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JOLIET  
Junior College

# AQIP SYSTEMS PORTFOLIO

JOLIET JUNIOR COLLEGE  
1215 HOUBOLT ROAD, JOLIET, ILLINOIS, 60431



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## LIST OF ACRONYMS

A.A.	Associates of Arts
AACC	American Association of Community Colleges
A.A.S.	Associates of Applied Science
AAWCC	American Association for Women in Community College
ABE	Adult Basic Education
ACE	American Council on Education
ADA	American with Disabilities Act
ADEA	Age Discrimination in Employment Act
ADN-RN	Associate Degree in Nursing
AFT	American Federation of Teachers
AGB	Association of Governing Boards of Universities & Colleges
A.G.S.	Associates of General Studies
AQIP	Academic Quality Improvement Program
A.S.	Associates of Science
ASB	Association of School Business Officers
ASE	Adult Secondary Education
CAFR	Comprehensive Annual Financial Report
CAS	Council for the Advancement of Students
CASE	Council for the Advancement & Support of Education
CCBO	Community College Business Officers
CCCD	Consortium for Community College Development
CCSSE	Community College Survey of Students Engagement
CED	Community & Economic Development
CHEA	Council for Higher Education Accreditation
CLEP	College Level Examination Placement
CNA	Certified Nursing Assistant
C.O.A.	Certificate of Achievement
C.O.C.	Certificate of Completion
CQIN	Continuous Quality Improvement Network
CRD	Council for Resource Development
DAFS	Division of Adult and Family Services
EAV	Equalized Assessed Valuation
EEO	Equal Employment Opportunity
EEOC	Equal Employment Opportunity Commission
EHS	Environmental Health & Safety
EMT	Emergency Medical Technician
ENLACE	Engaging Latino Communities for Education
ESL	English as a Second Language
ETC	Education To Careers
FERPA	Family Education Rights & Privacy Act
FOIA	Freedom of Information Act

FTE	Full-Time Equivalent Student
GAO	General Accounting Office
GASB	Governmental Accounting Standards Board
GED	General Education Development
GSD	General Student Development
HLC	Higher Learning Commission
IAI	Illinois Articulation Initiative
IAIR	Illinois Association of Institutional Research
IBHE	Illinois Board of Higher Education
ICCB	Illinois Community College Board
ICCCA	Illinois Council of Community College Administrators
ICCFA	Illinois Community College Faculty Association
ICCTA	Illinois Community College Trustees Association
ICISP	Illinois Consortium for International Studies & Programs
IDHR	Illinois Department of Human Rights
IEP	Individual Education Plan
IPEDS	Integrated Postsecondary Education Data System
ISAC	Illinois Student Aid Commission
I.T.	Information Technology
IVC	Illinois Virtual Campus
JJC	Joliet Junior College
JUAC	Joliet Adjuncts Coalition
LEAP	Learning English for Academic Purpose
LSTS	Learner Support & Technology Services
LTAC	Learning Technology Advisory Council
MAP	Monetary Access Program
NACUBO	National Association of Colleges & Universities Business Officers
NASF	Net Assignable Square Footage
NCA	North Central Association of Colleges & Secondary Schools
NCES	National Center for Education Statistics
NCLEX	National Council Licensure Examination for Registered Nurses
NCMPR	National Commission on Marketing & Public Relations
NILIE	National Initiative for Leadership & Institutional Effectiveness
NIMS	National Incident Management System
NISOD	National Institute for Staff & Organization Development
OIR&E	Office of Institutional Research & Effectiveness
OSA	Office of Students Activities
OSHA	Occupational Safety & Health Administration
PACE	Personal Assessment of the College Environment
PAF	Personnel Action Form
PAS	Personnel Appraisal System
PN	Practical Nurse
PPD	Personal & Professional Development





PPD	Professional & Personal Development
PQP	Program Quality Performance
QAP	Quality Action Project
SEIU	Service Employees International Union
SLC	Student Learning Committee
SLT	Senior Leadership Team
SMHEC	South Metropolitan Higher Education Consortium
StAR	Student Accommodation & Resources
SURS	State University Retirement System
SWOT	Strengths, Weaknesses, Opportunities, and Threats
TESOL	Teaching English to Speakers of Other Languages
USDE	United States Department of Education
YMCA	Young Men's Christian Association

## INTRODUCTION

Joliet Junior College (JJC) is accredited by the Higher Learning Commission (HLC) and a member of the North Central Association, one of six regional accrediting agencies in the United States.

Accreditation is a voluntary process whereby colleges and universities seek accreditation status from a nongovernmental body. According to the Higher Learning Commission Accreditation Overview “accreditation by the Commission and by other nationally recognized agencies provides assurance to the public, in particular to prospective students, that an organization has been found to meet the agency’s clearly stated requirements and criteria and that there are reasonable grounds for believing that it will continue to meet them.”

There are two types of accreditation processes: institutional and specialized. Institutional accreditation refers to the accreditation of the institution as a whole, while specialized accreditation refers to programmatic or departmental accreditation. Accreditation is a voluntary process. However, colleges and universities that are not accredited are ineligible to receive federal funding. Accreditation status could also affect other quality assurance processes, like state recognition or the transfer of credits.

Colleges and universities can elect to participate in two routes in gaining accreditation, the Program to Advance Education Quality (PEAQ) or Academic Quality Improvement Program (AQIP) processes. Since 2001, JJC has participated in the AQIP process. The goal of participation in the AQIP process is to infuse the principles and benefits of continuous improvement into the culture of an institution. According to the AQIP Web site, “with AQIP, an institution demonstrates it meets accreditation standards and expectations through sequences of events that align with those ongoing activities that characterize organizations striving to improve their performance.”

One of the key processes in gaining accreditation through AQIP is the development of a Systems Portfolio. A Systems Portfolio articulates the value of a college by analyzing interrelationships among systems essential to all effective colleges and universities. The HLC has identified nine essential systems and require colleges and universities to describe those systems in the Systems Portfolio. As the Systems Portfolio is also a communications tool, it is required to be kept online. JJC’s 2008 Systems Portfolio represents an update to the 2004 Systems Portfolio.

For more information, please contact the JJC Office of Institutional Research and Effectiveness. Or visit the Web sites listed below:

- AQIP Web site: <http://www.aqip.org/>
- HLC Web site: <http://www.ncahigherlearningcommission.org/>
- HLC Handbook on Accreditation: [www.ncahlc.org/download/Handbook03.pdf](http://www.ncahlc.org/download/Handbook03.pdf)
- HLC brochure on Institutional Accreditation, an Overview: <http://www.ncahlc.org/download/2003Overview.pdf>
- Joliet Junior College AQIP Web site: [www.jjc.edu/aqip](http://www.jjc.edu/aqip)

## INSTITUTIONAL OVERVIEW

### 0.1 DISTINCTIVE INSTITUTIONAL FEATURES

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

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

#### Mission

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

#### Vision

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

#### Strategic Goals

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

#### Core Values

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

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

## O.2 SCOPE OF OFFERINGS

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

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

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

### O.3 STUDENT BASE

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

Figure O.1. Fall 2008 Credit Enrollment

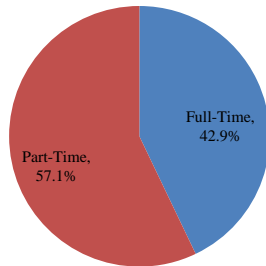


Figure O.2. Fall 2008 Enrollment by Department

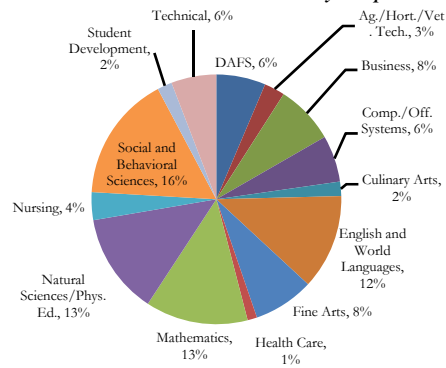


Figure O.3. Fall 2008 Credit Enrollment by Ethnicity

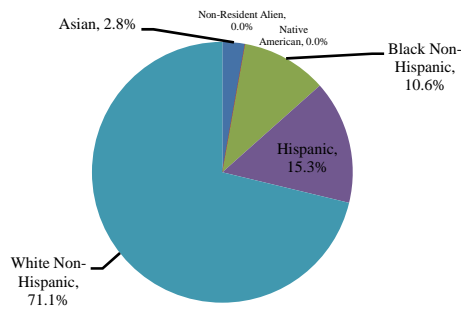
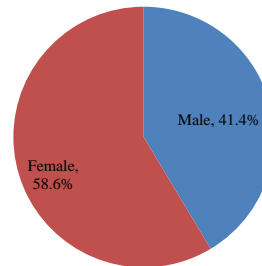


Figure O.4. Fall 2008 Credit Enrollment by Gender



<sup>1</sup> Joliet Junior College and Illinois Population Projections by Age, Race, & Gender, 2005-2015 [http://www.jjc.edu/admin/ie/Information/Projections/JJC\\_County\\_Demographics\\_2005\\_15.pdf](http://www.jjc.edu/admin/ie/Information/Projections/JJC_County_Demographics_2005_15.pdf); U.S. Census Bureau: <http://www.census.gov/>

<sup>2</sup> Joliet Junior College and Illinois Population Projections by Age, Race, & Gender, 2005-2015 [http://www.jjc.edu/admin/ie/Information/Projections/JJC\\_County\\_Demographics\\_2005\\_15.pdf](http://www.jjc.edu/admin/ie/Information/Projections/JJC_County_Demographics_2005_15.pdf)

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

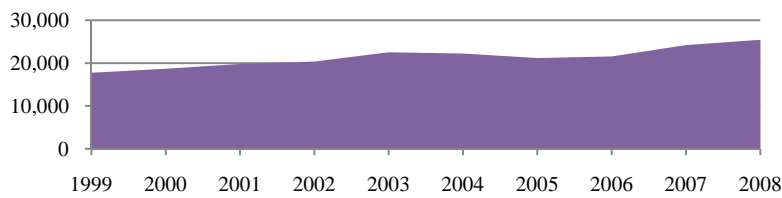
*Table O.1. Fall 2008 Enrollment by Top Ten Cities*

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

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

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

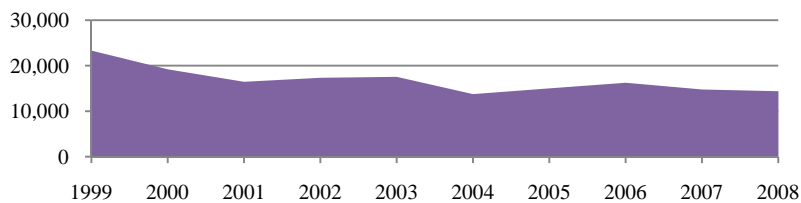
*Figure O.5. JJC Annual Credit Enrollment by Fiscal Year (1999-2008)*



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

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

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



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

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

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

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

## **O.4 COLLABORATIONS**

### Associations

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

### Accreditations

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

### Economic Development

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

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

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

### Community Service

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

### High Schools

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

### Community Entities

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

### Consortia

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



## O.5 FACULTY AND STAFF BASE

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

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

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

There are five bargaining units at JJC:

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

## O.6 FACILITIES, EQUIPMENT, AND TECHNOLOGY

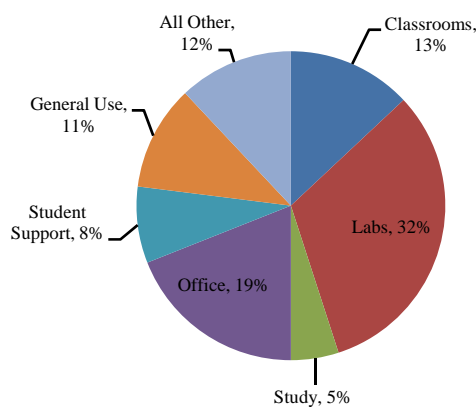
### Facilities and Equipment

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

### Regulatory Environment

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

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



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

### Technology

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

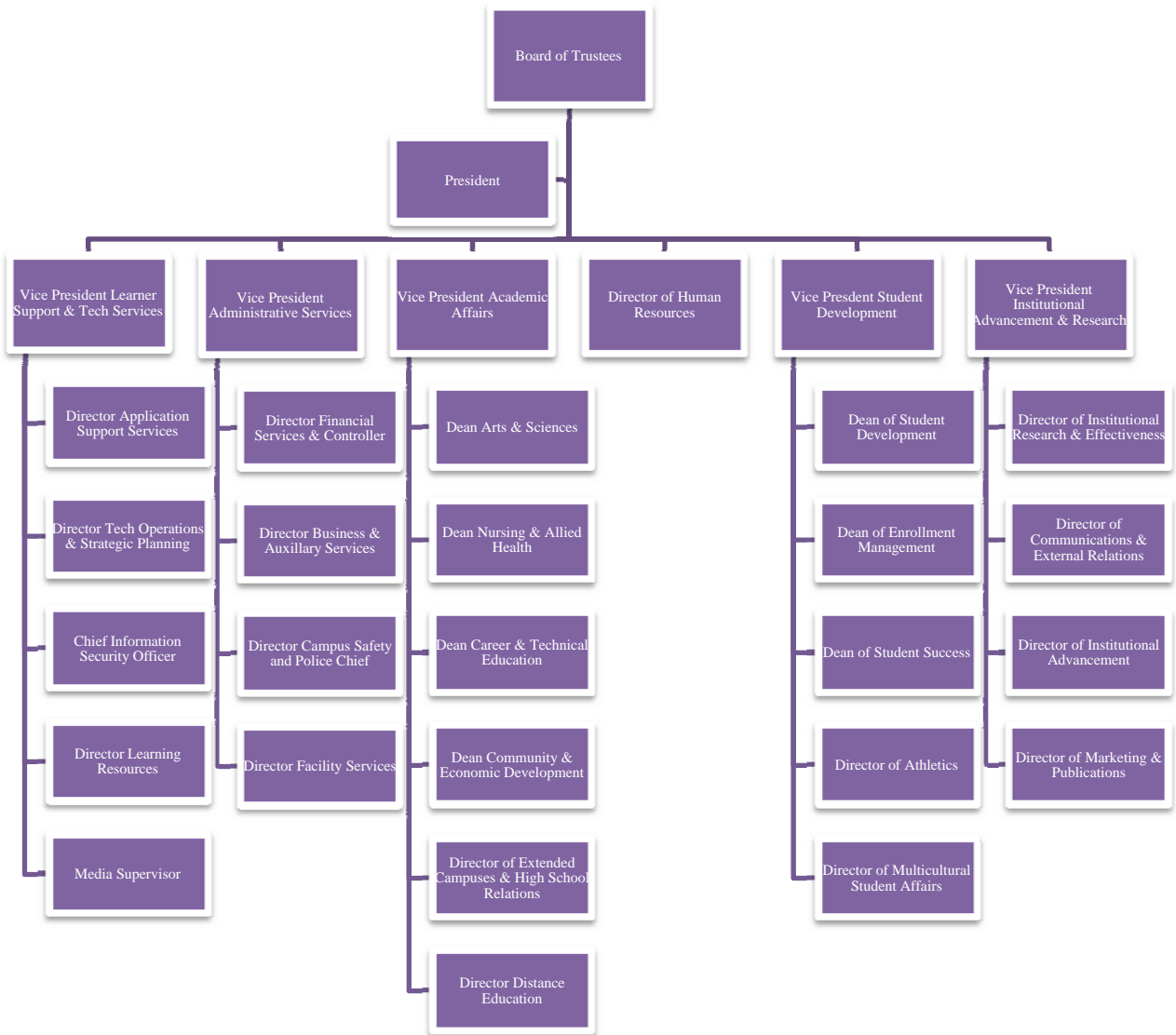
*Academic Management Systems.* The JJC Help Desk provides service 54 hours a week to faculty, staff, and students. Current course management systems include a distance education program using Angel course management system. Ninety-eight percent of all classrooms have projection capabilities, 40 % of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

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

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



Figure 0.9. JJC Organizational Chart



## AQIP CATEGORY ONE: HELPING STUDENTS LEARN

JJC's two current focuses in regard to helping students learn are general education and developmental education. JJC is currently participating in the [HLC Assessment Academy](#) in order to develop general education learning outcomes and processes for measuring them. JJC evaluates learning at four levels: classroom and programmatic, with evidence provided through program review and academic assessment, and the institutional level, with the primary method for evaluating learning being the [Community College Survey of Student Engagement](#) (CCSSE). JJC also uses external compliance mandates to evaluate learning. Results indicate that while JJC has many processes, the college is evolving into taking a systematic approach towards helping students learn.

### CONTEXT (C)

#### 1C1: Student Learning Objectives for General Education and Specialized Studies

The spring [2005 AQIP Systems Appraisal](#) identified both the need for general education learning outcomes and the need to prepare faculty effectively to measure learning and make improvements as a strategic issue. Since 2005, a number of changes have been implemented to address these concerns. Recognizing that JJC needed further training and support to develop effective general education assessment, the college applied to the Assessment Academy of the HLC in fall 2007. The primary project for JJC is to define general education learning outcomes, identify suitable tools for assessment of learning, pilot assessment one outcome at a time, and eventually institutionalize the process of general education assessment. Table 1.1 is a timeline of assessment activities since spring 2005.

*Table 1.1. Timeline of Assessment Activities*

Date	Activity
spring 2005	JJC AQIP Feedback for the Systems Portfolio Report identifies general education assessment as a strategic issue.
fall 2006	Institutional reorganization places assessment under OIR&E.
May 2007	JJC's first AQIP Quality Checkup Visit. Assessment issues are addressed in the Quality Program Summary.
spring 2007	The Student Learning Committee (SLC) prepares an <a href="#">Assessment Handbook</a> that states how assessment data will be gathered from departments and how it will tie into the larger campus community outside of those departments.
summer 2007	JJC applies to the Assessment Academy of the HLC and is accepted. Project is to develop general education assessment.
fall 2007	A position is created for a faculty Coordinator of Assessment with 60% release time.
2008	Coordinator of Assessment works with existing Assessment Committee and a team of five Assessment Academy participants (3 faculty; 2 administrators): <ul style="list-style-type: none"> <li>• The Academy participants attend all HLC training sessions.</li> <li>• The Assessment Committee becomes the SLC.</li> <li>• Presentations are made college-wide for PPDW in January and August.</li> <li>• A newsletter is produced for spring and fall.</li> <li>• Assessment grants are available to faculty with innovative ideas for assessment.</li> <li>• Committee members actively participate in a variety of conferences.</li> </ul>
January 2009	Draft of learning outcomes for general education will be presented to faculty and staff during PPDW. Feedback will be sought.
February 13, 2009	JJC hosts the <a href="#">13<sup>th</sup> Annual Community College Assessment Fair</a> .
2009	Completed outcomes will be published in the catalogue, sent to Curriculum Committee as part of all course development, and used in CurricuNet.
2009-2010	Pilot program of assessing one general education outcome will take place.

JJC's learning objectives are organized at the course, program, and institutional levels. These outcomes are developed through internal processes, including individual professors, programs, departments, and committees and teams, like the Student Learning, Curriculum, and Academic Standards Committees. As a public institution, JJC must also consider externally mandated learning outcomes from state and federal sources. This system is outlined in Table 1.2.

Table 1.2. JJC's System of Learning Objectives and Measures of Performance

Category of Assessment	Process of Assessing and Reporting	Measures	Key Publications or Processes that Capture Measures
Course	All departmental course syllabi are updated every two years and maintained for review by ICCB. Each syllabus has a statement of learning objectives for the particular course. New courses and programs presented to the JJC Curriculum Committee use the same form and also include a section on the learning objectives. All forms are submitted and reviewed electronically. Only specified individuals have access to the syllabi for updates or changes.	Enrollment, Course Retention, Student Satisfaction, Grade Distributions, Faculty Load, Internships, Clinical Experiences, Surveys, Curricular Experiences, Self-Reports, and Focus-Group or Individual Interviews	Assessment through the SLC, Program Review
Program	The learning objectives and program goals for selected occupational, transfer, and developmental programs are also reported and revised every five years for the Program Quality Performance (PQP) report submitted to the ICCB. A report is submitted every year, and the entire cycle is then completed in five years.	Enrollment, Job Placement Rates, Student/User Satisfaction Surveys, Labor Market Supply and Demand, Classified Ad Analysis, Advisory Committee Feedback, Academic Assessment of Student Learning, Program Retention/Persistence, Licensure Exam Pass Rates, Employer Satisfaction Surveys, Transfer Rates, Transfer Performance, Faculty to Student Ratios	PQP Report, Program Review, Programmatic accreditation
Institutional	JJC currently relies on common student learning objectives for general education, as stated in the College Catalog. These outcomes comply with the expectations of the State of Illinois and IAI: "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 query 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" ( <i>JJC Catalog</i> ). Students who pursue a transfer degree program also comply with the general education course requirements for the five categories of the IAI General Education Core Curriculum: Communication, Social and Behavioral Sciences, Humanities/Fine Arts, Physical and Life Sciences, and Mathematics.	Enrollment, Underrepresented Groups Participation and Completions, Penetration/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, Degrees/Certificates Awarded, Number of Articulated Courses, Level Advancements for Underprepared Students, and Transfer Rates	CCSSE Survey

Category of Assessment	Process of Assessing and Reporting	Measures	Key Publications or Processes that Capture Measures
State and Federal Compliance	As a public institution of higher learning, JJC is also responsible to local, state, and federal entities to assure learning outcomes are met. State learning outcomes are evaluated in the annual Program Quality and Performance (PQP) and Performance Reports. Federal learning outcomes are articulated in the Integrated Postsecondary Education Data System (IPEDS) and through various National Center for Education Statistics (NCES) reports. Information about these learning outcomes can be found at the <a href="#">Learning Outcomes</a> Web site.	Affordability, Attainment, Diversity, Licensure, Employment Rates, Transfer Rates, Completion Rates, and Retention in Employment Rates	Accountability Reports (Systems Portfolio, PQP Report, Performance Report, and other ICCB reports) and data submissions (IPEDS and ICCB).
<p>The JJC <a href="#">Student Learning Committee</a> is responsible for collection and analysis of academic programs. This information is used at all levels, including course, program, and institutional assessments and for accountability. Although departments and programs are encouraged to assess programs on a semester and annual basis, all assessments are conducted according to the program review schedule. More information about program review and its relationship to assessment can be found at JJC's Program Review <a href="#">Web site</a>.</p>			

## 1C2: Aligning Learning Objectives with Mission, Vision, and Goals

Opportunities for learning both inside and outside the classroom are provided for students. Support services housed in all divisions support the mission and strategic goals so that students have a safe, supportive atmosphere for learning. In addition, the JJC Foundation is instrumental in providing funds and community support for all of the strategic goals. Table 1.3 illustrates the support resources available to fulfill the college's goals.

## 1C3: Key Programs, Delivery, and Technology

### Key Instructional Programs

JJC offers transfer and occupational two-year degree programs, as well as a variety of certificate programs, occupational and workforce training, and courses for personal enrichment and lifelong learning. Students completing a transfer degree program earn an A.A. or A.S. degree; students completing an occupational degree program earn an A.A.S.

### Delivery Methods

Flexible delivery systems are an essential part of meeting JJC's goal to provide educational opportunities to diverse student populations. Delivery methods include traditional classroom settings for lecture, lab, and discussion and Distance Education offerings of online, telecourse, and hybrid courses. Multiple campus and satellite sites throughout the JJC district 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 each year as well.

### Learning Resource Center (Library)

The Library faculty has developed bibliographic instruction and information literacy components for their instructional and other learning methods for students. The Library [Web site](#) is a virtual location where students can access information on and off-campus.

## Technology

Technology is used extensively in the formal instructional context. 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. All students automatically receive JJC e-mail accounts. Computer labs dedicated to particular curricula and open computer labs are readily available at campus and satellite sites. Staffing and service are coordinated through the director of academic computing. Most classrooms have been equipped with projection systems to make them Semi-smart, and LSTS has an automatic equipment and replacement cycle funded by a student technology fee. In 2008, the Distance Education Program created its own strategic plan and goals to align with JJC's mission and strategic goals.

*Table 1.3. Strategic Goals and Support for Learning*

Strategic Goal	Academic Affairs	Student and Administrative Services	Committees
Improve student success with an emphasis on enrollment, retention, graduation, and transfer rates and effective teaching strategies and learning outcomes	Advisory Committees, Deans and VP, Department Chairs, Tenure Process, Post-Tenure Review, Library, and Honors Program	Admissions, Bookstore, Counseling, Registration and Records, Financial Aid, Payment Center, Career Services, Campus Safety, Minority Student Services, Clubs, Disability Services, Student Government, and Athletics	Enrollment Management and Marketing, Student Learning, Curriculum, Academic Standards, AQIP, and QAP on Student Success
Increase institutional sustainability with an emphasis on obtaining necessary resources, state-of-the-art facilities, professional development, and environmental stewardship.	Faculty Development Fund	Campus Police, Office of Environmental Health and Safety, Buildings and Grounds	AQIP QAP on Sustainability, Environmental Health and Safety, PPD
Increase and improve partnerships with organizations that support the college's mission.	Continuing Education and Workforce Training, Dual Credit, Internships, International Education, and Articulation Agreements	Transfer Center, Foundation, Alumni Association	International Education
Utilize technology strategically to advance teaching and learning, expand online and alternative delivery methods, and enable administrative and support services.	Academic resources available <a href="#">online</a> , <a href="#">Distance Education</a> , Angel course management system, and Library	Student services available <a href="#">online</a> , like Bookstore, Registration, or Admissions	Learning Technology Advisory Committee (LTAC)
Improve the success of minority, underrepresented and underprepared student populations in addition to closing the gap between high school and college performance.	DAFS, Writing Center, LEAP Center, Math Center, Dual Credit, Developmental Education coordinators and manager	Academic Skills, Mandatory placement, Multicultural Student Affairs, ENLACE, Project Achieve (TRIO program), Counseling	Diversity Advisory Council
Develop programs that anticipate and respond to labor market demand.	Continuing Education and Workforce Training, DAFS, Advisory Committees, and Honors Program	Career Services and internships	Advisory Committees



## 1C4: Preparing Students for a Diverse World

Practices used to ensure that our design and delivery of student learning are preparing students for a diverse world include using some committee structures for improvements, providing support services for diverse needs, and offering specialized educational opportunities. These processes and services exist in non-credit courses, committees, international education opportunities, specialized student support services, internships, and professional development:

- *Non-credit programs* like DAFS, continuing education, and workforce preparation offer extensive outreach programs for workforce training and adult literacy. DAFS, for instance, makes attempts to [integrate women](#) into college through a variety of programs and services. The women's college creates awareness about women's issues and concerns from a global perspective.
- *Relevant committee structures* for design and delivery include the Advisory Committees for updating, developing, and diversifying various programs and the standing committees: Curriculum, Enrollment Management and Marketing, Academic Standards, and Student Learning.
- A flourishing program for *International Education* works with the ICISP to provide JJC students with opportunities for study abroad. Faculty may participate in two-week and one-semester exchanges through the programs in the consortium as well. The ICISP effort to identify new markets for study abroad has most recently piloted a program in Xi'an, China, where 19 Illinois students are studying for fall 2008.
- Many *specialized support services* are in place to serve students' needs. Student Accommodations and Resources ([StAR](#)) serves students with various disabilities and ESL needs. The Honors Program and numerous honor societies enhance the learning experience for students with high levels of achievement. Specialized programs, such as [Project Achieve](#), Project Success, and Engaging Latino Communities for Education ([ENLACE](#)) target populations such as athletes, Hispanic and other minority students, and first-generation college students. The [Writing Center](#), [Math Center](#), and LEAP (Learning English for Academic Purposes) Center provide specialized tutoring services.
- Educational opportunities such as *internships* in areas like agriculture, journalism, landscaping, and construction technology provide students with hands-on, work-related experience. Since the summer of 2004, the construction technology students have participated each year in building a Habitat for Humanity home.
- Full-time and adjunct faculty are offered many opportunities for *professional development* to enhance their teaching effectiveness. The new faculty and adjunct faculty Seminars address many topics, including ADA requirements for students with disabilities, learning styles, grading standards, and current technologies. Classrooms are regularly renovated and remodeled with equipment such as whiteboards, projection systems, TV/VCR/DVD equipment, and handicapped-accessible equipment.

## 1C5: Creating a Climate of Respect and Opportunity

One of JJC's Core Value's is respect, which includes the celebration of diversity and individual respect. JJC provides many opportunities for students, faculty, and staff to create and maintain a positive, enriching climate. Students may participate and be recognized through honor societies such as [Phi Theta Kappa](#), the [Honors Program](#), specialized honor societies for areas such as Spanish and theatre, numerous scholarships and scholarship awards events each semester, and athletic recognition events and awards. Banners, bulletin boards, international flags, and showcases for trophies and program activities illustrate values of respect and freedom. [OSA](#) has an attractive, central, and accessible space on the Main Campus which is readily visible to all. Open spaces such as the Bridge and the Cafeteria are used for multicultural celebrations, including music, speakers, and other recognitions. These events are widely attended and enjoyed by many. The [Core Values](#) have been effectively publicized and integrated into the college climate. Academic freedom statements are included in various manuals, including the Board Policy manual, College Catalog, and faculty union contract. JJC has many statements and processes reflecting the importance of [academic and behavior standards](#), including a [Code of Conduct](#) that includes statements about respect for diversity, fairness, honesty, and respect for differing opinions.

## PROCESSES (P)

### 1P1: Determining Student Learning Objectives

As described in IC1, JJC's membership in the Assessment Academy of the HLC should provide the processes for identifying and assessing student learning objectives for general education. Courses that meet the IAI transfer requirements for general education, also have defined learning outcomes on the IAI Web site: [www.itransfer.org](http://www.itransfer.org). Learning objectives for specific courses and programs are determined within the departments offering them but must align with IAI and ICCB requirements. 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 discipline. In departments with multiple disciplines, additional meetings within each discipline help to determine curriculum learning objectives and select appropriate texts and materials. Forms for the Curriculum Committee and ICCB require completion of a section on learning objectives. These objectives are reviewed in the process of approving new and revised curricula. More detailed and specific learning objectives may be stated on course syllabi, departmental documents for student use, the department's Web page, and even individual assignments within a class. Faculty determine objectives, individually, in groups, and in departments, but objectives are also aligned with state requirements. They are reviewed through the committee process and the ICCB course review. General interest courses, adult literacy, workforce preparation, Youth College, 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.

### 1P2: Designing New Programs and Courses

As shown in Figure 1.1, new programs and course offerings may first be proposed through Advisory Committees, partnerships with other colleges and business and industry, administrative research, 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. For example, the [Orthotics and Prosthetics](#) (O&P) Program in the Technical Department, implemented in 2007, was designed after a review of representatives from Northwestern and IIT College, O&P manufacturers, O&P clinicians, feeder high schools, and JJC faculty and administrators. Student information from sources like the CCSSE helps the college to assess needs for learning and services.

Some departments and programs, such as Fine Arts, Culinary Arts, Nursing and Allied Health, Business Education, and Veterinary Medical Technology, have pursued specialized certifications, and these certification processes have also contributed toward selecting and developing curriculum through the self-study and feedback activities. 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. Administrators, department chairs, and individual faculty will collaborate to research these factors. The JJC Foundation may assist in locating potential donors for funds and equipment. Donors also may come forward or bequeath a gift with a contingency, such as a gift of land dedicated to specific activities in the Agriculture Department which may then be enlarged or enhanced. Partnerships with other colleges, business and industry, and area school districts allow for potential sharing of space and resources. In fall 2008, JJC created a position for a grant writer, and grant funding sources are now being explored more fully and systematically and aligned with college mission and strategic goals.

Figure 1.1. Process for Designing and Implementing and Modifying New Courses and Program



### 1P3: Determining the Preparation of Students

Methods used to determine preparation of students are outlined in Table 1.4.

Table 1.4. Methods Used to Determine Academic Preparation at JJC

Method	Detail
Mandatory Placement	Mandatory placement in mathematics, English, and foreign language courses is determined through the <a href="#">COMPASS</a> placement exam. This exam is offered on a drop-in basis in the college's Academic Skills Center, and testing is conducted at various high school sites and campuses as well. Training and updates through ACT, the developer of COMPASS, is widely available so that faculty and counselors are informed about the suitability and reliability of the tests. More information about mandatory testing at JJC is available at <a href="http://www.jjc.edu/Admin/AcademicSkills/test.htm">http://www.jjc.edu/Admin/AcademicSkills/test.htm</a> .
Advising & Registration	First-time full-time students must participate in 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 are trained, degreed faculty. All teaching faculty may also participate in academic advisor training and become qualified to assist students in placement and registration. Advising and registration information can be found at <a href="http://www.jjc.edu/counseling/">http://www.jjc.edu/counseling/</a> and <a href="http://www.jjc.edu/ES/Registration/">http://www.jjc.edu/ES/Registration/</a> .
Review of AP credits & prerequisites	Students who have earned AP credit may enroll in the next level of coursework. Those 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. Transfer credit from other colleges is formally evaluated in the registration and records office for equivalent earned credit on transcripts. Opportunities for dual credit are also available.
Specialized Testing	High school GPAs and ACT scores are reviewed for assistance in selecting curriculum but are not used in actual placement. A recommendation for the JJC Honors Program will combine high school GPA, placement scores, and other high school accomplishments such as National Honor Society. Specialized placements, such as the Teachers of English to Speakers of Other Languages (TESOL) exam, are used for students such as the ENLACE scholars who are students of Hispanic heritage whose first language is Spanish. This exam measures language skills in first and second languages. The StAR program maintains records and supports students with documented special needs, such as learning disabilities and physical disabilities, as well as some ESL needs.
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.
Mandatory Orientation	The Distance Education program requires mandatory orientation for online learning for all students enrolled in online courses.
Course Proficiency Exam	Course proficiencies are administered by the faculty member who possesses the expertise in that particular discipline. The determination of pass or failure is based upon the evaluative criteria stated in the course syllabus.

### 1P4: Communicating Expectations for Student Preparation

Communicating expectations for student preparation takes place through a variety of processes, as outlined in Table 1.5. In 2006, the Community Relations Office was split into two areas: Marketing and Communications and External Relations. The purpose of this restructure was to acknowledge the difference between the two functions. Thus, marketing currently has a stronger focus on enrollment management and is driven by a *developmental*, as opposed to *informational*, approach to communicating with students. Effective communications and marketing with students needs to focus on *institutional*, as opposed to *programmatic*, attributes in order to acknowledge a systems approach to student success. Finally, communications are increasingly focusing on learning outcomes and service *processes*, as opposed to rote curriculum and service *departments*.

The college also communicates mission, vision and strategic goals in all student publications. How the college communicates mission and goals to students and stakeholders is also described in Categories 5P6 and 6I2.

Table 1.5. Communication of Expectations for Student Preparation

Medium	Form	Students Reached	Key Information
JJC Web site & Dept. pages	Electronic	All with computer access	<ul style="list-style-type: none"> <li>• Most current registration information</li> <li>• Online registration</li> <li>• Courses with prerequisites (catalog)</li> <li>• Placement testing</li> <li>• Placement requirements</li> <li>• Angel sites for current students</li> <li>• E-mail access</li> </ul>
College Catalog	Print and online	All with computer access All who contact JJC or high school counselors Attendees of college nights	
Course Schedule	Print	All residents of JJC district	<ul style="list-style-type: none"> <li>• Courses for the semester</li> <li>• Admissions procedures</li> <li>• Registration procedures</li> <li>• Placement procedures</li> </ul>
College Night	In person	All who attend	<ul style="list-style-type: none"> <li>• Enrollment procedures</li> <li>• Contact information</li> </ul>
<a href="#">Discover JJC</a>	In person	All who attend	<ul style="list-style-type: none"> <li>• Program and service information.</li> </ul>
Marketing Materials	Print	All who visit campus All who contact high school counselors District residents	<ul style="list-style-type: none"> <li>• All information listed in this column</li> </ul>
Counselors' Breakfast	In person	Indirectly, those who approach counselors	<ul style="list-style-type: none"> <li>• Curriculum updates</li> <li>• All information listed in this column</li> </ul>
Recruiters	In person	Those who meet with them	<ul style="list-style-type: none"> <li>• All information listed in this column</li> </ul>
Displays	In person	All who visit campus	<ul style="list-style-type: none"> <li>• Detailed program information with visuals for marketing appeal</li> </ul>

### 1P5: Helping Students Select Programs of Study

Students express their interests in JJC at the point of contact through [Discover JJC](#), a registration form, an application, conversation with a high school counselor, or even a phone call or e-mail to the college. In some occupational areas, special orientations, departmental recruitment materials, job shadowing such as the “Chef-for-a-Day” experience, and success in competitions help students make choices. Students’ abilities are assessed through placement exams, a counselor’s review of high school coursework and GPA, submission of an Individualized Education Program, documentation regarding a disability to the [StAR](#) program, and submission of AP and transfer credit. A current (2007-2010) AQIP QAP entitled “Improvement of Underprepared and At-risk Student Success Rates” is addressing a variety of issues related to intake, selection of programs, and support for success.

Mandatory placement in developmental courses as a prerequisite to college-level coursework is very helpful in closing the gap between actual and necessary preparation in certain subject areas. An initiative of the developmental education coordinators, begun in January 2008, is promoting mandatory placement for courses in departments outside of Mathematics and English and World Languages. A number of courses in the Natural Sciences Department now have mandatory placement requirements, and the initiative is ongoing with likely success in implementing mandatory placements in a number of general education courses. Some occupational programs have also instituted co-requisites to allow students to begin career courses while completing developmental courses. Students who work with services and programs such as StAR, Project Achieve, Project Success, and ENLACE have a strong chance of being placed and prepared accurately for college success. Setting course prerequisites for more advanced coursework is also commonplace. The Mathematics and English and World Languages Departments provide and post documents with placement scores and flow charts to clarify placements.

## 1P6: Determining, Documenting, and Communicating Effective Teaching and Learning

Effective teaching is documented through several processes, including classroom evaluations, student evaluations, formal assessments, and general research.

- Systematic classroom evaluation occurs for all adjunct, tenure-track, and post-tenured faculty and is one process for assessing effective teaching and learning. 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. Post-tenured instructors undergo chair, peer, self, and student evaluations on a four-year cycle. A new form allowing for more sections of narrative evaluation will be implemented in January 2009.
- 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 comments 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 systematically to create plans for improvement or terminate a relationship.
- Formal assessments in the form of successful completion of assignments, exams, portfolios, projects, or other measures of learning provide tangible evidence of effective learning. Competency rubrics are widely used as assessment tools for occupational programs where hands-on skills must be demonstrated as part of an exam.
- General information, such as the rate of passing licensure exams in areas such as nursing, successful admission to transfer institutions, successful job placement and employer satisfaction, degree and certificate completion rates, and faculty recognitions and awards, is communicated through the OIR&E, the Offices of Marketing & Publications and Communications & External Relations, and internal media such as college and departmental newsletters.

## 1P7: Building an Effective and Efficient Course Delivery System

The system of course delivery is built through a collaborative effort of relevant faculty, staff, and administrative support. Determining course schedules, including times, places, frequency of offerings, and sequences, 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 through 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 course will often be posted before an instructor is located so that students may register immediately.

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 course and request general education classes at specific times and locations.

## 1P8: Monitoring the Currency and Effectiveness of Curriculum

Individual academic departments monitor their curriculum and make major modifications through the processes of the Curriculum Committee and Student Learning Committee, specialized accreditation processes, licensure success rates, and successful employment and transfer rates. Minor modifications, such as updating syllabi when new editions of texts arrive or altering syllabi when textbooks are reviewed and changed, occur at the department level. These modifications are submitted electronically to the Curriculum Committee on ICCB forms, but these changes do not require committee action. The process is mapped in section 1P1.

Assessment at JJC is driven by institutional mission and goals. Academic assessment at JJC focuses primarily on program outcomes and IAI requirements for transfer courses; general education outcomes are undergoing development (1C1). Tied to program review, programs are required to submit assessment of student learning with their program reviews every five years.

The SLC [Web site](#) makes all assessment plans available to the JJC community on its Web site, along with an assessment toolbox, instructions for completing academic assessment, references, and information about assessment grants.

## 1P9: Determining Student and Faculty Needs for Learning Support

### Departmental Planning

Beginning in fall 2006, academic departments initiated comprehensive departmental planning on a three-year rolling cycle. These plans are submitted to the vice president of academic affairs and appropriate deans each September, and requests for facilities, faculty, additional budget, additional services, and additional staff are aligned with enrollment growth and curriculum trends and requests.

### Student Needs

Determining student needs for learning support may occur in several ways. New students may be contacted through high school counselors and the JJC Office of Enrollment Management for initial advising. This advising will include 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 Adult Basic Education and GED completion, or ESL language acquisition skills may contact the offices of continuing education, workforce development, or DAFS. Referrals from employers, social service agencies, and public aid may also lead students to the appropriate support systems.

Continuing students may be advised to pursue further advising and tutoring through individual instructors and advisors. Tutoring services from the Academic Skills Center, the English Writing Center, the Mathematics Center, the LEAP Center, and Project Achieve are promoted through tutors' personal visits to classes and extensive posting and distribution of flyers. Consequently, students may also self-identify needs for advising, tutoring, or other support services.

The JJC Library maintains close communication with faculty to prepare for research projects and other assignments. 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 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. The tutors for Project Achieve, the Academic Skills Center, and the English Writing Lab contact faculty through e-mail or flyers to offer special services in a timely manner. 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.

### Instructor Needs

Individual instructors generally initiate requests to support services, such as Distance Education, to meet their own professional development needs. However, every semester, a class in advisor training is offered to all interested faculty through the Counseling Department, and all department chairs must also complete this training. Faculty has access to all library resources and enjoys extended checkout privileges for books, videos, and some interlibrary loan materials.

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. Full-time instructors may use some courses for salary schedule advancement as well.

Training through Distance Education has prepared a number of instructors to teach online and hybrid courses. A new Coordinator of Online Faculty Development position was created and implemented in spring 2008. In addition, a number of faculty have participated in a rigorous online training consortium, Making Virtual Classes a Reality. It was offered in 2007-2008 and will be offered again in 2008-2009.

### **1P10: Aligning Co-curricular Development Goals with Curricular Learning Objectives**

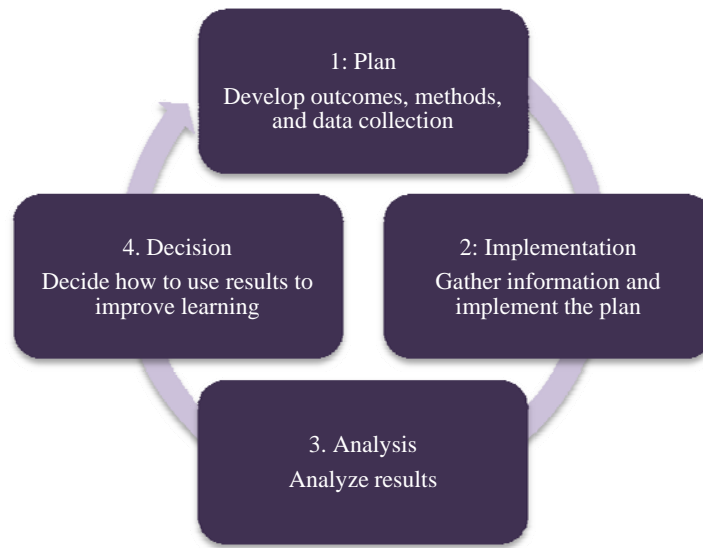
The alignment process begins with JJC's mission and strategic goals (O1). JJC students may enroll to pursue personal interests, complete smaller certificate programs, complete only specific courses for transfer, or complete an associate's degree for occupational careers or transfer. Their various personal goals, which are indicated on registration forms and in their electronic files, must 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. The JJC Early Childhood Center invites campus participation in activities such as reading to the children. The Agriculture/Horticulture Department emphasizes bringing in speakers and supporting clubs that enhance the curriculum. The Culinary Arts Department has collaborated with the Mathematics Department to develop a specialized curriculum for culinary students. 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 JJC Laura A. Sprague Art Gallery.

### **1P11: Process for Student Assessment**

The process for assessment is outlined in the [Assessment Handbook](#) and in Figure 1.2. Specific processes for student assessment are determined within departments and by individual instructors, but ICCB syllabi for all courses must indicate the forms of assessment and comply with IAI articulation requirements for transfer courses. IAI requirements include statements of assessment measures such as the extent and types of writing or the scope and nature of lab work in courses identified for transfer within the five general education categories. For example, the two composition courses, English 101 and 102, must have a minimum of 4,000 words of writing per course for the curriculum to be accepted for articulation. Other forms of assessment in those courses, such as journals, workshops, quizzes, exams, exercises, peer activities, and computer lab activities are identified as options in the departmental syllabi, and individual instructors may select from within a list of suitable measures.

Figure 1.2. Process for Student Assessment



## RESULTS (R)

### 1R1: Results for Common and Specific Student Learning Objectives

As shown in Table 1.2 and the OIR&E [Web site](#), JJC has many measures and results for learning and service outcomes. Key results for common and specific learning outcomes include transfer rates, occupational placement and licensure pass rates, and graduation. These key results are highlighted here because in order to transfer to a four-year institution or receive a degree, a student must meet specific learning and quality criteria as described in JJC processes and measures.

Transfer rates and comparisons are highlighted in Table 1.5 and Figure 1.3.

Occupational placement rates are a key indicator because they demonstrate that a graduate of a career or technical program has met the learning requirements required by employers or labor market standards in a specific industry. Licensure pass rates are also an important indicator in this area. Occupational placement rates are shown in Category 3R5, Figures 3.2 and 3.3. Another indicator tied to occupational placement is licensure exam pass rates, shown in Table 1.6.

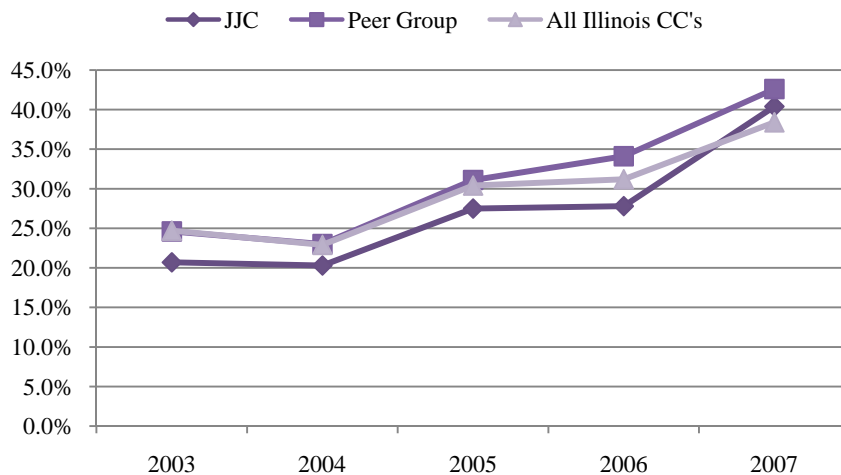
A key JJC measure is the number of degrees awarded by the institution. JJC has awarded 5,517 degrees and certificates over the past 5 years, which averages 1,103 awards each year. The average annual rate of growth is 7.4% for JJC compared to 4.3% for JJC peers and 3.2% for all Illinois community colleges. Table 1.6 reflects the number of awards by discipline for JJC, Peer, and Illinois community college comparisons for FY 2003-2007. The largest percent growth areas for completers/graduates at JJC have been in transfer, Education & Child Care, Engineering, and Health Sciences.



Table 1.5. Transfer Rates<sup>3</sup> for JJC, Peer Group, and Illinois Community Colleges 2003-2007

Year	Description	JJC	Peer Group Average	All Illinois CC's
2003	fall 1997	1,307	1,486	30,596
	# Transferred to senior institution by fall 2001 and earned 12 credits	271	366	7,564
	Transfer rate	<b>20.7%</b>	<b>24.6%</b>	<b>24.7%</b>
2004	fall 1998	1,285	1,497	29,804
	# Transferred to senior institution by fall 2002 and earned 12 credits	261	345	6,815
	Transfer rate	<b>20.3%</b>	<b>23.0%</b>	<b>22.9%</b>
2005	fall 1999	1,077	1,758	29,786
	# Transferred to senior institution by fall 2003 and earned 12 credits	296	547	9,050
	Transfer rate	<b>27.5%</b>	<b>31.1%</b>	<b>30.4%</b>
2006	fall 2000	1,048	1,362	29,573
	# Transferred to senior institution by fall 2004 and earned 12 credits	291	465	9,216
	Transfer rate	<b>27.8%</b>	<b>34.1%</b>	<b>31.2%</b>
2007	fall 2001	1,129	1,478	30,949
	# Transferred to senior institution by fall 2005 and earned 12 credits	456	630	11,873
	Transfer rate	<b>40.4%</b>	<b>42.6%</b>	<b>38.4%</b>

Figure 1.3. Transfer Rates for JJC, Peer Group, and Illinois Community Colleges 2003-2007



<sup>3</sup> Transfer rates look at the number of fall entrants who had completed 12 credits by spring. The percent of those students who had transferred to a senior institution by the fall semester four years later is then calculated. The percentage in the chart represents this amount. Data is from an ICCB analysis of four-year transfer rates through the National Student Clearinghouse.

Table 1.6. Awards by Discipline for JJC, Peer, and Illinois Community Colleges Fiscal Year 2003-2007

Discipline	2003	2004	2005	2006	2007	2003-07 % Change
Transfer - JJC	377	413	384	480	533	41.4%
Transfer - peer group average	587	603	653	648	641	9.2%
Transfer - Illinois community college average	299	308	320	328	328	9.7%
<i>Total Transfer - All Illinois CC's</i>	<i>14,359</i>	<i>14,791</i>	<i>15,340</i>	<i>15,731</i>	<i>15,726</i>	<i>9.5%</i>
Agriculture - JJC	40	42	41	63	37	-7.5%
Agriculture - peer group average	18	14	23	21	22	22.2%
Agriculture - Illinois community college average	15	14	17	18	28	86.7%
<i>Total Agriculture - All Illinois CC's</i>	<i>723</i>	<i>683</i>	<i>799</i>	<i>854</i>	<i>730</i>	<i>1.0%</i>
Business - JJC	119	131	99	111	127	6.7%
Business - peer group average	248	227	157	178	150	-39.5%
Business - Illinois community college average	130	127	86	84	80	-38.5%
<i>Total Business - All Illinois CC's</i>	<i>6,260</i>	<i>6,107</i>	<i>4,114</i>	<i>4,030</i>	<i>3,778</i>	<i>-39.6%</i>
Education & Child - JJC	9	14	13	25	19	111.1%
Education & Child - peer group average	24	35	46	28	59	145.8%
Education & Child - IL community college average	22	26	28	26	28	27.3%
<i>Total Education &amp; Child - All Illinois CC's avg.</i>	<i>1,054</i>	<i>1,224</i>	<i>1,349</i>	<i>1,259</i>	<i>1,326</i>	<i>25.8%</i>
Engineering - JJC	26	22	39	20	39	50.0%
Engineering - peer group average	37	36	40	38	46	24.3%
Engineering - Illinois community college average	26	20	27	24	25	-3.8%
<i>Total Engineering - All Illinois CC's average</i>	<i>1,243</i>	<i>968</i>	<i>1,288</i>	<i>1,137</i>	<i>1,081</i>	<i>-13.0%</i>
Health Science - JJC	214	217	246	297	294	37.4%
Health Science - peer group average	393	432	498	539	589	49.9%
Health Science - IL community college average	220	240	280	284	304	38.2%
<i>Total Health Science - All Illinois CC's average</i>	<i>10,544</i>	<i>11,583</i>	<i>13,433</i>	<i>13,642</i>	<i>14,602</i>	<i>38.5%</i>
Public & Protective - JJC	24	38	57	68	25	4.2%
Public & Protective - peer group average	41	48	66	62	68	65.9%
Public & Protective - IL community coll. average	33	31	49	49	46	39.4%
<i>Total Public &amp; Protective - All Illinois CC's avg.</i>	<i>1,585</i>	<i>1,498</i>	<i>2,350</i>	<i>2,337</i>	<i>2,080</i>	<i>31.2%</i>
Trade & Indus. - JJC	68	77	79	125	79	16.2%
Trade & Indus. - peer group average	113	136	125	146	167	47.8%
Trade & Indus. - IL community college average	118	149	153	122	157	33.1%
<i>Total Trade &amp; Indus. - All Illinois CC's average</i>	<i>5,643</i>	<i>7,143</i>	<i>7,346</i>	<i>5,876</i>	<i>7,393</i>	<i>31.0%</i>
All Other - JJC	65	52	87	102	80	23.1%
All Other - peer group average	148	152	204	169	151	2.0%
All Other - Illinois community college average	82	84	113	99	96	17.1%
<i>Total All Other - All Illinois CC's average</i>	<i>3,918</i>	<i>4,034</i>	<i>5,425</i>	<i>4,761</i>	<i>4,606</i>	<i>17.6%</i>
Total - JJC	942	1,006	1,045	1,291	1,233	30.9%
Total - peer group average	1,573	1,652	1,783	1,794	1,861	18.3%
Total - Illinois community college average	944	1,000	1,072	1,034	1,069	13.2%
<i>Total - All Illinois CC's</i>	<i>45,329</i>	<i>47,986</i>	<i>51,444</i>	<i>49,627</i>	<i>51,322</i>	<i>13.2%</i>

Table 1.6. Pass Rates on Licensure Exams for Programs

Description	2004			2005			2006			2007		
	#	JJC	U.S.	#	JJC	U.S.	#	JJC	U.S.	#	JJC	U.S.
ADN-RN*	82	80%	85%	79	85%	87%	108	83%	88%	95	81%	85%
Cert. PN*	65	95%	89%	81	99%	89%	86	99%	88%	89	94%	87%
Nurse Assistant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	91%	88%	N/A	N/A	N/A
EMT*	N/A	N/A	N/A	91	95%	73%	69	100%	69%	N/A	N/A	N/A
Vet. Tech.	N/A	N/A	N/A	N/A	100%	80%	28	100%	68%	32	N/A	68%

\*ADN-RN: Associate Degree in Nursing; PN: Practical Nurse; EMT: Emergency Medical Technician.

## 1R2: Evidence of Student Knowledge and Skills

At the course and program levels, JJC uses academic assessment to provide evidence of student learning. Assessment plans and results are posted at the SLC [Web site](#).

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 sections:

1. Academic, intellectual, and social experiences.
2. Character of mental activities.
3. Frequency of reading and writing activities and nature of exams.
4. Opinions about JJC.
5. Weekly activities.
6. Quality of relationships with college personnel.
7. Contribution of JJC to knowledge, skills, and personal development.
8. 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 Categories Three and Six. The results in 1R2 represent the results from the CCSSE 2007 survey. It was the first year JJC conducted the survey. JJC also administered the survey in spring 2008, but comparative results are not available as of October 2008.

Although not related to the CCSSE, JJC also evaluated 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 at: <http://www.jjc.edu/admin/ie/GRADES/GradeReports.htm>

### 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 1.7, 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.

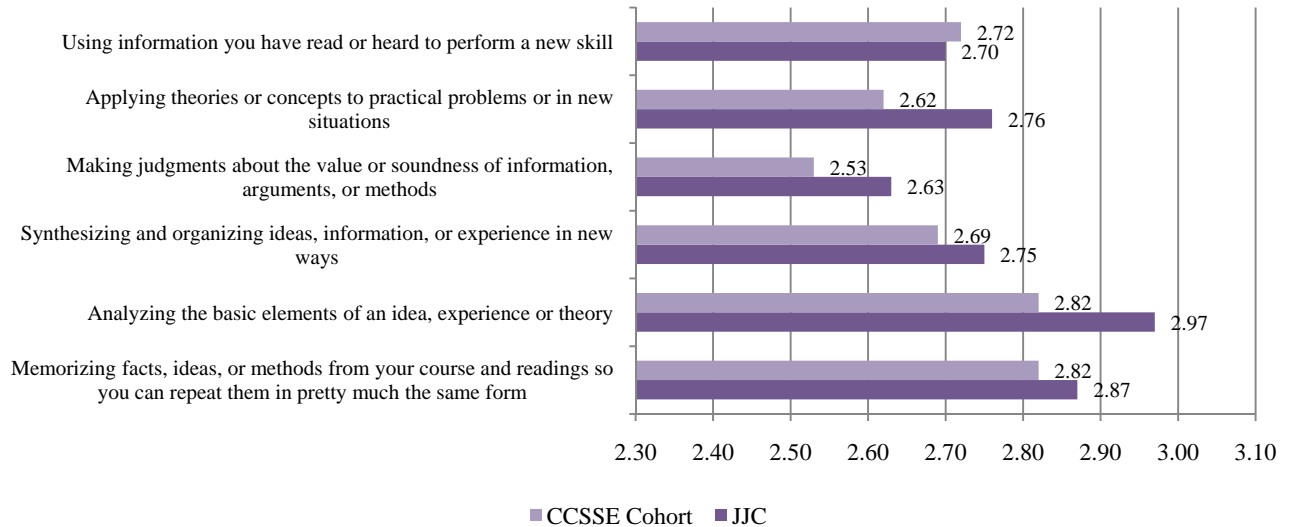
*Table 1.7. Academic, Intellectual, and Social Integration, 2007*

<b>Question: In your experience at this college during the current school year, about how often have you done the following?</b>	<b>JJC</b>	<b>2007 CCSSE Cohort</b>	<b>JJC - 2007 CCSSE Cohort Difference</b>
Asked questions in class or contributed to class discussions.	2.98	2.91	+0.07
Made a class presentation.	2.11	2.04	+0.07
Prepared two or more drafts of a paper or assignment before turning it in.	2.45	2.47	-0.02
Worked on a paper or project that required integrating ideas or information from various sources.	2.75	2.69	+0.06
Came to class without completing readings or assignments.	1.91	1.88	+0.03
Worked with other students on projects during class.	2.50	2.46	+0.04
Worked with classmates outside of class to prepare class assignments.	1.76	1.84	-0.08
Tutored or taught other students.	1.26	1.36	-0.10
Participated in a community-based project as part of a regular course.	1.20	1.29	-0.09
Used the Internet or instant messaging to work on an assignment.	2.87	2.79	+0.08
Used e-mail to communicate with an instructor.	2.55	2.41	+0.14
Discussed grades or assignments with an instructor.	2.56	2.49	+0.07
Talked about career plans with an instructor or advisor.	1.89	1.99	-0.10
Discussed ideas from your readings or classes with instructors outside of class.	1.66	1.72	-0.06
Received prompt feedback from instructors on your performance.	2.67	2.65	+0.02
Worked harder than you thought you could to meet an instructor's standards or expectations.	2.52	2.52	0.00
Worked with instructors on activities other than coursework.	1.35	1.39	-0.04
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.).	2.47	2.55	-0.08
Had serious conversations with students of a different race than your own.	2.33	2.36	-0.03
Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values.	2.30	2.32	-0.02
Skipped class.	1.60	1.58	+0.02

### Character of Mental Activities

Figure 1.4 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 students feel 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.

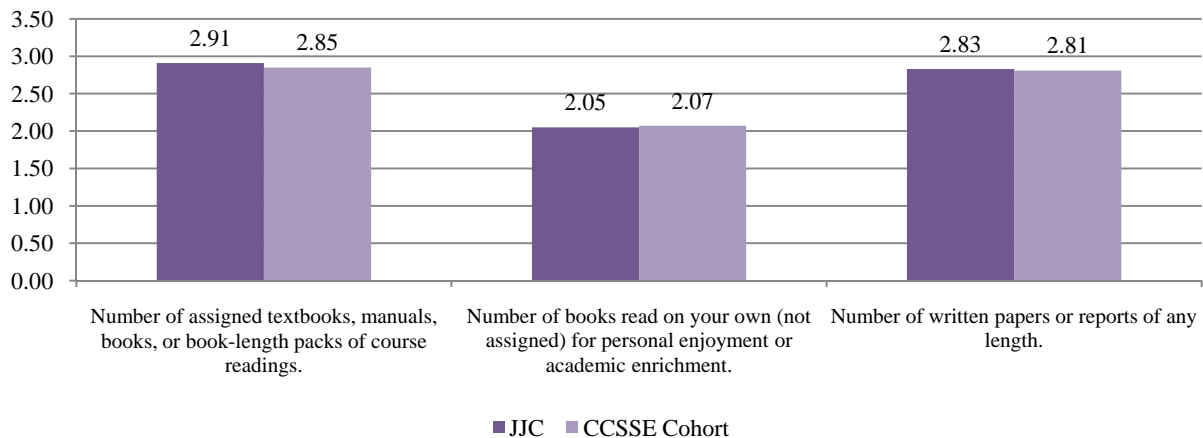
*Figure 1.4. Student Learning and the Character of Mental Activities, 2007*  
(CCSSE Question: During the current school year, how much has your coursework at this college emphasized the following mental activities?)



### 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 1.5. The CCSSE also asks students how challenging they feel exams are, on a scale from one to seven (with seven being the most challenging). JJC student responses (4.98) were very close to the 2007 CCSSE cohort (5.00).

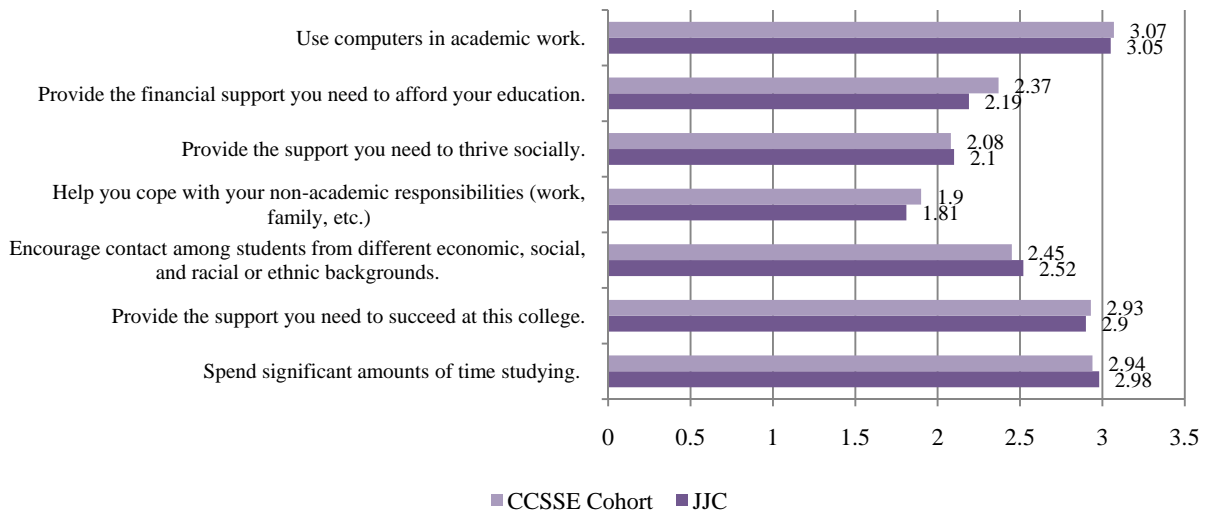
*Figure 1.5. Frequency of Student Activities, 2007*  
(CCSSE Question: During the current school year, about how much reading and writing have you done?)



### 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 1.6 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.

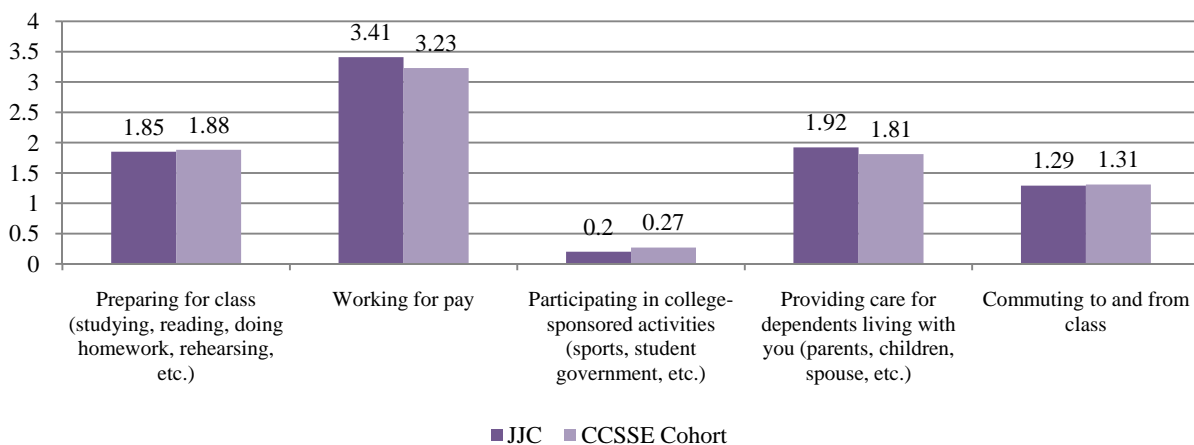
Figure 1.6. Student Opinions about Their College, 2007  
(CCSSE Question: How much does your college emphasize the following?)



### 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 (1), 1-4 (2), 5-10 (3), 11-20 (4), 21-30 (5), and more than 30 (6). 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 1.6 and [previous research](#) about how JJC students pay for college.

Figure 1.7. Weekly Activities of Students, 2007  
(CCSSE Question: About how many hours do you spend in a typical seven-day week doing each of the following?)

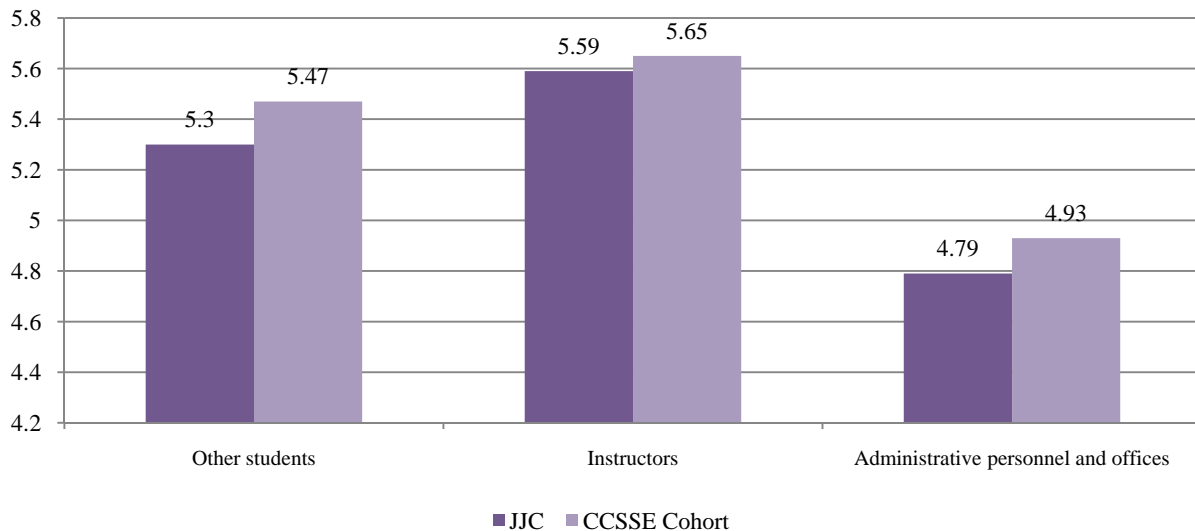


### Quality of Relationships with College Personnel

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 1.8 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 1.8. Quality of Relationships with College Personnel, 2007

(CCSSE Question: Mark the box that best represents the quality of your relationships with people at this college).



### 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 asked on a 4-point scale: very much (4), quite a bit (3), sometimes (2), and very little (1).

Table 1.8. Contribution to Knowledge, Skills, and Personal Development, 2007

Question: How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?	JJC	2007 CCSSE Cohort	JJC - 2007 CCSSE Cohort Difference
Acquiring a broad general education.	2.98	2.93	+0.05
Acquiring job or work-related knowledge or skills.	2.51	2.54	-0.03
Writing clearly or effectively.	2.60	2.68	-0.08
Speaking clearly and effectively.	2.58	2.58	0.00
Thinking critically and analytically.	2.85	2.85	0.00
Solving numerical problems.	2.48	2.57	-0.09
Using computing and information technology.	2.61	2.69	-0.08
Working effectively with others.	2.67	2.69	-0.02
Learning effectively on your own.	2.84	2.88	-0.04
Understanding yourself.	2.47	2.56	-0.09
Understanding people of other racial and ethnic backgrounds.	2.37	2.34	+0.03
Developing a personal code of values and ethics.	2.32	2.32	0.00
Contributing to the welfare of your community.	1.81	1.97	-0.16
Developing clear career goals.	2.51	2.62	-0.11
Gathering information about career opportunities.	2.42	2.51	-0.09

### **1R3: Results for Processes Associated with Helping Students Learn**

#### Aligning Program Review and Assessment of Student Learning

For FY 2005, JJC began a process of aligning program review with assessment. Preliminary results about the process can be found at <http://www.jjc.edu/dept/Assessment/programreview.htm>.

#### Using Technology to Enhance Student Learning

Projects involving technology include the use of Angel, an online course management system, and increased utilization of distance learning. Since implemented, the number of students who enhanced their learning using Web resources like online courses and Angel has increased dramatically. For instance, online credit hour enrollment has nearly doubled in the past three fall semesters, increasing from 1,132 in fall 2005 to 1,236 in fall 2006 to 1,513 in fall 2007. The 34% increase in online enrollment at JJC over this time period is higher than the state of Illinois community college average of 28%.

#### College Restructuring

Just over two years ago, JJC had no academic deans and research showed the college was sorely lacking in critical student support services that enhance learning and complement classroom activities. In that time, the college has hired three new academic deans (Career and Technical Programs, Arts and Sciences, and Nursing and Allied Health), currently has posted a director of developmental education position, and hired a dean of student success and dean of enrollment management.

### **1R4: Comparative Results**

Comparative results for all student measures are shown in Categories 1R1 and 1R2.

## **IMPROVEMENT (I)**

### **1I1: Using Current Processes and Systems for Helping Students Learn and Develop**

JJC uses the college's strategic and operational planning processes for improving student learning. This is done through the setting of short-term priorities linked to long-term strategic goals, and supported by key action plans and the linkage of planning and budgeting. These processes are described in 8P1.

#### **1I1: Setting Targets for Improvements and Communications**

Current targets for improvement are articulated in the short-term priorities in Category Eight, Table 8.1. Short-term priorities specifically related to Category One: 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:

- Foster the on-going development of innovative learning-centered instruction, including the enhancement of learning through assessment, including general education.
- Improve the success rates of underrepresented populations, including developmental education.
- Develop technology that supports learning and college goals.

Operational processes that support current priorities related to helping students learn include tying program review to assessment and the development of programmatic planning processes.

Information about helping students learn is provided in a variety of mechanisms, including the OIR&E [Web site](#), Student Learning Committee [Web site](#), and communications methods described in Category Five.



## AQIP CATEGORY TWO: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

JJC feels it has taken integrated and systematic approaches to the distinctive objectives described in this category. These approaches have been successful because they have integrated several different departments and processes to accomplish a goal. For instance, emergency response planning includes several departments in different divisions like Facility Services, Campus Police, and Communications & External Relations. It is felt that what JJC has learned in the development of the objectives described in this category can be applied to other categories where opportunities exist.

### CONTEXT (C)

#### 2C1: Explicit Institutional Objectives in Addition to Helping Students Learn

JJC has three distinctive institutional objectives that support the strategic goals of the college and student learning. While they are related to Category Six: Supporting Institutional Operations and Category Eight: Planning for Continuous Improvement, they also deserve special attention because they address emerging trends and needs and have been implemented innovatively. These three areas are: [environmental health and safety](#), [campus safety](#) through effective campus policing, and environmental sustainability. Each of these areas has its own mission, which is aligned with the college mission and focuses specifically on one strategic goal (See 2C2), with a relationship to the other five strategic goals of the college (See O1). The individual missions are as follows:

- *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, our college community. Everyone with whom we have contact will be treated with respect, dignity and with 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.
- *Environmental Sustainability* – To encourage employees and students of JJC to become more responsible for our environment by living and educating in a manner that conserves resources so that vital resources necessary to life 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 Committee and was then declared as an AQIP Quality Action Project in April 2008. The detailed goals of the project can be found on the [AQIP Web site](#) in the declaration and the first annual update of September 2008.

#### 2C2: Means to Ensure Other Distinctive Objectives Align with Mission, Vision, and Philosophy

The three distinctive objectives are most clearly related to JJC's second strategic goal: increase institutional sustainability with an emphasis on obtaining necessary resources, state-of-the-art facilities, professional development and environmental stewardship. College-wide strategic and operational planning with review of the goals of departments and divisions assures this alignment. The overall alignment with distinctive objectives and other activities with mission and vision are described in more detail in Categories 8P1 and 8P4.

#### 2C3: How Other Distinctive Objectives Support and Complement Processes and Systems

These three objectives model good practices for safety and sustainability and engage students in relevant activities. For example, students participate in college-wide safety drills for fire and tornadoes. 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. Indirectly, student learning is served when a safe, comfortable, and nurturing environment is provided that allows students to focus on learning, as opposed to safety, personal comfort, or other areas that may cause stress and distract from learning.

## PROCESSES (P)

### 2P1: Determination and Setting of Distinctive Objectives and Involvement

#### Campus Safety and Environmental Health and Safety

Campus safety has been an essential part of the college since its beginnings, but all responsibilities fell to the Campus Police until quite recently. 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, and the planet. Overall [campus safety](#) and [environmental health and safety](#) processes include:

- Armed Campus Police and training & cooperation with local law enforcement
- Student escort
- Motorist assist
- [Emergency Response Plan](#)
- National Incident Management System (NIMS) Training for administrators
- Crisis media training
- Drills – weather, fire, active shooter
- Emergency phones
- New door locks on classrooms
- Student ID system
- Security cameras
- Crisis assessment team
- Emergency Notification System
- PA system
- [Sector Leader Program](#) for emergency situations and drills

In 2005, JJC adopted the NIMS and has written an Administrative All Hazards Response Plan. This plan has resulted in close interaction with local fire, police, emergency management agencies and the health department during any emergency. This 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 from 28 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. 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 real-life simulations. The latest 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.

#### Environmental Sustainability

The initiative for sustainability became a campus-wide project with the formation of the Sustainability 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 Quality Action Project 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

## **2P2: Communications**

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, presented in more detail in this category and 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 911 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" e-mails 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 MIR III 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. JJC formally purchased the system in July 2008 and will implement the system in January 2009.

### Environmental Sustainability

The declaration statement is posted on the AQIP Web site, and all minutes and agendas for the open committee are posted in the JJC Public Folders in Outlook. Meetings are announced through e-mail, 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.

## **2P3: Determining Faculty and Staff Needs**

### Campus 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 community members 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. This is followed by a structured in house field training program which runs approximately another 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 which allow them to specialize in a certain area of importance to the department. This allows each person to feel a degree of value and ownership in the operation of the department.

Environmental Health and Safety

The position of Environmental Health and Safety Manager was created in March 2004. 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.

Environmental Sustainability

To meet the goals of the Sustainability Committee and learn the needs of the campus community, seven subcommittees 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:

- Carbon Reduction and Utility Conservation Green Team
- Building and Construction Review Green Team
- Business Practices Green Team
- Community Leadership Green Team
- Communication and External Education Green Team
- Education and Curriculum Green Team
- Policy and Data Green Team

**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 are 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	Regular cycle of preventive maintenance.
Drills: fire, tornado, active shooter drill	Fire and Tornado drills conducted annually, timed, reviewed. First Shooter in the Building drill 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.

Environmental Sustainability

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

## 2P5: Measures Collected Regularly

### 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

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.

### Environmental 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's 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 North 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. At this time, about half of current custodial supplies are recyclable or are "green" approved. 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 2008, a study of computer usage and possible reductions in energy use was begun.

## RESULTS (R)

### 2R1: Results in Accomplishing Other Distinctive Objectives

#### Campus Safety

Staffing of the JJC Police Department reflects the growing need to serve the campus community. In 2008, 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 OSHA 300 log documents all injuries. Data from some of the logs are shown in Figures 2.1 through 2.4.

#### Environmental Sustainability

The Sustainability Committee is new and will begin tracking the effectiveness and results of initiatives related to its goals and measures in the next year.

## 2R2: Comparisons

### Campus Safety

One area where results can be compared 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](#). The results of this data, along with comparisons to other Illinois Community Colleges, are shown in Table 2.2.

### 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 2006 data, 4.4% of all employees reported an incident. In 2006, JJC recorded 56 incidents. Out of 1,158 full and part-time employees, the incident percent is 4.9%.

Figure 2.1. JJC Accidents by Month, 2007

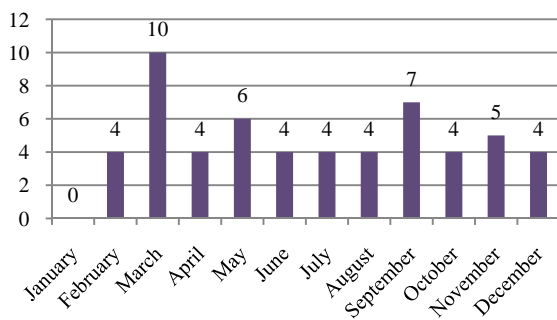


Figure 2.2. JJC Accidents by Injury, 2007

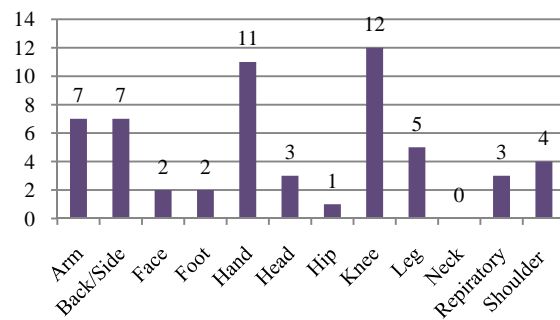


Figure 2.3. JJC Accidents by Category, 2007

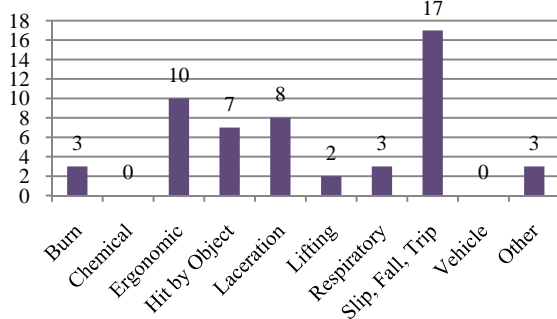
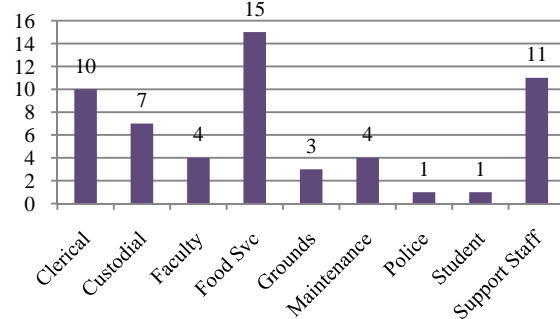


Figure 2.4. JJC Accidents by Job Title, 2007



## 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. 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. This is essentially about embracing change.

Table 2.2. Campus Crime Data at JJC and Illinois Community Colleges, 2002-2007

Criminal Offenses - On campus	2002	2003	2004	2005	2006
Total - All IL Community Colleges	197	198	173	203	171
Total - JJC	13	17	15	15	9
Arrests - On campus	2002	2003	2004	2005	2006
Total - All IL Community Colleges	60	73	89	93	55
Total - JJC	7	3	3	4	3
Disciplinary Actions - On campus	2002	2003	2004	2005	2006
Total - All IL Community Colleges	21	41	43	58	52
Total - JJC	0	1	11	16	8

### IMPROVEMENT (I)

#### 2I1: Improvement of Current Processes and Systems

Processes for improving distinctive objectives are conducted through the operational planning process (see Category Eight). For instance, preparing for emergency situations was identified as one of the college's priorities for 2010 and will be addressed in the FY 2010 budget.

#### 2I2: Setting Targets for Improvements 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. 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 & External Relations and Marketing & 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.

## AQIP CATEGORY THREE: UNDERSTANDING STUDENTS AND OTHER STAKEHOLDERS NEEDS

JJC has many processes related understanding, building, and meeting student and stakeholder needs. JJC has made strides in placing programs and services in appropriate areas through an organizational realignment in 2007. JJC has also made strides in integrating programs and services that meet student and stakeholder needs, although it has not probably reached the stage of aligning approaches, as indicated by the identification of creating clear operational processes as an institutional priority (see Category Eight). JJC also has many tools and processes for measuring student and stakeholder needs. Overall results indicate general satisfaction with college services and programs.

### CONTEXT (C)

#### 3C1: Key Groups of Students and Stakeholders

The key groups of students include: prospective, traditional, non-traditional, continuing, credit (including career preparation and transfer), non-credit (including developmental), and full- and part-time students. Prospective students include current high school students (dual credit), recent high school graduates (traditional students), non-traditional students, returning students, and transfers from other institutions of higher education. Continuing students are differentiated by the educational path they choose. Credit students may pursue a transfer degree A.A. or A.S. 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. Other students choose to attend non-credit programs in ESL, ABE, GSD, or take courses for skill training or personal enrichment. Another important distinction is whether students choose to attend part-time or full-time.

Key stakeholders include other college and education-related groups, government and community groups, and business and industry partners. Other college and education-related groups such as college employees, the [Board of Trustees](#), 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 including residents of District 525, local and state legislators, federal agencies, grant providers, local health care providers, and community organizations and agencies; and business and industry partners including local employers, advisory committee members, economic development organizations and local unions.

#### 3C2: Requirements and Expectations

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 goal. The college has an obligation to fulfill our contract with students as articulated in our 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. Student and stakeholder requirements and expectations are outlined in more detail in Table 3.1.



Table 3.1. Student and Stakeholder Requirements and Expectations

Group	Subgroup	Requirements and Expectations
Students	All Students	Provision of 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.
	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.
	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 which are affordable, convenient and meet their training or personal interest needs.
Stakeholders	Educational partners	Expect the college will offer dual credit and dual enrollment opportunities; prepare students for successful transfer to four-year institutions; provide an affordable education for families which leads to transfer or employment; Meet accreditation and program specific requirements; provide alumni with a good return on their investment; be a responsible steward of donor dollars; and be accountable to coordinating agencies.
	Community & govt. partners	Expect the college will demonstrate fiscal responsibility; serve as a resource for area residents; provide cultural activities and access to college facilities; provide appropriate training for underserved populations with public funds; participate in community groups, activities and initiatives and be partners in civic duty and responsibility; and provide course opportunities district-wide.
	Business & industry partners	Expect the college will provide a pool of skilled, quality workers; serve as a leader in economic and workforce development; and offer programs responsive to economic needs.

## PROCESSES (P)

### 3P1: Identifying, Analyzing, and Addressing Changing Student Needs

Processes for identifying, analyzing, and addressing changing students' needs include environmental scanning, strategic planning processes, analysis of enrollment trends, assessment processes, advisory councils, projections and futures research, course scheduling, surveys, and anecdotal information:

- [Environmental scanning](#) - To identify student needs, JJC's OIR&E conducts environmental scanning activities to understand the demographic and economic needs of the district and anticipate both changing populations and educational or workforce needs. This was accomplished comprehensively and systematically during the recent strategic planning process. The college's external environmental scanning, forecasting and strategic planning process took place from October 2006 through January 2008 with broad input from both the college's internal stakeholders and the community.
- *Strategic and operational planning processes* – As articulated in Category Eight, there are several components of the planning process that utilize methods and tools to capture student and stakeholder needs.
- *Analysis of enrollment trends* and semester by semester data provides important and timely information related to changing needs and populations as well. For example, for fall 2008 JJC saw an increase of 7% in student headcount and 8.8% in credit hours. Notably this included a significant increase in our full-time traditional-age population with an accompanying double digit increase in many general education disciplines, spikes in enrollments in certain academic programs such as criminal justice, and a 28% increase in online course taking.
- *Assessment of student learning* – The [SLC](#) coordinates and leads college assessment efforts and is an integral part of measuring institutional effectiveness. The Assessment process is outlined in more detail in Category Five and in the Student Learning Committee Handbook.
- *Program advisory councils* provide valuable information about the anticipated local labor market growth in career and technical fields.
- *Paying for college* – JJC's [Financial Aid Office](#) holds several open sessions, 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.

- *Projections and futures research* – The college conducts regular projections in regard to the economics and demographics of the district. Projection research is described in more detail in Category 8P5.
- *Course scheduling* - A committee has been formed of student development and academic affairs staff to discuss future course scheduling in anticipation of continued growth and accompanying challenges in course availability. The purpose of the group is to identify areas of anticipated growth (based on the data), enact proactive measures to plan for this growth, and provide feedback loops to ensure timely responsiveness as situations change. Monitoring increased interest in dual credit offerings in the high schools allows us to anticipate growth areas in career and technical areas.
- *Placement testing* - Data from required [COMPASS](#) testing addresses the preparedness of our students as they enter the college and provides feedback to guide the scheduling of developmental course offerings. As our traditional-age and minority populations continue to grow we anticipate increased demand for these courses. The college's [General Student Development](#) (GSD) area which offers college success and orientation classes has had a new course approved by the curriculum committee to begin in the fall of 2009 which is geared specifically to students who place in developmental classes. This course came about after monitoring placement and course success data and recognizing that another level of instruction was needed.
- *Surveys* – OIR&E conducted the CCSSE in spring 2007 and spring 2008. CCSSE allows us to examine both local and national data. The OIR&E and other departments at the college 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](#). This information is disseminated to the administrators and/or decision-making groups with responsibility for resolving different issues.
- *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 Student Relationships

JJC builds and maintains relationships with students through marketing, admissions, the college dual credit program, academic department and faculty efforts, continuing education, the college Web site, advising and registration, regular communications with students, programs for specific populations, and student government and activities.

- *Marketing* - JJC has strengthened its ability to build relationships with prospective students through greatly improved marketing efforts. This has come about through the addition of a director of marketing and the creation and implementation of a marketing plan.
- *Admissions* - The Office of Admissions partners with local high schools to offer an annual [College Night](#) on campus and also holds a [Discover JJC](#) event each semester to introduce students to the college. In addition, the FY09 budget includes two new full-time positions in admissions and recruitment to focus on prospective students. The college also offers [dual enrollment](#), [early entry](#), [dual credit](#), and [new start](#) admissions.
- *Academic Departments* - Academic departments, particularly in career and technical programs, also play an active role in recruiting and retaining students. College faculty play a key role in initiating and developing relationships with students. Class sizes are small with an average of 18, faculty hold regular office hours and many departments maintain both daytime and evening hours. Faculty and other staff are active as advisors of student clubs and organizations such as the student newspaper, the student literary magazine and [Phi Theta Kappa](#). Of 48 club and organization advisors, 29 are faculty.
- *Dual credit programs* - The increase in dual credit enrollments in the high schools allows us to begin a relationship with high school students throughout our district prior to graduation.
- *Continuing education* – [Business and Industry](#), a department in Continuing Education, does extensive marketing to the JJC district for all non-credit programs. A community catalog is mailed to every resident three times a year listing all of the lifelong learning, professional development and career opportunities available. In addition to sending promotional material to residents, a direct mail piece is sent to business and industry. An e-mail list serve provides online marketing to area businesses as well as to community members.

- *Web site* - The JJC [Web site](#) has recently been updated and revised to make it more user-friendly to both prospective and current students.
- *Advising and registration* - The college's relationship with our new first-time full-time students begins with their attendance at an advising and registration session prior to their first semester of attendance. This mandatory requirement was implemented for the first time prior to the fall 2008 semester. The college also has an [online listing](#) of advisors by discipline.
- *Regular student communications* - We have also implemented additional efforts to better communicate with our current students including Monday e-mails from student development and phone calls and e-mails prior to tuition drop dates.
- *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 students. Participation in General Student Development classes is also strongly encouraged (and at times required) for students who place into developmental classes. The Student Development division also offers regular [Adult Learners Lunches](#) as a venue for adult students to meet and discuss issues unique to them.
- *Student governance and activities* - In addition 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 in the past year to provide programming and support to the students who reside in the residence complex which is in proximity to the college. College staff members also provide an orientation program for these students and their families. This past summer early arrivers had the opportunity to participate in a bridge program for resident students. 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.

### 3P3: Identifying, Analyzing, and Addressing Changing Stakeholder Needs

The college employs a variety of methods for identifying and responding to the needs of key stakeholders, including environmental scanning, utilizing the strategic and operational planning processes, a community scan conducted every 3-5 years, Board of Trustee meetings, Foundation meetings, [Alumni Association Board](#) meetings and other alumni activities, collection of data about employees through the annual PACE survey, the annual high school counselors breakfast, attendance at transfer and articulation meetings, community involvement, through the construction of facilities, and through workforce development and continuing education activities:

- *Environmental scanning* - During the environmental scanning and strategic planning process there were several opportunities for community members to participate. Two half-day workshops took place in October and December 2007 which included trustees, chamber of commerce members, county board members, state legislators, mayors, high school principals and others. Environmental scanning data is updated every 2-3 years.
- *Strategic and operational planning processes* include specific activities that identify stakeholder needs through environmental scanning and the PACE survey. These processes are described in more detail in Category Eight.
- *Community Scan* – JJC conducts a community scan every 3-5 years, with the most recent being a community scan conducted under the guidance of Sandra Golden and Associates in fall 2007. Previous to that, JJC consulted with Clarus to conduct a community scan in fall 2002.
- *Board of Trustee meetings* - Information on the needs of our educational partners (both internal and external) is gathered through regular bi-weekly meetings of the Board of Trustees (one business meeting and one working meeting per month).
- *Foundation Board meetings* – The Foundation Board meets monthly.
- *Donor cultivation* – The college identifies potential donors through personal connections and the use of a donor prospect application, iWave. The Advancement and Research Offices meet monthly for moves-management and donor prospecting meetings.

- *Alumni* – Relationships with alumni are maintained through JJC Connections, the college’s magazine for alumni and friends of the college. The Alumni Association also conducts several activities to keep alumni engaged, including Alumni Comedy Night, a success stories series, and an 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. The [Student Alumni Association](#) creates an avenue for students to foster interaction with the college and create a stronger affinity with the college that lasts beyond graduation.
- *PACE Survey* – The PACE survey gathers information about employee opinions of college culture, climate, satisfaction, and engagement with the institution.
- *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.
- College officials attend regular four-year college articulation and transfer meetings.
- *Community involvement* - Information on the needs of our community stakeholders comes through the participation of many college staff and faculty in groups in the community (Rotary, Boards, Chambers of Commerce). The president of the college is particularly involved in community groups and functions which provide community members with opportunities for direct feedback.
- *Facilities* - The [Master Plan](#) is also specifically responsive to the economic needs of the community through feedback gathered during the planning process. A survey of internal and external communities was conducted to evaluate preferences for the construction of new facilities related to the Master Plan.
- *Workforce development and continuing education* - Information on the needs of our 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 economic development division has several external committees through which the college collaborates to enhance relationships within the community. These associations include Grundy Economic Development Council, Will County Economic Development Council, various chambers in the area, Will County Workforce Services, Kankakee/Grundy/Livingston Workforce Services, and Three Rivers Manufacturing Center. Information regarding the needs of our key stakeholders has been incorporated in the operational objectives of the strategic plan.

### 3P4: Building and Maintaining Stakeholder Relationships

There are a variety of processes for building and maintaining relationships with stakeholders, including the prioritization and provision of quality customer service to both colleagues (office to office) and to stakeholders such as parents, establishes a level of trust and credibility necessary for positive relationship building. The college’s new administrative structure which has added a layer of academic and student development deans has helped provide more responsive and timely assistance to both internal and external stakeholders. During the college’s general session this fall all college offices were closed for several hours so that all employees could participate in the session for the first-time. This kind of inclusion supports positive employee relationships. The college also conducts an annual Core Values ceremony where employees are recognized for demonstrating the core values of the college. External relations and marketing has also developed a weekly e-mail newsletter to communicate information more effectively to internal stakeholders. The college has developed an ambassadors program that provides opportunities for college administrators to visit a variety of community groups throughout the district to present information on college issues and initiatives. 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. In the past four years college participants included: the college president, the vice presidents of finance, student development and information technology, the director of human resources, the director of business and auxiliary services, the manager of workforce services and others. The college is collaborating with the Joliet YMCA to build a joint fitness and athletic facility which will serve both the college and the community. The community is invited to participate in cultural, educational and social events at the college and the college also partners with community groups to host events such as the annual Pow Wow, a celebration of Native American culture. The Division of Adult and Family Services publishes a newsletter called the *Adult Education Review*, Corporate and Community Services provides a [Training Update](#) newsletter, and Workforce Development has a *Mature Workforce Center Newsletter* which targets baby boomers. Relationships with alumni and donors are described in Category 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, Annual Alumni Brunch, and an annual Foundation Golf outing. JJC also keeps in touch through *Connections*, the [college magazine](#).

JJC also offers many community service programs and activities to stakeholders, district residents and students at minimal cost or even free. The [Herbert Trackman Planetarium](#) offers programs about Astronomy to children and adults, nearly all open to the public. Community members can use the [JJC Fitness Center](#) at a minimal cost. The [Fine Arts Theater](#) develops a new theater schedule every year that gives students practical experience in acting and theater production. The JJC [Vet Tech Club](#) offers pet adoptions to the public after spaying/neutering, vaccinating, and microchipping the animals for a small fee of \$15. The JJC [Greenhouse](#) is in its 23<sup>rd</sup> year of operation, selling flowers, plants, and other vegetation to the community. The [Laura Sprague Art Gallery](#) showcases the talents of JJC student, faculty, and community artists and is free to the public.

### 3P5: Determining New Student and Stakeholder Groups

New student and stakeholder groups are identified through a variety of methods, including environmental scanning, monitoring of demographic patterns in specific areas (including projections), monitoring of student use of services, grants, participation in professional development, advisory committees, and the development of new programs and services:

- *Environmental scanning* helps to identify the needs of special populations such as returning veterans or second language learners as well as the need for new occupational, transfer or workforce training programs.
- *Monitoring and projections* - In addition the college carefully monitors demographic and economic patterns of the district. For example, K-12 growth in the district as well as workforce and economic indicators that may forecast the need for new programs or interventions. A very successful new Orthotics and Prosthetics Program was developed to address the increasing need for professionals in these areas.
- *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. Throughout student development we anticipate that as veterans from Iraq and Afghanistan return we will need to address their needs in the areas of financial aid, counseling and disability services.
- *Grants* - In the past year the college has added a grant writer who assists faculty and staff in identifying grant opportunities to address the needs of specific populations and assists in applying for selected grants.
- *Professional development* - Faculty and staff participation in local, state and national organizations and conferences on topics of concern to higher education also provide new information and ideas.
- *Advisory Committees* articulate new student and/or 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. Recommendations are forwarded to the senior leadership team which reviews the proposal and subsequently makes a recommendation to the Board of Trustees.

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

Complaints generally fall into two categories: academic and non-academic. It is the responsibility of college faculty and staff to follow established procedures for collecting, analyzing and addressing student complaints. Students can initiate a complaint through an individual contact, phone call, e-mail 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.

*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, dean or vice president of academic affairs. The college has also recently adopted a new [academic honor code](#) which will become part of the Code of Conduct.

*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 and/or to the vice president of student development. Some complaints may go directly to the vice president (such as ADA concerns, sexual harassment, discrimination or other issues that are not department specific). 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. Recognizing a pattern, the registrar and the dean of enrollment management have partnered to address efficiencies in the graduation office and to improve the process.

*Complaints from other stakeholders* – Any member of the college community can refer a student to the dean of students if s/he believes that a code violation has occurred. A pattern was observed in student code referrals with a majority of student referrals coming from among the resident population. This observation led to a closer working relationship between the college and housing staff to try to address behavioral concerns in a proactive manner. Dean of student staff members visit college success classes, residence hall groups, and clubs and organizations to discuss the code. They also offer programs prior to the beginning of each semester to train judicial advisors and to discuss classroom behavior with the faculty. 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.

### **3P7: Determining Student and Other Stakeholder Satisfaction**

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

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

Measures used to determine stakeholder needs include:

- Community scan, conducted every 3-5 years.
- PACE survey.
- 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.
- During fall 2007 the college conducted a survey of high school counselors regarding their satisfaction with recruitment and testing.
- Results from Discover JJC and College Night surveys help to measure student and other stakeholder satisfaction with these important college events.
- The college also conducted a community survey in preparation for the college Master Facilities Plan.

## RESULTS (R)

### 3R1: Student Satisfaction Results

The CCSSE provides information about effective educational practice 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 CCSSE, 94% 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, 83% described their JJC experience as Good or Excellent, while only 1% 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. Sixty-four percent of JJC students indicated they planned to enroll with the next 12 months, and 15% reported 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 here 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/planning	40%	56%	83%
Career counseling	24%	38%	73%
Job placement	8%	18%	60%
Peer or other tutoring	18%	31%	59%
Skill labs (writing, math, etc.)	29%	40%	66%
Child care	4%	11%	41%
Financial aid advising	29%	34%	67%
Computer lab	59%	68%	81%
Student organizations	12%	22%	51%
Transfer credit assistance	26%	34%	68%
Services to students with disabilities	7%	14%	52%

\*The services highlighted in light green in each column are among the three highest rated in that area while the services highlighted in light yellow are among the three lowest rated in each area.

JJC also compiles student satisfaction responses from the annual Occupational Follow-Up Survey. In 2007, 87% of graduates in career and technical programs reported being satisfied or very satisfied with their educational experience at JJC.

### 3R2: Student Relationship Building Results

Efforts to build relationships with prospective students have led to consistently increasing enrollments including a 7% increase in headcount for the fall 2008 semester. [Discover JJC](#), an on-campus recruitment event saw a jump in participation from 250 attendees in fall 2007 to 500 attendees in spring 2008. A new dual credit brochure has been developed, acknowledging the significant increase in enrollment by current high school students, a direct result of building relationships with secondary school students through dual credit opportunities. In addition, over 2,900 new students were seen by counselors in advising groups prior to the fall 2008 semester versus approximately 2,200 prior to fall 2007. Overall counselors saw over 750 more students in summer 2008 than in the previous summer. In addition, efforts to contact students prior to financial drop dates led to a loss of over 600 fewer students than in the previous year.

Participation in GSD classes which focus on college success skills and career preparation has increased 16.3%. In the CCSSE survey 30% 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%. Participation in student clubs and organizations has increased as well. A student club can be chartered with ten students and the number of student clubs has grown by approximately 10% in the last five years.

Student-faculty interaction plays a key role in the success of community college students as well as interaction with other students and staff; the role is no different at JJC. Research indicates that student-faculty interaction is one of the strongest predictors of persistence for college students. Some key indicators JJC may utilize in measuring the student-faculty and student-student and student-staff relationships from the survey instrument are 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.

In the 2007 CCSSE Survey, 75% of JJC students indicate they never worked with instructors on activities other than coursework. When asked if JJC encouraged contact among students from different economic, social, and racial or ethnic backgrounds, 51% said it occurred *quite a bit* or *very much*. This is 3% more than consortium colleges and 4% more than the 2007 CCSSE cohort. Seventy percent of respondents indicated JJC provided *Very little* or *Some* support to thrive socially. In addition 72% of friends are *quite a bit* or *extremely* supportive of their attending JJC while 86% of their families were supportive of this decision. Results for student relationships with specific campus groups, including administration and staff, instructors and other students is shown in Category 1R2.

### 3R3: Stakeholder Satisfaction Results

Several examples of stakeholder satisfaction results are highlighted below, including results from the PACE survey, High School Counselor Survey, Community Scan, Master Plan Survey, and environmental scanning.

#### PACE Survey

JJC administers the PACE on an annual basis, with the first year of administration being April 2008. The purpose of the survey is to obtain 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. Overall, JJC received a score of 3.26, which is low consultative. More details about the scales and survey background is included in Categories 5R1 and 5R2, including areas where JJC needs improvement and opportunities. When asked in the survey about whether they feel valued as an employee, 58% responded yes and 40% no. When asked about whether they would recommend JJC as a place to work, 67% indicated yes and 28% indicated no.

#### 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 testing and which high schools need more attention from the Admissions Office. While very positive overall, the results do help us to better target our efforts to improve stakeholder satisfaction.



### Community Scan

In fall 2007, JJC consulted with Sandra Golden and Associates to conduct a community scan to gauge community awareness of, interest level in, benefits sought, and satisfaction with the college. In general, the scan revealed that the community is generally satisfied with the programs and services of the college, but has a neutral image of the institution. Results are shown in more detail in Table 3.3.

*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% had a bad to very bad image in this question. 47% had a neutral image.*

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

### Master Plan Survey

A survey was also conducted to gauge stakeholder opinions in regard to the direction of the college's Master Facilities Plan. The results of this survey showed a strong interest in preserving the natural areas surrounding the college (JJC sits on 463 total acres, the second largest in the state and by far the largest in the Chicago metropolitan area), the construction of a student services/campus center building, and a bridge to connect buildings over the college's lake. The results of the survey also expressed a dislike for constructing a new Allied Health/Nursing campus (with a preference for a building on the Main Campus) and the construction of a city road that, if constructed, could be built near and on parts of the campus. The full survey results are available online at [Master Plan Reports](#).

### Environmental Scanning

As part of its [Strategic Planning](#) process, JJC conducted an environmental scan, described in more detail in 3P1. The scan examined eight taxonomy areas: competition, education, politics, social values, labor force, economics, and technology. Highlights include:

- The JJC District covers one of the fastest and largest growing regions in the nation.
- The JJC District will witness structural changes in its economy and labor force as it shifts from a goods-based to a service-based economic structure, with large growth in technology, health, and other service-related fields.
- There will be significant shifts in the demographics of the district, particularly among Latino and linguistic minority populations.

The results of the environmental scanning were compiled in a 185-page document and 12-page summary, available online at the JJC [Strategic Planning](#) Web site.

### **3R4: Stakeholder Relationship Building Results**

JJC has witnessed positive results in the building of relationships. Other than the examples listed above, specific examples include fundraising dollars, alumni, economic development, occupational follow-up survey, ambassadors program, and dual credit enrollment:

- *Fundraising* – Out of 666 public community colleges that reported having an endowment to the U.S. Department of Education in 2007, JJC's endowment value was 46<sup>th</sup> in the nation at \$8.9 million. This is nearly a 100% increase over 2005.
- *Alumni* – JJC currently has over 30,000 alumni. JJC recently implemented *Connections*, the [college magazine](#).

- *Economic development* – JJC 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% 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% of JJC district graduates continuing to work in the district upon graduation.
- *Occupational Follow-Up Survey* – JJC participates annually in a statewide occupational follow-up study. The purposes of the study are as follows: to assist and encourage colleges to utilize the results for planning, program evaluation, and program advisory work, as well as determining employment status, job location, and starting salaries of occupational program completers and leavers by specific curriculum areas. Four out of the past five years, occupational placement rates for JJC graduates/completers have been over 90%.
- *Ambassadors Program* – The Communications and External Relations Office recently initiated an Ambassadors Program with the goal of communicating JJC’s mission and any particular special initiative to the community, including village halls, city councils, county boards, chambers of commerce, and charitable and non-profit organizations. Ambassadors are JJC administrators who go through training sessions. In fall 2008 so far, JJC has visited over 30 local entities providing community updates about the college’s Master Plan, including a [video](#) of the Master Plan made with Google Earth.
- *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 282 in FY 2003 to 1,857 in FY 2007 and an estimated 3,600 in FY 2008.

### 3R5: Results Comparisons

In Illinois individual institutions are often evaluated with the community college system as a whole. As a result, a majority of data and information which the college collects, analyzes, and uses is comparative. Whenever possible, JJC strives to use comparisons to guide internal efforts at improving student and stakeholder satisfaction. Benchmarking for the results described in 3R1 through 3R4 include:

- *CCSSE (3R1, 3R2)* – 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.
- *PACE Survey (3R3)* – Comparative results for the PACE are available in Categories 5R1 and 5R2. Overall, JJC ranks lower than national institutions on the instrument in terms of exhibiting a consultative or collaborative culture.
- *Environmental scanning (3R3)* – Nearly all of the information in the Environmental Scanning report was based on comparative information with other regions and states. How JJC compares is described in more detail in 3R3.
- *Fundraising (3R4)* – Comparative information about JJC’s endowment value is in Category 3R3.
- *Dual Credit enrollment (3R4)* – Comparative data about JJC’s dual credit enrollment in Category Nine, Figure 9.2.
- *Occupational Placement (3R4)* – Figure 3.1 highlights comparative information in terms of occupational placement for JJC graduates in career and technical programs.
- *Occupational Graduate satisfaction (3R1)* – Figure 3.2 highlights comparative information in terms of satisfaction among career and technical program graduates.

Figure 3.1. Percent of Occupational Graduates Employed or Enrolled in Further Education One Year After Graduation at JJC, Peer Group\* and Illinois Community Colleges 2003-2007

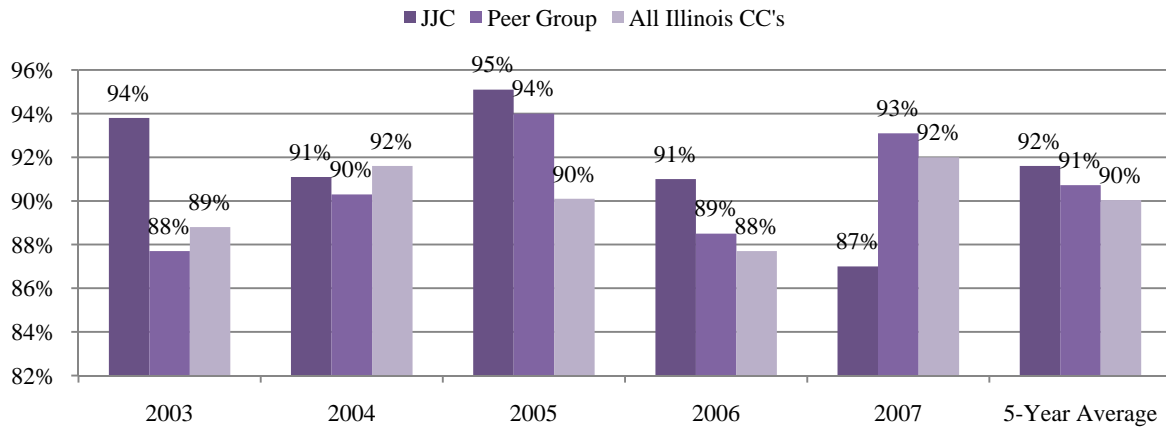
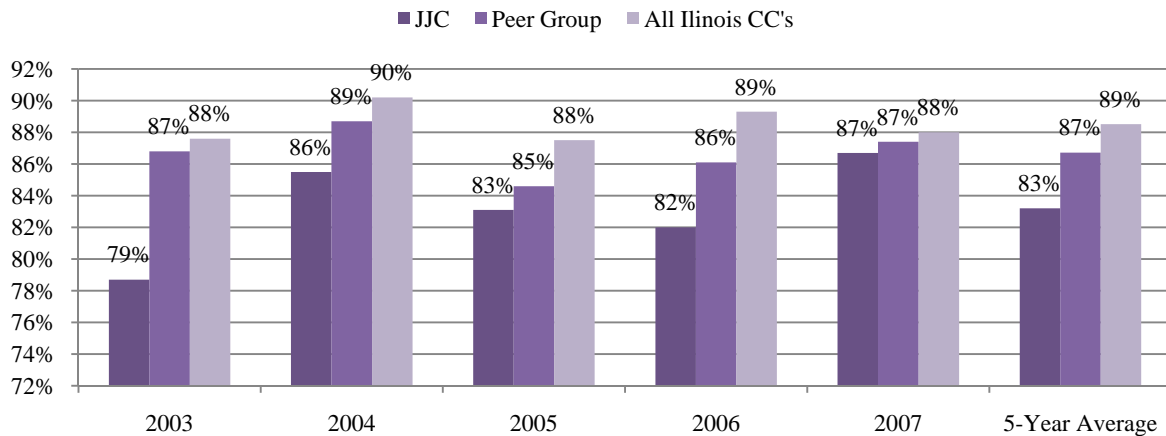


Figure 3.2. Satisfaction Rates of Occupational Graduates at JJC, Peer Group\* and Illinois Community Colleges 2003-2007



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

## IMPROVEMENT (I)

### 311: How JJC Improves Current Processes and Systems (relate to 3P1 and 3P3)

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

- Formal processes are conducted through regular policies and procedures (Category Five) and formal planning processes (Category Eight).
- 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.
- In addition JJC has adopted a new administrative structure which provides an additional layer of administrative attention, responsiveness and support for the analysis and improvement of systems and processes, as well as attention to the outcome of those processes on students and other stakeholders. Three new academic deans and three new student development deans assist the vice presidents in critically reviewing data, assessing outcomes and identifying patterns of success or failure. The deans work directly with departments, committees and their respective vice presidents to identify, communicate and implement ideas for improvement. Suggestions that have significant resource or college-wide implications are forwarded to the senior leadership team for review and further action. The college has also created an administrative council to review issues and initiatives and forward suggestions for change and improvement to the senior leadership.

### 312: Setting Targets for Improvements and Communications

The setting of institutional priorities and improvement targets is conducted through JJC's planning system, described in more detail in Category Eight. Communications strategies are also articulated in this category.

## AQIP CATEGORY FOUR: VALUING PEOPLE

JJC has several processes for valuing people, processes associated with Core Values. College priorities related to valuing people, as highlighted in Category Eight include improving communications, succession planning, and professional development. JJC is in the process of developing a systematic approach to valuing people and will continue to focus on human resource planning and the aforementioned priorities.

### CONTEXT (C)

#### 4C1: Organization of Work Environment, Activities, and Job Classifications

As an institution of higher education, JJC prioritizes student learning and development in everything we do. In 2006-2007, the college reorganized in an effort to respond more effectively to student and other stakeholder needs. The current organization supports the vision, mission and strategic goals of the institution, and employees embrace the college's core values as guiding principles for day to day activities. Thus, the work environment is guided by student learning and development and the Core Values of the institution. In terms of work activities and job classifications, the college is organized along the lines of the organizational structure. This structure is outlined in detail in Category 5C1, Figure 5.1. Specific work activities and job classifications, including descriptions of unions, are also outlined in Figure 5.1. JJC's work environment is also made distinctive by the demographics and classifications of the workforce. These are highlighted in Table 4.1. JJC also employs part-time students in various campus positions through federally funded work-study positions, institutionally funded work-study positions, and regular part-time labor, typically in the Facility Services operations area. Part-time student workers generally provide office or tutoring support. These positions benefit the student not only fiscally, but also provide work experience in which they can apply their developing knowledge.

*Table 4.1. JJC and Illinois Community College Staff by Employment Status, Gender, and Race Fall 2007*

Group	JJC		IL CC's		JJC Faculty		IL CC's Faculty		JJC Staff		IL CC's Staff	
	No.	Pet.	No.	Pet.	No.	Pet.	No.	Pet.	No.	Pet.	No.	Pet.
Total	1,167	100.0%	30,945	100.0%	571	100.0%	16,795	100.0%	596	100.0%	14,150	100.0%
Full-time	512	43.9%	13,851	44.8%	204	35.7%	4,698	28.0%	308	51.7%	9,153	64.7%
Part-time	655	56.1%	17,094	55.2%	367	64.3%	12,097	72.0%	288	48.3%	4,997	35.3%
Gender	JJC		Ill CC's		JJC Faculty		ILL CC's Faculty		JJC Staff		ILL CC's Staff	
	No.	Pet.	No.	Pet.	No.	Pet.	No.	Pet.	No.	Pet.	No.	Pet.
Female	660	56.6%	17,756	57.4%	273	47.8%	8,855	52.7%	387	64.9%	8,901	62.9%
Male	507	43.4%	13,189	42.6%	298	52.2%	7,940	47.3%	209	35.1%	5,249	37.1%
Full-time Female	302	25.9%	8,332	26.9%	99	17.3%	2,466	14.7%	203	34.1%	5,771	40.8%
Full-time Male	210	18.0%	5,519	17.8%	105	18.4%	2,232	13.3%	105	17.6%	3,226	22.8%
Part-time Female	358	30.7%	9,424	30.5%	174	30.5%	6,389	38.0%	184	30.9%	3,035	21.4%
Part-time Male	297	25.4%	7,670	24.8%	193	33.8%	5,708	34.0%	104	17.4%	1,962	13.9%
Race	JJC		Ill CC's		JJC Faculty		ILL CC's Faculty		JJC Staff		ILL CC's Staff	
	No.	Pet.	No.	Pet.	No.	Pet.	No.	Pet.	No.	Pet.	No.	Pet.
African-American	89	7.6%	3,789	12.2%	27	4.7%	1,409	8.4%	62	10.4%	2,380	16.8%
Asian	27	2.3%	903	2.9%	14	2.5%	571	3.4%	13	2.2%	332	2.3%
Hispanic/Latino	53	4.5%	1,718	5.6%	13	2.3%	576	3.4%	40	6.7%	1,142	8.1%
White Non-Hispanic	979	83.9%	23,777	76.8%	501	87.7%	13,685	81.5%	478	80.2%	10,092	71.3%
Unknown/Other	19	1.6%	758	2.4%	16	2.8%	554	3.3%	3	0.5%	204	1.4%
Full-time African-American	41	3.5%	1,696	5.5%	11	1.9%	404	2.4%	30	5.0%	1,292	9.1%
Full-time Asian	11	0.9%	385	1.2%	7	1.2%	200	1.2%	4	0.7%	185	1.3%
Full-time Hispanic/Latino	24	2.1%	815	2.6%	6	1.1%	147	0.9%	18	3.0%	668	4.7%
Full-time White Non-Hispanic	433	37.1%	10,829	35.0%	177	31.0%	3,900	23.2%	256	43.0%	6,929	49.0%
Full-time Unknown/Other	3	0.3%	126	0.4%	3	0.5%	47	0.3%	1	0.2%	79	0.6%
Part-time African-American	48	4.1%	2,093	6.8%	16	2.8%	1,005	6.0%	32	5.4%	1,088	7.7%
Part-time Asian	16	1.4%	518	1.7%	7	1.2%	371	2.2%	9	1.5%	147	1.0%
Part-time Hispanic/Latino	29	2.5%	903	2.9%	7	1.2%	429	2.6%	22	3.7%	474	3.3%
Part-time White Non-Hispanic	546	46.8%	12,948	41.8%	324	56.7%	9,785	58.3%	222	37.2%	3,163	22.4%
Part-time Unknown/Other	16	1.4%	632	2.0%	13	2.3%	507	3.0%	2	0.3%	125	0.9%

## 4C2: Key Institutional and Geographic Factors and Part-Time Employees

Several key institutional and geographic factors influence JJC's ability to attract and retain a quality workforce and establish a positive work environment. The JJC district is perhaps one of the most diverse geographically and socially of the community college districts in the state of Illinois and includes the following major areas:

- The cities of Joliet and Lockport, which are urban, traditionally blue-collar cities that, despite being within close proximity to Chicago, have developed as historically distinct.
- Several high-income (Homer Glen, New Lenox, and areas encroaching on affluent DuPage County) and middle-income (Bolingbrook, Plainfield, or Romeoville) suburbs connected economically and socially to Chicago.
- Small towns with rural orientations that act as center points for smaller rural areas due to their proximity to major highways or interstate systems. These areas are also within a reasonable driving time to Joliet, such as Morris, Dwight, Channahon, and Minooka.
- Sparsely populated and relatively isolated small towns and rural areas with no significant connection to Chicago or the metropolitan area and only a minimal connection to Joliet and suburban areas, such as Peotone and Odell.

Ethnic groups witnessing large immigration into the district are linguistic and ethnic minority populations, with Latino groups being the largest. In order to accommodate the distance between campuses and the diverse geography, JJC has developed organizational structures that facilitate team work and communication between disparate departments and individuals. Most committees have an extended campus representative. The three main campuses have their own dean, coordinator, or administrative and student support services, while most extension centers have their own coordinators. Technology also facilitates access. Due to the large geographic region and its inherent diversity, significant population growth, and large-scale economic and demographic change, these factors have a significant impact on the work environment of JJC and are considered in Human Resource planning.

### Part-time Employees

As shown in Table 4.1, 56% of all JJC employees work part-time and about 45% of JJC part-time employees are faculty. Males make up a majority of part-time faculty (53%), but females make up a larger percentage of part-time non-faculty staff (66%). Minority populations make up 16% of all part-time staff and 12% of part-time faculty. Part-time faculty constitute about 66% of faculty and teach about 50% of all credit hours. A majority of part-time faculty hours are produced in departments and programs related to transfer programs, including Social and Behavioral Sciences, Math, English, and Fine Arts. In FY 2009, part-time faculty earn \$600 per credit hour and are limited to a load of 10 credit hours per semester.

## 4C3: Demographic Needs and Workforce Trends

Internally, JJC monitors employee demographics in the following areas: ethnicity, gender, race, and age; years of service; credentialing (degrees, certifications), employee turnover rate, retirement, average salaries and full- to part-time employee ratios. Changing demographics in ethnicity, gender, race, and age are predictors of future hiring needs for a more diversified workforce and for extensive replacements for retirees.

Externally, JJC analyzes the regional population and takes into consideration the growth and decline in regions, including regional employment rates, county educational attainment, and changes in underserved populations. JJC also works to project community and workforce development needs to be prepared to meet those needs in the future. The process for identifying trends relating to demographics is also conducted through research and planning, with more details highlighted in Category 8P1 in the planning process and Category 8P6 through projections research. Identifying specific needs is also outlined in more detail in Category Three in discussions about identifying stakeholder needs.

#### 4C4: Key Current and Future Training Initiatives

The college encourages continuous learning for all employees. Specific processes include mandated training, professional development coordinated through the Professional and Personal Development Committee (PPDC), support for faculty through faculty development funds and departmental budgets for travel, and regional and state initiatives. Faculty Development Funds provide tuition support for higher education and some travel and training funds. Budgets for academic departments include line items for professional travel, while the International Education Program supports faculty and administrative exchange opportunities. Contractual stipulations include reimbursement for membership in professional organizations.

##### Mandated Training

JJC requires all employees to be trained in areas mandated by federal and state laws, such as in safety, ethics, and sexual harassment.

##### Professional Development Coordination, Courses, and Training

JJC's Professional and Personal Development Committee is a cross-institutional group of both faculty and staff that meets regularly to plan and execute professional development activities throughout the year. A complete list of courses offered is listed at [www.jjc.edu/hr](http://www.jjc.edu/hr). The college also offers a PPD Week during the week before the first day of courses.

##### Training for Technology

Training opportunities for technology are made available college-wide through the CIOS Department, continuing education, LSTS, and Distance Education. Tuition waivers apply for all credit courses. JJC employees also participate in training for specific management systems. A statewide initiative has JJC involved with CurricUNET, an electronic method of approving courses and programs from their development through the approval process with ICCB. JJC uses colleague as its administrative management system, and Datatel provides training for upgrades as needed. Training for the course management system, Angel, is provided through the Distance Education Program.

#### PROCESSES (P)

##### 4P1: Identifying of Credentials, Skills, and Values and Hiring Processes

The specific skills, values and credentialing requirements are determined at the time of the job creation and/or posting, and are aligned with stated departmental and/or college objectives and entered into our on-line tracking system. Processes for identifying skills, values, and credentialing are shown in Table 4.2.

Table 4.2. Identifying Credentials, Skills, and Values

Employee Category	Credentials, Skills, and Values
Full-time Faculty	<ul style="list-style-type: none"> <li>*Position description identifies duties, responsibilities, and qualifications.</li> <li>*Documentation is submitted: JJC application, official transcripts, letters of application, and letters of reference.</li> <li>*Search committees formulate interview questions, observe teaching demonstrations, and design other applicable assessments.</li> <li>*Reference checks.</li> <li>*Vice president for academic affairs interviews and recommends for hire.</li> </ul>
Adjunct Faculty	<ul style="list-style-type: none"> <li>*Position description identifies duties, responsibilities, and qualifications.</li> <li>*Documentation is submitted: JJC application, official transcripts, letters of application, and letters of reference.</li> <li>*Department chair interviews and assesses applicants.</li> <li>*Reference checks are conducted.</li> </ul>
Administrators	<ul style="list-style-type: none"> <li>*Position description identifies duties, responsibilities, and qualifications.</li> <li>*Documentation is submitted: JJC application, official transcripts, letters of application, and letters of reference.</li> <li>*Search committees formulate interview questions and conduct interviews.</li> <li>*Open forums are conducted for the college community to meet final candidates.</li> <li>*Reference checks.</li> <li>*Vice president of hiring department interviews and recommends for hire.</li> </ul>
Support Staff, Clerical, Campus Police, Buildings and Grounds, Food Services	<ul style="list-style-type: none"> <li>*Position description identifies duties, responsibilities, and qualifications.</li> <li>*Documentation is submitted: JJC application, transcripts as needed, proof of licenses as needed, and letters of reference.</li> <li>*Supervisor conducts interviews.</li> <li>*Reference checks and criminal background check are conducted.</li> <li>*Supervisor recommends for hire.</li> </ul>

## 4P2: Recruitment, Hiring, Retention, Orientation, and Planning for Changes

### Recruiting and Hiring

Recruitment and hiring are guided by the institutional mission and objectives, institutional policies and procedures, externally mandated regulations and legal requirements, and compliance with external guidelines.

Figure 4.1. The Recruiting and Hiring Process



### Orienting Employees

Once hired, employees are briefed by HR about JJC policies and procedures, salary, and benefits. Employees are also given an Employee Handbook and encouraged to attend training opportunities, like Professional and Personal Development Week. Full-time faculty enter the three-year tenure process, which is identified in the faculty union contract. JJC also holds an annual adjunct faculty dinner for adjunct faculty to be informed about major college activities and provided with the opportunity to participate in adjunct faculty seminars. Specific training requirements are left to the discretion of the appropriate department or unit. Employees can also go on-line in advance to complete the online- employee orientation and paperwork.



### Retaining Employees

JJC has several mechanisms in place to increase retention. JJC realizes employee retention and talent management are integral to sustaining our leadership and growth in the marketplace. Listed below are a few of JJC's initiatives:

- Identifying top performing team members and develop strategies to ensure they stay with JJC.
- Identifying variables associated with early exit from employment.
- Helping departments select and hire great employees who are well fit 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.

### Planning for Changes in Personnel

JJC plans for changes in personnel by examining its mission, objectives and how it can better meet students' needs. For example, in order to meet the increasing diversity of Will County and student body, the HR office in 2007 hired a Diversity Manager as part of JJC's mission of serving underrepresented populations. JJC is in the process of writing an inclusion plan. HR is working in collaboration with the Diversity Advisory Council and various departments and faculty members. Also due to an increase in retirements over the next several years, JJC will develop a succession plan, discussed in more detail in Category 5P8. The specific skills, values and credentialing requirements are determined at the time of the job creation and/or posting, and are aligned with stated departmental and/or college objectives and entered into our on-line tracking system.

### **4P3: Communications, Cooperation, Innovation, Learning, Skill Sharing, and Ethics**

JJC utilizes several mechanisms that contribute to effective communication, as identified in Category Five. Strong emphasis on cross-functional teams fosters cooperation, empowerment, and organizational learning. A commitment to funding substantial training while also recognizing and rewarding employees fuels high performance. JJC's culture supports faculty and staff by encouraging them to participate in activities that promote learning, innovation and creativity.

Skill sharing and organizational learning is 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 also reinforced through mentoring processes, presentations of best practices, Brown Bag presentations, and other training opportunities (See 4C4). 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 in front-line staff training 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 before the 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, what is new in technology, committee presentations, front-line training, and personal enrichment topics, like 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.

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](#). More details about ethical practices are detailed in Category 5C3.

#### 4P4: Training and Development

Departmental and divisional needs are identified and training is offered to introduce new technology, assessment tools or strategic direction (See 4C4). A pilot management training project will be launched in October/November 2009. The training will include 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 specific to Campus Police and Environmental Health and Safety are outlined in Category Two.

##### New Faculty Seminar

New faculty at JJC are required by the terms of the faculty contract to attend the New Faculty Seminar in their first semester. 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. The seminar is evaluated each semester by the participants at the conclusion of the seminar, and feedback is used to make improvements to the seminar.

##### Great Teachers Seminar

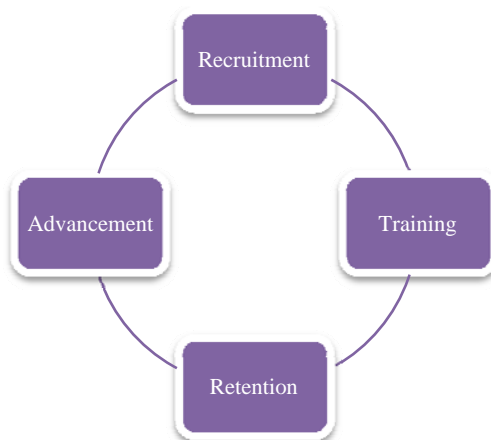
The Great Teachers Seminar has been held every other year (or more) since 2004. The Great Teachers Seminar is part of a national movement that was created to provide an opportunity for teachers to improve their skills and to ponder and, if appropriate, to adjust their methods, behavior and attitude as teachers. It is based on the premise that teachers learn best from one another and that creativity in teaching is enhanced by mixing teachers of diverse fields, experience levels and interests. The focus is not on the teaching of specific disciplines, but rather on the art of teaching.

##### 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 there are 10-12 seminars offered each year. The seminars are free for instructors who are currently teaching a course at JJC. Faculty members who attend three seminars receive a \$150 stipend.

Training and development are reinforced systematically through established expectations, job descriptions, promotion and tenure processes, and increased compensation as a result of performance reviews. This process is outlined in Figure 4.2.

*Figure 4.2. Training and Development Model at JJC*



#### **4P5: Determining Training Needs and Aligning with Planning Continuous Improvement**

Each division/department determines training needs through the development of departmental/divisional continuous improvement plans, which are aligned with the Strategic Plan, resulting in divisional/departmental continuous improvement targets. Individual performance goals are then developed to complement the departmental, divisional, or institutional objectives. 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.

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 Union, Board of Trustees, and administration recognize the value of establishing a professional growth process. This process is formative in design and provides necessary resources for continual 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 identify training needs. Examples include diversity training to facilitate student access, the increased employment and 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 needs.

JJC also recognizes the need for leadership training within the college. Initiatives specifically targeting succession planning and development of internal talent are in early 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.

#### **4P6: Personnel Evaluation Systems and Feedback to Employees**

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 process requires employees complete a set of goals in June, go through a mid-year evaluation in January, and final evaluation in June, where the process starts over again. 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's and dean's 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 faculty continue their professional growth through a 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 part-time faculty members are required to be evaluated by their department chair by 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.

#### **4P7: Aligning Recognition, Reward, and Compensation**

Three recognition programs acknowledge the achievements and value of JJC employees. There is a formal awards ceremony to honor employees who will receive their Core Values Awards, their Service Awards for length of service, and retirees. In addition, informal rewards and recognitions celebrate milestones and accomplishments, such as meeting the various requirements of the AQIP process.

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.

Service awards are given to employees who have attained a certain length of employment. Each employee is awarded a pin. The program is JJC's way of showing it appreciates 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 of the college. The JJC Foundation makes monetary awards for special projects and activities. Applications are submitted each semester, and awards are granted based on the merit of the request.

#### **4P8: Motivation**

JJC uses 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 Senior Leadership Team, 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.

#### **4P9: Provide For and Evaluate Employee Satisfaction, Health and Safety, and Well-Being**

Overall employee satisfaction is measured through the PACE survey. 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. Researchers at the National Initiative for Leadership and Institutional Effectiveness ([NILIE](#)) and representatives of JJC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

In the PACE model, the leadership of an institution motivates specific climate factors toward an outcome of student success and institutional effectiveness. Employees completed a 65-item PACE instrument organized into four climate factors as follows: Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus. Respondents also completed a customized section designed specifically for JJC. Respondents were asked to rate the four factors on a five-point Likert-type scale. 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 has been developed into a research report that can be used for planning and decision-making in order to improve the existing college climate. The PACE instrument administered at JJC included 65 total items. Respondents were asked to rate items on a five-point satisfaction scale from a low of "1" to a high of "5." Of the 55 items, none fell within the least favorable category identified as the Coercive range (rated between 1 and 2). Eighteen fell within the competitive range (rated between 2 and 3). Thirty-six fell within the Consultative range (rated between 3 and 4), and one composite ratings fell within the collaborative range (rated between 4 and 5). Category Two addresses health, safety, and environmental sustainability.

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, Human Resources interpret policies and communicate them through the *Employee Handbook*, practice drills, and prominent sign display throughout campus concerning disaster recovery and emergencies. Professional and personal development opportunities that contribute to the satisfaction and well-being of employees are also communicated during Professional and Personal Development Week and in the *Employee Handbook*, including enrollment in work-related courses during work and use of the [JJC Fitness Center](#).

#### 4P10: Measures of Valuing People

JJC regularly collects and analyzes annual data that tracks employee turnover, absenteeism, diversity data, faculty workload, health insurance costs, salary benchmarks, safety statistics including worker’s compensation and employee accidents/injuries and annual performance reviews. Additionally, in compliance with state and federal law, JJC regularly publishes crime statistics for the college (see Category Two). Measures of valuing people are also collected through the PACE survey.

### RESULTS (R)

#### 4R1/4R2: Results in Valuing People and Processes

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 (Table 4.3), with an overall score of 3.26 on a scale of 1 to 4, from coercive (1), competitive (2), consultative (3), and collaborative (4). PACE survey results are measured in the following manner: the higher the score, the more collaborative the organizational system. Strengths and weaknesses of JJC’s organizational culture are identified in Table 4.4. Data and comparisons on the broad scales are shown in Figure 4.3. There are also specific questions that ask about employee value and satisfaction, as shown in Figure 4.4.

*Table 4.3. Characteristics of JJC’s Organizational System as Evaluated by the PACE Survey*

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 the goals established by the upper levels.	Lower levels in the organization cooperate in accomplishing selected goals of the organization.	Lower levels in the organization begin to deal more with morale and exercise cooperation toward accomplishment of goals.	Collaboration is employed throughout the organization.
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 represents JJC’s position, according to the results of the PACE Survey.*

Figure 4.3. JJC PACE Survey Scores, with National Comparisons

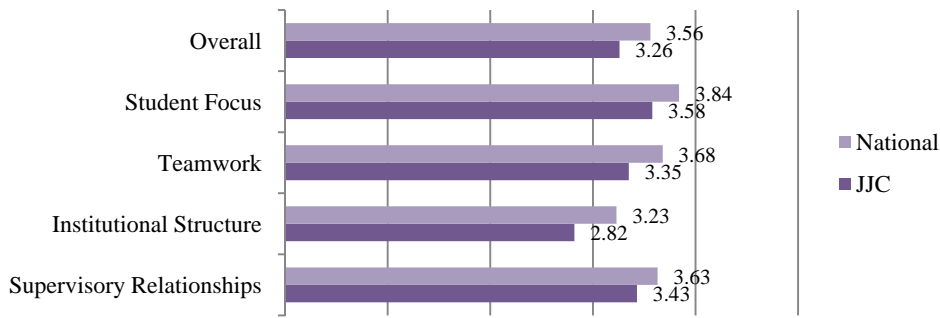
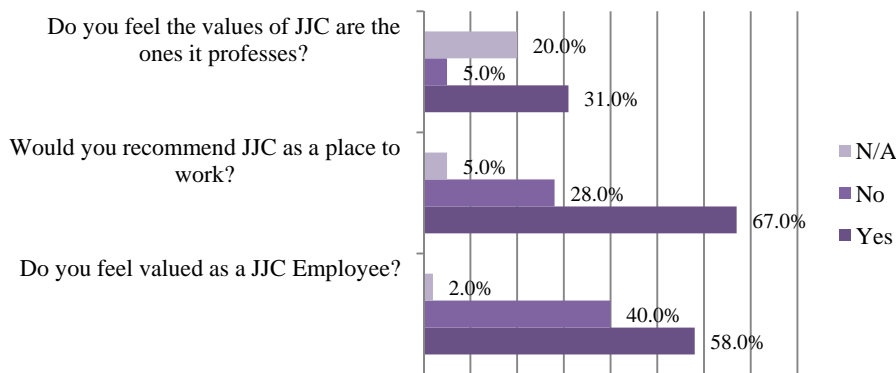


Figure 4.4. Questions about Valuing People for JJC\*



\*Comparisons not available for demographic section questions.

Table 4.4. Strengths and Weaknesses of JJC's Organizational Culture

Strengths		Opportunities	
Question	Score	Question	Score
The extent to which I feel my job is relevant to this institution's mission.	4.07	The extent to which information is shared within this institution.	2.38
The extent to which my supervisor expresses confidence in my work.	3.93	The extent to which open and ethical communication is practiced at this institution.	2.45
The extent to which I am given the opportunity to be creative in my work.	3.77	The extent to which decisions are made at the appropriate level at this institution.	2.53
The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone.	3.75	The extent to which this institution is appropriately organized.	2.55
The extent to which this institution prepares students for further learning.	3.72	The extent to which a spirit of cooperation exists at this institution.	2.56
The extent to which this institution prepares students for a career.	3.70	The extent to which I am able to appropriately influence the direction of this institution.	2.65
The extent to which students receive an excellent education at this institution.	3.67	The extent to which institutional teams use problem-solving techniques.	2.65
The extent to which student ethnic and cultural diversity are important at this institution.	3.64	The extent to which this institution has been successful in positively motivating my performance.	2.77
The extent to which faculty meet the needs of students.	3.60	The extent to which I have the opportunity for advancement within this institution.	2.90
The extent to which students are satisfied with their educational experience at this institution.	3.58	The extent to which my work is guided by clearly defined administrative processes.	2.90

### 4R3: Productivity and Effectiveness in Achieving Goals

Overall, the results for productivity and efficiency indicate two things. First, JJC is very efficient and productive with its resources in regard to human resources. Second, JJC puts more 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	Benchmark
Expenditures of salaries and benefits devoted towards instructors and teaching.	63%	50% (state average)
Expenditure per credit hour for administration and support.	\$78	\$87 (state average)
Expenditure per credit hour for instruction.	\$220	\$214 (state average)
Number of full-time faculty.	2 <sup>nd</sup> in Illinois, despite being 7 <sup>th</sup> in enrollment	
Tax revenue per district resident.	\$49	\$70 (state average). Also: \$111 Harper; \$70 COD; \$54 Moraine; \$72 IVCC; \$88 CLC; \$44 Kankakee; \$103 Elgin; \$70 Suburban Chicago Average
FTE per gross square foot of space.	99	117
Equalized Assessed Evaluation per \$100.	\$0.1940/\$100	2 <sup>nd</sup> lowest in state in 2007

### 4R4: Comparisons with Other Institutions

Comparisons are shown in 4R1 through 4R4, when available.

## IMPROVEMENT (I)

### 4I1: Improvement of Current Processes and Systems

Ongoing communication and collaboration with employees is important to identifying strengths and weaknesses of current processes and systems associated with valuing people. Concerns expressed through the PACE survey and other sources led the institution to develop responsive action plans. The college will continue to use the PACE survey to identify new opportunities and to monitor trends and changes in employee feedback on workplace issues.

### 4I2: Setting Targets for Improvements and Communications

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:

- Serving underrepresented groups
- Supporting and compensating faculty
- Understanding the needs of diverse stakeholders

#### AQIP Action Projects

Two of the 2004-2007 AQIP QAPs deal directly with valuing people. These projects were entitled “Creating a Culture that Encourages, Supports, and Promotes Professional Development” and “Centralizing and Improving the Campus Communication Structure.” All information relating to improvement priorities for these QAPs can be found at AQIP website.

## AQIP CATEGORY FIVE: LEADING AND COMMUNICATING

JJC has a new organizational structure after an organizational realignment nearly two years ago. JJC is still in the process of aligning systems after the reorganization, but has evolved by taking a more systematic approach in leading and communicating. Internal communication has been identified as a college issue since the 2004 [Vital Focus survey](#), although new communication structures like *Connections*, the [college magazine](#), communications related to the [Master Plan](#) (see Category 6I2) and weekly newsletter have been met positively.

### CONTEXT (C)

#### 5C1: Leadership and Communications Systems

##### Leadership Systems

The college's leadership groups and responsibilities are listed below. The organizational chart in the Institutional Overview provides a context for where groups fit into the larger organizational context.

- 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 primary function.
- The [SLT](#) includes the President, five vice-presidents, and the director of human resources. The SLT meets on a weekly basis 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.
- The Administrative Council includes all staff who are classified as an administrator. This group meets once a month to discuss communication from the board 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 is a new addition since the reorganization and has been fully in place for less than a year. These new positions have provided great assistance in providing support and attention to student learning and development and will allow 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 once a month, alternating between meetings with all the dean, vice president, and department chair meetings with only the deans and academic departments that report to them. The purpose of these meetings is to communicate major institutional issues, to develop academic priorities, to plan for academic programs and needs for faculty, space, and budgets, and to 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 six groups: administrators, professional staff, support staff, clerical staff, faculty and adjuncts. Union descriptions are in the Institutional Overview. They meet according to their contracts, but at least once per semester. During contract negotiations, meetings are more frequent. The president and the director of human resources meet with the heads of all the unions on a monthly basis.
- There are also numerous standing committees and task forces involved with planning, the development of priorities and strategies, and the dissemination of information. Attempts are made to ensure that committees include representation from major college groups, including faculty, staff, and students. Major campus committees include the Technology Advisory Council, 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.
- 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](#) has input on specific student issues.



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

SLT Team Member and Primary Functions	Administrative Council Representative	Major Functions
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 on four different campuses.	Dean of Arts & Science	Departments primarily focused on transfer preparation, general education, and A.A. degrees. The Director of Development Education also reports to this Dean.
	Dean of Career & Technical Education	Departments primarily focused on career preparation and A.A.S. and A.S. degrees and certificates.
	Dean of Community & Economic Development	Adult education, business and industry (including personal enrichment), high school relations, and workforce development.
	Dean of Nursing & Allied Health	Departments focused on career preparation in health-related careers.
	Director of Distance Education	Administers online courses.
	Director of Extended Campuses & High School Relations	Coordinates dual credit courses and has operational responsibility for extended campuses.
<i>Director of Human Resources</i>	Director of Human Resources	Recruitment & staffing, compensation & job classification, benefits, employee relations, professional development, HR information systems, employee recognition, employee records, diversity, union contracts, and negotiations.
The <i>Vice President for Administrative Services</i> provides leadership to the administrative offices and processes of the college, such as the cafeteria, bookstore, facilities, and campus police.	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.
	Director of Financial Services	Risk management, investment, billing, payroll, and budgeting.
The <i>Vice President for Institutional Advancement and Research</i> works with institutional advancement, communications and external relations, marketing and publications, and institutional research.	Director of Communications & External Relations	Public, media, and governmental relations.
	Director of Institutional Advancement	Fundraising, alumni relations, grants, and Foundation scholarships.
	Director of Institutional Research	Strategic planning, accountability, and state and federal reporting.
	Director of Marketing and Publications	Brand development and printing of publications.
The <i>Vice President of Learner Support and Technology Services</i> (LSTS) supervises the library, administrative applications development, help desk services, media services, printing services, voice/data/video networking, telephony, and the academic computing labs.	Director of Application Support	Administrative applications and web services.
	Chief Information Security Officer	Systems and network security policies and procedures.
	Director of Technical Operations and Strategic Planning	Division project management and budgeting.
The Vice President for Student Development is responsible for programs, services, and activities that support learning environments and contribute to the development of students.	Dean of Enrollment Management	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	ENLACE and Multicultural Transfer Center.
	Director of Athletics	Coordinates athletic teams and intramurals.

## Communications Systems

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 Category 5P5.

### **5C2: Leadership Alignment with Systems**

The institution ensures the alignment of practices across institutional levels through active involvement in leadership organizations, state oversight organizations, the internal communications mechanisms outlined in section 5C1, and operational planning. The Board of Trustees is active in state relations, with one member currently serving as the president of the [ICCTA](#). Staff members hold prominent leadership positions in several state and national organizations, including the ICCAA CASE, Region IV. Staff members are required to maintain constant communication with external compliance agencies, such as ICCB, [Illinois Virtual Campus](#) (IVC), and the IAI. Operational planning mechanisms ensure that institutional priorities are aligned throughout the institution. For example, the college Strategic Planning Team approves and develops college priorities, which are further approved and refined (if necessary) by the SLT. The college priorities are then articulated in the budget in order to ensure resources are devoted to priorities. The Board of Trustees votes on the budget by mid-May. (This process is described in more detail in Category Eight).

### **5C3: Institutional Values and Expectations**

JJC's Core Values are listed the Institutional Overview. Expectations regarding ethics are derived from two areas: compliance with external mandates and internal standards. Expectations for ethics, equity, and social responsibility are articulated in several documents. The Director of Human Resources also serves as the college's ethics officer, ensuring compliance with local, state, and federal laws and regulations.

Externally, the college must meet compliance with federal mandates, including the American with Disabilities Act, the Sarbanes-Oxley Act, Title VII of the Civil Rights Act of 1964, Age Discrimination in Employment Act, and the Fair Labor Standard Act. Internally, the college has several policies and procedures in place that outline standards of ethical behavior for college employees. These standards are articulated in several documents, including the Information Technology Acceptable Use Policy, labor union contractual agreements, Employee Handbook (for full- and part-time employees), and the Board Policy Manual. Expectations for ethical behavior among students are articulated in the Student Handbook, College Catalog, and Student Code of Conduct.

There are currently no articulated expectations for community service among faculty and staff, even though many faculty and staff do engage in community service. The Institutional Advancement Office administers an annual employee giving campaign, providing employees the opportunity to support internal departments and staff who volunteer with organizations like Habitat for Humanity and causes like ecological restoration. The Technical Department donates time, staff, and resources to Habitat for Humanity. DAFS administers a volunteer literacy program, with over 80 volunteers participating in the program. The JJC Campus Police Department and [Early Childhood Center](#) collaborate on an annual child-seat check, installing child-seats in cars for members of the community.

## PROCESSES (P)

### 5P1: Aligning Mission, Vision, and Values/Needs and Expectations

The alignment of mission, vision and values with college operations and leadership is articulated through the operational plan and its related planning cycle, and in particular, marketing, human resources and budgeting efforts. The operational planning process is presented in more detail in Category 8P1, including the process for determining the needs and expectations of stakeholders through environmental scanning and surveys of the community, students, and employees. Processes for aligning mission with employee performance and individual development are outlined throughout Category Four.

### 5P2: Seeking Future Opportunities and Building a Sustainable Learning Environment

JJC seeks future opportunities through its operational planning processes and the organizational structure, which was realigned two years ago. Operational planning processes seek to develop college priorities through AQIP processes (including Action Projects and Systems Appraisal Feedback), the goals of the president and Board of Trustees, and the development of college priorities. Three major college priorities articulated through the AQIP Quality Action Projects were tied to creating a sustainable learning environment (environmental sustainability, assessment, and student advising and orientation). An example of another planning process is the college's [Master Plan](#), which is based not only on the expectation of rapid growth, but also on creating 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.

### 5P3: Decision-Making

According to the spring 2008 PACE survey, JJC exhibits a low-consultative culture, which the PACE survey describes this type of organizational culture as one where employees generally feel free to make decisions in consultation with supervisors and one where leaders generally consult with employees. This could also be the result of a decentralized organizational culture. This confirms that decision-making is relatively flat across the college, with various structures in place to facilitate this process. This occurs at the day-to-day, programmatic, and institutional levels. Decisions are made on a daily basis in nearly every area of the college. These decisions are generally driven by college and departmental priorities, policies, operating procedures, and organizational culture, which is specific to each department. For instance, the decision to send a press release is made by a staff member in [Communications and External Relations](#), who may consult with or receive approval from the Director of Communications and External Relations for release of the story, making a professional judgment decision about the activity's worth as a media relations initiative. On the other hand, daily decisions in [Custodial Services](#) are more reliant on operating procedures, with much less room for the exercise of professional judgment.

In regard to teams, task forces, and committees, recommendations are formulated and decisions made about a variety of programmatic and institutional processes, again with variability in terms of decision making based on the unique purpose or culture of the committee or task force. For instance, the Curriculum Committee makes decisions about new academic programs, following a process of approval at the departmental, committee, and state level. Decisions about academic programs are rarely reviewed by the SLT, deferring the decision about academic programming to the committee. The [Student Learning Committee](#) has latitude in developing assessment processes, with periodic communications with senior institutional leaders and incorporations into the operational planning process. Some major institutional decisions, including the setting of tuition, hiring of administrative staff, budget approval, and decisions about facilities are made at the Board of Trustees level. Major institutional operational decisions are generally discussed at SLT meetings. Decisions about priorities are made through strategic and operational planning processes, as articulated in Category Eight.

#### 5P4: Use of Information in Decision-Making by College Leaders

Departmental and institutional planning processes determine the information used in decision making. Departmental leaders use information through departmental planning processes (see Category 8P1) and the communications processes described in 5C1. Key results flow from college priorities, which are developed as part of the operational planning process (see section 8C2). For instance, a college priority for 2010 will be the development of a comprehensive student advising and orientation process. Key performance indicators flowing from the priority would be one of the college's strategic goals (to improve student success with an emphasis on enrollment, retention, graduation, and transfer rates and effective teaching strategies and learning outcomes) and align with AQIP Category One: Helping Students Learn.

#### 5P5: Communication Between and Among Institutional Levels

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

- Board 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.
- Senior Leadership Team meeting minutes are also [posted online](#) on the President's Web site.
- The [Communications and External Relations Office](#) sends a weekly newsletter through e-mail to everyone on campus.
- The vice president for student development also sends an e-mail message to students every Monday morning.
- The President and director of human resources hold monthly meetings with the union presidents.
- The vice president for academic affairs holds regular meetings with faculty. Additionally, academic departments meet the first Thursday of every month.
- The director of human resources also conducts regular employee focus group meetings.
- PP&D Week.
- Regular meetings with the Faculty Union officers between the vice president for academic affairs, President, and director of human resources.
- The vice president of LSTS conducts regular weekly and monthly employee group meetings as well as standing monthly meetings with the Faculty Union President.

#### 5P6: Communication of a Shared Mission, Vision, Values, and Performance Expectations

In order to fully engage employees with the mission, vision, and strategic goals of the college, the Marketing Office created an internal marketing campaign, which included a four-color, 10" x 10", glossy brochure that was shared with all college employees along with a letter from the President. The brochure had the mission, vision, strategic goals, core values, and a page about the Master Plan. Additionally, all employees were given small, 3" x 5", color cards with the mission, vision, goals, and core values. All administrators were asked to use the card and share with their employees. The mission, vision, values, and goals are also a component of the budget process, as all budget requests must align with a college strategic goal (as outlined in Category Eight). After marketing and budgeting, a third critical component of communicating the mission, vision, and values of the college is human resources. All new employees are given a copy of the Strategic Plan brochure and introduced to the plan through orientation processes. The Human Resources Office puts strategic planning brochures in college gift bags for new employees. Representatives from Institutional Research 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, described in more detail 5C3.

## **5P7: Encouragement and Professional Development of Faculty, Staff, and Administrators**

Professional development is described in detail in Category 4P4. There are some opportunities available for employees to engage in leadership development. For instance, up to three JJC employees participate in the Joliet Chamber of Commerce Community Leadership School, designed to develop leadership and networking opportunities within the college district. JJC is also a member of the [American Association for Women in Community Colleges](#) (AAWCC). However, as with leadership succession (Category 5P8), there is not at this time a systematic, institution-wide leadership development program. In general, the development of leadership abilities is decentralized and largely determined by the unique culture and operations of specific departments. For instance, many employees take advantage of leadership development opportunities through participation in community activities or professional organizations.

## **5P8: Leadership Succession**

JJC's leadership succession plan is decentralized and dependent upon the unique nature of a department or division. This issue was identified as a priority in the [2006 Systems Appraisal](#). It will also be an institutional priority for the 2009 Fiscal Year, as articulated in the priorities of the operational plan and the Human Resources Department strategic plan.

## **5P9: Measures of Leading and Communicating Collected and Analyzed**

The primary source for information about 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. The vice president of academic affairs collects additional information through department chair evaluations. Ad hoc surveys also periodically address leadership and communication. For instance, employees are surveyed about their opinions on various topics during PP&D Week.

## **RESULTS (R)**

### **5R1: Results of Leading and Communicating Processes and Systems**

Background information about the PACE survey is presented in Category 4P9. 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, from coercive (1), competitive (2), consultative (3), and collaborative (4). The scales and descriptions are described in more detail in Category 4R1/4R2.

In regard to leading and communicating, results indicate that JJC strength's relate to supervisor confidence in one's work and the extent to which supervisors are open to employee ideas, opinions, and beliefs. Opportunities exist in employee opinions about the way information is shared, open and ethical communication and the level of decision-making in general.

### **5R2: Comparisons with Other Institutions**

Broad results in regard to measures about leadership and communication are shown in Category 4R1/4R2. As this survey demonstrates, JJC is strongest in student focus and supervisory relationships, but lower in teamwork and institutional structure (which covers communications).



## **IMPROVEMENT (I)**

### **511/512: Improvement of Current Processes and Systems and Communications**

Processes for improving leading and communicating are conducted through the operational planning process (see Category Eight). 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 is the office location of the three new deans, each housed within or very close to their respective departments as opposed to an administrative area or wing.

Targets for improvement are set through the development of institutional priorities, as outlined in Category Eight. In the case of this specific section, targets are set to 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, in the section on communications.

## AQIP CATEGORY SIX: SUPPORTING INSTITUTIONAL OPERATIONS

JJC has many operational 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 this past year's operations has been the support of the Master Plan in order to accommodate significant growth and job creation in new labor market areas and a focus on supporting enrollment management and other student service operations.

### CONTEXT (C)

#### 6C1: Key Student and Administrative Support Processes and Needs

JJC's key student and administrative support areas are located in the Student Development and Administrative Services Divisions. The [Master Plan](#) Campus Center calls for many of the functions in the two divisions to be aligned and in one area, creating a one-stop shop center. The key student support service areas at JJC associated with Student Development and key stakeholder support services associated with the Administrative Services division are outlined in Table 6.1.

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

Admin.	Student Group	Services Provided & Needs Met	Indicators of Success
Dean of Enrollment Management	<a href="#">Admissions</a>	Application to college, verification of residency, international student and special program admissions	<ul style="list-style-type: none"> <li>*H.S. counselors survey</li> <li>*Participation at <a href="#">College Night</a> and <a href="#">Discover JJC</a> events</li> <li>*No. of recruitment visits</li> <li>*No. of applications received</li> <li>*Enrollment yield and headcount</li> <li>*Timely processing of special program applications</li> </ul>
	<a href="#">Registration and Records</a>	Registration for classes, transcripts, grades, graduation	<ul style="list-style-type: none"> <li>*Options for registration (on-line, telephone, in-person)</li> <li>*Efficient processes</li> <li>*Timely responses</li> <li>*Accurate records</li> </ul>
	<a href="#">Financial Aid</a>	Federal and state financial aid, loans, work-study and scholarships	<ul style="list-style-type: none"> <li>*No. of apps received</li> <li>*No. and amount of Pell grants, loans, default rates, Monetary Access Program (MAP) grants, Veterans grants, and scholarships</li> </ul>
Dean of Student Success	<a href="#">Counseling and Advising</a>	Academic advising, career counseling, personal counseling, general student development courses, group registration and advising sessions for new students	<ul style="list-style-type: none"> <li>*Participation in group advising and registration (No.)</li> <li>*Individual advising (No.)</li> <li>*Enrollment in General Student Development courses (No.)</li> <li>*Course availability</li> <li>*Counselor evaluations</li> </ul>
	<a href="#">Career Services</a>	Assists students in identifying career possibilities and learning job search skills, provides access to employers through fairs, student employment	<ul style="list-style-type: none"> <li>*Attendance and participation at job fairs and workshops</li> <li>*Use of career counselors (No. of students seen)</li> <li>*On-campus recruitment visits</li> </ul>
	<a href="#">Disability Services</a>	Academic accommodations for students with documented disabilities	<ul style="list-style-type: none"> <li>*No. of students who receive accommodations</li> </ul>
	<a href="#">Project Achieve</a>	TRIO student support services program which provides academic support for qualified students	<ul style="list-style-type: none"> <li>*No. of students participating in program</li> <li>*Graduation and transfer rates of students</li> </ul>
	<a href="#">Academic Skills Center</a>	Tutoring, placement testing	<ul style="list-style-type: none"> <li>*No. of tutoring appointments</li> <li>*No. of tests administered</li> </ul>
Director	<a href="#">Office of Multicultural Student Affairs</a>	Latino student support (formerly ENLACE), multicultural transfer center, mentoring program	<ul style="list-style-type: none"> <li>*No. Latino students in <a href="#">ENLACE</a> (Engaging Latino Communities)</li> <li>*No. students in mentor program</li> <li>*No. transfer students served</li> <li>*Visits by four-year college reps</li> </ul>

Admin.	Student Group	Services Provided & Needs Met	Indicators of Success
Dean of Student Development	<a href="#">Dean of Student Development</a>	Implement <a href="#">college judicial system</a> , student photo ID cards, publications including student newspaper and student handbook	*No. of cases heard *No. of IDs distributed
	<a href="#">Student Activities</a>	<a href="#">Collegiate Club Council</a> , <a href="#">student government</a> , <a href="#">leadership program</a>	*No. clubs and organizations *Participation in student activities *Participation in student government and leadership activities
	<a href="#">Holistic Wellness</a>	Provides information and programs on health and wellness issues	*Participation in wellness events
Director	<a href="#">Athletics</a>	<a href="#">Intercollegiate athletics</a> , intramurals	*Participation in intercollegiate athletics *Success of athletic teams *Participation in intramurals
Liaison	<a href="#">Residence life liaison</a>	Provides academic monitoring and support, social programming, judicial assistance to residents in Centennial Commons housing	*No. of programs offered and participation *No. of students retained for second semester
Director	<a href="#">Facilities Services</a>	<a href="#">Custodial</a> , <a href="#">grounds</a> , <a href="#">maintenance</a> , <a href="#">construction management</a> , and <a href="#">environmental health &amp; safety</a>	*Space utilization (in conjunction with Academic Affairs course scheduling) *Plant expenditures and assets *Utility costs
Director	<a href="#">Business &amp; Auxiliary Services</a>	<a href="#">Receiving</a> , <a href="#">mail</a> , <a href="#">switchboard</a> , <a href="#">child care</a> , <a href="#">purchasing</a> , <a href="#">bookstore</a> , and <a href="#">food service</a> .	*ICCB compliance *Bookstore <a href="#">satisfaction survey</a> *Administrative services satisfaction survey *Increase customer services available *Division of Child and Family Services (DCFS) compliance *Increase overall cost savings through effective purchasing strategies
Director/Controller	Financial Services	Budget, risk, accounts payable, grant accounting, service center, 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, graduation rates, taxpayer support per FTE, % graduates who live or work in district, Equalized Assessed Valuation (EAV) comparisons) *Endowment value *Affordability (also in student services and incl. tuition and net price indicators) *Debt service and Reserves *Evaluation of emergency preparedness activities (disaster simulations, active shooter drills, etc.).
Police Chief	<a href="#">Campus Police</a>	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.



## 6C2: Reinforcement of Categories One and Three

### Student Support Services

Student support services help students to learn in a variety of ways. First and foremost they provide students with access to the college through enrollment services and financial aid. Tutoring and special support programs such as the TRIO Student Support Services program (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 Office of Multicultural Student Affairs supports a diverse student population by offering support to African-American and Latino students and opportunities to enhance multicultural understanding for all members of the college community. Student activities support 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. The Web Design Department recently redesigned the college Web site to be more ADA accessible and includes an accessibility statement [online](#).

### Administrative Support Services

Administrative support services support learning and student needs by creating a safe and secure environment where students can learn. Facilities services ensure that students' learning environments are clean and well-kept, projecting the message that students are valued. Budgeting, purchasing, risk management, accounting and other business processes ensure that JJC operates efficiently and in a productive manner that enables them to better serve students and ensure resources are devoted toward learning and academic support. 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.

## PROCESSES (P)

### 6P1: Identification of Support Service Needs of Students

Category 3P1 outlines 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. All of these processes are described in more detail in 3P1. Student support services are also identified through these processes. In addition, student support service needs are identified through the student governance structure, clubs and organizations, in-take 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 and concerns. There is a student trustee on the college's Board of Trustees who has the opportunity to meet twice each month with the Board and senior administration. [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 their needs. Some services are mandated such as financial aid for veterans or specific services for students with disabilities.
- [COMPASS placement test](#) results provide data on student academic preparedness and counselors, who interact with a large number of students and share information on student needs. Advising and registration sessions for all first-time full-time students provide 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 OSA.
- 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.

- [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. The college also occasionally conducts ad hoc surveys on specific issues. For example, the college is trying to determine where to place new electronic signs on the campus. The issue was presented to student government, the students suggested surveying the student body through our course support software (Angel), a survey was conducted, and students had the opportunity to provide information on what would best meet their needs.

## **6P2: Identification of Administrative Support Service Needs**

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 workforce development and continuing 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.

## **6P3: Management of Key Services on a Day-to-Day Basis and Documentation of Processes to Encourage Knowledge Sharing and Innovation**

### 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 CAS (Council for the Advancement of Standards) 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, testing and tutoring to more effectively respond 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 (Datatel), on a day-to-day basis to provide information and to support processes that address student needs. We recently extended Colleague availability to students was recently extended on weeknights from 7:30 p.m. to midnight to better address student needs.

### 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 conducts weekly meetings twice a month 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 receive instructions in regard to 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. Procedures also dictate many finance, bidding, risk management, and health and safety daily

operations. Budgeting also dictates daily procedures by providing resources and direction for the accomplishment of daily tasks. Finally, strategic and operational planning procedures, as described in Category Eight, 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 (CIP) Plan.

#### **6P4: Use of Information and Results to Improve Services**

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

##### Student Services

Information and documentation in the Student Development division is conducted through the production and evaluation of student publications and the production of 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. This information is also available to students on the college's Web site. In addition student development sends out a weekly e-mail to all students with important information that they need to know. 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. This report covers annual 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 divisional goals. These goals are used in the development of the budget and evaluated at the end of the year. Evaluation procedures include the strategic and operational planning processes, personal evaluations, and divisional and departmental meetings.

#### **6P5: Measures of Student and Administrative Support Service Process Measures Collected and Analyzed Regularly**

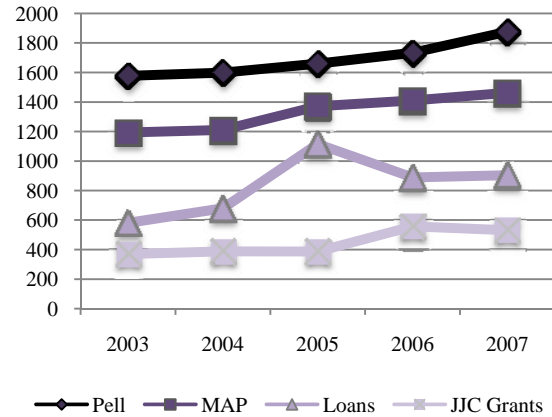
Measures related to the collection of data and analysis of major student and administrative areas is part of the strategic and operational planning process at JJC, articulated in more detail in Category Eight. Specific measures for student support services are shown in Table 6.1. The determination of student satisfaction for services and their related measures is described in Categories 3P1 and 3P7, with results in 3R1 and 3R2. Many student satisfaction measures also relate to administrative services, which are also outlined in Figure 6.1. 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.

## RESULTS (R)

### 6R1: Results for Student Support Services

As stated in 6P5, JJC collects a variety of measures from a variety of sources in its analysis of student support services. Figure 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. As Figure 6.1 shows, there has been a moderate shift in revenue streams for financial aid. While JJC has seen increases in the number of Pell and MAP grant recipients (the largest need-based federal and state financial aid 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 have 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 2003-2007



### 6R2: 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 2008 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 is one of only 14 community colleges in the U.S. to receive the [GFOA Distinguished Budget Award](#).
- 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 36 years in a row.

#### Quantitative Results

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

### 6R3: Comparisons to Other Higher Education Institutions

Comparisons to other higher education institutions are made whenever possible. Table 6.3 gives an example of how comparisons are used for CCSSE results.

Table 6.2. Quantitative Financial Indicators\*

Measure	JJC	Comparison
Tuition and fees as a percentage of operating revenue (FY 2006)	29.6%	32.9% (state average)
Capacity (gross square footage per FTE)	98.9	116.5 (state average)
Equalized Assessed Value (or tax rate per \$100 of assessed value, FY 2006)	\$0.1940	\$.4042 (state average)
Instructional costs per credit hour (FY 2007)	\$220	\$214 (state average)
Administrative costs per credit hour (FY 2007)	\$78	\$87
Ratio of net general bonded debt to assessed valuation (FY 2007)	%0.0692	n/a
Net bonded debt per capita population (FY 2007)	\$17.60	n/a
Total utility costs per gross square footage (FY 2007)	\$2.07	\$1.88 (state average)
Local tax dollars per district resident (FY 2006)	\$53.24	\$71.67 (state average)
Coverage ratio (FY 2008) **	13.8	n/a

\* Sources: Three-Year Financial Plan, 2009-11 (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.

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

Area	JJC	2007 CCSSE Cohort
Academic advising/planning	2.10	2.21
Career counseling	1.97	2.04
Job placement	1.76	1.82
Peer or other tutoring	2.19	2.14
Skill labs (math, writing, etc.)	2.25	2.25
Child care	1.74	1.76
Financial aid advising	1.98	2.18
Computer lab	2.50	2.49
Student organizations	1.91	1.96
Transfer credit assistance	2.03	2.06
Services to students with disabilities	1.98	2.00

\*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: Improvement of Current Processes and Systems

In general, processes and services are improved through the college's planning system and activities, as outlined in Category Eight. In the Student Development division, a number of improvements have been made in order to provide better service to students. The new deans structure (including a dean of students, dean of student success and dean of enrollment management) has helped to facilitate communication, support and oversight of departmental functions. These dean positions, as well as a director of financial aid, have all been hired in the last year alone. 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. We have also improved communication with students through revisions of student publications, weekly e-mails, more timely responses by staff members to student concerns, the creation of new marketing pieces on student life, and fliers and phone call reminders regarding drop for non-payment dates.

## 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. A key component of communications is the Web and technology. The communications plan for the Master Facilities Plan, which requires constant internal and external communications, is an example of how communication engages stakeholders for support:

- The creation of a [Master Plan Web site](#) and the creation of a [Master Plan video](#) using Google Earth with the proposed buildings overlaid on the campus grounds. This video included on the JJC homepage has been shown to community groups through the Ambassadors Program, and uploaded to [YouTube](#). As of late October 2008, the video had received over 2,400 hits on YouTube. This video is also available on DVD. The Master Plan video was also uploaded to the Angel Web site, the college's course management software and distance education portal. The video is also running on a loop on college televisions displayed throughout campus.
- Letters and information about the Master Plan to more than 17,000 alumni and 4,000 alumni in specific programs (Automotive Service Technology, Nursing and Allied Health, Culinary Arts & Hospitality Management, and Veterinary Medical Technology programs); 2,000 students enrolled and parents enrolled in dual credit courses; and over 14,000 currently enrolled students.
- Editorials and news coverage in local newspapers, including the Chicago Tribune and Joliet Herald News.
- Radio interviews of college Vice Presidents, Board members, and the President.
- Master Plan presentations by Vice Presidents to all of their division employees.
- Master Plan presentations to all academic departments at their departmental meetings by the Vice President for Administrative Services.
- Master Plan foam boards placed on easels on all campuses in prominent entry and exit locations.
- The creation of a Master Plan brochure for distribution, including one translated to Spanish.
- A front-page article in the Blazer, the college student newspaper.
- Over 40 Ambassador Program visits to local city and county governments, chambers of commerce, and other local non-profit and charitable organizations that support the college's mission.

## AQIP CATEGORY SEVEN: MEASURING EFFECTIVENESS

JJC has solid processes for measuring effectiveness, as noted in the last Systems Appraisal. One area of improvement may be the need to integrate the measuring of effectiveness with planning, decision-making, and other processes, as data is currently used to fulfill compliance requirements and requests. Not including use, data availability and access to data is a strength.

### CONTEXT (C)

#### 7C1: Collection and Storing of Data and Information and Accessibility

##### Collection and Storage of Information

As Figure 7.1 shows, data collection and storage at JJC occurs in four contexts: centralized, decentralized, internal, and external, with the ultimate goal of using information to ensure JJC is effective in meeting its mission. Centralized/decentralized data relate to the orientation of data collection and internal/external relate to a specific mandate or purpose. *Centralized* data is stored in the college's administrative information system, colleague, a product of Datatel Corporation. The colleague administrative information system provides a way for JJC to develop a comprehensive information database supporting all institutional operations. Thus, colleague is the primary 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 college administrative operations, including data and information about admissions, registration, purchasing, asset tracking and employee information. 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 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 IPEDS and the HLC. JJC complies with all reporting standards and guidelines set forth by ICCB (as articulated in the ICCB Management Information Systems Manual) and the U.S. Department of Education. As the steward of data and information at JJC, OIR&E abides by the AIR Code of Ethics and posts them on its Web site. After the data is reported 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 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 Communications and External Relations Office process for addressing Freedom of Information Act (FOIA) requests. However, many external requests are directed to the 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 online.

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 on-line data request form. Departments and units often fulfill their own external reporting requirements in conjunction with OIR&E. The Office of 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.

##### Accessibility

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.

Figure 7.1. Data Collection and Storage

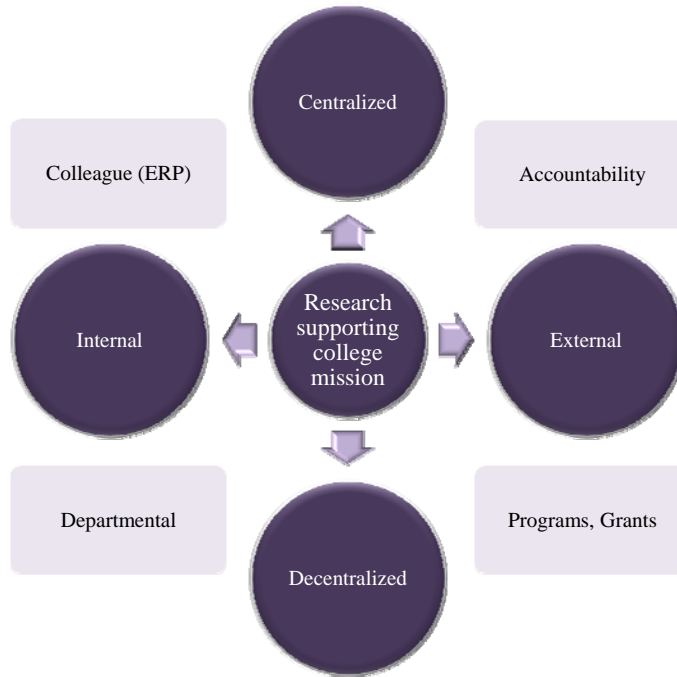


Table 7.1. Data Accessibility

Orientation	Name	Access	Location	Availability
Internal	<a href="#">Inst. Research, Assessment, AQIP, Strategic Planning, and Quality</a>	Web sites	College Web servers	<a href="#">Inst. Research</a> Web site
	Colleague	College data system, available on employee computers	College servers	Workstations
	Data warehousing	<a href="#">Inst. Research</a> Web site	Web servers/servers, CDs, other backup mechanisms	Web site, I.R. Office data requests
	FOIA	Ext. Rel. Office	Institutional	FOIA request process
External	<a href="#">Board/SLT</a> notes	Web site	College Web servers	President's Web site
	<a href="#">ICCB</a>	Web site	ICCB Web server	<a href="http://www.iccb.org">www.iccb.org</a>
	<a href="#">U.S. Dept. of Ed.</a>	Web site/PAS	USDE Web server	<a href="http://www.nces.ed.gov">www.nces.ed.gov</a>
	<a href="#">IPEDS</a>	Web site/PAS	USDE Web server	<a href="http://www.nces.ed.gov/ipeds">www.nces.ed.gov/ipeds</a>
	<a href="#">AQIP</a>	Web site	AQIP Web server	<a href="http://www.aqip.org">www.aqip.org</a>



## 7C2: Key Institutional Measures for Tracking Effectiveness

The key performance indicators for tracking effectiveness are articulated in the annual college priorities, as stated in Category 8P1. Overall, JJC collects and uses measures of effectiveness in many areas, including:

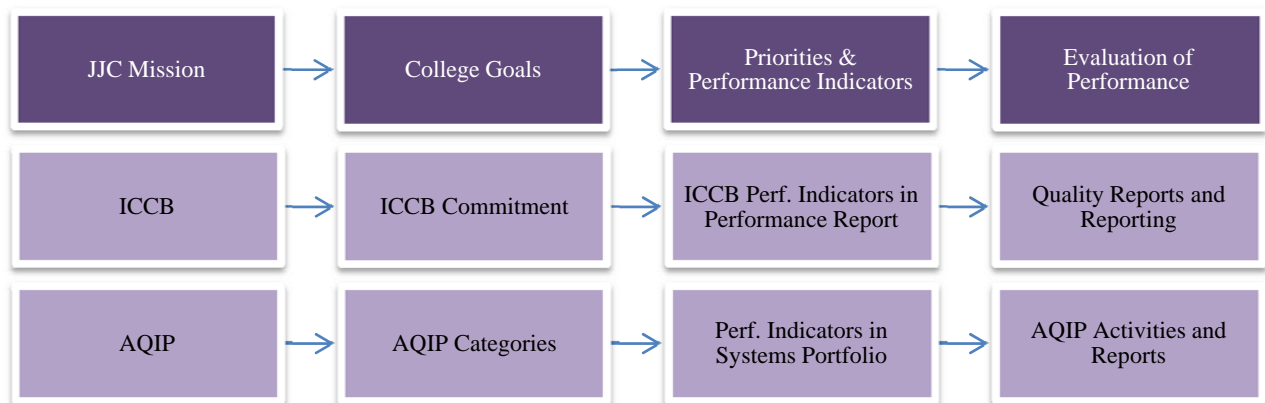
- College surveys: CCSSE, PACE, and Occupational Follow-Up Survey
- Student processing information: Admissions, Financial Aid, and Registration
- Human Resources: Salary, benefits and employee counts
- Community information: Survey of community needs (approximately every three years, with the last one completed in Fall 2007 under the direction of Sandra Golden and Associates)
- Strategic Planning: Environmental and internal scanning
- External accountability: AQIP, Illinois Commitment, and federal data submissions

## PROCESSES (P)

### 7P1: Selection, Management, and Use of Information and Data

The selection, management, and use of information and data for improvement are driven by the college's [Model of Institutional Effectiveness](#), shown in Figure 7.2. 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 that data must be driven by mission and strategic goals, but also that external accountability mandates set specific requirements for the selection and use of institutional data. Because of this, there is a clear connection between information and data collection and use and the support of student learning, institutional objectives, strategies and all improvement efforts. An example of how institutional data and information support strategies is shown in Category Eight through the development of priorities and their associated key performance indicators. An example of how the collection of data and information supports student learning is articulated in the assessment cycle, as outlined in the [assessment handbook](#). The selection of data and performance measures specifically includes the support of institutional objectives. This is because JJC institutional objectives are primarily driven by AQIP Action Projects, which are defined as institutional priorities (see Category Eight). Institutional priorities are continuously evaluated by the selection of key performance indicators, which must be supported by the collection and use of data.

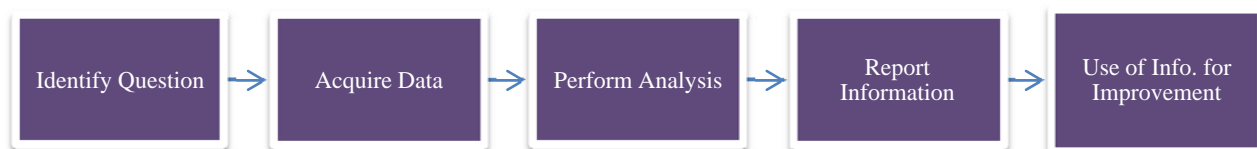
Figure 7.2. Model of Institutional Effectiveness



## 7P2: Determination of Departmental Needs for Data Collection and Accessibility

Figure 7.3 shows how departments are encouraged to select, manage, and use information and data. The figure is also supported by the OIR&E Data Request Form. Once departments justify how the use of data and information aligns with institutional objectives, OIR&E will acquire 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 is defined as data that is consistent, accurate, timely, collected systematically and accessible. This expectation is communicated to departments, units and committees by OIR&E.

Figure 7.3. Identification of Departmental Data Needs



## 7P3: Determination of Comparative Information and Data and Criteria for Selection

Since external data and information procedures are tied to funding or mandated by state agencies, institutional comparisons used in external reports are the first priority. Once the data is 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. For instance, when presenting information about the number of graduates in a particular program, comparative information about a similar program at other institutions is always shown. An example is the use of NCLEX scores in the Performance Report for JJC and other institutions.

## 7P4: Analysis of Information and Data for Overall Performance and Sharing

The process for analyzing information and data regarding overall performance is described in Category Eight. The primary sources of information for this are the CCSSE Survey results, PACE survey results, and Performance Report.

## 7P5: Departmental and Unit Analysis of Information and Data Alignment

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 the Human Resources Office:

- The Strategic Planning process for program planning is described in more detail in Category 8P1.
- The introduction to the Budget Process section of the *Annual Budget* clearly states the JJC budget is the “annual tool used in implementing the long-range mission, vision, and strategic planning goals of the College. Institutional goals were utilized in the development of the 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 need(ed) 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 shared through documents available to the public in the following annual documents: the *Annual Budget*, the *Three-Year Financial Plan*, the *Unit Cost Study*, and the *Performance Report*.

- Program reviews are compiled in the annual *PQP Report*. In the report, the State of Illinois requires institutions provide evidence of “systematic assess(ment) and use of assessment results to improve programs” (from the *2003-2004 Community College Accountability/Program Review Supplemental Instruction Guide*). Like all major publications, the entire campus community is made aware of the *PQP Report* through a campus-wide e-mail that includes the Web site.
- Participation in AQIP requires JJC to conduct three major Action Projects. These projects align closely with JJC’s mission and core values as an institution and typically focus on a unit or department.
- The data request form asks requesting individuals and departments to identify the need for the requested data and how the data will be used for improvement. This process is described in more detail in 7P2.
- The Performance Appraisal System is an overall system for ensuring that individual and unit activities align with institutional goals and mission. When defining metrics 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 towards reaching those goals.

## 7P6: Ensuring the Effectiveness of Information System(s) and Related Processes

Information systems refer generally to the administrative application suite colleague and other administrative software applications that interface with college. Colleague represents JJC’s central data collection and warehouse system. Colleague is managed by the LSTS division, which has several processes in place to ensure data security, integrity and upgrades of computer systems, including:

- *I.T. Policy for Responsible Use*: The recent revision of the I.T. Policy for [Responsible Use Manual](#) in 2006.
- *Information Security*: Reporting to the Vice President of LSTS, the position of Chief Information Security Officer (CISO) was created to manage network security for college systems and network operations. This CISO position provides leadership in the awareness, development, maintenance, monitoring, and support of the information security of the college. In addition to reporting to the vice president for LSTS, the CISO 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*: LSTS and Business & Auxiliary Services also provide Colleague Training to employees. This includes the publication of several training manuals, colleague training on business and other operational procedures, and employee training at Datatel corporate offices. Employees can also enable their Colleague login ID and Password online over a secure web server.
- *Web*: JJC has clearly articulated [privacy and legal statements](#) in regard to the use of the web.
- *Email*: JJC also has clearly articulated privacy and acceptable use policies for email, including a Board Policy specifically addressing email.
- *Upgrades*: The I.T. Office conducts regular upgrades on employee and college systems.
- *Disaster Recovery and backup*: Disaster recovery procedures are outlined in the *Technology Improvement Plan*. JJC backs up information nightly on college servers and the information is backed up at a location off-campus. A comprehensive disaster recovery and business continuity plan is currently under development.
- *Legal and Policy Guidance*: The security of data is also guided by external mandates that guide college data and information, including FERPA, as dictated by the Family Compliance Office of the U.S. Department of Education, and HIPPA.

In addition, information systems may also 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 AIR.

## 7P7: Measures of Effectiveness of the System

Overall measures for ensuring that JJC is effective in meeting its mission and goals are gathered through the strategic and operational planning processes described in Category Eight, the institutional effectiveness model in Category 7P1, measures related to the items described in Category 7P6, and the PACE survey. These processes provide feedback about the effectiveness of JJC's planning and effectiveness systems by using evidence from PACE, CCSSE, and other sources, along with the strategic planning team. In order to ensure that the system for measuring effectiveness is effective. The accomplishment of specific goals in the operational planning process, as described in Category 8P1, provide evidence of this. Measures for data and information integrity described in Category 7P6 are outlined in the *Technology Improvement Plan*. The goals articulated in this plan include 1) the enhancement of the capabilities and support for the use of instructional technology for teaching and learning, 2) enhancing the capabilities and functionality of the college's administrative information systems, 3) enhancing the information technology infrastructure, 4) and the development of an effective organizational and planning structure. The PACE survey is specifically designed to analyze the "ideal climate (for institutional effectiveness), since it appears to produce better results in terms of productivity, job satisfaction, communication and overall institutional effectiveness" (from the National Initiative for Leadership and Institutional Effectiveness, which administers the survey).

## RESULTS (R)

### 7R1, 7R2: Evidence the System for Measuring Effectiveness

In terms of the strategic and operational planning processes, JJC has met its goals. For instance, a communications strategy for the Strategic Plan was implemented in during spring through summer 2008. All departments are required to articulate a strategic planning goal in all their budget requests, and the Strategic Planning team has identified a 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 I.T. Office and include many measures. For example, in meeting the goals of the Technology Improvement Plan, the CCSSE Surveys provides several measures, shown in Table 7.2. 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.

Table 7.2. Results of Information Technology to Support the Goals of the Technology Improvement Plan

Question	JJC	U.S. Benchmark
Used the Internet or instant messaging to work on an assignment.	2.87*	2.79*
Used e-mail to communicate with an instructor.	2.55*	2.41*
Using computers in academic work.	3.05**	3.07**
Using computing and information technology.	2.61***	2.69***

\*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.

## IMPROVEMENT (I)

### 7I1: Improvement of Current Processes and Systems for Measuring Effectiveness

The improvement of processes is described in Category Eight. The improvement of processes and systems for measuring effectiveness are geared toward one objective: consistency with 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 7.3 outlines the improvement structure for measuring effectiveness at JJC.

## 712: Setting Targets for Improvement, Improvement Priorities, and Communication

Targets for improvement are determined by external mandates and through the strategic and operational planning process. For instance, the Illinois Commitment (the State of Illinois' Strategic Plan for higher education) requires that community colleges set, follow, and evaluate specific performance targets. These targets are evaluated in the annual Performance Report. 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 8P1. The process for communication is also outlined in Category 8P1.

*Table 7.3. Information and Data Systems Effectiveness and Improvement*

Area	Definition and Value	Measure(s)
Integrity and Accuracy	Data integrity means that data is not altered or destroyed in an unauthorized manner. The value in ensuring data integrity is validity (ensuring the data is a true measure of what it claims to measure), reliability (ensuring the data is 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, like 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 anti-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 is accessible but who has access. I.T. 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 I.T. systems structure.
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.

## AQIP CATEGORY EIGHT: PLANNING CONTINUOUS IMPROVEMENT

After the development of a new Strategic Plan, JJC developed operational planning processes to support it. Key operational planning processes that support the Strategic Plan are action plans, environmental scanning, critical issue analysis, 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.

### CONTEXT (C)

#### 8C1: Vision for the Next Five to Ten Years

JJC's vision is articulated in the Institutional Overview, section O.1, Mission, Vision and Goals.

#### 8C2: Short and Long-Term Strategies and Alignment with Mission and Vision

JJC's long-term strategies are articulated in the [Strategic Plan](#) through the six strategic goals, as shown the Institutional Overview. 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. JJC's current institutional priorities for 2010, or short-term goals, along with the key performance indicators, are listed in Table 8.1.

*Table 8.1. College Short-Term Priorities and Key Performance Measures*

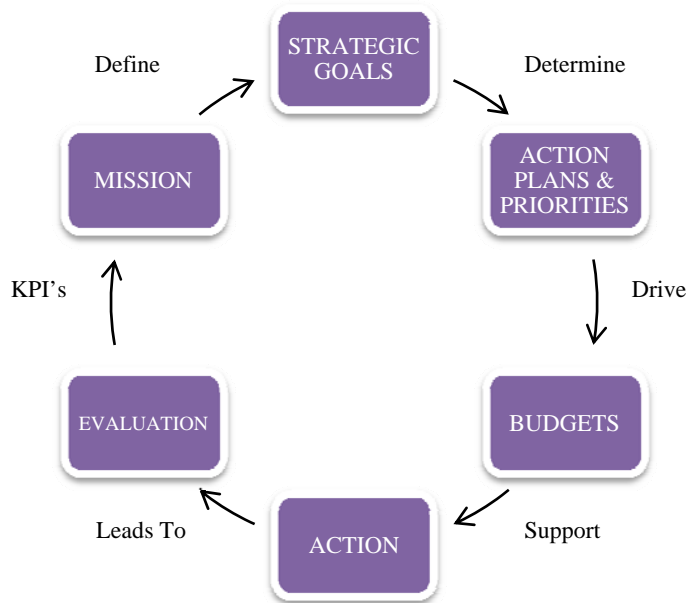
Priority for FY 2010	Key Performance Measures
Implement an institutional planning system that is tied to the budget and includes key performance indicators.	*Development of key performance indicators. *Strategic goals included in budget. *Employee engagement (PACE survey).
Increase opportunities for professional development and succession planning.	*Implementation and evaluation of professional development opportunities. *Employee satisfaction (PACE survey).
Develop comprehensive employee orientation, retention, and staffing plan.	*Employee satisfaction and engagement (PACE survey). *Employee retention rates.
Foster the on-going development of innovative learning-centered instruction, including the enhancement of learning through assessment.*	*Student success (CCSSE Survey). *Development of a General Education Assessment Plan.
Create and develop new partnerships in support of the master and strategic plan.	*Number of partnerships. *Dual credit enrollment.
Improve the success rates of underrepresented populations.*	*Retention, graduation, and transfer rates.
Create a sustainable campus by becoming more responsible for the environment.*	Articulated in an annual Sustainability Report and Action Project. Includes cost savings in the use of renewable sources and recycling rates.
Develop and acquire new resources in the acknowledgment of structural shifts in revenue sources.	*Increase in donations, grants, and the number of potential donors.
Improve communications.*	*Employee engagement (PACE survey).

*\*New or ongoing AQIP Action Project. Short-term priorities are prioritized and the list is clarified by the SLT during the annual budget process in December.*

## PROCESSES (P)

### 8P1: Planning Process

Figure 8.1. Planning Processes at JJC



The planning process at JJC is shown in Figure 8.1. All planning processes at JJC are captured in a document titled *Planning at JJC*. All of the processes described here are included in that document. JJC utilizes three planning processes: strategic planning, operational planning (which includes key action plans, strategic planning monitoring and evaluation, communications, budgeting, critical issue analysis and environmental scanning), and departmental or programmatic planning. All planning activities and processes are built around the development of the budget cycle, which coincides with the academic year (based on a fiscal year). The planning calendar is in Table 8.2.

Table 8.2. Planning Calendar for JJC

Task	Participants	August	September	October	November	December	January	February	March	April	May	June	July
Development of College Priorities for next FY	Planning Team			X									
Departmental/Divisional Strategic Plans	Senior Leadership Team/Departments				X								
Development of College Priorities for next FY	Senior Leadership Team					X							
Program Goals for FY set	Departments				X	X							
Priorities shared with Board of Trustees	Senior Leadership Team						X						
Three-Year Financial Plan	Financial Services & Controller						X						
Academic Plan	Academic Affairs						X						
Budget Requests submitted	Financial Services & Controller						X						
Strategic Plan Update to Board of Trustees	Senior Leadership Team							X					
Budget revisions	Senior Leadership Team								X				
Draft Budget to Board of Trustees	Financial Services & Controller									X			
Board of Trustees adopts new Budget	Financial Services & Controller											X	
Program Reviews completed	Departments											X	

### Strategic Planning Process

JJC undertook the development of a new Strategic Plan in January 2007, with final adoption nearly a year later. The old Strategic Plan was felt to be too operational in nature (at 28 pages long), was not externally focused, and did not inspire engagement among college employees (see Category 8R1). Thus, JJC developed a new strategic plan for 2008-2011. The process for developing the current Strategic Plan included the following activities and timeline:

- *October 2006* - Development of a strategic planning Web Site to serve as the central location for communicating and archiving all documents, activities, and processes related to the strategic plan.
- *December 2006* - Invitation from vice president for academic affairs to all full-time faculty asking for participation in the development of the Strategic Plan.
- *January 2007* - Entire campus community invited to workshop with focus on external scanning and introduction to strategic planning. After the workshop, environmental scanning teams were tasked with conducting research in eight areas: competition, demographics, economics, education, labor force, politics, social values, and technology.
- *April – October 2007* - Environmental scanning completed. The scanning trends were compiled, formatted, and sent to the entire campus community for further review and comment. Community leaders were interviewed about what they felt the foremost trends were. The purpose of the interviews was to ensure that the college's research captured all of the most important trends. Workshop held to finalize trends and review feedback from community members. Final list of environmental trends completed. Edits and formatting takes place over next month. Final list of environmental trends posted on JJC Web Site, burned to CD, and sent to community leaders and campus community, along with invitation to December workshop.
- *December 2007* – An email was sent from the President outlining all the college's work up to that point, attachment of documents, and further solicitation for feedback. A two-day workshop was held on developing the Strategic Plan. The mission, vision, and strategic goals of the college were completed at this workshop.
- *January –February 2008* - Editorial committee tasked with making editorial, not substantive, changes to the Strategic Plan. Upon completion, further input for commentary made to campus. No response was given. Response sessions to the final draft held through Feb. 2008 by the vice president for Institutional advancement & research and director of institutional research & effectiveness. Sessions were held at various campuses, times, and dates in order to accommodate the varied schedules and locations of campus employees. No changes recommended.
- *March 2008* - Final version of the Strategic Plan approved by the Board of Trustees at the monthly Board meeting.
- *June – August 2008* - Under the direction of the Director of Marketing, the Marketing and Publications Office produces a glossy, four-color, 10" x 10" brochure. Strategic Planning brochure sent to all campus employees with a letter from the President. All employees are also provided with a 3" x 5" laminated card with the Strategic Plan, including Core Values. Operational plan developed and implemented for FY 2009, with further refinements in FY 2010.

### Operational Planning Process

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 was needed to operationalize the strategic plan and translate statements of intent into action. Thus, the JJC Operational Plan contains the following elements:

- *Action Plans* – Academic, Assessment, Enrollment Management & Retention, Financial, Human Resources, Marketing, Master and Capital Improvement, and Technology. These plans support the strategic goals and priorities of the institution. Responsibility for the creation and development of specific Action Plans lies with the SLT.
- *Strategic Planning Monitoring and Evaluation* - Evaluation of the Strategic Plan is led by Institutional Research and the Strategic Planning Team. Evaluation consists of processes that provide feedback to the Planning Team and the Senior Leadership Team to ensure strategic planning stays on track. These activities include progress reviews once a year and brief status reports written after every Planning Team meeting. Activities are shown in the Planning Calendar. Evaluation is also conducted by asking questions about the Strategic Plan in the annual PACE survey.



- *Communications* - Communicating the Strategic Plan is administered by two departments: 1) Marketing & Publications and 2) Communications & External Relations. The Marketing & Publications Offices 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.
- *Budgeting* – JJC recognizes that without linking and planning together, the budget is in reality the college plan and planning, without resource devoted to strategies, becomes an exercise in futility. Budgeting is an integral part of the planning process and are based on institutional priorities. During the budget process, programs and departments are required to demonstrate how resources tie into a specific college strategic goal. Strategic goals are required on all budgeting forms.
- *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 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 2-3 years by Institutional Research. 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.
- *Strategic Planning Team* – The Planning Team is the custodian of JJC’s Strategic Plan and consists of 20 campus leaders. The team is advisory in nature to the Senior Leadership Team and Board of Trustees, recommends the addition and deletion of components of college priorities, and reports to the college community with updates about the Strategic Plan. The team works to ensure that committee and task force work is institutionalized through the operational plan. The team follows a planning calendar and engages in critical issue analysis, environmental scanning, and evaluation.
- *Developing priorities* – A key component of the operational planning process is the development of priorities, or short-term goals, outlined in Figure 8.2. Priorities come from two sources: external mandates (ICCB and HLC, for example) and internally, AQIP Action projects

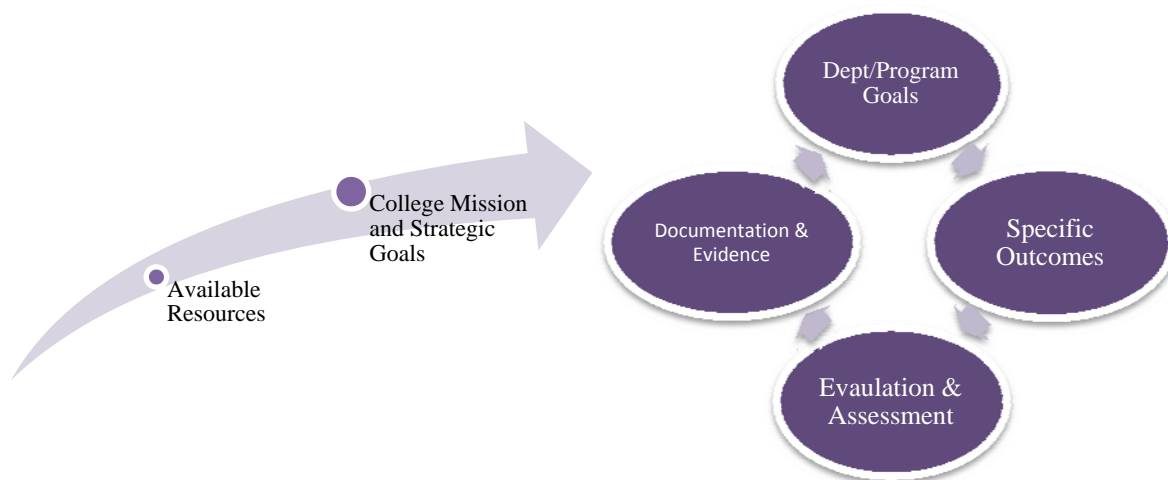
#### Programmatic Planning Process

Each department is asked to construct a Strategic Plan in anticipation for planning for the budget. The process for Program Planning is developed by the Institutional Research Office 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. The programmatic planning model is outlined in Figure 8.2. Programs utilize four 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. Specify outcomes.
3. Evaluate and assess effectiveness through plans, methods, and the establishment of timelines.
4. Document and provide evidence.

Another component of planning at JJC is the development of operational processes described in Category Six and planning around specific processes. For instance, the Assessment Committee 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, with bi-monthly meetings to approve all college grants, evaluation and rubric forms that evaluate grant opportunities, and an annual grant report to the Board.

Figure 8.2. Planning Through Institutional Effectiveness Model



### 8P2: Selection of Short and Long-Term Strategies

JJC's long-term strategies are articulated in the college's strategic goals. The process for the selection of these goals is described in Figure 8.4. The selection of short-term strategies, or college priorities, is part of the operational planning process and described in Category 8P1, under the Strategic Planning Team section, and in Figure 8.3, the planning calendar.

### 8P3: Key Action Plans

JJC's eight primary Action Plans are described in Category 8P1 and in the *Planning at JJC* document. Table 8.3 describes the implementation and revision schedule of these plans.

### 8P4: Coordination of Planning Processes and Strategies with Departments

The coordination of planning processes and strategies with departments is described in 8P1, under the Programmatic Planning Process, and in Figure 8.3, the planning calendar.

### 8P5: Selection of Measures and Performance Projections for Strategies and Action Plans

Measures of performance must flow from college priorities. Once priorities are selected by the college Strategic Planning Team, key performance indicators are selected by the Institutional Research Office and offered to the Strategic Planning Team for review. Performance projections are selected based on their appropriate context. Sources and projection data sources used are described in Table 8.4.

### 8P6: Resource Needs

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

*Table 8.3. Action Plans: Revision Process, Progress, and Communications*

Action Plan	Revision Process, Progress Report, & Communications
Academic	This plan is currently in the development stage, due primarily to the new Dean structure (JJC did not have academic deans previous to the 2007 reorganization).
Assessment	Revisions to the plan will be addressed through JJC's participation in the HLC Assessment Academy. Assessment at JJC is coordinated by the Student Learning Committee, with the process articulated in the Student Learning Handbook. Departmental plans for assessment are posted online, along with the <a href="#">Handbook</a> . In addition, the Student Learning Committee Coordinator provides sessions on assessment techniques during PPD Week and other professional development days.
Enrollment Mgmt.	This plan is currently in the development stage.
Financial	JJC produces a Three-Year Financial Plan on an annual basis. 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 every January.
Human Resources	This plan is currently in the development stage.
Marketing	The Marketing Plan is written and currently in place. It is revised once a semester to reflect a new marketing campaign for each new semester. The Marketing Plan is supported by various marketing committees. Additionally, an annual progress report on Marketing is made to Board of Trustees every June.
Master/Facilities	The <a href="#">Master Plan</a> is in place and has been approved by the Board. The <a href="#">Capital Improvement Plan</a> is revised on an annual basis. Progress on the Master Plan is supported by a comprehensive communications and marketing plan developed by the Communications and External Relations Office. Communications are also made on a regular basis to the Buildings and Grounds committee of the Board.
Technology	The <a href="#">Technology Improvement Plan</a> is completed on an annual basis and covers four areas: replacement, help desk, security, and improvement planning. The plan is shared with the campus on an annual basis.

*Table 8.4. 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 Institutional Research & Enrollment Mgmt. departments.
Finance	Three-Year Financial Report, developed by Financial Services.

### 8P7: Employee Capabilities

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

- The communications and marketing strategies described in 8P1.
- 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.

### 8P8: Measures of Effectiveness for the Planning System

JJC measures the effectiveness of its planning system through employee engagement. Evaluation of the college's planning processes is also conducted through Strategic Planning Team and their activities, but the primary source for this information is in the PACE survey. These measures are listed in Table 8.5, with results shown in 8R4.

Table 8.5. Measures of Effectiveness for Planning and Results

Measure	Results	
	JJC	U.S.
The extent to which the actions of this institution reflect its mission.	3.13	3.67
The extent to which my work is guided by clearly defined administrative processes.	2.90	3.28
The extent to which I feel my job is relevant to this institution's mission.	4.07	4.25
The extent to which I am familiar with the strategic goals of the college (customized question for JJC).	3.43	n/a
The extent to which the college follows up on plans with action (customized question for JJC).	2.63	n/a
Do you feel people at JJC are encouraged to participate in planning for change? (demographic section).	Yes: 46%, No: 42% N/A: 13%	

## RESULTS (R)

### 8R1: Results for Accomplishing Institutional Strategies and Action Plans

The key source of ensuring that the college is accomplishing institutional strategies and action plans lies in an evaluation of the key performance indicators described in Table 8.1 and in employee engagement with planning and strategy. As Table 8.5 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. Key performance indicators are derived from the measures in table 8.1, and are also included in the annual Performance Report, a report JJC submits to the ICCB on an annual basis. This report, like all others, is made available online and shared with the campus. An evaluation of the results is outlined in Table 8.6. Overall, results suggest JJC has opportunities to improve in several areas, but is also strong in others. It is important to note that as these are short-term priorities, or the most important things for the college to focus on at the time, many of the items by their very nature will be opportunities.

Table 8.6. Results in Accomplishing Institutional Strategies and Goals

Priority for FY 2010*	Key Performance Result
Planning and budgeting	Strength
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
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

\*Priority definitions are summarized for brevity in this table. Full descriptions are in Table 8.1.

## 8R2: Projections of Performance

JJC is undergoing significant change and is moving forward at a dramatic pace. In the past two years alone, the college has had a new President, all new Vice Presidents, conducted an organizational realignment, negotiated five union contracts, developed a new Strategic Plan and Master Plan, asked District voters to support an \$89 million bond issuance, hired three new academic deans (academic deans did not exist at JJC before the reorganization), and is located in one of the fastest growing and changing districts in the Midwest and nation (see the Institutional Overview).

Prior evidence showed that JJC required improvement in many areas, indicating a lack of focus on priorities, unclear relationship between action and outcomes, a lack of administrative processes, and an organizational structure that was not designed to meet college goals.

As a result of the reorganization, creation of institutional action plans that focus on college priorities, the rapid district population and K-12 enrollment growth, and economic trends that are driving more individuals to community colleges, it is projected that JJC will improve in several areas over the next one to three years.

## 8R3: Comparisons of Projections

JJC includes comparisons in nearly all of its measures. The PACE and CCSSE Surveys, for instance, are compared to national data. In addition, all the data in the Performance Report is compared to Illinois and JJC's peer group institutions.

Many of the projections that suggest JJC will be unique from other regions in what it experiences in the next one to three years. For instance, K-12 enrollment is projected to be flat in Illinois, Cook County, and the entire State of Illinois between 2008 and 2014. However, K-12 enrollment growth is projected to grow by nearly 70% in Will, 40% in Grundy, and over 100% in Kendall Counties – three counties which are entirely or significantly part of the JJC District. Other projections show that the JJC District will be one of the fastest growing regions in the nation. Will County, for instance, has witnessed the [10<sup>th</sup> largest population growth](#) in the nation for any county between 2000 and 2006. At 62%, another county in the JJC District, Kendall County, was the [2<sup>nd</sup> fastest growing](#) county in the nation during the same time period. Many of the projections are included on the OIR&E [Web site](#) on a page dedicated to projections and in the [environmental scanning](#) documents.

## 8R4: Evidence of Effectiveness for the System

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, but improvement is still needed 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 [2004 Vital Focus Survey](#). However, the PACE survey noted that familiarity with Strategic Goals is an area of strength for JJC.

## IMPROVEMENT (I)

### 8I1: Improvement of Current Processes and Systems for Measuring Effectiveness

Four main groups are responsible for improvement of systems of planning continuous improvement: the Institutional Research Office, the SLT, the Strategic Planning Team, and the Board of Trustees. The Institutional Research Office monitors data and effectiveness measures, in addition to coordinating and evaluating institutional strategic planning processes. The SLT has responsibility for implementing the goals and action plans of the college. Additionally, each SLT member has ultimate responsibility for a category of the AQIP Systems Portfolio. The Strategic Planning Team has responsibility for developing priorities and that the goals of the college remain relevant. Finally, the Board of Trustees responsibility is to set overall strategic direction for the college.



## 8I2: Targets for Improvement, Specific Priorities, and Communications

Targets for improvement are set by the Strategic Planning 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. In terms of the priorities outlined in Figure 8.1, the top priorities will be determined by the SLT in December. Current results are communicated to various stakeholders through a variety of mechanisms, including annual reports to the Board about Strategic Planning and AQIP, updates on the JJC Strategic Planning [Web site](#), the budget process, and interdepartmental activities related to Assessment.

## AQIP CATEGORY NINE: BUILDING COLLABORATIVE RELATIONSHIPS

As the nation’s first public community, JJC has many collaborative partnerships. This is not only due to its nature as a public institution, but also to its age. Partnerships have had more time to develop. Key partnerships focus on students. 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 define key measures. One opportunity for JJC is to move from a decentralized approach to a more systematic one in building collaborative relationships.

### CONTEXT (C)

#### 9C1: Key Collaborative Relationships

One of JJC’s [Core Values](#) is Collaboration, noting that JJC is dedicated to the formation and enrichment of collaborative relationships as part of the scholarly process. JJC also considers all of its major stakeholders as collaborative partners. These stakeholders are outlined in Category Three, Figure 3.1 and are categorized as students (transfer; career and technical; adult basic, ESL, and GED; and non-credit) and stakeholders (educational; community and government; and business and industry). Table 9.1 provides an outline of JJC’s specific collaborative relationships.

*Table 9.1. Specific Collaborative Relationships, Processes for Meeting Needs, and Measures*

Collaborative Relationship	Specific Collaborative Relationships	Processes for Meeting Needs	Measures for Building Collaborative Relationships
State and Federal	ICCB, IBHE, U.S. Department of Labor, Illinois Department of Employment Security, Illinois Department of Commerce and Economic Opportunity, and the Department of Homeland Security. More partners described in Category 3C1.	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, 3P1-3P6.	*Data submissions.
Colleges and Universities	South Metropolitan Higher Education Consortium, Illinois Articulation Initiative, College Night (with over 140 4-year university admissions tables), facility and space sharing. More partners described in Category 3C1.	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. More details in Categories 3P1-3P6.	*Transfer rates.
Associations	See Section 0.4 of the Institutional Overview.	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.	*Employee membership, engagement, and presentations.

Collaborative Relationship	Specific Collaborative Relationships	Processes for Meeting Needs	Measures for Building Collaborative Relationships
High Schools	Articulation agreements; Dual Credit; BEST; Education to Careers (ETC).	Research shows JJC's students learn the most about JJC through a family member, high school counselor, and college catalog/schedule. JJC recruiters work to ensure articulation, dual-enrollment, and information materials are current and effective. High schools are utilized as <a href="#">satellite</a> locations.	*Dual credit enrollment. *High school yield. *GED attainment.
Local and Regional Community Organizations, including non-profits.	Partners are described in more detail in Category 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.	*Community scan/survey. *Employee participation in the annual United Way giving campaign.
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 partnering on projects and activities with economic development associations.	*Economic impact. *Number of graduates in career programs. *Number of business training sessions/activities provided.
Foundation and Alumni	Specific engagement activities with the college described in more detail in Category Three.	Processes include alumni and donor relationship activities described in 3P3.	*Donations. *Number of alumni. *Graduate surveys.
Business and Vendors	Entities that provide services for the college related to construction, utilities, and general operations.	Bidding processes and relationships with vendors ensure JJC generates support for institutional operations.	*Bidding. * <a href="#">Economic impact</a> .

## 9C2: Reinforcement of Mission and Link to Planning

Collaborative relationships reinforce every aspect of JJC's [mission and institutional goals](#). JJC evaluates its performance on the basis of collaborative relationships, specifically through the [Strategic Plan](#) (collaboration with external stakeholders), AQIP (building collaborative relationships), and grant initiatives (working in collaboration with businesses for economic growth, workforce development and building partnerships). The process for including stakeholders and partners in the planning process is described in Category 8P1. Deconstructing JJC's Mission provides 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 are maintained.
- *Transfer and career preparation* – Relationships with 4-year institutions and the state of Illinois through IAI ensure seamless transitions to 4-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 ensures 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 ensures 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* – Partners with local entities whose mission is to enhance underrepresented groups ensures that JJC develops programs and services that are responsive to those groups.

## PROCESSES (P)

### 9P1: Creation, Prioritization, and Building of Relationships

The creation of relationships with stakeholders and students is described in more detail in Categories 3P2, 3P3, 3P4, and 3P5. Overall, collaborative relationships at JJC are the result of its status as a public institution; local political, economic, and social factors; geography; and institutional mission and objectives. 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. For instance, JJC collaborates with the federal government in providing data and information through IPEDS. The federal government will use the information for policy analysis in areas like financial aid, grants, and budget development – funds, in turn, that JJC receives. JJC’s collaborations are also impacted by its geography and participation in several south-suburban higher education consortiums, like SMHEC, and articulation agreements with four-year institutions located in or near the JJC district. 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. Specific examples of the building of the building of collaborative relationships specifically related to this category include:

- *Educational institutions from which students are received* – In 2007, JJC witnessed an increase in dual credit enrollment from 432 to 1,857. This increase is the result of the development of a relationship with high schools. JJC also has an [early entry program](#) for students wishing to start before the age of 17 and an [early school leavers](#) program for students who did not graduate high school.
- *Organizations that depend upon a supply of students* – An example of organizations that depend upon the supply of graduates is 4-year colleges and universities. Communications between JJC and 4-year institutions ensures that JJC graduates meet transfer requirements. Processes like [dual admissions](#) ensure that students receive a quality and convenient education, receiving 4-year university credit while enrolled at JJC. The college [Transfer Center](#) coordinates many transfer processes on campus, including college open houses, college fairs, and an online [calendar of recruiter visits](#). JJC also has agreements with Franklin University to partner in online courses and Governors State University.
- *Organizations that provide services to students* – An example is non-profits that provide assistance to JJC through financial aid and other services.
- *Educational associations, external agencies, or general community* – An example of how local economic and social factors impact collaborative relationships is seen in the changing demographics of the JJC district. 44% of the workforce in construction trades in the region are 45 years old or older and nearly 13% are 55 years old or older. These employees will be nearing or at retirement age in the next 10 years, suggesting that the industry will experience a labor shortage. In response, JJC received grant funding through a state initiative, and in partnership with the Workforce Investment Board of Will County and the local union building trades, prepares the workforce for entry into the union building trades apprenticeship programs.

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 8P1) and cultivating of relationships that support the priorities.

## 9P2: Ensuring Varying Needs Are Met

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. Specific processes for meeting stakeholder needs are outlined in Figure 9.1.

## 9P3: Creation and Building of Relationships

The assurance of integration and communication is described in Categories 5C1, 5P5, 5P6, and 5P9. Communication and integration is also discussed in Categories 8P1, 8P4 (integration), and 8I2.

## 9P4: Measures of Building 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. These measures are outlined in Figure 9.1. Measures of satisfaction and level of engagement are outlined in Category 3P7 and include the PACE survey, CCSSE, Community Scan, transfer rates, donor giving rates, and other surveys.

## RESULTS (R)

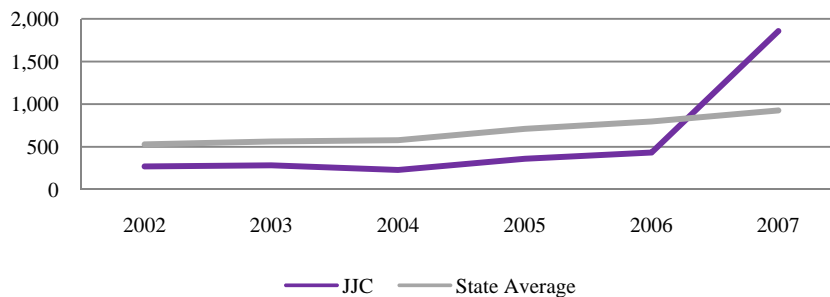
### 9R1: Results in Building Key Collaborative Relationships

The results of satisfaction in key relationships is detailed in Categories 3R1 through 3R4, with 3R2 and 3R4 focusing exclusively on results for building relationships. Examples of results not included in Category Three include 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. Examples of some quantitative measures include:

- *Dual Credit Enrollment* – By participating in the dual credit classes through JJC, students are enabled to make substantial progress toward their college education even before finishing high school. The following figure represents the number of students served through dual credit courses at JJC. The number of students served has increased 558.8% since fiscal year 2003. Fiscal year 2008 is projected to reach 3,639 dual credit students; this represents a 96.0% increase over the prior fiscal years count of 1,857. The growth of dual credit enrollment is highlighted in Figure 9.1.
- *Transfer Rates* – JJC transfer rates have risen over the last four years, primarily due to the enrollment growth in traditional-age students in transfer programs. These rates are highlighted in Category 1R1.
- *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 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 3R3.
- *Business and Industry* – JJC conducts many business and industry training workshops and courses. Results are outlined in the Institutional Overview Category, in the section on Collaborations.

An example of qualitative results include awards, recognition, and grants. JJC awards an annual Extraordinary Service Award to members of the community who exemplify outstanding service to the JJC district. An area hospital provides space to students enrolled in the Radiology Technician program, while several district hospitals provide internship and continuing education opportunities for students enrolled in the Phlebotomy, [Electrocardiography](#), [Certified Nursing Assistant](#) (CNA) and/or Nursing programs. JJC's [Workforce Development](#), Grundy County Workforce Services, and the [Office of Career Services](#) partner with local businesses to sponsor job fairs for students and local employers. A final example is the [Mature Workforce Grant](#) received by the Workforce Development Division to develop a Mature Workforce Center at JJC. The Center provides a special set of workshops and services geared specifically to the adult learner facing the opportunities and challenges of choosing a new career after age 50. JJC was one of only 10 community colleges nationwide to receive the award and the program was recently highlighted in a October 23, 2008 [article](#) in the *New York Times*.

Figure 9.1. Dual Credit Enrollment at JJC\*



\*FY 2008 dual credit enrollment at JJC projected to be 3,600. Comparative data not yet available for FY 2008.

## 9R2: Comparisons

JJC uses comparative data wherever possible, as shown in Category 3R1 through 3R5. Comparative data is also highlighted in Figures 9.1 through 9.4. Some comparable information, like qualitative or economic impact information, is not available.

## IMPROVEMENT (I)

### 9I1: Improvement of Current Processes and Systems

The improvement of current processes, systems, and measurement are described in Categories 8P1 and 7P1.

### 9I2: Targets of Improvement, Priorities, and Communications

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 Categories 8P1 and 8I2. JJC recognizes that the lack of clear linkages and information between processes, like 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. Specific targets for improvement in these areas are highlighted in Category One.