	Specific Collaborations	Processes
Local and Regional Community Organizations, including non-profits	Will County Court House - Traffic School contract GR 2012 - partnership with 12 local agencies on green initiatives. Provide non-credit programs for Boy and Girl Scouts. Will County Land Use group - provide information on greening your businesses. Joliet Job Corps – Sustainability Partnership Joliet Area Historical Museum Digital Divide Grant – worked with 3 NFP social service agencies to provide computer literacy to low-income residents Joliet Healthy Partners with Provena St. Joseph Hospital to target programs for schools and park districts Partners are described in more detail in Category 3, 3C1, and include over seven counties and 40 towns or cities. Also includes United Way, YMCA, local foundations, and senior service organizations.	JJC ensures local and community educational and economic development needs are met. Staff participation in community-based efforts such as Relay for Life
State and Federal	ICCB, IBHE, U.S. Department of Labor, U.S. Department of Health and Human Services, Illinois Department of Employment Security, Illinois Department of Commerce and Economic Opportunity, Illinois Department of Transportation, Illinois State Board of Education, Veterans Administrative Center and the Department of Homeland Security. More partners described in Category 3.	Through institutional research activities and grant-funded initiatives, state, federal, and accrediting reporting requirements are met; providing entities with data and information necessary to make informed policy decisions. More details in Category 3.

Relationship	Specific Collaborations	Processes
Associations	<p>Members of weTrain</p> <p>Member of College and Research Libraries of Illinois (CARLI), Northern Illinois Library Research Consortium (NILRC) and Reaching Across Illinois Library Systems (RAILS) and the cooperating agreement with SMHEC. Each of these partnerships gives the JJC community access to materials throughout Illinois. We are a resource for other libraries. NILRC, RAILS and CARLI provide discounts for materials and service purchases as well.</p>	<p>Research confirms, and JJC recognizes, that supporting and developing the intellectual capital of its employees through association membership, and concurrent subscription and conference attendance, leads to a more efficient and knowledgeable workforce better able to meet stakeholder needs.</p>

9P6: Ensuring Partnership Relationships Are Meeting Varying Needs

JJC has several processes in place to ensure the needs of varying entities involved in relationships are met, including the identification and assurance that needs are met through the processes described in Category 3P1: environmental scanning, strategic and operational planning processes, analysis of data and trends, program advisory councils, surveys (including the PACE and Community Scan), donor cultivation, Board meetings, and the involvement of employees in community organizations and events. Additionally, several consortiums or partnerships have been formed with various community colleges, for the purpose of collaborating on grant applications to address issues on a regional level. Instead of competing with each other, we collaborate to enhance chances of being funded. To ensure the needs of the high schools are being met, JJC staff attends the monthly Planning and Coordinating Council meetings of TREES (Three Rivers Education for Employment System) which brings together representatives from each of the feeder high schools. The college President or designee also participates with high school superintendent at quarterly meetings coordinated by TREES. Additionally high school representatives sit in JJC’s Program Advisory Board and the dual-credit task force committee. To ensure that JJC’s business partners’ needs are being met, the college’s Career and Technical Education programs host two Program Advisory Board meetings annually where business leaders provide input on current employment trends within their respective industries and ideas for curriculum modifications.

9P7: Creating and Building Relationships, Assuring Integration, and Communicating Between and Among Departments

Departments within JJC collaborate to ensure student and community needs are addressed and met. One example is the healthcare bridge program that involves an internal collaboration among the following departments to successfully implement: Workforce Development, Adult Education and Literacy, Corporate and Community Educations, Allied Health, and Natural Sciences.

The assurance of integration and communication is described in Category 5, and Communication and integration is also discussed in Category 8.

Other examples include cross training of staff within various departments to be Academic Advisors including staff from Adult Education and Workforce Services departments. Academic Bridge programs such as the Healthcare Bridge Program are developed collaboratively by JJC’s Adult Education, Workforce Development, Transfer, and CTE departments. Additional efforts include the Passport to Opportunity Program where Adult Education students taking GED or ESL classes have an opportunity to participate in college-level classes for a day to learn about the course content and eliminate anxiety about college-level work. It demystifies college for this population.

RESULTS (R)

9R1: Collecting and Analyzing Measures of Collaborative Relationships

JJC measures relationships through the identification of satisfaction and level of engagement with the relationships and associated measures regularly tracked for each partnership. Measures of satisfaction and level of engagement are outlined in Category 3 and include the PACE Survey, CCSSE, Community Scan, transfer rates, donor giving rates, and other surveys.

Another means of measurement of a collaborative relationship is the addition of on-campus student housing called Centennial Commons. Members from the private company routinely attend JJC Board of Trustee meetings and have a standing report to the Board on occupancy rates as well as any student or academic issues with JJC students. They partner with us to provide tutoring services during final exam week and academic support for the college’s students.

Measures regularly collected and analyzed for the processes identified in P1 through P5 are listed in Table 9.6. Information on federal grants received appears in Table 9.7.

Table 9.6. Measures of the Collaborative Relationships

Relationship	Measures
Middle and High Schools	Dual-credit enrollment High school yield GED attainment Number of NCRC issued to high school students High school competitions Enrollment in summer programs and ACT test workshops
Colleges and Universities	Transfer rates New program development Shared curriculum Grant applications submitted as part of a consortium
Economic Development	Economic impact Number of graduates in career programs Number of business training sessions and activities provided
Foundation, Alumni and Philanthropic Activities	Donations Number of alumni Graduate surveys
Business and Vendors	Bidding <u>Economic impact</u> Participation from local employers on Program Advisory Boards
Local and Regional Community Organizations, including non-profits	Community scan/survey Employee participation in the annual United Way giving campaign
State and Federal	Number of grants submitted and awarded Annual renewal of contract for Traffic School
Associations	Employee membership, engagement, and presentations.

Relationship	Measures
Local and Regional Community Organizations, including non-profits	Community scan/survey. Employee participation in the annual United Way giving campaign

Table 9.7. Federal Grants Received 2009-2012.

Name of Grant	Agency	Amount	Period
Bulletproof Vest Partnership	Department of Justice	3,292.5	2008-2009
Child Care Access Means Parents in School	Department of Education	178,700	2009-2013
TRIO Student Support Services	Department of Education	768,826	2010-2015
International Education and Foreign Language Title VIA	Department of Education	225,890	2010-2013
Emergency Management in Higher Education	Department of Education	521,787	2010-2012
Secondary Education, Two-Year Postsecondary Education, and Agriculture in the Classroom Challenge Grant	Department of Agriculture	45,516	2011-2013

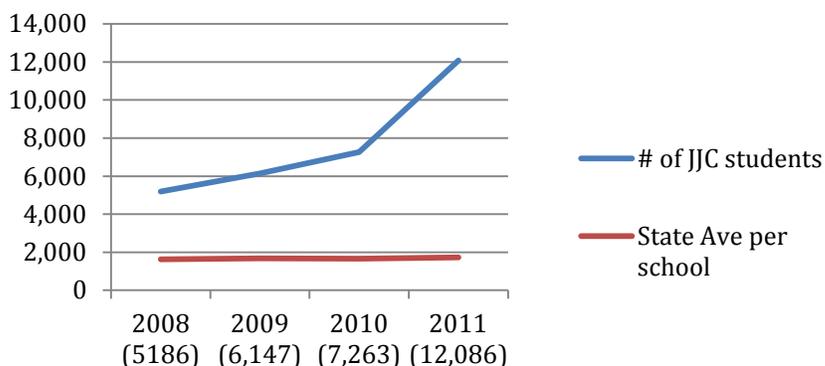
9R2: Performance Results in Building Key Collaborative Relationships

The results of satisfaction in key relationships are detailed in Category 3. Data on enrollment in dual-credit courses, transfer rates, business and industry measures, the hiring of JJC graduates by district employers, and qualitative measures of building relationships may also be found in Category 1. Examples of some quantitative measures include:

- *High Schools* – The Culinary Arts Department conducts healthy cooking demonstrations and healthy food presentations in schools and at conferences throughout Illinois and across the nation. The department also developed a program called Chef for a Day, designed to provide high school students with the opportunity to experience a day in the life of a JJC Culinary Arts student and to explore what a career as a chef or restaurateur might be like.
- *Transfer Rates* – JJC transfer rates have risen between 2008 and 2012, primarily due to the enrollment growth in traditional-age students in transfer programs. These rates are highlighted in Category 1.
- *Occupational Placement and Continued Enrollment* – An indicator of the relationships JJC has with business and industry is highlighted by the fact that, according to the most recent economic impact study, 75% of district businesses hired at least one JJC graduate in the last 10 years. Additionally, 90% of JJC graduates continue to work in the district upon graduation. This information is particularly telling because research indicates that more residents of Will County work in DuPage and Cook Counties (outside of the JJC district) than in Will County. Occupational placement and continuing education rates are highlighted in Category 3.
- *Dual-Credit Enrollment* – By participating in the dual-credit classes through JJC, students are able to make substantial progress toward their college education even before finishing high school. The

number of duplicated students served has increased 333.7% (12,086 students) since fiscal year 2007 (4,034 students).

FIGURE 9.1: COMPARISON OF DUAL-CREDIT ENROLLMENTS IN ILLINOIS



- Business and Industry* – JJC conducts many business and industry training workshops and courses. JJC staff also participates in retention visits to local companies in conjunction with Grundy County Economic Development staff. These visits are to learn the needs and future staffing patterns of local employers, skills needed for employment within that organization, and trends in their industry. The information is brought back to the college and incorporated into the curriculum. In addition, JJC is now a Work Keys Solutions Provider, administering the Work Key Assessments to individuals for business and industry. JJC has a number of local businesses that use the assessments as part of their hiring process. To date we have administered more than 6,280 individual assessments and have issued 1,471 NCRC Certificates. JJC’s Workforce Development unit served 10,833 clients in 2011-2012, as shown in Table 9.8. Annual data are collected for these services.

Table 9.8. Clients Served by Workforce Development 2011-12

Category	Number
Customers in Plus 50 workshops (51% matriculated JJC)	450
Economically disadvantaged youth who completed GED	32
Customers certified as work ready (90% matriculated to training)	653
Academic advising customers	500
Economically disadvantaged youth placed in jobs	127
Job seekers attended Grundy Workforce Services Job Fair	350
Customers received services in Workforce Resource Centers	7200
Customers participated in job search seminars	830
Customers enrolled in Plus 50 Pharmacy Tech	16
Customers enrolled Alzheimer Care Giver program	12

Category	Number
Customers completing Castle assessments	114

Workforce Development staff also participate in the community-based organizations illustrated in Table 9.9.

Table 9.9. Participation in Community-based Organizations

Organization	Type	Organization	Type
Joliet Chamber of Commerce Council for Working Women	Board	National Association of Workforce Professionals	Member
Joliet Alliance for Youth	Board	Hispanic Latino Coalition	Member
University of Illinois Extension	Board	Society for Human Resource Management	Member
Grundy County Interagency	Board	Grundy County Youth Council	Member
Society for Human Resource Managers	Board	Joliet Township High School Academy Network Team	Member
Hispanic Latino Coalition	Board	Family Violence Coordinating Committee	Member
Will County Youth Council	Board	Building Blocks II	Member
Workforce Investment Strategic Issues and Trends	Board	Community Leadership School	Board
Council for Working Women	Board	Community Service Council (Board)-Grundy County Interagency Committee	Board

Another example of results of JJC’s partnership with Business and Industry comes from Corporate and Community Education. In 2011-2012, they conducted contract training programs, offered professional development and career training programs, provided lifelong learning and Kids College seminars, and assisted new and existing businesses. The department trained over 20,441 students in that time including 2,069 in Contract Training, 5,220 in Lifelong Learning, and 13,152 in the Will County Traffic School.

Additional examples follow:

- Received the National Safety Council’s Star Award, which is their highest award, for the college’s Defensive Driving program through Will County.
- Cultivated new relationships with business and industry throughout JJC’s district which include Sears Holding, Clennon Electric, Elevance Renewable Science, GKN Walterscheid, Oneok, Stant USA Corporation, and TTX.
- Designed a new type of contract training opportunities within the community that consist of lunch and learn opportunities. These lunch and learn sessions are mini workshops offered at the company site for the employees during the lunch hour.

- Provided a “Troubleshooting Refrigerant Units” course at Alcatel-Lucent, and this training provided the necessary skills to save the company more than \$42,000.

JJC’s Small Business Development Center (SBDC) accomplished the following in 2011-2012:

- Offered a Google 101 workshop to the area businesses and trained nearly 200 entrepreneurs.
- Assisted 12 businesses with securing \$1,575,000 in loans.
- Assisted start-up of 13 new businesses.
- Served over 3,000 clients.

Another tangible result of JJC’s business and industry partnerships is the development of placement sites for students within the Career and Technical Education programs for clinical rotations, internships, externships, OTJ, and job shadowing.

Grants: JJC applies individually and with other colleges or entities to secure grants that demonstrate JJC’s collaborative efforts with funding sources and other organizations, businesses and educational institutions. From 2008 through 2011, the college applied for and received \$11,355,391 in competitive grants. During the same timeframe, JJC also applied for and was awarded \$9,925,970 in noncompetitive grants.

9R3: Comparisons with Other Higher Education Institutions and Organizations

Most of JJC’s data are internal and reflect trends over time.

IMPROVEMENT (I)

9I1: Recent Improvements of Processes and Systems

JJC needs to work on integration and communication within the institution to ensure duplication of effort is not taking place. For example, a recruiter from Admissions may be visiting a local high school to talk with seniors without knowing that the Agriculture Department was just there the day before to do a presentation. An improvement in this area would enable efficiencies in other areas.

Additional areas of improvement include centralizing the grant application process. Improvements include having the grants office develop an annual agenda and identify the grants for which the college would apply. The SLT will approve all grant applications that would help with both prioritizing and communicating grants activities.

9I2: Selecting Specific Processes and Targets for Improvement

The setting of targets for improvement and improvement priorities are conducted through the strategic and operational planning processes. These processes are described in more detail in Category 8. JJC recognizes that the lack of clear linkages and information between processes, such as high school and college or career, can inhibit student success and learning. Building relationships enhances student success by removing barriers, sending consistent information, and being clear about expectations. Targets for improvement directly related to collaborative relationships are as follows:

- Formulation of an intranet, or common calendar, for college use by a variety of departments or users. The JJC Portal was developed in 2011, migration of materials and resources has been occurring steadily, and usage is growing.
- More career-focused publications or communication pieces focusing on career pathways and programs of study need to be developed to highlight those opportunities.
- Communication plan for what “college ready” means and minimum academic competency for class registration should be developed.
- Portal and dashboard reports need to be developed and available so administrators can customize their institutional research reports.