# 2004 Systems Portfolio

Submitted to the Higher Learning Commission in partial fulfillment of participation in the Academic Quality Improvement Program (AQIP)

November 2004

1. Helping Students Learn

2. Accomplishing Distinctive Objectives

3. Understanding Student & Stakeholder Needs

4. Valuing People

5. Leading & Communicating

6. Supporting Institutional Operations

7. Measuring Effectiveness

8. Planning Continuous Improvement

9. Building Collaborative Relationships

Helping Students Learn for Over One Hundred Years

JOLIET Junior College

http://www.jjc.edu

# Contributions and Acknowledgments

The following groups deserve special recognition for their dedication and support in the preparation and production of JJC's first AQIP Systems Portfolio.

## JJC Board of Trustees

## President's Cabinet

## Contributors and Editors

Photos: Mike O'Brien, Media Services and Ryan Smith, Institutional Effectiveness

# Institutional Overview

## 01. Distinctive Institutional Features

In 1901, six students entered the Joliet Township High School building and enrolled at Joliet Junior College (JJC), the nation's first public community college. By 2003, JJC had grown to serve 22,558 students in credit courses and 17,574 in non-credit courses over three campuses, one branch, and twenty extension locations. Serving over 600,000 individuals in a seven-county and 1,442-square-mile area, the JJC District is one of the fastest growing regions in the nation. Will County, which covers 837 square miles and where over 85% of JJC students reside, is the third fastest growing county in the nation with a population over 500,000. By 2030, the Northeastern Illinois Planning Commission projects Will County's population will reach 1,100,000, making it the second largest county in Illinois behind Cook. In order to seek congruence between mission and practices, JJC adopted Continuous Quality Improvement (CQI) in 1992. Activities included in the CQI approach included joining the Continuous Quality Improvement Network (CQIN) in 1993, joining the Academic Quality Improvement Project (AQIP) in November 2000, and formally aligning the planning and budgeting processes in 2001. All quality initiatives and documents relating to AQIP at JJC are gathered at a website open to the public: http://www.jjc.edu/Admin/IE/aqip.html.

### Mission
JJC is committed to providing a quality education that is affordable and accessible to the diverse student population it serves. Through a rich variety of educational programs and support services, JJC prepares its students for success in higher education and employment. As part of this College's commitment to lifelong learning and services to its community, it also provides a broad spectrum of transitional, extension, adult, continuing, and work force education.

### Vision
JJC will continue to be a leader and innovator in the provision of educational and training endeavors. Through the twenty-first century, the college will remain a major catalyst to the economic growth of the community. To continue to be a principal educational enterprise and a formidable competitive force, JJC must (1) initiate and sustain more collaborative relationships that extend beyond traditional and educational training formats; (2) develop and use innovative delivery methodologies; (3) keep abreast of the needs of the diverse community that is emerging in the community and incorporate effective learning strategies for underrepresented populations; (4) develop a consortium of exceptional faculty that can undertake the educational challenges of the twenty-first century and enable a viable environment to recruit and retain these individuals; (5) incorporate all college constituents in the planning process, including students, faculty, staff, and community stakeholders, to play an overt and prominent role in the information gathering, college planning, and decision-making processes at JJC.

### 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.

Budget

The JJC budget is an explicit statement of educational purpose expressed in fiscal terms and utilized as an instrument for putting strategies into action. Budgeting is accomplished through three activities. The *Annual Three-year Financial Plan* integrates strategic planning initiatives and AQIP activities with the financial resources necessary to meet objectives associated with the initiatives. The *Annual Three-year Financial Plan* includes three-year projections in revenues and expenditures, summarizes historical data, includes peer group comparisons, and anticipates funding needs for those categories. The *Annual Budget* is the annual tool used in implementing the long-range mission, vision, and strategic planning goals of the college. The *Quality Planning Calendar* connects college goals and mission with actual, planned activities and proposed resources to accomplish those goals. The FY 2003 JJC budget was $68.9 million. Figures O.1 and O.2 show JJC's source of revenues and expenditures by function in FY 2003.

*Figure O.1. JJC Revenues, FY 2003*          *Figure O.2 JJC Expenditures, FY 2003*
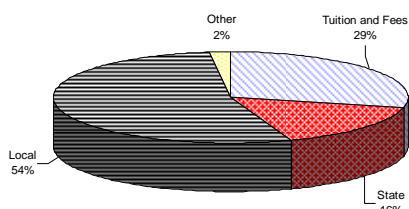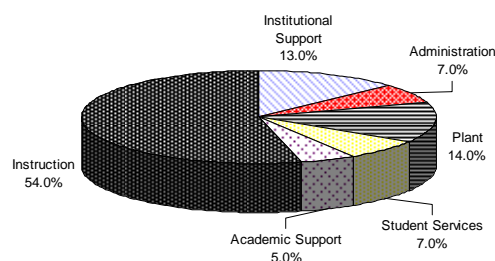


Governance

JJC is governed by a seven-member Board of Trustees. Trustees are elected and serve six-year terms. Board officers include a Chairperson, Vice-Chairperson, and Secretary who serve one-year terms and are elected by other Trustees. JJC students are represented on the Board by a non-voting student member. JJC is also governed by ICCB and acts under the provisions of the Illinois Public Junior College Act of 1965.

Accreditation

JJC is accredited through the Higher Learning Commission (HLC) and participates in AQIP. In addition, JJC is formally recognized by Illinois Community College Board (ICCB) and the Illinois Board of Higher Education (IBHE). Six occupational programs also hold accreditation in their respective fields, while JJC is approved by several regional and licensing agencies to offer non-credit programs in areas like Real Estate Appraisal and Continuing Education for Nursing Home Administrators.

**02. Scope of Offerings**

The scope of offerings at JJC encompasses five levels: transfer, occupational, adult basic and secondary, 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 Associate of Arts (AA) and the Associate of Science (AS). These programs are closely aligned with the Illinois Articulation Initiative (IAI). Students who want an associates degree without a specific emphasis and more flexibility to select transfer and non-transfer courses can earn the Associate of General Studies (AGS). JJC also offers three programs aimed at preparing individuals for employment in a specific field of study. The occupational area degree is the Associate of Applied Science (AAS). Certificate programs include the Certificate of Achievement (COA), and Certificate of Completion (COC). There are 48 occupational degree programs leading to an AAS and 98 leading to either a COA or COC. 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). The Institute of Economic Technology (IET) offers non-credit and some credit courses in economic development and personal enrichment areas. IET economic development programs aim to address current and future education needs through occupational skills training, contract and customized training, and small business development, and incubation. The purpose of personal enrichment courses is to provide lifelong learning opportunities for district residents. Table O.1 outlines the scope of programs at JJC.

*Table O.1. Scope of Offerings at JJC*

| Offering | Credit Type | Degrees |
|---|---|---|
| Baccalaureate and Transfer | Credit | AA, AS |
| Occupational | Credit | AAS, COA, COC |
| Living/Learning Option | Credit | AGS |
| Adult Basic and Secondary Skills | Non-credit | -- |
| Economic Development | Non-credit and some credit | -- |
| Personal Enrichment | Non-credit | -- |

There are thirteen academic departments at JJC: Agricultural and Horticultural Sciences, Business Education, Computer Information and Office Systems, Counseling, Culinary Arts, English and Foreign Languages, Fine Arts, Mathematics, Natural Sciences, Nursing and Allied Health Sciences, Social and Behavioral Sciences, and Technical.

## 03. Student Base, Needs, and Requirements

Student Base

JJC's Fall 2004 credit enrollment stood at 12,751. Figures O.3 through O.6 break down Fall 2004 enrollment by ethnicity, gender, attendance status, and department. As the figures show, minorities made up nearly 24 % of the population, females 59.9 %, full-time students about 63 %, and transfer programs about 76 % of the Fall 2004 credit enrollment. In FY 2004, 22,309 students completed at least one credit hour at JJC.
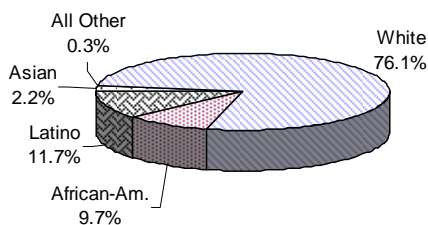
*Figure O.3 Fall 2004 JJC Enrollment by Race*

All Other 0.3%
White 76.1%
Asian 2.2%
Latino 11.7%
African-Am. 9.7%

*Figure O.4 Fall 2004 JJC Enrollment by Gender*

Female 59.9%
Male 41.1%
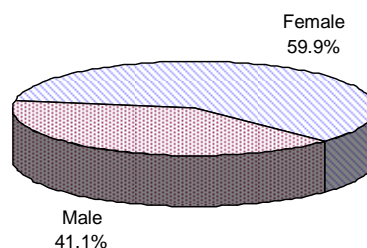
*Figure O.5 Fall 2004 JJC Enrollment by Attendance Status*

Full-time 36.7%
Part-time 63.3%
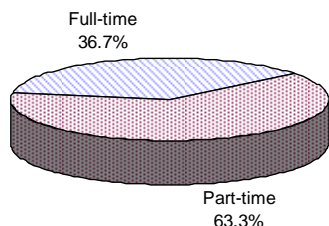
*Figure O.6 Fall 2004 JJC Enrollment by Department*

Comp. Sci., 6.5%
Cul. Arts, 2.4%
English, 14.0%
Business, 8.3%
Fine Arts, 8.6%
Agriculture, 3.4%
Tech., 5.3%
Math, 14.8%
Soc. Sci., 17.2%
Nurs./Health, 3.9%
Nat. Sci., 13.3%
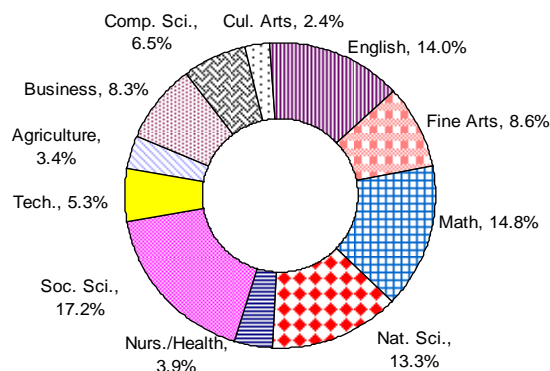
*Table O.2. Mean and Median Fall 2004 JJC Age*

| Enrollment Status | Mean | Median |
|---|---|---|
| Part-time | 31.8 | 27.2 |
| Full-time | 21.3 | 20.2 |
| All Credit Students | 28.0 | 23.0 |
| All Non-credit Students | 35.0 | 31.8 |

Seventy-five percent of all Fall 2004 credit students come from ten cities in the district, with Joliet making up the largest percentage (27.1). The percentage of JJC students reporting a disability in FY 2004 was 1.8, compared to 1.6% of all community college students in the State of Illinois. In Fall 2003 and Spring 2004, 282 high school students completed 1,336 credit hours at four different locations as part of dual enrollment. In FY 2003, 18.2% of all JJC credit students were enrolled in a developmental course, higher than the Illinois community college average of 14.5%. The Main Campus generated the most credit hours in Fall

2004, 77%, followed by the North Campus (10%) and City Center (3%). In FY 2003, 18,721 individuals enrolled in non-credit courses at JJC, 52.7% of which were male and 47.3% female. Seventy-three percent of all non-credit hours are generated through IET. Tuition and fees in FY 2005 for a full-time student taking thirty credit hours over two semesters was $1,740.

The fastest growing segments of the JJC population are students enrolling in college transfer programs, full-time students, younger students, and students from the Latino populations. Credit hour enrollment in math, English, and social and behavioral sciences has outpaced credit hour growth for the entire campus, growing by 25.8% compared to 15.2% for all of JJC. In Fall 2000, the average age for JJC students was 30.1, while the average age had decreased to 28.0 by Fall 2004. In Fall 2000, full-time students accounted for 54.3% of all credit hours; by Fall 2004, that number had increased to 62.0%. In the last five years, Latino enrollment at JJC has increased 123%.

Needs and Requirements

Surveys indicate the reasons students attend JJC are not significantly different from national survey trends and research on the college choice patterns of students: price, geography, and program. From a programmatic level, the data shows that more JJC students will demand programs that prepare them for transfer to four-year institutions. With the percentage of JJC students reporting daily use of the internet nearly doubling over the past five years, JJC will need to continue to find creative ways to utilize and integrate technology into educational and service functions. When paying for college, JJC students are more self-reliant than students at other institutions; only about one student in five receives financial aid, compared to nearly half of all community college students nationwide. Additionally, 74% of JJC students work more than 20 hours a week. Still, 62% of JJC students are first-generation college students, and, with increasing numbers of Latino students, JJC will be need to find creative ways to address access and affordability.

## 04. Collaborations

Associations

JJC actively participates in two quality-focused associations, CQIN and 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), League for Innovation and 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 (ICCFA), Illinois Community College Trustees Association (ICCTA), Illinois Council of Community College Administrators (ICCCA), and Illinois Association for Institutional Research (IAIR).

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.3 outlines the number of individuals and businesses JJC collaborated with over the last three years in the area of economic development.

*Table O.3 Economic Development Collaborations*

| Collaboration | Number* |
|---|---|
| Businesses provided with technical assistance through IET | 1,970 |
| Current workers receiving training through workforce training centers | 1,297 |
| Businesses attracted or retained through IET | 9 |

*Number refers to the total number served in Fiscal Years (FY) 2001, 2002, and 2003*

Community Service
In 2003, JJC developed a community service program that encourages college employees to volunteer in various community service programs. In FY 2004, JJC employees volunteered over 5,000 hours towards community service projects. JJC also awards an annual Extraordinary Service Award to members of the community who exemplify outstanding service to the JJC district.

High School
The JJC Tech Prep program connects high school studies to at least two years of postsecondary study in a college, technical school, or apprenticeship. In FY 2004, JJC served 3,531 district high school students through the Tech Prep program. Ninety-three percent of students who participate in Tech Prep earn a high school diploma compared to 82% of all students. In FY 2004, JJC offered 41 different courses at four district high schools as part of dual enrollment. Three hundred eighty two students participated, enrolling in 1,336 credit hours. The purpose of the Education-to-Career (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. In FY 2003, the ETC program reached over 70,000 individuals in the district. The JJC Build Success program is a semester-long class emphasizing job and life skills and GED completion.

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 http://www.jjc.edu/jobfair/. 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.

Colleges and Universities
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.

## 05. Faculty and Staff Base

*Table O.4. Faculty and Staff at JJC, Fall 2003*

| Category | Number |
|----------|--------|
| Full-time Faculty | 184 |
| Part-time Faculty | 519 |
| Full-time Administrators | 66 |
| Part-time Administrators | 16 |
| Full-time Support Staff | 102 |
| Part-time Support Staff | 87 |
| Full-time Clerical Staff | 78 |
| Part-time Clerical Staff | 140 |
| Full-time Plant* | 60 |
| Part-time Plant* | 34 |
| Total | 1,286 |

*Plant includes Food Service, Police, and Operations and Maintenance*

As Table O.4 shows, JJC employs over 1,200 full and part-time employees. Part-time faculty are 74% of all faculty and teach about 47% of credit courses. Sixty-one percent of all full-time faculty, administration, and staff hold at least a master's degree. Almost eighty-nine percent of all full-time faculty and 99.0% of full-time faculty teaching in transfer programs hold at least a master's degree. Ninety-nine percent of full-time faculty teaching in transfer programs have attained 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.

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

## 06. Facilities, Equipment, and Technology

Facilities and Equipment

JJC has three campuses, one branch, and 20 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. A branch is located in the city of Morris on the western edge of the district. As of FY 2003, JJC held $6,221,535 in total assets for property and equipment over 643,745 gross square feet (GSF). Of that, 339,271 GSF is assigned by classification. JJC devotes a total of 49 GSF per full-time enrollment (FTE). Figure 4 breaks out how classified space is used by JJC.

Regulatory Environment

JJC operates in a regulatory environment on three levels: accountability, regulatory, and legal. 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. 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.

*Figure O.7 Utilization of Classified Space at JJC, FY 2003*
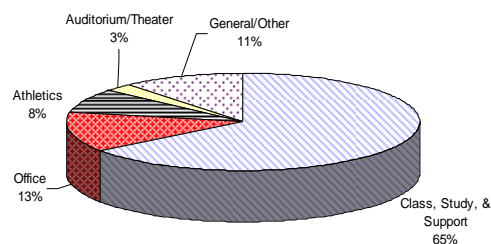


In addition to compliance with state, federal, and accrediting procedures and policies, JJC must comply with state and federally mandated regulations regarding the American with Disabilities Act (ADA), Equal Employment Opportunity Commission (EEOC), Occupational Safety and Health Administration (OSHA), 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 computer workstations on the JJC campus. The ratio of 0:3 for computers per FTE students 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 and Blackboard. 40 % of all classrooms include a computer, 5 % a television, and about 2 % 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 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, and gain an e-mail address on-line.

*Networking and Security.* The total amount of bandwidth available in megabits (mbps) is 12.1-44 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 gives all JJC employees secure, easy, and instant 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 FY 2005, a pilot program will test Citrix for students. In addition to Citrix, employees also have the option of Outlook for Web Access (OWA).

*Management Information Systems.* All campus records are housed in the COLLEAGUE system. COLLEAGUE is separated into four environments: Human Resources, Finance, Students, and Core, a database with student and facility information.

## 07. Competition

*Figure O.8. Colleges and Universities In and Surrounding the JJC District*
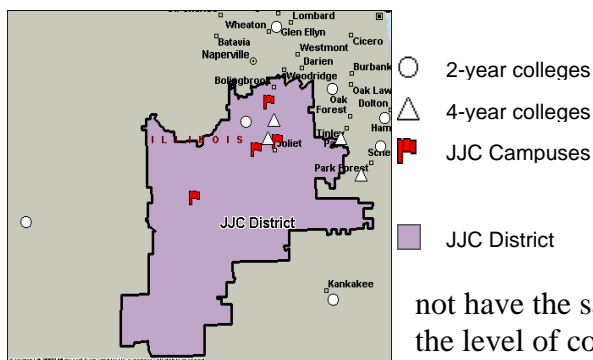


JJC is the only public postsecondary institution within District 525 boundaries. There are two non-profit private postsecondary institutions located in District 525: Lewis University and the University of St. Francis. However, many JJC students attend these institutions simultaneously or upon completion of their studies from JJC. Figure O.8 provides a map of local competitors with JJC. JJC may also compete with for-profit and for-profit on-line institutions, but, because those institutions do not have the same reporting requirements, it is difficult to ascertain the level of competition.

## 08. Key Opportunities and Vulnerabilities

*Increased costs associated with technology*, especially those related to networking, security, teaching, and software updates. Another challenge is using technology to enhance learning and improve the productivity of employees who use it.

*Continuing to provide a quality learning environment and services to the community in the face of reduced funding*. In 1991, the State of Illinois spent 13% of its budget on higher education; today, that figure is less than 10%. The percent of revenues JJC receives from the State of Illinois has fallen from 19.3% in FY1995 to 15.9% in FY 2003. To make up for decreases in state funding, JJC has raised its price and, due to rapid housing growth and assessed evaluation, received more in

district tax funding. New funding structures could also provide an opportunity for JJC to discuss what really matters as an institution and identify key programs and services through the program review and budgeting process.

*Rapid population and enrollment growth*. A rapidly growing district population, while generally advocating lower taxes, will continue to demand more services. By 2030, Will County is projected to be the second most populous county in the State of Illinois. Therefore, in the next 15 to 20 years, JJC will need to be prepared to serve more individuals than any other district in the state behind the City Colleges of Chicago.

*An increase in the number of students from historically underrepresented populations*. In the past five years alone, total enrollment at JJC has increased by 22 % while the number of minority students at JJC has increased 89 %, students reporting disabilities 39 %, and students enrolled in ESL courses 189 %. District population projections suggest enrollment shifts will continue to accelerate in these directions. The challenge will be in aligning organizational structures designed to serve a more traditional population towards a more racially, ethnically, and linguistically diverse clientele.

*Regional economic and labor market shifts, coupled with programmatic shifts*. The JJC district labor market has been historically based on manufacturing. Current trends and projections show that, with the exception of construction and related fields, manufacturing- related occupations and fields will continue to decline. Shifts in the economy and labor market from manufacturing to technology and service has had and will continue to have an impact on the curricular and programmatic offerings at JJC.

Projections suggest JJC will be in high demand due to its geographic location in one of the fastest growing areas in the nation, its low price compared to competitors and other four-year institutions, and its programmatic offerings. With a commitment to providing a quality learning experience, services to the community, and economic development to the region, the key opportunity lies in providing a quality education in a manner consistent with mission, values, and goals in spite of less revenue. JJC must also maximize its commitment by planning strategically for how those revenues will be expended.

Keeping Focus: Performance Improvement Systems
JJC maintains organizational focus on performance improvement through the following activities:
- Formation of a Quality Planning Team (QPT) for strategic planning, AQIP, and other quality initiatives
- Implementation of a Performance Appraisal System (PAS) that aligns employee and departmental goals with institutional ones and provides incentives for reaching them
- Development of three new AQIP Quality Action Projects
- Annual CQIN Summer Institutes
- Explicitly aligning planning and budgeting
- Making all information relating to quality-based initiatives available to the public on a website.

## Organizational Chart

# Organizational Chart

Joliet Junior College
November 2004
Office of Institutional Effectiveness
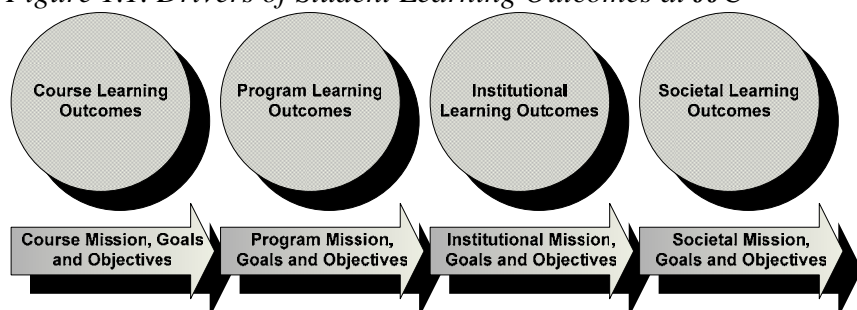
Auditor   Treasurer   Attorney

Board of Trustees

President

JJC Foundation

**V. President Business Services**

**Assoc. V.P. Extended Campuses**

**V. Pres. Academic Affairs**

**V. Pres Student Services**

Director Administrative Services

Controller

Director Human Resources

Dean Adult and Family Services

Food Services

Assoc. V.P. Academic Affairs

Dean Institutional Effectiveness

Dean Admissions and Financial Aid

Dean Student Development

Bookstore

Accounts Payable

Director Community Relations

Financial Aid

Career Planning & Services

Receiving

Payroll

Director Minority Student Affairs

Admissions

Student Activities

Mail Room

Grants Accounting

Minority Transfer Center

Phone Services

Service Center

Director Institutional Advancement

Purchasing

Director Alumni Relations

Director Campus Security

Director Recruitment Registrar

Director Physical Plant

Assoc. Vice President Information Tech.

Chair Counseling

Director Athletics

Maintenance

Admin. Systems

Custodial

Network Computing

Space Reservations

End-User Computing

Grounds

**Instructional Programs**
Adult Basic Ed.
General Education
English as a Sec. Lang.
Youth Academic &
Career Programs

**Instructional Programs**
English
Fine Arts
Math
Natural Sciences
Social & Behavorial
Sciences

**Instructional Programs**
Agriculture
Business Educ.
Computer Sys.
Culinary Arts
Nursing & Health
Technical

**Instructional Support**
Career Resource Ctr.
Dress for Success
Welfare to Work
Displaced Homemaker
Special Populations
Family Literacy

**Instructional Support**
Academic Skills Center
Computer Labs
Distance Learning
Honors Program
Library
Project Achieve

**Instructional Support**
Graduation Office
Evening Program
Special Needs (StAR)
Tech Prep
Education to Careers

Assoc. Dean North Campus

Director Corp. Services

Mgr. Facilities & Restaurant

Directors Workforce Services.

Director Professional Services

Director Extension Srvs.

# Criterion 1. Helping Students Learn

## CONTEXTS (C)

### 1C1. Common Student Learning Objectives

*Figure 1.1. Drivers of Student Learning Outcomes at JJC*



Student learning at JJC is driven by impact. JJC recognizes that simply measuring change through the identification of a series of outcomes says little to nothing about institutional impact and more about change. Thus, common student learning objectives at JJC are driven by the creation of an environment that motivates faculty and students, who possess multiple levels of cognitive skills, academic aptitude levels, and behavioral diversity, to learn. JJC also must operate in an integrated postsecondary environment. Thus, as Figure 1.1 shows, learning objectives and the pattern of knowledge of skills students are presumed to possess as a direct result of their participation in a JJC program are internally and externally determined. Table 1.1 provides more details about the common learning objectives.

*Table 1.1. Common JJC Learning Objectives*

| Common Learning Objective | Detail |
|---|---|
| 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. Beginning in Fall 2003, all forms are submitted and reviewed electronically. Only specified individuals have access to the syllabi for updates or changes. |
| Programmatic | 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. |
| | The JJC Academic Assessment Committee is responsible for collection and analysis of academic programs. Although departments and programs are encouraged to assess programs on a semester and annual basis, all assessments are conducting according to the program review schedule. The JJC Academic Assessment website is located at http://www.jjc.edu/dept/Assessment/. More information about program review and its relationship to assessment can be found at http://www.jjc.edu/dept/Assessment/programreview.htm. |

*Table 1.1. Details About Common JJC Learning Objectives (continued from the previous page)*

| Common Learning Objective | Detail |
|---|---|
| Institutional | Common student learning objectives for general education are stated in the College Catalog and 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" (2003-2005 *JJC Catalog* page 20).  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. |
| Societal | 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 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 societal learning outcomes can be found at http://www.jjc.edu/admin/ie/aqip.html. |

## 1C2. Aligning Learning Objectives with the Mission

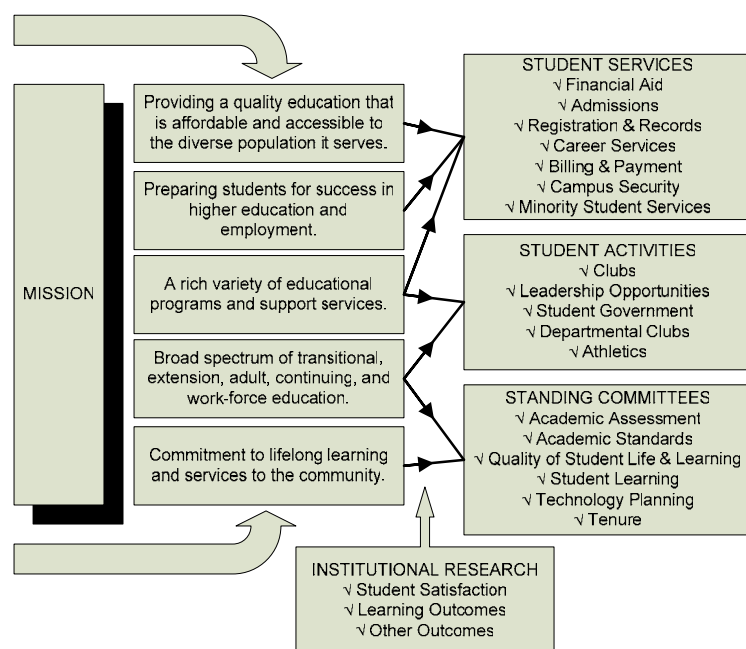*Figure 1.2. Alignment of Student Learning Expectations with the JJC Mission*



Figure 1.2 shows how learning expectations from the JJC mission are aligned with activities. Opportunities for learning outside the classroom include participation in numerous clubs, student government, college committees as student representatives, honor societies and the Honors Program, conferences for students, and various competitive teams, such as the Speech Team and the Livestock Judging Team, as well as athletic teams. Measures of student satisfaction, such as the *Student Satisfaction Survey*, provide feedback on the students' views of their experience.  The Quality of Student Life and Learning Committee (QSLL) is currently developing a publication of JJC Best Practices from both academic and student services areas to share ideas and adopt

additional practices for improvement. All occupational degree program areas have Advisory Committees composed of members of the community who provide insight into expectations in various workforces. Standing committees are representative, membership and leadership are rotated, and all academic departments include committee reports as a part of the monthly departmental meetings to communicate activities and make recommendations.

## 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.

Technology
Technology is used extensively in the formal instructional context. JJC uses Blackboard as its platform for Distance Education, and all instructors have access to a course site for supporting traditional classes. Blackboard is widely used to support curriculum. Forty percent of the students enrolled at JJC have logged in to Blackboard between August 23 and October 19, 2004. The same analysis shows that half of the full-time faculty has used the system during the first half of the Fall 2004 semester. 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 the IT Department is currently developing an automatic equipment and replacement cycle funded by a student technology fee.

## 1C4. Preparing Students for a Diverse World

Practices used to ensure that our design and delivery of student learning are preparing students include using some committee structures for improvements, providing support services for diverse needs, and offering specialized educational opportunities such as internships. IET and DAFS offer extensive outreach programs for workforce training and adult literacy.

Relevant committee structures for design and delivery include the Advisory Committees for updating, developing, and diversifying various programs; the Technology Planning Committee

(TPC) for systematic upgrading of technology; and the previously mentioned Curriculum, Retention, Academic Standards, and Assessment Committees for internal review and improvement.

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 ENLACE target populations such as athletes, Hispanic and other minority students, and first-generation college students. Educational opportunities such as internships in areas like agriculture, business, journalism, landscaping, and construction technology provide students with hands-on, work-related experience. For example, during the summer of 2004, construction technology students participated in building a Habitat for Humanity home. This opportunity allowed students to develop skills as well as participate in community service.

Full-time and adjunct are offered many opportunities for professional development to enhance their teaching effectiveness. The New Faculty Seminar and Adjunct Faculty Seminars address many topics, including ADA requirements for students with disabilities, learning styles, grading standards, and current technologies. Classrooms are 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

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, 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. The Office of Student Activities (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. Core values of Respect, Integrity, Collaboration, Humor and Well-Being, Innovation, and Quality are relatively new (2002) to the college, but they have been effectively publicized and integrated into the college climate.

The Office of Human Resources has actively and untiringly supported developing and celebrating a positive, respectful climate with numerous rewards and recognitions for employees. Service awards have been named in honor of some of our most respected colleagues, from our esteemed President with the J.D. Ross Award, to a beloved administrative assistant with the Jo Stworzyjanek Award. Ongoing membership in the CQIN and involvement of teams each year in the CQIN Summer Institute have contributed to the celebration of our best values. Personal and Professional Development Week (PPDW) each August and January brings the campus community together for learning and sharing. Speakers, workshops, and training are readily available during these weeks and throughout the year. The college also has five bargaining units

representing various employee populations. In recent years, the successful implementation of interest-based bargaining has also supported a positive, respectful climate and successful negotiations for various contracts. Such issues as respect for intellectual property have been a component of developing successful contracts.

## PROCESSES (P)

### 1P1. Determining Student Learning Objectives

A new subcommittee of the Assessment Committee, called the Student Learning Committee (SLC), was formed in Fall 2003. This committee is charged with developing clear learning objectives for general education and finding means to assess them. The co-chairs of the committee have researched practices at other colleges, attended conferences, and offered presentations. They are close to piloting electronic portfolios for a select group of students.

Learning objectives for specific courses and programs are determined within the departments offering them. 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. 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

*Figure 1.3. Process for Designing and Implementing New Courses and Programs*
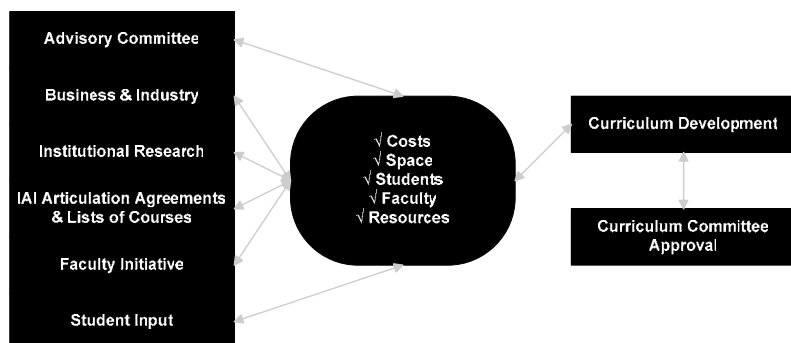


As shown in Figure 1.3, new programs and course offerings may first be proposed through Advisory Committees, partnerships with other colleges and business and industry, administrative research, individual faculty initiatives, or even student requests. IAI provides a list of courses accepted for transfer, and that list may provide the impetus for a new course or program. Student information from sources like the Faces of the Future Survey helps the college to assess needs.

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 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.   Potential grants may also be explored.

## 1P3. Determining the Preparation of Students

Methods used to determine preparation of students include mandatory placement, advising and registration sessions, review of AP credit and prerequisites, and some specialized testing and review of records are outlined in Table 1.2.

*Table 1.2. 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 COMPASS 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 http://www.jjc.edu/Admin/AcademicSkills/test.htm. |
| Advising & Registration | Incoming full-time students may participate in group registration sessions offered through the Counseling Department and the Office of Enrollment Management.  Placement testing, counseling, orientation, and registration are provided in a one-day, one-stop format.  Counselors are trained, degreed faculty; all faculty may also participate in academic advisor training and become qualified to assist students in placement and registration. All advising and registration information can be found at http://www.jjc.edu/counseling/ and http://www.jjc.edu/ES/Registration/. |
| 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 CLEP exams to earn college credit.  Transfer credit from other colleges is formally evaluated in the Office of Academic Affairs for equivalent earned credit on transcripts.  Opportunities for dual credit and credit-in-escrow are also available.  The college participates in a Tech Prep program designed to grant credit and place students accurately in various occupational programs. |
| 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, and some ESL needs. |

**1P4. Communicating Expectations for Student Preparation**

*Table 1.3. Communication of Expectations for Student Preparation*

| Medium | Form | Students Reached | Key Information |
|---|---|---|---|
| JJC Web site | Electronic | All with computer access | • Most current registration information |
| College Catalog | Print and online | All with computer access<br>All who contact JJC or high school counselors<br>Attendees of college nights | • Online registration<br>• Courses with prerequisites<br>• Placement testing<br>• Placement requirements<br>• Blackboard sites for current students<br>• E-mail access |
| JJC Focus | Print | All residents of JJC district | • Courses for the semester<br>• Admissions procedures<br>• Registration procedures<br>• Placement procedures |
| College Night | In person | All who attend | • Enrollment procedures<br>• Contact information |
| Brochures | Print | All who visit campus<br>All who contact high school counselors | • All information listed in this column |
| Counselors' Breakfast | In person | Indirectly, those who approach counselors | • Curriculum updates<br>• All information listed in this column |
| Recruiters | In person | Those who meet with them | • All information listed in this column |

As shown in Table 1.3, print materials include the College Catalog and the *JJC Focus*, which is the schedule of courses and all information concerning admissions, registration, and support services.  Assorted brochures and printouts of class schedules are available throughout the campus.  The Office of Enrollment Services, Registration, the JJC Information Center, and the offices of Financial Aid and Counseling maintain a ready supply of print materials. Electronic materials are accessible on the JJC Web site. They have the advantage of frequent updates on scheduling and services.  Electronic resources also duplicate the information from print resources. Individual course syllabi and departmental flyers and information sheets communicate expectations to students in classes.  These materials may be print or electronic. A College Night welcoming prospective students and parents is held on campus each semester.  Representatives from all academic departments and support services attend and answer questions. The Counseling Department hosts a Counselors' Breakfast each year for area high school counselors. Updates on programs and requirements are presented in a collegial atmosphere that invites active participation.  The Office of Enrollment Services sends recruiters to area high schools and participates in college fairs within the JJC district.  Print materials and contact information are widely disseminated. Mailings of relevant enrollment and placement information are widespread throughout the JJC college district.  The Office of Community Relations coordinates the print communications.  The Webmaster updates the Web site. The catalog is revised every two years, and many campus internal stakeholders are involved in reviewing text and updating or changing information.

## 1P5. Helping Students Select Programs of Study

Students express their interests in JJC at the point of contact through a College Night, a registration form, an application, conversation with a high school counselor, or even a phone call or email to the college. Their abilities are assessed through placement exams, a counselor's review of high school coursework and GPA, submission of an IEP or other documentation to the StAR program, and submission of AP and transfer credit. However, students who choose to enroll part-time and do not meet with a counselor, complete a college application, or take placement exams initially may not receive the advising they need. Occasionally students have completely self-advised and may be applying for graduation without ever having seen a counselor. The problem of lack of advising for some students will be addressed in the AQIP Quality Action Project defined in 2004.

Mandatory placement is very helpful in closing the gap between actual and necessary preparation in certain subject areas. A recently completed QAP helped improve this area of the college. Reading, English, math, and foreign language courses have mandatory testing requirements. Students who work with services and programs such as StAR, Project Achieve, Project Success, and Engaging Latino Communities for Education (ENLACE) have a greater chance of being placed and prepared accurately for college success. Setting prerequisites for more advanced coursework is much more commonplace.

## 1P6. Determining, Documenting, and Communicating Effective Teaching & Learning

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

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.

Formal assessments in the form of successful completion of assignments, exams, portfolios, projects, or other measures of learning also provide tangible evidence of effective learning.

Individual information on instructors and students is confidential but is shared with the appropriate recipients: the instructor, the chair, the vice president, and the Tenure Committee for tenure-track faculty.

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 Office of Institutional Effectiveness (OIE), the Office of Community Relations, and internal media such as college and departmental newsletters.

*Figure 1.4. QSLL Best Practice Process at JJC*
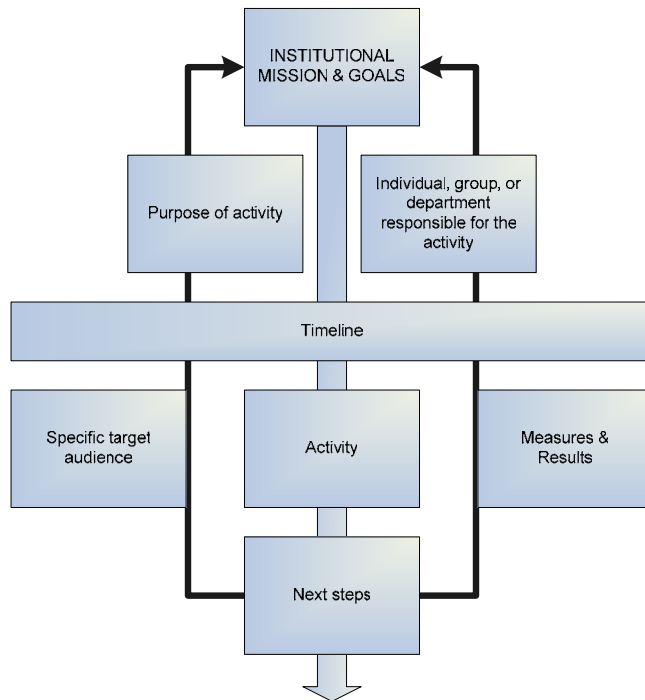


The Quality of Student Life and Learning (QSLL) Committee (formerly the Retention Committee) instituted a Best Practices initiative for Fall 2004. The goal of the Best Practices is to compile narratives about individual or departmental projects, activities, or changes that have been implemented to help support first-year full-time students. By sharing the best practices with the JJC community, best practice activities can be shared and implemented, with or without modifications, to other learning situations. The best practice process is illustrated in Figure 1.4.

## 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 these choices are compensated to encourage varied scheduling.

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 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 generally be posted before an instructor is located so that students may register immediately.

Collaborations between departments allow 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 Assessment Committee. 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. Major modifications—the process of adding, changing, or discontinuing programs and courses— are shown in Figure 1.5.
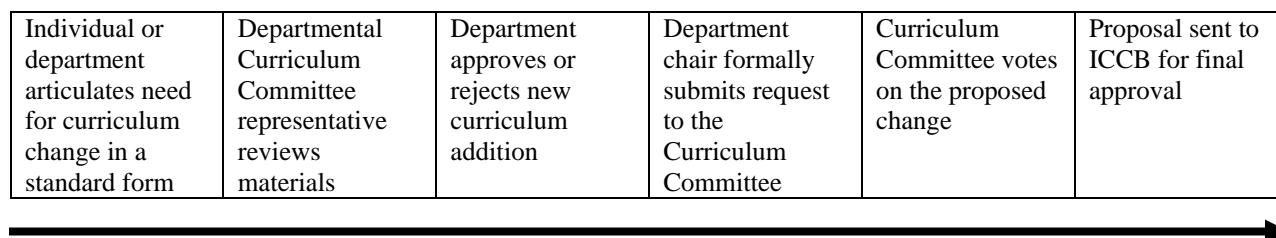
*Figure 1.5. Process for Modifying Courses at JJC*

| Individual or department articulates need for curriculum change in a standard form | Departmental Curriculum Committee representative reviews materials | Department approves or rejects new curriculum addition | Department chair formally submits request to the Curriculum Committee | Curriculum Committee votes on the proposed change | Proposal sent to ICCB for final approval |
|---|---|---|---|---|---|

*Figure 1.6. Process of Assessing Student Learning*

**COLLEGE GOALS**
1. Define competencies and/or skills
2. Define expected level of competency
3. Assessment instruments/measurements
4. Target population
5. Who is involved
6. Results
7. Using results for improvement

Assessment at JJC is driven by institutional mission and goals. Rather than assessing the effectiveness of courses or individuals, academic assessment at JJC focuses on program outcomes. Tied to program review, programs are required to submit assessment of student learning with their program reviews every five years (see http://www.jjc.edu/ dept/Assessment/programreview.htm for more information). The process for how academic assessment impacts the curriculum is articulated in Figure 1.6. The JJC Academic Assessment committee website makes all assessments available to the JJC community on its website, along with an assessment toolbox, instructions for completing academic assessment, references, and information about assessment grants at http://www.jjc.edu/dept/Assessment/. While Figure 1.6 illustrates the process for assessing student learning at JJC, Figure 1.7 shows the process for how departments and programs work with the Academic Assessment Committee on assessing programs.

*Figure 1.7. Assessment Plan Process at JJC*
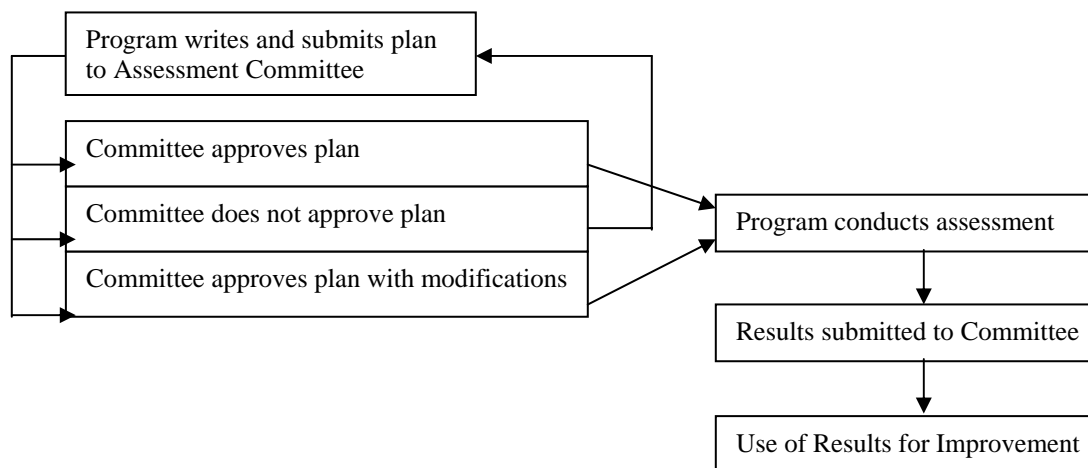


## 1P9. Determining Student and Faculty Needs for Learning Support

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 Services 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, or ESL language skills may contact IET 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 Lab, and the Mathematics Lab 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 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 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 to meet their own learning 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 Seminar, the Adjunct 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, foreign languages, and Fitness Center are particularly high. Full-time instructors may use some courses for salary schedule advancement as well.

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

The alignment process begins with JJC's mission, particularly the commitment to "a rich variety of educational programs and support services" and the "broad spectrum of transitional, extension, adult, continuing, and workforce preparation" (*JJC Strategic Plan: 2002-2007*). 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 workforce preparation 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, 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 Child Care Center invites campus participation in activities such as reading to the children.

## 1P11. Processes for Student Assessment

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 4000 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 1.5 further illustrates the assessment process at JJC.

## 1P12. Preparation for Further Education or Employment

OIE receives and maintains data on the annual rates of transfer to senior institutions, the students' GPAs, comparison data on native students versus transfers from JJC, and rates of persistence and completion of degrees. OIE data in regard to this area is kept at a Graduates website (http://www.jjc.edu/admin/ie/graduates.html), Occupational Follow-Up Survey website (http://www.jjc.edu/Admin/IE/), employment data website (http://www.jjc.edu/Admin/IE/employment.html), and in various surveys and reports. Information

from employers concerning employment and satisfaction with JJC students comes to both the relevant departments, such as Technical, Nursing Education, and Agriculture/Horticulture, and to the OIE. Advisory Committees for occupational programs also provide insight into the success of students in the workforce. Students who reenter the workforce after assistance through Dislocated Workers or other retraining programs are tracked for success in employment through their programs. Students who receive scholarships, awards, and other recognitions as they pursue further education are recognized at the Annual Scholarship Awards Ceremony sponsored by the JJC Foundation.

**1P13. Measures of Student Performance**
See Table 1.4.

**RESULTS (R)**

**1R1. Results for Common and Specific Student Learning Objectives**

Table 1.4 outlines the results areas for learning objectives at JJC. Specific results for learning objectives are provided in more detail in later sections.

*Table 1.4. Results for Common and Specific Learning Objectives*

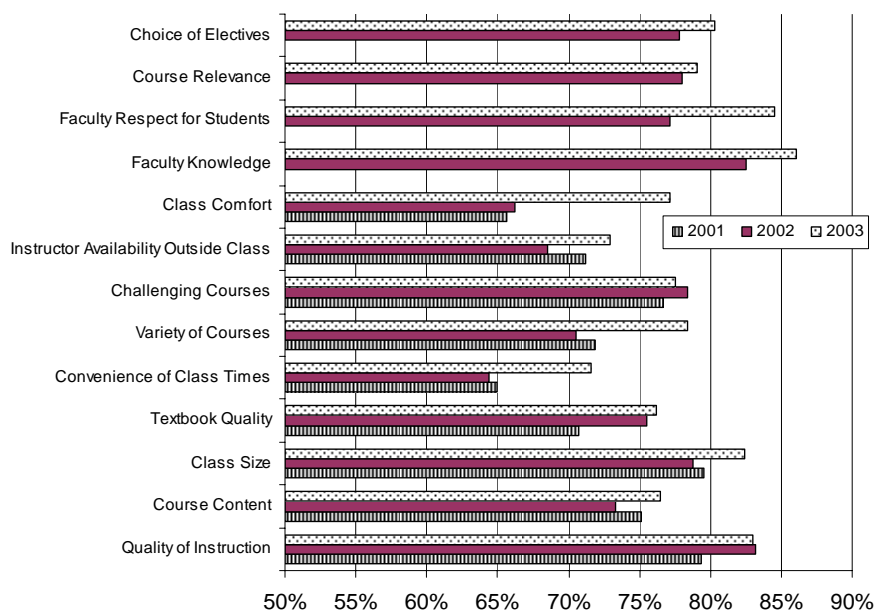| Learning Objective | Results |
|---|---|
| Course | Course Retention<br>Student Satisfaction<br>Grade Distributions |
| Program | Program Review<br>Academic Assessment of Student Learning<br>Program Retention<br>Licensure Exam Pass Rates |
| Institutional | Contributions to Student Development, Growth, & Learning<br>Student Satisfaction<br>Transfer Rates |
| Societal | Employment Rates<br>Completion Rates<br>Retention in Employment Rates |

**1R2. Evidence of Student Knowledge and Skills**

Evidence of Student Knowledge and Skills Gained through Courses
Evidence of student knowledge and skills gained through participation in courses is provided through retention rates and student satisfaction with particular courses. Research strongly suggests the effectiveness of an institution is linked to the success of its students. In that context, persistence in courses and programs is a strong indicator of student success. The 85.8% course retention rate for Fall 2003 represents a 1.4% increase from Fall 2002. Further retention data can be found at the OIE website: http://www.jjc.edu/admin/ie/factbook.html. Retention rates by ethnicity can be found at http://www.jjc.edu/admin/ie/. Course retention rate can also be found http://www.jjc.edu/admin/ie/Fact%20Book%202004/10th_Day_Retention.htm.

Several surveys ask students about how satisfied they are with courses and about how courses have contributed to their learning and intellectual and developmental growth. Figure 1.8 illustrates how students feel specific course attributes contribute to their ability to learn.

Figures 1.9 and 1.10 illustrate grade distribution by semester for all credit students. Figure 1.9 shows that over the last three years, the distribution of grades has fallen in A's

*Figure 1.8. JJC Student Responses to Ratings of Course Attributes, Good to Average, Spring 2001-2003*



through C's, but increased in D's and F's. When looking at grades by semester for the 2003-2004 academic year, higher grades are clearly given during the summer and spring terms.

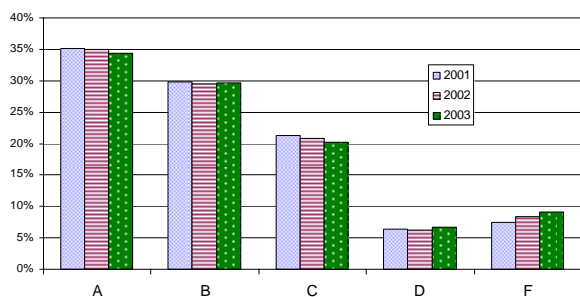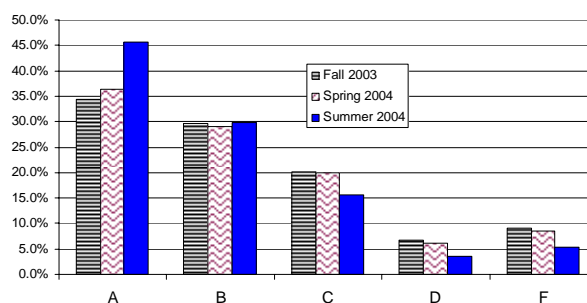*Figure 1.9. Grade Distribution at JJC by Fall Semester*



*Figure 1.10. Grade Distribution at JJC in an Academic Year (2003-2004)*



Evidence of Student Knowledge and Skills through Programs
Evidence of student knowledge and skills gained through programs is provided in four areas: program review, assessment of student learning, program retention rates, and pass rates on licensure exams. The State of Illinois requires all academic programs be reviewed every five years. In FY 2004, ICCB required community colleges submit evidence of student learning garnered through assessment be submitted along with program reviews. JJC immediately aligned its program review and assessment processes. While full results are reported in the annual PQP Report, available at http://www.jjc.edu/Admin/IE/pqp.html, table 1.5 presents a sampling of some results of student learning through programs.

*Table 1.5. Learning Results Gained from Program Review*

| Program | Results for Student Learning Strengths | How Results Drive Improvement |
|---|---|---|
| Computer Aided Design & Drafting (CADD)<br><br>http://www.jjc.edu/Dept/Tech/cad.html | Results show that student learning is enhanced with the use of real-world industry situations. Learning is also enhanced through increased contact with industries. | The CADD Advisory Board has significant impact on student learning through the recommendation of curricular offerings. Expanding the Advisory Board base to include other industries could enhance student learning by providing students with more realistic expectations and provide the program with the ability to anticipate shifting labor market trends. |
| | Extracurricular activities, like the College Transfer Night, enhance student learning. | |
| | Learning is enhanced through continual software updates and faculty professional development. | |
| Interior Design<br><br>http://www.jjc.edu/Dept/FineArtsDept/InteriorDesign.htm | Student learning is enhanced through practical applications, particularly through participation in the American Society for Interior Design (ASID) showcase home competition. | Practical curricular and extracurricular components have been added to the program, like the chartering of a JJC Interior Design club, participation in the ASID showcase home competition, community service activities (like designing the interior of the Morning Star Mission in Joliet, Illinois), fieldtrips to historically important architectural structures, and guest speakers. |
| | Software programs that focus on areas like three-dimensional design, color and swatches, space planning, and blue-prints, enhance student learning. | In response to learning gains associated with Interior Design software, the Interior Design program developed a lab with 19 workstations that incorporate current Computer Aided Design software. |

All academic departments submit assessment reports to the Academic Assessment Committee. Results are available to the JJC community and can be downloaded in Word format on-line at http://www.jjc.edu/dept/Assessment/deptinfoprograms.htm. Results from each year are captured in an Academic Assessment Committee on-line publication, *Outcomes Assessment at JJC* (http://www.jjc.edu/dept/Assessment/outcomes_assessment.htm). Academic assessment results of student learning for all programs are too comprehensive to be covered in this document, but all results are published at the Academic Assessment website. Examples are described in Table 1.6, which details specific assessment programmatic results for a sampling of some programs.

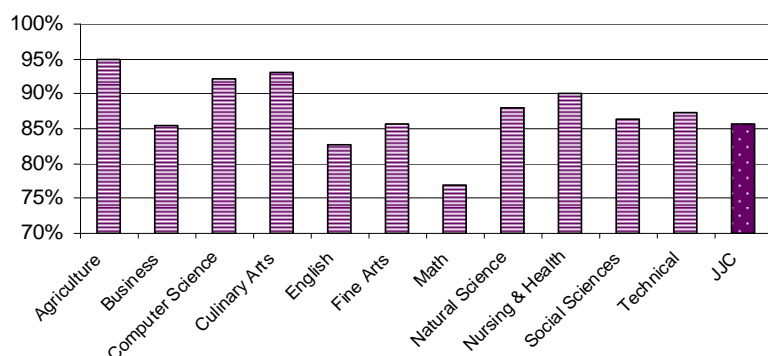*Figure 1.11. Program Retention Rates at JJC, Fall 2003*



Figure 1.11 shows program retention rates garnered from the JJC Fact Book (http://www.jjc.edu/admin/ie/factbook.html). The rates show variability of retention rates by department, but also show that a little over 85% of JJC students who are enrolled in a course on the tenth day of the semester complete the course.

*Table 1.6. Assessment Results at JJC*

| Program | Assessment Results and Findings |
|---|---|
| Veterinary Technician | The Veterinary Technician program not only uses traditional measures of student learning (i.e., standard quizzes, exams, presentations, and written assignments), but also skill tests, externship site performance, and employer feedback to assess student abilities. At graduation, students receive a CD portfolio of their experiences while in the program and complete a survey. This not only allows the program to utilize an input-environment-outcomes model when approaching assessment, but also allows students the opportunity to reflect on what they have learned. Data and information is then used to make modifications in the program curriculum. More information about assessment in the Veterinary Technician program can be found at http://occrl.ed.uiuc.edu/Newsletter/2003/spring/spring2003_4.asp. |
| Nursing | In Fall 2002, the Nursing Department decided to assess the effectiveness of a grading tool in assessing student learning. A rubric was set up by instructors teaching three different sections of the same course. Instructors then graded papers from all three courses.  While consistency was found in evaluating the depth and individualization of the grading process, inconsistency was found in points lost for grammatical errors and neatness. This suggests that, in regard to grammar and presentation, faculty may assign grades using different criteria. Some faculty, for instance, may focus on other aspects of the Process Paper, overlooking grammar, syntax, or handwriting, while other faculty may place a more importance on grammar, sentence structure, organization, and coherence – and grade accordingly. Differences in grades received by students were then analyzed. Results indicated there is a 50% chance a student could receive a higher or lower grade depending on the instructor and that grades may not necessarily be the most effective method to assess student learning. In response, the Nursing Department decided to include grammar in grading rubrics and standards. The full report is available at http://www.jjc.edu/dept/Assessment/grants.htm. |
| Mathematics | In Spring 2004, the Mathematics program assessed student attitudes towards math and what impact they may have on student perceptions of applicability to "real-life" situations.  The assumption was that students will improve their attitudes, awareness of real-life applications and perception of critical thinking skills through their progress math courses. Results indicated the introduction of "real-world" examples, like calculating car loan payments, did not increase student attitudes towards math. In response, the Mathematics department will continue to improve the way it introduces "real-world" situations in mathematics courses and will examine other methods for improving student attitudes towards math. |
| Physics | In Spring 2004, the Physics program introduced concept maps to its curriculum. A concept map represents concepts of any discipline, links between nodes, labels on nodes, and cross links between different levels of nodes. Based on the theory of cognitive learning, the purpose of the concept map was to attempt to eliminate rote memorization in learning physics, through memorizing formulas and equations, and instead focus on the understanding of concepts, structures, and their relationships. The results indicated there was little correlation between using concept maps and scoring well on a test. However, the researcher also found that poor test takers overcompensated by focusing on the concept maps (and scoring high on that variable), while good test takers focused less on concept maps. As a result, the Physics department purchased Inspiration, a concept map software that will greatly ease the design and development of concept maps and hopefully encourage students to link concept maps to course outcomes. More information about the project can be found at  http://www.jjc.edu/dept/Assessment/. |
| Marketing | The Marketing program assessed student ability to develop a marketing plan in Spring 2004. Individual and group projects were conducted in which students developed a marketing plan based on a brand new product or business. Results indicated that while all students developed a marketing plan, students may learn more by developing marketing plans based on real or currently existing companies. Next year, the Marketing program will use samples of marketing plans for several businesses to make the exercise more realistic. |

*Table 1.7. Pass Rates on Licensure Exams for Programs*

Table 1.7 shows licensure pass rates for JJC graduates based on specific programs.

| | Year | | | | | |
|---|---|---|---|---|---|---|
| | **2001** | | **2002** | | **2003** | |
| **Program** | **JJC** | **U.S.** | **JJC** | **U.S.** | **JJC** | **U.S.** |
| Nursing | 79.5% | 84.5% | 81.0% | 85.5% | 74.0% | 86.5% |
| Emergency Medical Technician | 99.0% | n/a | 100.0% | n/a | 99.0% | n/a |

Evidence of Student Knowledge and Skills Gained through the Institution

*Figure 1.12. Student Responses to JJC's Contribution to Growth (Percent Indicating Major Contribution)*
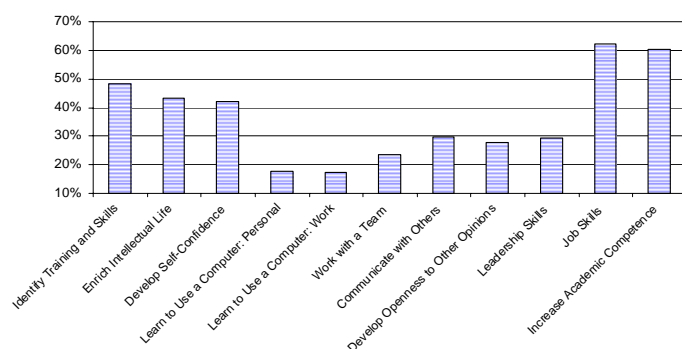


Figure 1.12 shows institutional learning outcomes as measured through the 2003 Faces of the Future survey. The results indicate that students felt JJC's major contributions to their learning were skills for training and employment, academic competence, and enriching their intellectual life. On the other hand, students felt JJC's contribution to helping them use a computer, work as a team, or develop openness to other opinions was lower. More details about institutional outcomes as measured through the Faces of the Future survey can be found at http://www.jjc.edu/admin/ie/facesofthefuture.htm.

Institutional learning is also measured through students' satisfaction with JJC's contribution to intellectual and personal growth and development. JJC measures student satisfaction with the Student Satisfaction Survey, Graduate Survey, Occupational Follow-Up Survey, and Faces of the Future Survey. The percent of students who reported being very satisfied and satisfied for all surveys is shown in Figure 1.13.

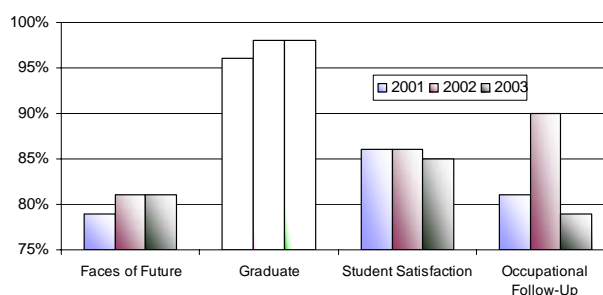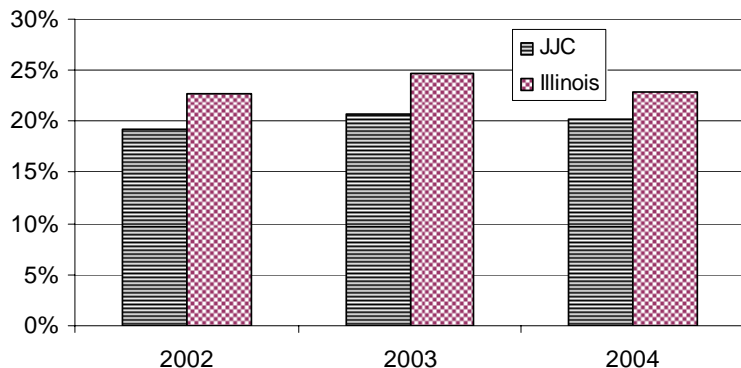*Figure 1.13. Student Satisfaction at JJC, 2001-2003*

*Figure 1.14. Percent of Cohort JJC First-Time, First-Year College Students who Have Earned at Least 12 Credit Hours and Transferred to a Four-Year Institution within Four Years*



JJC transfer rates provide information about the impact JJC has on students who transfer to four-year institutions. Transfer rates for JJC and all community colleges in Illinois for the last three years are shown in Figure 1.14.

Evidence of Student Knowledge and Skills Relating to Societal Objectives

As a public institution, JJC fulfills its role in developing human capital. Thus, external entities, like the State of Illinois, federal government, local taxpayers, and its accreditation agency require JJC measure specific learning outcomes. The State of Illinois requires JJC be evaluated according to the State of Illinois strategic plan for higher education, the Illinois Commitment. Results are presented in an annual *Performance Report* (http://www.jjc.edu/Admin/IE/iccb.htm). Learning outcomes included in the Performance Report include the occupational degree or certificate employment and enrollment rates; completion rates by gender, ethnicity and disability status; and retention in employment. Data and information related to how student learning at JJC drives contributions to societal human capital is shown in Figures 1.14 through 1.19.

*Figure 1.15. Percent of Occupational Certificate/Degree Recipients Employed or Enrolled in Further Education One Year After Graduation from JJC and All Illinois Community Colleges, FY 1999-2003*
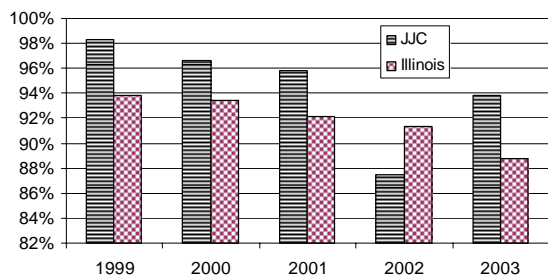


*Figure 1.16. Number of Completers from Minority Populations at JJC, FY 1999-2003*
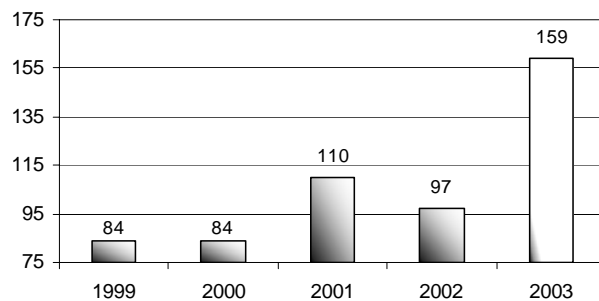
*Figure 1.17. Number of Completers who Report a Disability Status at JJC, FY 1999-2003*
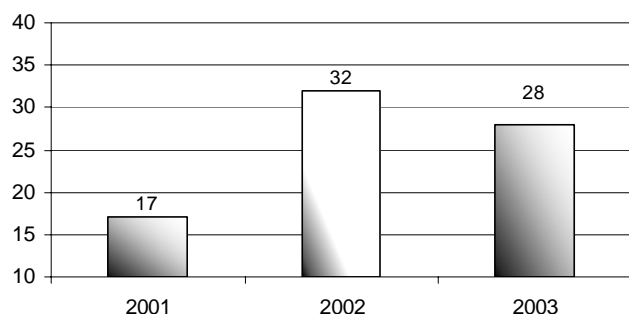


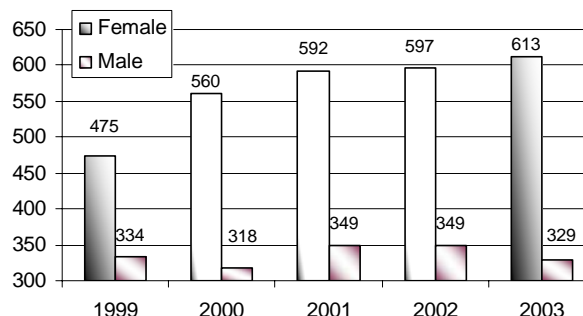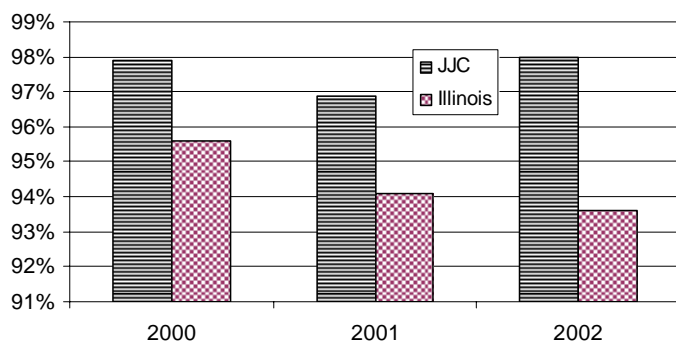*Figure 1.18. Number of Completers by Gender at JJC, FY 1999-2003*



*Figure 1.19. Retention in Employment One Year After Completion JJC and All Illinois Community Colleges*



As the previous graphs show, the percent of JJC students who are employed and continue to be employed one year after completing their academic program at JJC is above the State of Illinois community college average. These indicators suggest JJC makes a large contribution to the economy of the State of Illinois not only through the economic impact from producing nearly 900 graduates annually, but also through the decrease in taxpayer funds needed to subsidize college-educated individuals. (For more information on the economic contributions of JJC students and JJC itself, visit http://www.jjc.edu/admin/ie/employment.html).

## 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 Blackboard, an online course management system, piloting of Citrix, and increased utilization of distance learning. Since implemented, the number of students who enhanced their learning using web resources like online courses and Blackboard has increased dramatically. For instance, online credit hour enrollment has nearly doubled in the past three fall semesters, increasing from 1,629 in Fall 2001 to 3,118 in Fall 2003. JJC also began piloting Citrix, an online application that allows users to access software applications running on servers instead of desktops from any networked workstation in the world, in Fall 2004. Citrix was piloted in several computer labs in Fall 2004 and is available to all JJC employees.

## 1R4. Comparative Results

*Figure 1.20. Comparative Data about Institutional Contributions to Student Learning, Fall 2003 (Percent of Students who Indicated the Contribution was Major)*
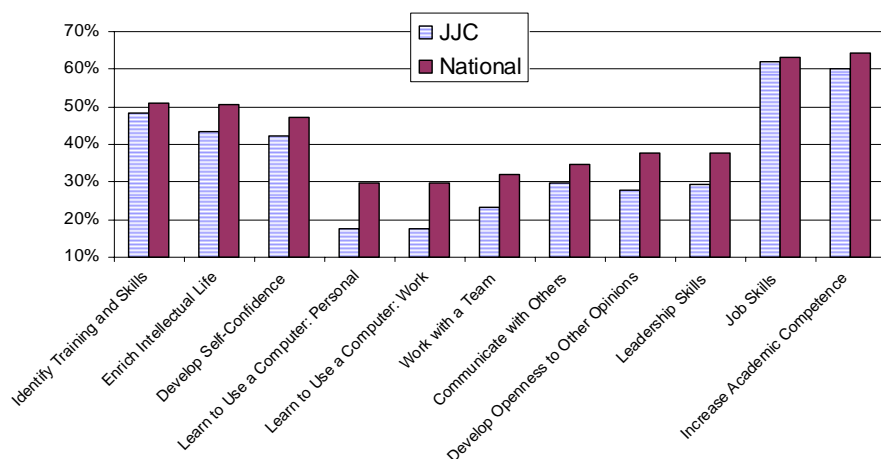


Comparative data and information about how students learn in the classroom is available from the annual Faces of the Future Survey. As Figure 1.20 illustrates, JJC is slightly below national community college averages in terms of student perceptions about institutional contributions to certain learning categories, especially in the area of learning how to use a computer.

Figure 1.21 also presents data from the Faces of the Future survey, showing how students feel certain college characteristics contributed to their learning. As the figure also illustrates, JJC lags behind national averages in many categories, particularly academic advising, concern shown for students, and campus security.

*Figure 1.21. Comparative Data about College Experiences and Student Learning, Fall 2003 (Percent of Students who Strongly Agreed or Agreed)*
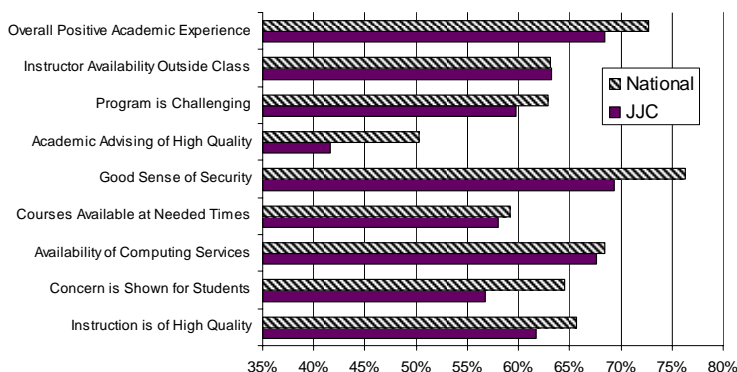


JJC also tracks the success of developmental students. Figures 1.22 and 1.23 show the percent of developmental students who advanced to college level work by semester and the number of students in developmental courses who earned as a credit as a percentage of those who attempted for JJC and all Illinois community colleges.

# Criterion 2. Accomplishing Other Distinctive Objectives

## CONTEXTS (C)

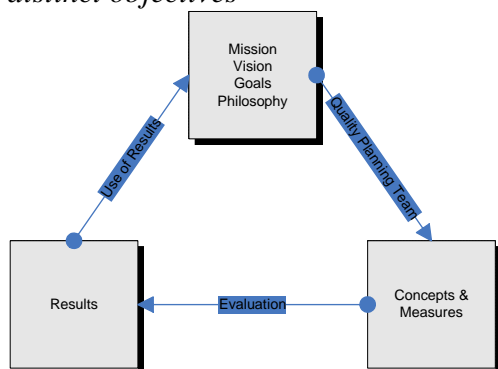### 2C1. Explicit Distinctive Objectives

JJC is committed to offering transfer, occupational, adult basic and secondary, personal enrichment, and economic development programs and services and to providing access to the diverse student population it serves. JJC's objectives also extend into several unique areas, including (1) a rich variety of current programmatic offerings and programs unique to JJC offered at several locations; (2) community service to the region; (3) educational opportunities, including workforce development and personal enrichment courses; (4) student services and activities; and (5) employee recognition.

### 2C2., 2C3. Alignment with Mission, Vision, and Helping Students Learn

The alignment of distinctive objectives with mission, vision, and helping students learn, along with concrete examples, is outlined in Table 2.1.

## PROCESSES (P)

*Figure 2.1 Determination of other distinct objectives*



### 2P1. Setting Distinctive Objectives

JJC's distinct objectives are determined and guided by the mission, values, and vision of the institution. Broadly, distinct institutional goals are set through consultation with the entire campus community. Analysis is then conducted and communicated back to the campus community by the QPT. The QPT is then responsible for defining concepts and measures relating to distinct institutional goals. Concepts and measures are then evaluated by the team and, if necessary, incorporated back into larger institutional goals, vision, and mission. In the departmental, unit, or program level, decisions are first evaluated on their congruence with JJC's mission and vision. A new distinct objective is then proposed through appropriate governance structures, instead of through the QPT. Once concepts and measures are defined, and the objective is evaluated with results used to feed into the mission, vision, and goals of the institution. This process is shown in Figure 2.1.

*Table 2.1. Alignment of Distinct Institutional Objectives with JJC Mission and Helping Students Learn*

| Distinct Objective | Mission/Vision Alignment | Alignment with Helping Students Learn |
|---|---|---|
| A rich variety of current programmatic offerings and unique programs | "Through a rich variety of educational programs and support services, JJC prepares its students for success in higher education." (Mission); "The College will provide students with a variety of learning opportunities and academic and student support services needed to achieve success." (Vision) | Provide students the opportunity to learn in their area of interest through transfer, occupational, workforce development, and personal enrichment courses. Example: JJC provides 911 Public Safety Telecommuter Training at a customized lab at the North Campus (http://www.jjciet.org/continuinged/Health/911.asp) |
| Community service to the region | "As part of this College's commitment to lifelong learning and services to its community, it also provides a broad spectrum of transitional, extension, adult, continuing and workforce education." (Mission) | Provide students the opportunities to participate in a real-world setting, apply what they have learned, and gain experience in a valuable citizenship area. Example: Peers Promoting Wellness (PPW) promotes health and wellness issues like alcohol and tobacco use, peer education, and nutrition not only to the JJC community, but also to local schools and community organizations. |
| Workforce development and personal enrichment ed. opportunities | "As part of this College's commitment to lifelong learning and services to its community, it also provides a broad spectrum of transitional, extension, adult, continuing and work force education." (Mission); "The College will strive to establish partnerships with its community to provide high quality training and work force development in the context of the world economy." (Vision) | Offer continuing education opportunities to individuals outside of traditional programs and services. Example: In FY 2003, 17,500 individuals enrolled in non-credit personal or professional development courses at JJC. |
| Students services and activities

Office of Student Activities (OSA): http://www.jjc.edu/OSA/ | "Through a rich variety of educational programs and support services, JJC prepares its students for success in higher education." (Mission); "The College will provide students with a variety of learning opportunities and academic and student support services needed to achieve success." (Vision) | Facilitate a diverse extracurricular program designed to extend the student's education experience beyond the formal classroom setting by fostering opportunities for involvement and expression through student clubs and organizations, student activities provide a challenging environment that promotes personal, social, and academic growth. Example: The Office of Student Activities coordinates nearly 40 clubs, such as the Independent Filmmakers Club, Angler's Club, Vet Tech Club, and Epicurean Club, geared towards students and each with a faculty or staff advisor. |
| Employee recognition | "The College will continuously assess and evaluate its educational programs and services for continuous improvement." (Vision) | Employee recognition of outstanding service, when related to mission and vision, is a statement of the value JJC places on accomplishing its mission and vision. Secondly, employee recognition provides incentives for employees to work towards a singular mission and vision. Example: A Core Values Committee recognizes employees who exemplify one of the six core values on a monthly basis. Core values relate to student learning by rewarding employees for working towards this common goal. |

**2P2. Communicating Distinctive Objectives**

JJC prides itself in having an open and varied communications structure. Expectations regarding distinct institutional objectives are communicated through a variety of mechanisms. The budget is the most precise and direct method of communicating how decisions about institutional objectives, priorities, and goals are set. When annual budgets are printed, they are housed in the Reprographics Center and available to any constituency who would like a copy. Electronic copies are also available in Outlook Public Folders (internal stakeholders) and the JJC website (external stakeholders). The JJC General Session, which occurs once each semester, is the time when the entire campus community convenes before courses start. The session provides the ideal opportunity to communicate expectations relating to distinct institutional objectives to the entire faculty and staff at one time. At unit and departmental meetings, academic and non-academic leaders communicate more specific institutional objectives.

*Table 2.2 Prominent publications at JJC*

| Publication | Electronic Location |
|---|---|
| Blazer | http://www.jjc.edu/blazer/ |
| Campus Briefs | http://www.jjc.edu/Admin/CRO/briefs.htm |
| JJC Journal | http://www.jjc.edu/Admin/CRO/Journals.htm |
| Catalog | http://www.jjc.edu/catalog/ |
| President's Newsletter | http://www.jjc.edu/Admin/CRO/ |
| North Campus Spotlight | http://www.jjc.edu/North/SpotlightMenu.htm |
| Alumni Action Newsletter | http://www.jjc.edu/alumni/ |
| Diversity Newsletter | http://www.jjc.edu/diversity/Newsletters.htm |
| Student Handbook | http://www.jjc.edu/events/Handbook/ |
| Press Releases | http://www.jjc.edu/campus_info/comm_relations/press_releases.asp |
| Annual Report | http://www.jjc.edu/campus_info/reports/ |
| HR Newsletter | http://www.jjc.edu/HR/ |
| E-newsletter | http://www.jjc.edu/distance/ecounselor/ |
| CIOS Adjunct Newsletter | http://www.jjc.edu/dept/cios/Newsltrs.htm |
| OIE | http://www.jjc.edu/admin/ie/publications |

Publications
Table 2.2 outlines prominent publications at JJC. In addition to these publications, departmental and program brochures are prominently displayed throughout campus at major entry and exit points. Displays also include general information for students (transfer, student conduct policies, etc.), employees, and the general public. Prominently displayed signs articulating JJC's mission and core values are displayed throughout the campus.

Website
The JJC website is located at http://www.jjc.edu/. All documents relating to quality and strategic planning are available to the campus community and public at http://www.jjc.edu/aqip/.

**2P3. Faculty and Staff Needs Relative to Distinctive Objectives**

Faculty and staff needs relative to these objectives are determined on two levels: human resource and budget.  In order to give JJC employees the opportunity to assist the institution in reaching distinct institutional objectives, JJC offers training and development opportunities for faculty and staff. Personal and Professional Development Week (PPDW) offers sessions and seminars on topics as diverse as computer use, personal fitness, and communication skills. The focus for Fall 2004, for

instance, was on teaching and learning (see: http://www.jjc.edu/faculty_staff/). The Faculty Development Committee (FDC) offers opportunities for course reimbursement and travel expenses for conferences. The Human Resources Department (HR) coordinates several programs that reward exemplary or outstanding service to the JJC community (see S*ection 4. Valuing People* for more information). Human resource needs in achieving distinct institutional and common objectives were also gathered from a Campus Conversation Day in March 2004. All documents relating to Campus Conversation Day are available to the public at http://www.jjc.edu/aqip/ccday.html. According to the *2004-05 JJC Annual Budget*, "The JJC budget is the annual tool in implementing the long-range mission, vision, and strategic planning tools of the College." Resources devoted to distinct institutional objectives are determined through departmental and programmatic requests for funding and a proposal to the Board of Trustees.

## 2P4., 2P5. Review, Assessment, Feedback, and Measures of Distinctive Objectives

Table 2.3 outlines how distinct institutional objectives are assessed and reviewed, who is involved, measures, and results. Figure 2.1 shows how feedback is used to readjust the mission and vision of the distinct objectives and the institution. Table 2.3 also provides descriptions and examples.

## RESULTS (R)

## 2R1., 2R2. Results in Accomplishing Distinctive Objectives

*Table 2.3. How Distinct Institutional Objectives are Assessed and Reviewed*

| Distinct Objective | How | Who | Measures | Results |
|---|---|---|---|---|
| A rich variety of current programmatic offerings and unique programs | Responsiveness to local, state, and national enrollment, labor market, economic, and degree attainment trends. | Individual departments, Academic Affairs, and OIE, using data gained from a variety of sources, including ICCB, IBHE, and other federal datasets. | 1. Historical enrollment in specific programs 2. Occupational demand through local and state labor market data. | Summarized in two reports: The PQP Report and Performance Report. Results can be viewed online at: http://www.jjc.edu/Admin/IE/iccb.htm |
| Community service to the region | 1. Tracking of number of community service hours. 2. Pre- and post-service questionnaires. | 1. Director of Holistic Wellness. 2. Director of Community Relations | 1. # of hours logged. 2. feedback from district | In FY 2003, JJC employees volunteered over 5,000 hours of their time to local causes. The goal for 2004-2005 is 6,250 hours. |
| Educational opportunities, including workforce development and personal enrichment | 1. Tracking the number of businesses and individuals served non-credit hours offered 2. PAS. | 1. Director of Corporate Services, Director of Professional Services, and IET staff and administration. 2. HR Director/other administrators | 1. Number of businesses and individuals served. 2. Non-credit enrollment. 3. PAS measures. | 2,001 businesses served through IET from 1999-2004, with 7,778 workshops. Also incubated 12 businesses from 1999-2004. FY 2003 non-credit enrollment stood at 17,141. |

*Table 2.3. How Distinct Institutional Objectives are Assessed and Reviewed and Who is Involved (continued from the previous page)*

| Distinct Objective | How | Who | Measures | Results |
|---|---|---|---|---|
| Student services and activities | Surveys, focus groups, and performance measures. | Director of Student Activities, Collegiate Club Council (CCC), and Student Government. | As an example, all student clubs are evaluated on whether they have procedures in place for maintaining visibility, conducting at least 2 fundraisers, and attending CCC meetings. Activity and club advisors must go through a 360 degree evaluation process that includes student-, director-, and self-evaluation components. | Student satisfaction with student activities increased over the last 4 years in every area measured, including friendliness of staff (7.8%), knowledge of staff (11.7%), variety of activities (3.8%), availability of activities (3.6%), and opportunity to participate in activities (15%). |
| Employee recognition | Core Values and employee recognition activities. | Core Values Committee and Office of Human Resources | Number of recipients and number of nominations. | Learned from results to construct a post-service evaluation form, conduct an annual awards celebration, develop "Pat on the Back" recognition, and employee recognition website at http://www.jjc.edu/hr/emp |

## 2R3. Enhancement of Community Relationships

*Table 2.4. Distinct Institutional Objectives and Enhancement of Relationship with the Community*

| Distinct Objective | Institution | Community |
|---|---|---|
| A rich variety of current programmatic offerings and unique programs | By being responsive to local and state demands for transfer and occupational programs, JJC lives up to its institutional mission of providing quality services, strategic plan to enable students to achieve their academic goals, and societal role as an institution that provides individuals with the access to those services. | Offering a rich variety of programs and unique offerings ensures that all individuals, regardless of their ability to pay, area of academic interest, or eventual goal, has the opportunity to achieve educational, vocational, or personal goals. |
| Community service to the region | Community service for students provides students the opportunity to responsible for their own learning in a real world context and shows that JJC places an importance on civic duty and responsibility. For employees, community service unites employees by providing a common goal ("services to the community"). Institutional commitments to community service provide incentives for students and employees to think about their roles as citizens and participants in society. | In an era of increasing accountability, community service increases the visibility of the institution and places the institution as a central component in the economic, civic, and moral development of the community. |

*Table 2.4. Distinct Institutional Objectives and Enhancement of Relationship with the Community (continued from the previous page)*

| Distinct Objective | Institution | Community |
|---|---|---|
| Educational opportunities, including workforce development and personal enrichment | In order to be responsive to community and stakeholder needs, JJC has to keep abreast of workforce development and other non-credit course needs. Offering courses in these areas benefits JJC by giving it the opportunity to live up to its mission of providing lifelong learning and work force education. | Research shows that community colleges are responsible for the education and training of nearly 75% of the nation's mid-level workforce, with obvious economic benefits (see http://www.jjc.edu/admin/ie/ccbenefits.html for more information). Personal enrichment courses provide economic externalities that, although difficult to measure, have been proven to be beneficial to society. |
| Student services and activities | JJC realizes that student activities are an integral component in complementing the cognitive development of students through cultural awareness, opportunities to participate in activities, and learn interpersonal skills. By living up to our mission of preparing students for success and vision of providing student support services needed to achieve success, JJC is strengthened as an institution. | Economic, social, and technological forces have always impacted the context in which colleges and universities operate. Realizing this, JJC offers a variety of student services and activities that enhance the talent development of its students and transforms our community and region through outcomes associated with individuals who have attended college, including economic development and civic responsibility. |
| Employee recognition | Employee recognition leads to more satisfied faculty, staff, and administration, provides incentives for employees to act in accordance with institutional core values, values the importance of work-life balance, provides growth through training and development, and establishes interpersonal working relationships. | Recognizing the value of individuals who choose to devote their lives to educating students reminds individuals of their higher purpose. |

## IMPROVEMENT (I)

### 2I1., 2I2. System and Process Improvements and Setting Priorities for Improvement

Individual units and departments responsible for accomplishing specific institutional objectives, as shown in Table 2.5, have established systems and processes for accomplishing their goals. JJC also has a number of mechanisms and processes in place to ensure that institutional objectives are accomplished. Every mechanism has an evaluation component, along with a method for insuring that results are fed back into mission and goals. Examples of improvement include PAS, program review, strategic planning, assessment of student learning, and the budget process.

All non-academic units are required to participate in PAS. The system requires that individuals *and* units establish clear and measurable benchmarks for performance. As an example, to measure performance through PAS, OSA has a goal of increasing cultural awareness on campus, benchmarking performance through the number of programs offered on campus that focus on diversity and the number of collaborations with the Office of Minority Student Affairs (OMSA),

*Table 2.5. Setting Targets and Communication*

| Distinct Objective(s) | Targets – Areas for Improvement |
|---|---|
| A rich variety of current programmatic offerings and unique programs<br><br>Educational opportunities, including workforce development and personal enrichment | Program Review – set by state and institution through the program review process. Communicated in the annual PQP Report: http://www.jjc.edu/Admin/IE/iccb.htm; Strategic Planning – set by institution. Communicated in the Strategic Plan: http://www.jjc.edu/aqip/strategicplan.html; Academic Assessment of Student Learning – set by individual departments. Communicated by the Academic Assessment Committee: http://www.jjc.edu/dept/Assessment/; Budget Process – Set by annual operating budget cycle. Communicated through the Annual Three-year Financial Plan; Annual Budget; Comprehensive Annual Financial Report (CAFR). Also communicated at General Session. |
| Community service to the region | Strategic Planning – Build number and strength of community service organization collaboration. Communicated in the Strategic Plan and Institutional Dashboard: http://www.jjc.edu/admin/ie/dashboard.htm; Holistic Wellness Department – Increasing the number of hours volunteered by JJC employees. Communicated through spreadsheets showing the number of hours, e-mails communicating the tracking of goals, Community Service Kickoff week held twice a year at the beginning of the semester, bulletin boards in prominent locations across campus, and the Holistic Wellness volunteer website: http://www.jjc.edu/OSAnew/HolisticWellness/VolunteerOpport.html |
| Student services and activities | Performance Appraisal System – set by individuals and units. Communicated through summary reports of the Performance Appraisal System; Strategic Planning – Many targets set in quality area 1: Enabling Students to Achieve their Academic Goals. Communicated in the Strategic Plan and Institutional Dashboard: http://www.jjc.edu/admin/ie/dashboard.htm; Budget Process |
| Employee recognition | Employee Recognition Programs – Targets set through Human Resources. Communicated through annual recognition programs and the Human Resources website: http://www.jjc.edu/hr/emp/above_and_beyond.htm; PAS |

ENLACE, and Project Achieve. Every five years, academic programs are required by the State of Illinois to go through *Program Review*. Program Review insures that JJC's programs remain vital and are responsive to regional and state economic and civic needs. Program Reviews are published in an annual PQP Report and available online. *Strategic Planning* insures that JJC is accomplishing what it says is important. Strategic Planning is measured through the use of an institutional dashboard. *Academic Assessment of Student Learning* provides a mechanism whereby information can be gathered about how to constantly improve programs by measuring whether students meet intended programmatic goals. Assessment results and plans are also available to the public online. The Budget process is an explicit tool for ensuring that JJC is devoting appropriate resources towards programs that match distinct institutional objectives.

# Criterion 3. Understanding Students' and Other Stakeholders' Needs

## CONTEXTS (C)

### 3C1., 3C2. Key Subgroups for Students and Other Stakeholders

*Table 3.1 Key Stakeholder Groups at JJC*

| Stake-holder | Subgroups | Requirements and Expectations | |
|---|---|---|---|
| | | **Short-Term** | **Long-Term** |
| Students | College Transfer | Access and affordability; Course placement; Location; Program; Student support services; Transfer services | Academic success; Cognitive, affective, and behavioral outcomes; Employment; Successful completion of academic programs; Transfer to 4-year college |
| | Occupational | Access and affordability; Location; Program; Student support services; Employment services | Cognitive, affective, and; behavioral outcomes; Employment |
| | Adult Basic and Secondary | Adult literacy; Basic skills; English as a second language; High school equivalency | Advancement to college level work; Cognitive, affective, and behavioral outcomes; Employment |
| | Non-Credit | Personal enrichment; Short-term skill training | Translation of specific skills in an occupational setting; Enhancement of life through investment in human capital |
| Public | Local | Access and affordability; Accountability; Community service; Cultural Events; Data and information | Access and affordability; Accountability; Assurance of fiscal stability; Community relations; Data and information |
| | State | Access and affordability; Accountability; Data and information | Access and affordability; Accountability; Assurance of fiscal stability; Data and information |
| | Federal | Access and affordability; Accountability; Data and information | |
| Non-student Internal | Board of Trustees* | Accountability; Data and information | Economic externalities; Economic and workforce development |
| | Employees | Compensation; Data and information; Recognition; Safe working environment | Advancement opportunities; Performance expectations; Professional and personal development |
| Alumni | | Employment services; Transfer services | See long-term requirements and expectations for students |
| Employers | | Skill and knowledge development | Economic returns made on investments in human capital; Educated and skilled workforce |
| Donors | | Development and fundraising services | Meaningful returns on investments |
| High Schools and Prospective Students | | Employment information; Financial aid information; Information about JJC; Transfer information | Articulation agreements; Dual-enrollment and credit agreements |
| Four-year Colleges and Universities | | Assurance of transfer requirements | Articulation agreements |

*The Board of Trustees is included as both an internal and external stakeholder because of its unique relationship with JJC as a policy guidance, administrative, and public quality assurance entity.*

## PROCESSES (P)

*Figure 3.1. Processes for Identifying the Changing Needs of Student Groups*

### 3P1. Identifying Changing Needs of Students

| Needs | Point of Entry | During Enrollment | Point of Completion | Post-Completion |
|---|---|---|---|---|
| Learning Support Needs | Advising, Placement, Special Needs | Enrollment Data, Surveys, Instructor Evaluations | Graduate Data, Program Review, College Fairs | Graduate Survey, Occupational Follow-Up Survey |
| Student Service Needs | Fin. Aid Applications, Advising Data, Registration Records | Satisfaction Surveys, Facility Use, Student Surveys | Graduate Data, Program Review | Graduate Survey, Occupational Follow-Up Survey |
| Student Life Needs | Main Street, Open Club Forum, Athletic Try Outs | Satisfaction Surveys, Club Evaluations | Graduate Data, Program Review | Graduate Survey, Occupational Follow-Up Survey |
| Workforce Needs | Placement Testing, Special Needs | Benchmarking, Student Surveys | Graduate Data, Program Review | Employer Contacts, Advisory Groups, Graduate Survey, Occupational Follow-Up Survey |

The changing needs of students at JJC may be identified through processes in place from the point of entry, during their academic careers, through completing desired programs, and finally into the future. These needs—and processes for identifying them—are shown in Figure 3.1. Of course, students' needs must also be analyzed in the context of demographics and population projections, labor market trends, the economy, and various social indicators, like population replacement rates, migration rates, governmental tax efforts, and local, state, and federal political environments. The bottom of the figure shows results that are used to inform constantly changing student needs. Generally, individual departments and committees are responsible for assessment and evaluation, with courses of action set either by the appropriate department or committee or recommendations being made through the organizational and administrative process illustrated in Figure 6.5.

### 3P2. Building and Maintaining Relationships with Students

The Office of Admissions, Counseling Department, Registration, OSA, Career Services, Holistic Wellness, Athletics, Office of the Dean of Student Development, Transfer Center, and specialized support and service areas such as the Honors Program, Project Achieve, OSMA, and Project Success are key student services areas for building and maintaining relationships with students. All academic departments also participate in recruitment and retention efforts. IET and DAFS reach out and maintain relationships with students seeking workforce training, GED, ESL, and ABE.

Group registration and orientation sessions for incoming students, a mandatory orientation for students in the Centennial Commons housing and their parents, special courses such as General Student Development (GSD) 100 for developmental students, a Judicial Process for Code of Conduct issues, and various appeals processes allow students to understand the operations and expectations of the college.

Technology has become a major vehicle for building and maintaining relationships with students. They may use the JJC Web site to contact all faculty and staff through e-mail, seek employment opportunities on and off campus, register online, file and access their financial aid records, retrieve academic records, view the course schedules, make tuition payments, and explore the college calendar for extracurricular events. Online courses, blended courses, and use of Blackboard for technological support of traditional courses has reshaped the ways we maintain relationships, as well as redefined the teaching and learning environment. Students may enter the Blackboard site for their specific course information, including announcements, course documents, the syllabus, and the course calendar. Throughout the campus, open labs, e-mail express stations consisting of PC's in open areas, such as hallways and concourses, and information kiosks provide convenient and quick access to technology for students to connect with each other, their instructors, or important services on campus.

The services identified in Table 3P1 also extend to maintaining relationships with students. Many traditional approaches are included. Daytime, evening, and Saturday hours for many offices and services on campus make access for students more readily available. Individuals practice an open-door policy in many cases. Faculty, including all department chairs, hold regular office hours, and the President offers the President's Open Forum for students to meet on a drop-in basis. Students serve as representatives on the college standing committees and other decision-making bodies so that they share in the operating procedures of the college. In particular, students may participate in the Academic Standards Committee, which has created a set of Standards for Academic Progress and will investigate processes for administrative withdrawal in 2005; the Technology Planning Committee, which allows for direct student input on campus-wide technology purchases and processes; the Beverage Grant Committee, which oversees allocation of internal grant dollars; and various task forces created by the President's Cabinet. Additionally, the students annually elect a representative to serve on the Board of Trustees to represent students in matters of policy. JJC also supports a wide selection of student life activities to further engage and involved students in the life of the college. Student Government Association (SGA), CCC, and two major student publications are examples.

Through the Campus Conversation Day of March 2004, JJC identified the need for an AQIP quality project for pursuing mandatory orientation and flagging students for advising after completing a number of hours. The exploration of both of these initiatives is viewed as critical "next steps" in building and maintaining relationships on campus.

### 3P3. Identifying Changing Needs of Key Stakeholder Groups

Identifying the changing needs of key stakeholders besides students involves both internal and external methods and measures. Self studies such as three Trailblazers and the three QAPs in Technology Planning, Institutional Culture, and Developmental Education provided opportunities for bringing various internal constituencies together to determine needs and set goals. The Campus Conversation Day of March 2004 provided an opportunity for many members of the campus community to share ideas and develop common goals for the future. The Master Planning process is led by the Dean and the OIE with a team of internal stakeholders from diverse work areas. Faculty and administrators belong to professional organizations and attend conferences nationwide to examine trends. Speakers and workshop coordinators from education, business, and government

present at PPD sessions on campus. Advisory committees assist in identifying changing needs among external stakeholders in the workforce.  IET, the DAFS, the Transfer Center, and the Counseling Department have direct contact with business, industry, and transfer institutions of higher education. Students, employers, and higher education also assist in identifying changing needs through Job Fairs, Career Fairs, College Nights, and fairs for specific occupations such as health care or hospitality. OIE gathers data on population trends in the district, high school enrollments, new building starts, and other demographic information to project future enrollments and needs.

### 3P4. Building and Maintaining a Relationship with Key Stakeholders

Important groups for building and maintaining relationships with external stakeholders are the JJC Foundation, the JJC Alumni Association, the JJC Retirees Association, and IET.  The Office of Community Relations is pivotal in providing timely news releases, print materials, and ongoing contact with the community.  Administrative involvement with area Chambers of Commerce helps foster relationships.

JJC has encouraged a culture of volunteerism and community service. The Office of Holistic Wellness began a program of promoting opportunities for volunteering within the district among students and staff.  A campaign to reach a collective 5,000 hours of service was undertaken throughout the 2003-04 academic year. In clocking volunteer hours, JJC has exceeded its goals and has made plans for a more extensive campaign during 2004-05.  Service Learning will become the next prong of this initiative, whereby faculty will be encouraged to infuse community service into their courses.  Another important part of maintaining relationships with key stakeholder of the community involved the purchase of a permanent JJC float, which was constructed in 2003. Members of the JJC campus community ride the float in numerous district parades for cultural celebrations, homecomings, and other special events.

Finally, a strong relationship with high schools is maintained through the Office of Enrollment Services, the Counseling Department, the Tech Prep liaison, and key occupational areas of the college such as Agriculture, Horticulture, and Culinary Arts.  College recruiters maintain individual relationships with all public and private district high schools, providing materials, on-site presentations, and individual admissions counseling appointments on a regular schedule throughout the year.  Special campus visitation days, such as Discover JJC, are also coordinated. The Counseling Department hosts an annual Counselors' Breakfast for high school counselors which is very well attended.  Learning about new programs, updates on curricula, and opportunities to network while enjoying a great breakfast and winning door prizes make this event highly successful.  The college's Tech Prep representative has maintained strong networking efforts with high school faculty to establish college credit opportunities for nineteen academic programs with 151 curriculum agreements with high schools.

### 3P5. Addressing New Student and Stakeholder Groups

Remaining a competitive option for new students and key stakeholder groups while dealing with reduced funding and growing demands for public accountability is a key concern for the college. Studies provided by the OIE of the district demographics, enrollment trends, changing business and

industry, growth in housing, high school enrollments, and the economics of the area identify new needs in workforce retraining, ESL programs, and transfer or occupational programs. Professional networking with other colleges in the state of Illinois and attending regional or national conferences on topics of concern to higher education lead individuals within the institution to pursue new areas of interest. Proposals for new academic or service programs may be suggested first to appropriate administrators, then to the President's Cabinet and Board of Trustees. For example, the Veterinary Technician Program was proposed after the Chair of the Department of Agriculture learned that only one college in Illinois, Parkland, had an existing program. He brought a proposal forth to the President, who encouraged research and development. The proposal for OSMA came forth from a task force formed over concern for meeting the needs of the growing minority population which resulted in a formal proposal to the President's Cabinet and the eventual hiring of a director to meet those needs.

Sometimes a gift of money, land, or other resources may come with stipulations. The Technology Building was a direct result of funds donated to JJC. Farm property donated to the college will become a site for livestock for students in the Agriculture Department. The proposal for student housing to meet the needs of students from remote locations, athletes, and possibly international students is another example. A proposal to establish student housing in proximity to JJC's campus came through a committee commissioned to study the potential of such an initiative to the President's Cabinet, Board of Trustees, and, eventually, the college's Foundation, resulting in the establishment of an LLC and a 296-bed facility in proximity to campus.

## 3P6. Collecting and Using Complaint Information

The process for collecting and using complaint information is shown in Figure 3.2 and described in further detail below.
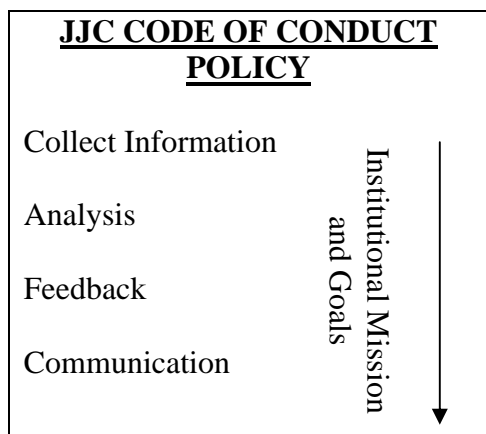
Collecting
Complaint information from all stakeholders may be collected through various forms, electronic communications, and in-person communications. Each department is encouraged to collect feedback and create vehicles for complaints to be heard and processed. The college understands that, in receiving student concerns, we also role model an important life skill of dialog and conflict resolution. A universal Complaint Form was developed for this purpose and is available in print throughout the campus. Assorted floor and wall racks are scattered throughout the Main, North, and City Center campuses and the Morris and Lincolnway East satellite sites so that print media providing information on student rights and the various avenues for expression of concerns are readily accessible. Suggestion Boxes are available on the Main and North Campuses for the entire campus community. Campus Police are readily accessible on the three campuses and can also serve as an intake for complaints as part of their community-oriented policing philosophy.

Additional processes for submitting complaints are available to students, and other stakeholders have recourse to processes for submitting complaints about students. Language in the Student Handbook and the JJC Catalog details the procedures for the Grade Appeal Process and charges of Academic Misconduct as well as complaints regarding ADA violations, FERPA rights, sexual harassment, discrimination and other legal matters which may be brought forth to faculty, department chairs, StAR, Student Services, and HR. Print and electronic versions of the JJC Code

of Conduct explain behaviors which may lead to reports from faculty or staff to the Dean of Student Development or the Campus Police. The Dean of Student Development also presents information, including processes for making complaints and the Judicial Process for a fair hearing, to students in the GSD classes.

*Figure 3.2. Process for Collecting and Using Complaint Information*

| **JJC CODE OF CONDUCT POLICY** | |
| --- | --- |
| Collect Information | |
| Analysis | Institutional Mission and Goals ↓ |
| Feedback | |
| Communication | |

Various satisfaction surveys are conducted through HR and the OIE to determine satisfaction of internal and external stakeholders.  At times, outside consultants have been hired to gather data from the district that JJC serves.  While these resources may not be direct complaints, they can be indicators of dissatisfaction. HR also gathers evaluations from supervisors of all staff. All college employees may now submit an electronic work order to Buildings and Grounds if any equipment or facilities are damaged, broken, or in need of remodeling, replacement, installation, or assembly. This method allows for ease and convenience in processing internal concerns. The Information Technology and Distance Education departments have timely "HELP" lines and online request processes for immediate assistance with problems. When systems are down, preemptive messages on the Web or through the campus phone system keep people informed and help prevent a rash of complaints.

Analyzing and Using
Processes are in place for analyzing information gathered through the complaint process and determining appropriate actions.  These processes include the following:
- A judicial hearing and resulting course of action for violations of the Student Code of Conduct
- Analysis of police reports for criminal activities to determine arrest or campus disciplinary action
- Analysis of Instructor Evaluations from students by the department chairs and the appropriate dean or vice president for the tenure process, post-tenure review, or adjunct review.  A meeting is held with the instructor to discuss results.
- Analysis of employee reviews to determine continued employment, transfer, or promotion.
- Response to complaints about campus procedures, buildings and grounds, food service, through the appropriate departments or individuals
- Immediate response to problems with technology
- Newly adopted Performance Assessment System for annual adoption of metrics and objectives in areas of expressed concern within departments by key stakeholders.

Resulting disciplinary actions may include the following:
- Probationary conditions for or termination of employment (employee)
- Termination of employment (employee)
- Failure of particular assignments or a course (student)
- Dismissal from the college (student)
- Arrest (student or employee)

Resulting corrective actions may include the following:
- Repairs, remodeling, or other facilities improvements and support
- Online services for technology failures
- Training opportunities to enhance occupational and customer service skills
- Training opportunities to improve teaching
- Student development opportunities for improved student behavior

## 3P7. Determining Student and Other Stakeholder Satisfaction

*Table 3.2. Determination of Student and Other Stakeholder Group Satisfaction*

| Stakeholder Group | Processes |
|---|---|
| Students: college transfer | Course Evaluations; Graduate Survey; Student Satisfaction Survey; Faces of the Future Survey; Computer Lab Satisfaction and Use Survey |
| Students: Occupational | Course Evaluations; Graduate Survey; Student Satisfaction Survey; Faces of the Future Survey; Computer Lab Satisfaction and Use Survey; Occupational Follow-Up Survey |
| Students: Adult basic and secondary | Course evaluations |
| Students: Non-credit | Non-credit and personal evaluation course assessments |
| Public: Local | Clarus Survey; Economic development; Meeting of accountability requirements |
| Public: State | Economic development; Meeting of accountability requirements |
| Public: Federal | |
| Board of Trustees | Annual Board of Trustee retreat |
| Employees | Constellation survey |
| Alumni | Graduate Survey; Occupational Follow-Up Survey |
| Employers | Community scans (Clarus) |
| Donors | Foundation events |
| High schools and prospective students | Evaluations of services to the community (i.e., financial aid information seminars at high schools) |
| Four-year colleges and universities | Evaluations of P-16 performance; Dual-enrollment assessments; Transfer rates |

## RESULTS (R)

## 3R1. Student Satisfaction

Figure 3.3 provides an example of student satisfaction, in this case results from the Occupational Follow-Up Survey. The full report is available at http://www.jjc.edu/Admin/IE/ occupational_followup.htm. Other student satisfaction survey results mentioned in Table 3.3 are available at http://www.jjc.edu/Admin/IEComputer lab satisfaction results are available in Outlook public folders. All information from student evaluations of instructors is kept within academic departments and used in the process of continued employment for adjunct instructors and movement toward tenure for tenure-track instructors. Tenured instructors are expected to review information and commit to continuous improvement in their teaching. While this information is confidential and can only be shared with the appropriate people, general trends may be identified in setting goals for curriculum change or other improvements within departments. More student satisfaction results are available at the OIE website: http://www.jjc.edu/admin/ie/.

*Figure 3.3. Satisfaction with Program Content and Student Services for Occupational Program Completers, FY 2003*
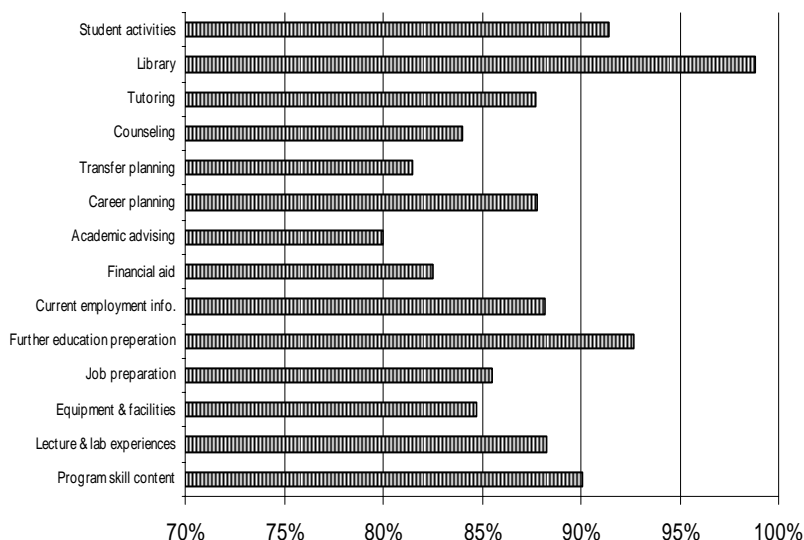


**3R2. Building Relationships with Students**

JJC measures successful relationships by behaviors such as returning to JJC for continued coursework and successful completion of educational goals. Records of return and regular use of services such as the Writing Center, Project Achieve, Project Success, the Academic Skills Center, StAR, and other support services are measures of continuing relationships with students. The Retention Committee began a new initiative in Spring 2004 to compile a "Best Practices" electronic document to record and share strategies for keeping students engaged and persistent. The annual reports submitted to the Assessment Committee include a section for improvements based on outcomes, and these improvements may include strategies for further building relationships with students. IET, DAFS, HECA, TRIO, Project Achieve, and other grant-funded programs document their continued relationships with students as part of their annual renewal.

**3R3. Stakeholder Satisfaction**

Public, High Schools, and Prospective Students
As a public institution whose main role is the development of human capital through helping students learn, the public expects returns on investments. Hence, stakeholder satisfaction is inextricably linked to the economic fiscal and external outcomes that institutions of higher education like JJC create. As Figure 3.4 shows, JJC district taxpayers can expect a 21.4% annual return on their investment, while students can expect a 17.0% return. Other external economic benefits include reduced costs for social and public services associated with individuals with no postsecondary education. Economic benefit summaries are available online at http://www.jjc.edu/Admin/IE/employment.html. Local satisfaction is also measured through community scans. The most comprehensive recent community scan was conducted by the Clarus

*Figure 3.4. Public and Private Return on an Investment in Education at JJC, 2002*
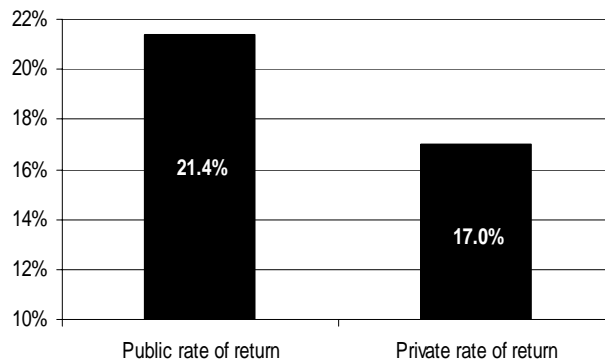
Corporation in Spring 2001. The scan evaluated public satisfaction and needs with JJC in the areas of attitudes, perceptions, satisfaction, and what factors the public needed in their community college. Public entities also have accountability requirements. Reporting requirements, along with results, are available to the public and listed online at http://www.jjc.edu/Admin/IE/aqip.html.

Employees
In preparation for Campus Conversation Day in March 2004, JJC employees participated in a Constellation Survey. In addition to asking employees about what they feel is the most important thing for JJC to do, what JJC does well, and where JJC can improve, the survey also addressed satisfaction. The survey revealed that employees feel trusted to do their job well and that JJC places a high value on people. Comprehensive results from the survey are available to the JJC community at http://www.jjc.edu/aqip/ccday.html.

*Figure 3.5. Graduate Satisfaction with Student Services, Instruction and Curriculum, and Campus Climate, Spring 2004*
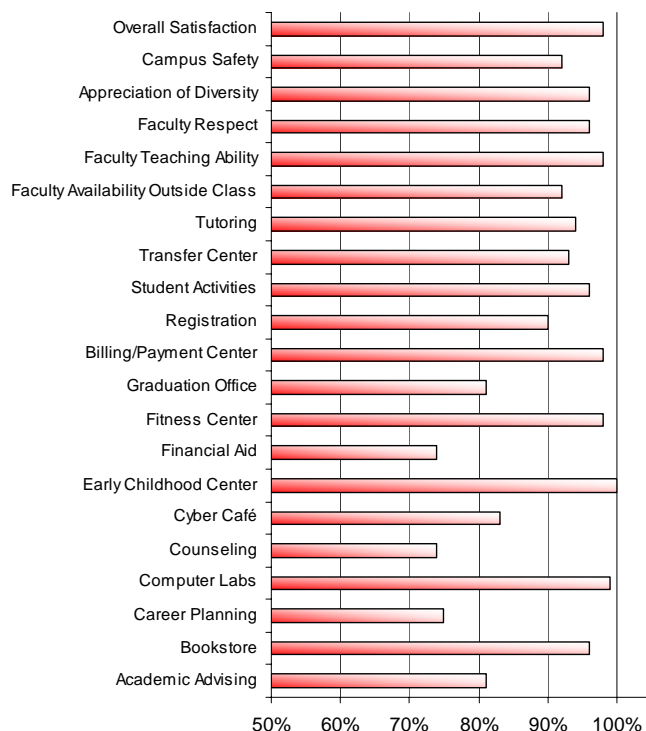


Alumni
JJC conducts a survey of graduates on an annual basis. Figure 3.5 illustrates results from the satisfaction section of the survey. Full results are available online at http://www.jjc.edu/ admin/ie/graduates.html

**3R4. Building Relationships with Key Stakeholders**

JJC places a high value on building relationships with its community—local, state, and federal governments, alumni, high schools, and employers. Indeed, the role of building communities is perhaps the most essential ingredient in serving stakeholders and meeting their needs. Results for building relationships with key stakeholders are numerous, and many are mentioned in JJC's annual *Performance Report*, available online at http://www.jjc.edu/ Admin/IE/iccb.htm.

**3R5. Comparing Results with Other Institutions and Organizations**

Because JJC operates in Illinois, a state with a federal system for organizing higher education where individual institutions are often evaluated with the community college system as a whole, a majority of data and information JJC collects, analyzes, evaluates, and uses is comparative. Whenever possible, JJC strives to use comparisons to guide internal efforts at improving student and stakeholder satisfaction. Examples of comparative results, along with places where more comprehensive data and information can be found, are outlined in Table 3.3.

*Table 3.3. Comparison of Results for Student and Stakeholder Satisfaction at JJC*

| Institution Group | Results |
|---|---|
| Illinois Community Colleges | For the last three years, JJC occupational completer satisfaction rates were 84.7% compared to 88.5% for all community colleges in Illinois. More information is available in the annual JJC Performance Report: http://www.jjc.edu/Admin/IE/iccb.htm. |
| National Community Colleges | JJC uses the Faces of the Future survey to compare satisfaction rates with national community colleges. Overall satisfaction rates in Fall 2001, 2002, and 2003 for JJC were 78.9%, 81.3%, and 81.4%, compared to 83.1% nationally for Fall 2001, 2002, and 2003. More information is available at the OIE website: http://www.jjc.edu/admin/ie/facesofthefuture.htm. |
| Illinois Postsecondary Institutions | As stakeholder satisfaction is inextricably linked to the economic fiscal and external outcomes institutions of higher education create, JJC analyzes its economic impact and contribution to the stakeholders it serves. Comparisons are made between the economic impact of JJC (http://www.jjc.edu/admin/ie/employment.html) and other postsecondary institutions in Illinois, including the number of jobs created directly through education, economic activity generated through spillover and ripple effects, productivity benefits, and non-monetary benefits. |
| Longitudinal (Benchmarking) | Benchmarking is an important tool for using a consistent measure to chart change and improvement over time. Besides using the institutional dashboard (http://www.jjc.edu/Admin/IE/dashboard.htm), JJC also uses satisfaction surveys. As an example, student satisfaction with JJC in Spring 2001, 2002, and 2003 was 85.6%, 85.6%, and 84.5%. |

## IMPROVEMENT (I)

### 3I1. Improving Current Processes and Systems for Understanding Needs

Figure 3.6 illustrates an example of how student satisfaction is improved through an assessment of student satisfaction with the financial aid office (adapted from Figure 7.4). The process allows for the clear identification of outcomes, implementation of plans, use of results, and adjustments to institutional objectives.

*Figure 3.6. Improvement of Current Processes and Systems for Understanding the Needs of Stakeholders*

| | |
|---|---|
| Identification of Outcomes | 66% of students will be satisfied with friendliness of staff |
| Implement Plans | Conduct a student satisfaction survey |
| Assessment & Evaluation | Analyze results |
| Results | 75% satisfaction rate |
| Adjustments | Compare with past results; continue customer service training |

### 3I2. Targeting Priorities for Improvement

Using Technology

JJC hopes to utilize technology to reach more audiences, internal and external, when measuring stakeholder satisfaction. Three major advantages of using technology to measure satisfaction is that they allow the college to develop a longitudinal database for benchmarking, lower the investment of time and resources on institutional researchers, and provide opportunities for external collaboration between stakeholders and other institutions.

Utilization of Monitoring Mechanisms

Although satisfaction is measured for every stakeholder segment, JJC and higher education in general use sporadic and inconsistent measures. Using continuous improvement processes, JJC hopes to further streamline and use consistent measures for measuring stakeholder satisfaction.

# Criterion 4. Valuing People

## CONTEXTS (C)

### 4C1. Work Environment, Activities, and Job Classifications

*Figure 4.1. Conceptualization of the Work Environment at JJC*

```
                  CONTEXT

              DEMOGRAPHICS

              MOTIVATION

    INSTITUTIONAL GOALS & MISSION
```

Figure 4.1 conceptualizes the work environment model at JJC. In the model, the context is the environment in which JJC employees work, including core and shared values and organizational structures. Demographics refer to the characteristics of the employees who work for JJC and inherent institutional characteristics. Motivation refers to structures that provide incentives for JJC employees to accomplish the institutional mission and goals, which envelop context, demographics, and motivation. This is embraced through common values held by all JJC employees, clear and practical guiding policies and procedures, and an organizational commitment to translate values, vision, and mission into practice. JJC accomplishes this by encouraging involvement among employees; providing incentives for adaptability and flexibility in anticipation of change; and, through core values and mission statements, creating shared purposes across units, departments, and individuals. Under this structure, all organizational structures are designed around processes with once central goal in mind–meeting stakeholder needs and helping students learn.

### 4C2. Key Institutional and Geographic Factors

At 1,442 square miles, nearly 600,000 in population, and annually serving over 22,000 credit and 17,000 non-credit students at over 20 extension centers, three campuses, and one branch, the JJC district is one of the largest in the state. Additionally, JJC's district is geographically diverse, stretching from southern suburban DuPage County, one of the most affluent areas in the nation, through the rapidly changing and historically blue-collar city of Joliet, to the rural and less populated Livingston and Grundy Counties. 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.  JJC instituted Citrix in Spring 2003, allowing individuals to access their workstation desktop from any location in the world with an internet connection.

Part-time Employees

As Figures 4.2 through 4.4 illustrate, in Fall 2003, 62% of JJC employees were employed on a part-time basis in. Adjunct faculty are 65% of all part-time employees. Figure 4.5 shows the percent of part-time faculty by academic department. In Fall 2003, 50.3% of part-time faculty were male and 12.8% are represented by minority populations, compared to 10.3% of full-time faculty. At 47.9%, part-time faculty taught fewer credit hours than full-time faculty.  In FY 2003, part-time faculty earned $476 per credit hour, nearly equal with the Illinois community college average of $477. In addition, 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 physical plant operations area.

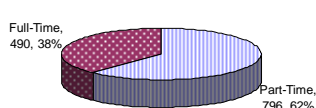*Figure 4.2. Full and Part-Time Employees, FY 2003*



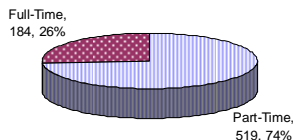*Figure 4.3. Full and Part-Time Faculty, Fall 2003*



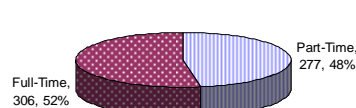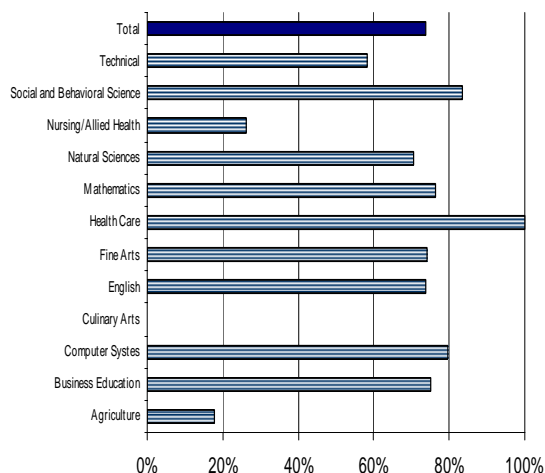*Figure 4.4. Full and Part-time Non-Faculty, Fall 2003*



*Figure 4.5. Percent of Part-Time Faculty at JJC by Department, Fall 2003*



by ethnicity as a percentage of all employees.

### 4C3. Demographic Trends and Workforce Needs

The defining demographic characteristics of the JJC workforce are age and diversity. As Figure 4.6 shows, about 70% of JJC employees have six or more years of service. The average Fall 2004 full-time employee age is 46.5. While the percent of full-time faculty from minority populations at JJC has risen from 7.8% in FY 2001 to 9.2% in FY 2004, increasing at a faster rate (33%) than the increase for all faculty (13%), JJC is still behind the rest of the state of Illinois in terms of minority full-time faculty members as a percentage of all full-time faculty at community colleges (13.5%) and national community colleges (16.3%). Figure 4.6 shows the gender makeup of specific ethnicities of full-time employees and the number of employees

### 4C4. Current and Planned Training Initiatives

- *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. In FY 2005, Front-Line Staff Training was expanded to include faculty and website training.

- *Personal and Professional Development Week (PPDW).* 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 computers sessions, committee presentations, front-line training, and personal enrichment topics, such as exercise and health.
- *Non-Credit and Credit Courses for Employees.* JJC employees are encouraged to enroll in courses that enhance their human capital and directly relate to their employment. As an incentive, JJC offers a tuition waiver.
- In Spring 2005, JJC will begin a new QAP as part of its participation in AQIP, *Creating a culture that encourages, supports, and promotes professional development*.
- *Great Teacher's Seminar*. JJC is currently in the planning stages of developing this seminar. Through providing a forum for faculty to share best practices, it is hoped the seminar will allow faculty to learn from each other and reflect on what structures and mechanisms help students learn.

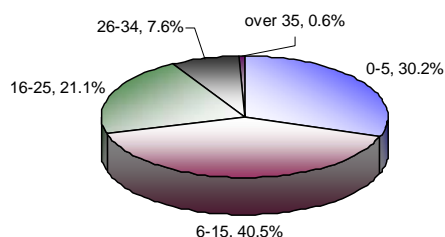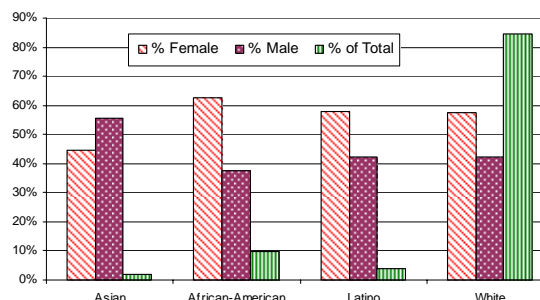*Figure 4.6. Average Years of Service for JJC Employees, Fall 2004*



*Figure 4.7. Race and Ethnicity of JJC Full-Time JJC Employees by Gender, Fall 2004*



## PROCESSES (P)

### 4P1. Hiring Processes

As Figure 4.6 shows, the hiring process at JJC takes into account the goals and purposes of the institution, stresses gathering information about individuals, and ensures that individuals are hired based on realistic expectations of performance. A variety of processes are in place to ensure the hiring process is followed. The OHR, in conjunction with search committees, initially screens individuals to ensure philosophies are consistent with JJC mission and core values. All new jobs are posted at the OHR website: http://www.jjc.edu/hr/HRnew/home.htm. At the website, job qualifications, expectations, and requirements are clearly articulated.

The OHR, under the guidance of Board Policies articulated in the *Board Policy Manual*, ensures that state and federal legal and regulatory requirements and AAUP or union guidelines are met. Data and information gathering, including references and credentials, are also guided by Board policies. With few exceptions, only the President, who personally interviews all candidates for staff, administration, and faculty positions, can recommend individuals for employment.

Recommendations are usually made on the basis of the interview and recommendations from the appropriate vice president and committee.

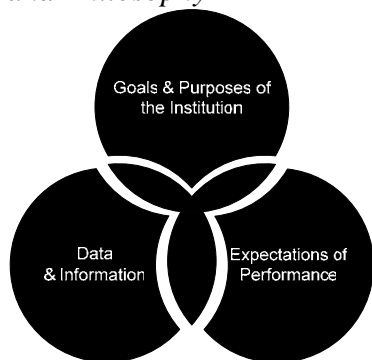*Figure 4.8. Hiring Process and Philosophy*



*Figure 4.9. Recruitment and Hiring at JJC*



## 4P2. Recruitment, Hiring, and Retention

### Recruitment and Hiring
As Figures 4.8 and 4.9 show, 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 set forth by unions or associations. Position descriptions are prepared through the guidance of institutional goals and mission, and filling positions is dependent on available resources. The most common form of recruitment is conducted through advertising, increasingly from postings placed on the OHR website. While union operations and maintenance staff are hired at the discretion of OHR and the appropriate department or unit, most staff, administration, and faculty are hired through a committee structure. High level positions, like President and Vice Presidents, are usually hired in consultation with a firm that specializes in the recruitment and hiring of high level higher education positions. The OHR insures that recruitment and hiring practices are ethical and comply with regulatory and legal requirements for areas like affirmative action, sexual harassment, ADEA, ADA, EEO, and the Civil Rights Act.

### Orientation of Employees
Once hired, employees are briefed by an OHR consultant about JJC policies and procedures, salary, and benefits. Employees are also given an Employee Handbook and encouraged to attend orientation programs, like *Personal and Professional Development Week*. Specific training requirements are left to the discretion of the appropriate department or unit.

### Retention
JJC has several mechanisms in place to increase retention. The major mechanism is employee recognition, discussed in more detail in *Criterion 2, Accomplishing Other Distinctive Objectives*.

### Planning for Changes in Personnel
JJC plans for changes in personnel by examining its mission and objectives and how it can better meet stakeholders' needs. For example, in order to meet the increasing diversity of the district and student body, the OHR office recently opened a Minority Resources Manager position as part of JJC's mission of serving underrepresented populations, while the institution moved the full-time ENLACE coordinator position from a grant-funded to an institution-funded position.

**4P3. Work Process Contributions to Organizational Learning and Ethical Practices**

- *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.
- *Personal and Professional Development Week (PPDW).* 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.
- In Spring 2005, JJC will begin a new Quality Action Project as part of its participation in AQIP, *Creating a culture that encourages, supports, and promotes professional development.*

*Figure 4.10 Organizational Learning*
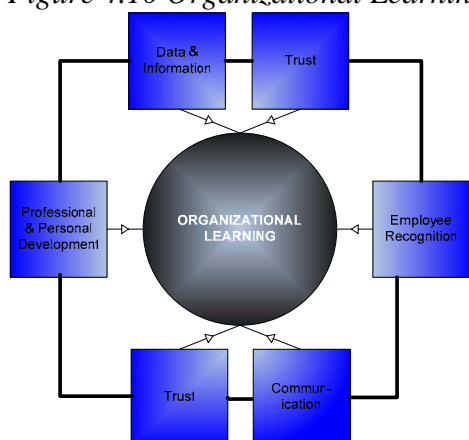


Organizational Learning
Figure 4.10 shows how work processes at JJC contribute to innovation, empowerment, high performance, skill sharing, and ultimately organizational learning. An example demonstrates how employees, departments, and committees are encouraged to use data and information, as shown in Figure 7.3.

Ethical Practices
According to an employee survey conducted during Campus Conversation Day in March 2004, JJC employees stated "trusting employees to do their job effectively" is the activity that JJC does best. 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,* which employees are required to sign for in order to acknowledge that they have received and read it.. Ethical practices are also encouraged by requiring employees to attend periodic seminars by the OHR on issues like diversity and sexual harassment. Other communication methods include the JJC website, the OHR website (http://www.jjc.edu/HR/HRnew/home.htm), and orientation.
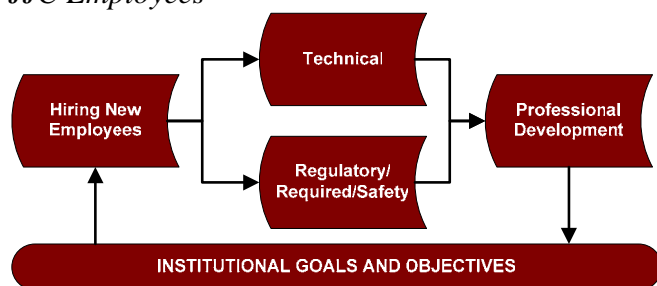
**4P4. Training**

Current and proposed training initiatives are described in *Section 4C4.*

## 4P5. How Training Needs are Determined

As Figure 4.11 illustrates, training needs are first determined by the overall strategic goals and objectives of the institution. Training needs are then determined for all new and current employees based on the technology needed for the employee to accomplish their goals and objectives and on meeting regulatory, legal, or negotiated guidelines and requirements. (Technology refers to the methods used to achieve institutional objectives).

*Figure 4.11. Determination of Training Needs for JJC Employees*



An example of how the training technology needs of employees are determined is the JJC Tuition Waiver policy, which allows all regular full-time employees to enroll in credit courses without paying for tuition and fees. Additionally, departments and units have the flexibility to allow employees to enroll in courses that directly relate to work on work time. By allowing employees to enroll in courses related to work, JJC ensures that employees have the technology and customer service training needed to accomplish institutional goals and objectives.

## 4P6. Design of Personnel Evaluation Systems

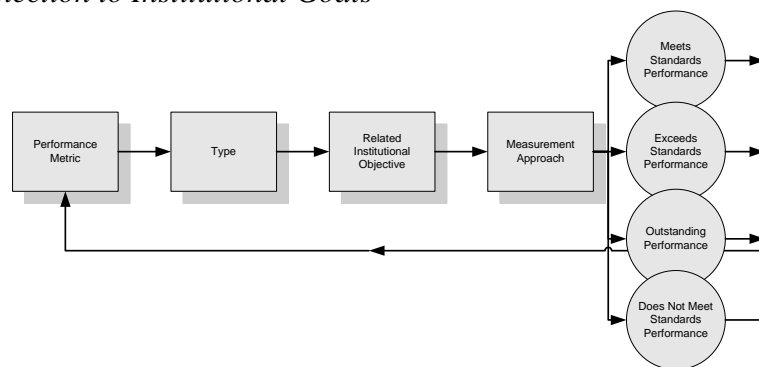Administration, Staff, and Non-Academic Units

Figure 4.12 shows how JJC's personnel evaluation system, PAS, connects to the AQIP goals of Helping Students Learn and Accomplishing Other Distinctive Objectives. Individuals and units define their own performance objective. The type can be selected from five areas: Customer Service (including "internal" customers),

*Figure 4.12. Personnel Evaluation System Design and Connection to Institutional Goals*



Interdepartmental, Professional Development, Productivity, and Quality. Once the type is selected, units and individuals must define one or several related institutional objectives, choosing areas from the Mission, AQIP Criteria, ICCB Performance Measures, and performance measures from the Strategic Plan (performance measures are show in *Figure 7.2*). Of course, results from the process are used to inform, enhance, revise, or develop new performance metrics and objectives.

Academic Units

Information about how personnel evaluation systems align with helping students learn and accomplishing other distinctive objectives can be found in *Criterion 6P5*.

**4P7. Recognition, Reward, and Compensation Systems**

Information about how recognition systems align with helping students learn and accomplishing other distinctive objectives is outlined in Table 7.2. A variety of salary and reward compensation systems provide incentives for JJC employees to work towards the goal of helping students learn. These include grants for conducting assessment of student learning (http://www.jjc.edu/dept/Assessment/grants.htm) and for working on retention initiatives and best practices through the QSLL Committee. The JJC Foundation provides Awards for Excellence grants for individuals and departments (http://www.jjc.edu/Foundation/Awards.htm). Under PAS, compensation levels are contingent on whether non-faculty employees achieve certain departmental and unit goals, including helping students learn.

**4P8. Determining the Motivation of Faculty, Staff, and Administrators**

The motivation and needs of JJC employees are determined by employee satisfaction surveys. The last two major surveys were conducted under the auspices of a community scan by CLARUS in Spring 2001 and the Constellation Survey conducted under the auspices of AQIP in March 2003.

**4P9. Employee Satisfaction, Health and Safety, and Well-Being**

The section on College Employees in the *Board Policy Manual* illustrates that JJC policies dictate compliance with health and safety issues. These policies include statements on accrual of compensatory time, sexual harassment, nepotism, hiring and termination, overtime pay, salaries, sick and disability leave, military leave, union recognition, travel, government ethics and gifts, drug policies, and policies on professional growth. In conjunction with the Physical Plant, the OHR interprets policies and communicates 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 PPDW 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 Regularly Collected and Analyzed**

- Evaluations of and participation in personal and professional development week.
- Salary comparisons with other Illinois community colleges.
- Employee retention.

## RESULTS (R)

**4R1., 4R2. Results in Valuing People and Processes Associated with Valuing People**

Employee Diversity
- Between FY 2001 and 2003, the percent of faculty from minority groups increased 33%.
- JJC has an open position for Minority Human Resources Manager
- JJC moved the ENLACE coordinator position from grant-funded to institution-funded.

Employee Retention
- As Figure 4.6 shows, nearly 70% of JJC employees have worked at JJC for at least six years.

Salary Comparisons
- Salary comparisons with Illinois Community Colleges are shown in Figure 4.13.

Employee Value and Recognition
- According to the results from the Constellation Survey conducted in March 2004, JJC employees stated the thing JJC does best right now is trust employees to work effectively. In terms of major process areas (based on the AQIP Criteria), employees stated the most effective processes at JJC are helping students learn, supporting institutional operations, accomplishing distinctive objectives, and valuing people. In terms of ways of thinking and working together (based on the AQIP Principles of High Performance Organizations), JJC employees rated people, integrity, collaboration, and learning as the highest. These results indicate JJC employees feel valued and trusted and recognize JJC's primary goal as helping students learn.

## 4R3., 4R4. Productivity and Effectiveness of Faculty, Staff, and Administrators

*Figure 4.13. Instructional Unit Cost at JJC and Illinois Community Colleges, FY 2001-2003*
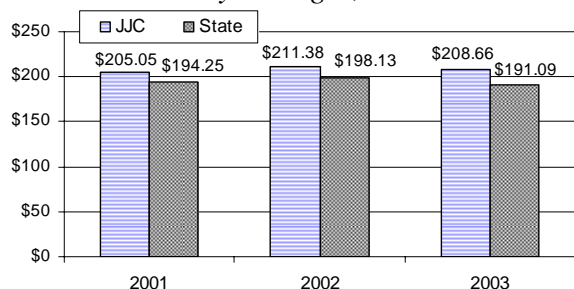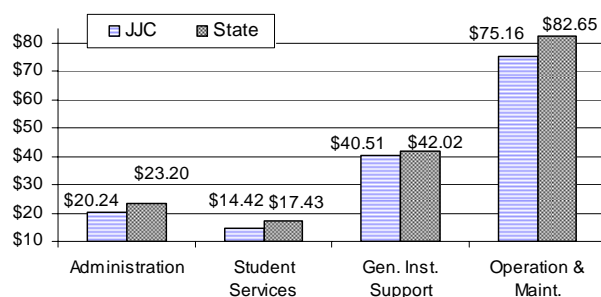


*Figure 4.14. Institutional Support Unit Cost at JJC and Illinois Community Colleges, FY 2001-2003*



As the unit cost data in Figures 4.13 through 4.16 show, JJC spends more than the average state community college on instructional and academic costs, but less than the state average on student support services and administrative costs. Unit cost data also show that unit costs for administrative, instructional support, and student support services as a percentage of total unit costs was respectively 88%, 91%, and 91% in FY 2001, 2002, and 2003. In fact, in FY 2003 JJC spent $3,429 per FTE on instruction, compared to $2,639 for all Illinois community colleges. While full-time faculty salaries at JJC are above state averages, as indicated by Figure 4.16, full-time administrative salaries are below state averages, with the JJC median being $55,327 and the state median $64,348.

These data are indicative of the high value JJC places on academic instruction and the efficiency and productivity of its administration and student and instructional support services.

*Figure 4.15. Unit Cost at JJC and Illinois Community Colleges by Cost Category, FY 2001-3*
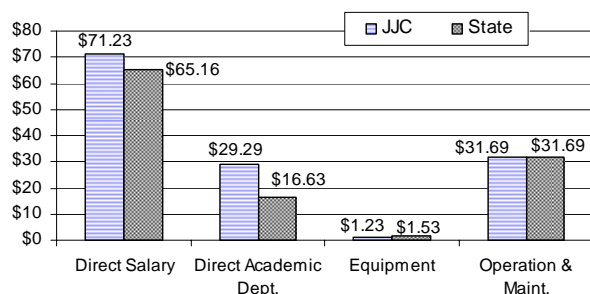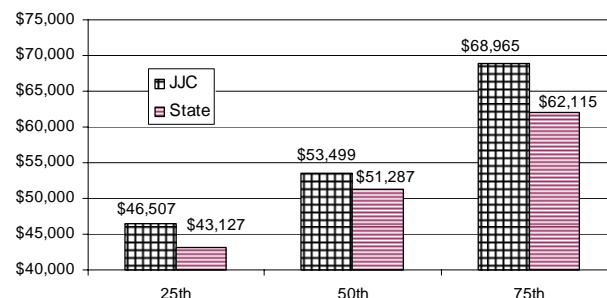


*Figure 4.16. Average Salaries for Full-time Instructors at JJC and Illinois Community Colleges by Quartile, FY 2003*



## IMPROVEMENT (I)

### 4I1. Improvement in Current Processes and Systems

- Employee recognition. See *Criterion 2, Accomplishing Other Distinctive Objectives.*
- *PAS.* As shown in Figure 4.10, through PAS, employees are evaluated on how they will use metrics and objectives to improve what they do.
- In order to accommodate funding stream decreases, JJC instituted a 3% across the board cut for every campus department and unit for FY 2005. Despite cuts, JJC was able to fund 3.75% raises for employees.

### 4I2. Targets for Improvement, Specific Improvement Priorities, and Communication

Targets for improvement in the area of Valuing People are set by the mission, goals, and vision of the institution. The performance indicators listed in Figure 7.2 show how three performance measures–faculty support and compensation (from the Strategic Plan), valuing people (from AQIP), and productivity and cost effectiveness (from the ICCB/Illinois Commitment)–directly relate to Valuing People. Other performance measures, like serving underrepresented groups (from the Strategic Plan) and understanding stakeholder needs (from AQIP) either indirectly refer to valuing people or cover a broad area. The collection and measurement of data and information, along with how they are used for improvement, are articulated in several documents and institutional activities.

AQIP Action Projects
Two of the 2005-2007 AQIP QAPs deal directly with valuing people. These projects include *Creating a Culture that Encourages, Supports, and Promotes Professional Development* and *Centralizing and Improving the Campus Communication Structure.* All information relating to improvement priorities relating to AQIP can be found at http://www.jjc.edu/aqip/.

Increasing Employee Diversity
With the demographics of the district and JJC enrollment rapidly becoming more diverse, JJC has made it a priority to enhance the diversity of its faculty and staff. As shown by the data in Section 4C4 and in the hiring of new positions geared towards minority students and employees, JJC has made great strides, but comparative data show that JJC still has quite a way to go.

Faculty Support and Compensation
JJC has included faculty support and compensation as a Quality Area in the Strategic Plan. This choice was the result of focus group surveys that affirmed the importance of supporting faculty and its relation to quality education. Improvements include the setting of salary targets and opportunities for personal and professional development.

Internal publications outline results and institutional improvement priorities to the JJC community and appropriate stakeholders. These publications are listed in Table 2.3. All improvement priorities relating to the state of Illinois, AQIP, and measuring effectiveness are posted at the OIE website at http://www.jjc.edu/Admin/IE/measuring_effectiveness.htm. The OIE also includes links outlining all improvement priorities at http://www.jjc.edu/Admin/IE/aqip.html. All improvement priorities are also communicated by the President and administration during the General Session, Administrative Council meetings, and department chair meetings.

# Criterion 5. Leading and Communicating

## CONTEXTS (C)

### 5C1. Leadership and Communication Systems

Leadership
The Institutional Overview provides organizational charts for JJC. The college's leadership groups and responsibilities include:

- 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, which meets twice a month for a workshop and meeting along with the President's Cabinet and other senior staff members to discuss policy and college strategies, planning, and other college issues.
- The President's Cabinet, which includes the President, the Vice President for Academic Affairs, Vice President for Student Services, Vice President for Business Services, Associate Vice President for External Campuses, Director of Community Relations, and Director of Human Resources. They meet on a weekly basis to discuss college strategies, planning, issues, departmental updates, and information.
- The Administrative Council, which consists of about thirty five administrative leaders including the President's Cabinet, deans, and directors, meets once a month for educational activities for leadership, team building, sharing of information, planning, departmental updates, and other issues. A larger group of administrators that includes this group also meets quarterly for incorporating information from the Administrative Council.
- The Department Chairs for the twelve academic departments meet bi-weekly with the Vice President and Associate Vice President for Academic Affairs to transmit information for the departments, propose capital improvements and new faculty, review budget, review data on enrollments and staffing, and discuss curriculum.
- Academic departments also meet monthly for committee reports, departmental issues, plans, and strategies, and also to integrate information through the flow of leadership groups named above.
- College bargaining units represent faculty, police, clerical staff, food service employees, and buildings and grounds employees. They meet according to their constitutions, but at least once per semester. During contract negotiations, meetings are more frequent.
- Numerous standing committees and task forces are also involved with planning, strategies, recommendations, and dissemination of information. Standing committees include TPC, Academic Standards, Curriculum, QSLL, Academic Assessment, and Tenure Committees. Many of these committees and task forces include representation from all sectors of the campus community, including students.

Communication Systems

Besides the integration of information through various meetings, the college disseminates information through a President's newsletter, faculty-staff newsletters, a weekly on-line news briefs, and other email communication. Formal employee orientation, public folders, the JJC Website, and various other publications, including departmental newsletters, provide targeted information as well. The college also promotes communication by hosting specific events. These events include the President's many addresses and all-inclusive campus programs such as front-line training, strategic planning focus group projects, and risk management series. All are opportunities for verbal exchanges of ideas.

### 5C2. Aligning Practices and Views

In order to align the practices and views of all stakeholders, JJC follows a strategic plan and campus master plan. The college also participates in a performance system of establishing and carrying out metrics and objectives in line with strategies. The availability of Board Policies, Board Procedures, Board meeting minutes, Employee Handbooks, and other communication pieces ensures that the practices of the leadership system are available to all levels of the institution.

### 5C3. Institutional Values and Expectations

The Board has adopted a strong ethics policy and has appointed an ethics officer to act as ombudsman to employees. The college promotes its mission and goals through various communication methods listed above. JJC also promotes its Core Values through recognition programs, visuals such as banners and posters, and inclusion of its performance management system. Community service is encouraged and practiced at all levels of the organization through personal achievement and volunteer roles and through organized, campus-wide volunteer programs. Some of these include a campus-wide community service project for staff and students that has lead to over 5,000 hours of community service time and volunteer support opportunities such as United Way and the Emergency Student Fund. Other community service projects are part of the outreach of the Diversity Committee, the OSMA, the Administrative Council, and numerous clubs which raise funds and support community service.

## PROCESSES (P)

### 5P1. Aligning Mission, Vision, and Values with Performance and Development

The directions for alignment are set through using the process of metrics and objectives through (1) PAS; (2) the tenure process and post-tenure review of full-time faculty; the budget process; (3) programming for staff development, workshops, and speakers on campus; (4) other professional development opportunities; institutional memberships including CQIN, League of Innovation, and CASE; (5) the New Faculty Seminar; (6) faculty and staff orientation and workshops; and (6) adjunct faculty workshops and programs. The campus community and external stakeholders are included overall in strategic planning. Much of these processes are defined in Sections 8P7 and 8I1.

**5P2. Guiding the Institution toward Future Opportunities and a Learning Environment**

Leaders guide JJC through strategic planning, modeling its Core Values, and using the process of metrics and objectives which requires leaders to think innovatively and globally. The budget process affords JJC the opportunity to review the organization and put resources toward emerging trends that focus on student learning and initiatives. Leaders are constantly challenged at Cabinet to evolve operations through input and recommendations. The OIE serves a key role in the dissemination of reports that show institutional trends and information that promotes future opportunities. Faculty committees which address assessment and retention (student success) provide all internal stakeholders with the data necessary for informed planning and, with the help of OIE, recommended action based on data.

**5P3. Decision-Making Process**

Decisions are made through the recommendation of various entities throughout the institution including teams, task forces, committees, bargaining units, and search committees. Many of the recommendations are brought to the Cabinet and Board level for discussion and approval. Decisions are also based on reports and surveys administered by the OIE. The Board changed its decision-making process approximately four years ago and developed a "workshop" style meeting two weeks before the actual Board (decision-making) meeting each month. Administration and other external stakeholders present material in the informal atmosphere of a workshop and assist the Board with informed decision-making. Committees are brought together for specific purposes, such as curriculum review, academic standards review, or technology recommendations. Input from the campus community, including the Campus Conversation Day of March 2004, is also a basis for making informed decisions. Decisions are communicated in the methods identified in Section 5C1.

**5P4. How Leaders Use Information and Results to Make Decisions**

Leaders make decisions through reviewing the data from feedback reports and surveys such as student surveys, consultant reports, and the annual PQP report. Other information that guides decision-making includes the Student Satisfaction survey, the Faces of the Future report, demographic profiles, performance management goals and mid-year assessments, enrollment and marketing studies, evaluation of course offerings and location enrollment, graduation statistics, occupational follow-up studies and ICCB evaluation and successes. An example of an effective process occurred with the assessment of campus policing. Many at JJC had issues with campus safety, campus policing, and the integration of the sworn officers of the police department in the campus community. The college worked through these issues with the assistance of an external consultant group from IACLEA (International Association of Campus Law Enforcement Administrators). IACLEA has a program whereby the college had three executive level officers from IACLEA-LEMAP (Loaned Executive Management Assistance Program) do a critical analysis of the campus police structure and outreach activities. Included in their work was an evaluation of the possibility of arming the sworn officers. Figure 5.1 is a flow chart of the methods and results of this decision-making process.

*Figure 5.1. An Example of Management by Fact – Reshaping the JJC Police Department*
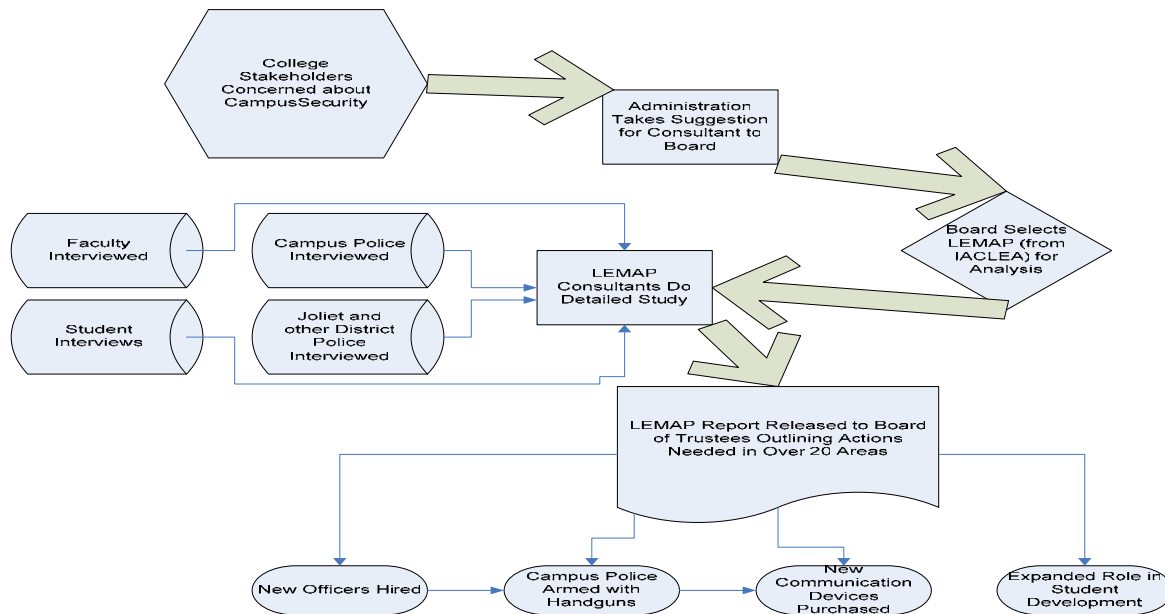


## 5P5. Communication Among Institutional Leaders

From the JJC leadership, the dissemination of communication occurs through the communication tools presented in 5C1 including internal and external publications, electronic media, workshops, staff development workshops, presentations, and events. Communication also occurs from the staff level to leadership through recommendations from committees, task forces, and other groups addressing the Board and President's Cabinet. Much of this communication is two-way, including planning and vision communicated through metrics, objectives, and performance evaluation and review.

## 5P6. Communicating a Shared Mission And High Performance Expectations

In addition to communication media addressed earlier, the mission, vision, and goals are also communicated through the day-to-day operations of the college.  Recognition programs, multiple print and electronic delivery methods, visuals throughout campus, timely in-person communications, and modeling behavior that embodies high performance expectations are all a part of the life of the college.  JJC expects all non-faculty work groups to participate actively in annual goal-setting and performance-based evaluation.  Although relatively new, integrating college, departmental, and personal goals will be a transforming activity for college employees.

*Figure 5.2. System for Integrating Goals and High Performance Expectations*
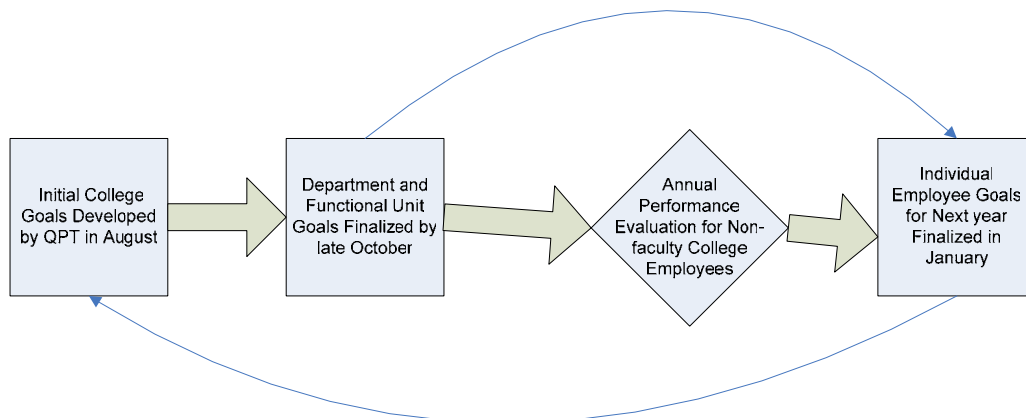


## 5P7. Encouraging and Communicating Leadership and Best Practices

Leadership abilities are promoted throughout the campus and include numerous opportunities through internal and external professional development, Leadership Education including Joliet Chamber of Commerce Leadership School, the Chair Academy, Administrative Council meetings, AQIP training, and CQIN. Acknowledgement of accomplishments is made personally and through publications, newsletters, team dynamics, media, and the Web. The Core Values awards given monthly recognize employees who exemplify the  best in core institutional practices.

## 5P8. Leadership Succession and Planning

The college does not have formal leadership training or a succession plan, but promotes mentoring and the attainment of leadership skills through opportunities identified in 5P7. Search criteria for specific positions, Board policies, and job descriptions also serve as guides. In 2004, the President of JJC announced his retirement for 2005, and the Board is actively engaged in developing a schedule and professional needs to institute a search.  While the leadership succession plan is not a formal part of the institution, the reality is that a number of important administrative appointments have come from internal candidates, such as the current President, Vice President and Associate Vice President of Academic Affairs, Director of Human Resources, Dean of Student Development, Dean of Admissions and Financial Aid, and Director of Financial Aid.

## 5P9. Collecting Measures of Leading and Communicating

Measures of leading and communicating are collected through a variety of sources including department chair evaluations, performance management and evaluation metrics and objectives, and a variety of surveys, including student, retention, graduation, and marketing.   Although quality processes are often driven by management-by-fact, the leading and communicating area leaves open an opportunity to access inferential and random information.  Most employees are also district residents and their "eyes and ears" are important feedback tools.  Qualitative research is an important tool for college administrators.

## RESULTS (R)

### 5R1. Leading and Communicating Process Results

The results of the Campus Conversation Day were compiled, published, and distributed in Spring 2004. A team for future planning and feedback was formed under the leadership of the Dean of Institutional Effectiveness. The Board of Trustees completes an evaluation of the President each year. Part of the information used in this process is the President's goals for the year. The President shares those goals with internal stakeholders. In turn, the President expects each member of the President's Cabinet to establish and evaluate personal goals for the year. Individual reviews, such as the department chair evaluation, are completed biannually by the Vice President for Academic Affairs. The chair evaluation system, new in the 2003-2007 faculty contract, is a shared, face-to-face meeting with the appropriate Vice President and provides a structure for individual professional development of leadership skills. The PAS, in which all non-faculty employees undergo evaluation and receive recommendations for further professional development, includes some measurements for leadership. Supervisors are asked to address professional development needs with their employees.

### 5R2. Comparing Results with Other Institutions

The PAS developed between 2002-2004 at JJC compares very favorably with other Illinois institutions. Part of the work in developing the system included evaluating what others were doing for performance appraisal. While it is too early to evaluate results, the system seems to have the appropriate mechanisms to enhance employee performance. An effective system would make JJC one of the leaders in non-faculty performance appraisal. Faculty evaluation in the tenure process is similar to other colleges. The post-tenure four-year evaluation system negotiated first in the 2001-2003 faculty contract makes JJC an exception rather than the rule in Illinois community colleges. Four years into the process finds the department chairs and academic administrators favorably reviewing the process and the change in "attitude" that it brought to departments. Although based on anecdotes from chief academic officers in annual meetings, the department chairs' evaluation system may be one of the few of its kind in Illinois community colleges.

## IMPROVEMENT (I)

### 5I1. Improving Current Processes and Systems for Leading and Communicating

Feedback is an important component in improving leadership and delivering services to external and internal stakeholders. Student feedback through course evaluations, technology surveys, satisfaction surveys, and graduation follow-up studies has had a direct impact on the curriculum. Internal delivery of services, such as the Writing Center, access to technology, and open computer labs, has improved. Several administrative and staff positions, such as the Dean of Student Development, Career Services Director, and Internship Coordinator, have been redesigned. Formal, two-way feedback between students and leadership occurs through the Student Government Association.

Faculty/staff feedback is solicited through a series of structured meetings with elected bargaining group representatives resulting in good relationships between various JJC employees and administration at all levels of the organization.  Despite the observable good relations, the need for clarity and improvement in campus-wide communications arose as a key issue during the Campus Conversation Day of Spring 2004.  The project of improving and centralizing communications will become and AQIP Quality Action Project at JJC for 2005 and beyond. JJC's strong initiatives in technology since the late 1980s have fostered opportunities for electronic communications for many years.  Computers sit on the desks of every faculty member, administrator, and full-time staff person, and frequent training opportunities are offered at no cost to the campus community.  The JJC Web site was developed in the mid-1990s and has served as a readily accessible resource for communication for many years.  It has been remodeled in 2003 for even greater access to information. The Board of Trustees holds four of its twelve monthly meeting at external sites.  At each of these four meetings, members of the community are encouraged to come and address the Board on issues of concerns.  Different college administrators are charged with the responsibility to follow up on concerns and report back to the Board and community member, if appropriate, on results. Training leadership through in-service activities on campus, The Chair Academy, CQIN, the League for Innovation, the AACC, and other professional resources allows the participants to continue to learn and bring forth new ideas and innovative procedures to their working units.

**5I2. Setting Targets for Improvement and Communicating Results to Stakeholders**

Starting with the President's annual goals developed with the Board, each employee is expected to set targets for improvement.  Budgets are developed around departmental goal-setting and improvement plans.  New faculty and staff positions are assigned in areas of targeted need. Innovative ideas brought forth from professional opportunities for leaders may become targets for improvement through the process of communicating with current leadership, such as the President's Cabinet, the Administrative Council, chairs of standing committees, or department chairs. Emergency needs may be addressed through a rapid response of the President and the Cabinet.  For example, an IT emergency was addressed promptly in Summer 2004 through a change of leadership and hiring of consultants to review the Information Technology program.  The college quickly organized a team of internal stakeholders to assist with decision-making during this time of technology crisis and rapid response.  Results of campus improvement activities are communicated in several specific methods.  First, internal stakeholders are made aware of progress and results through written media such as *Campus Briefs*, email, and formal presentations at opening sessions each semester.  Selected external stakeholders receive JJC's Annual Report, alumni receive the Alumni Newsletter with a column highlighting improvement results from the President, students receive email and printed communications, and the district receives results through newspaper articles, editorials, and printed material delivered to all households.  During times of more limited resources, the amount spent on communication may seem frivolous.  However, the information is critical to keeping stakeholders informed and up-to-date.  The college has made many improvements in its Web site and is using it as a tool for communicating with all stakeholders.

# Criterion 6. Supporting Institutional Operations

## CONTEXTS (C)

### 6C1. Key Student and Administrative Support Service Processes and Needs

Four key student and administrative support service areas exist at JJC: student services, student activities, learning support, and administrative support. Figure 6.1 illustrates how all student and administrative support services are geared towards helping students learn. Figure 6.2 outlines how the needs of students and other stakeholder groups relate to the key student and administrative support service processes.

*Figure 6.1. Key Student and Administrative Support Service Processes*

| Support Area | Processes |
|---|---|
| Learning Support | Tech Prep., Academic Computing, Academic Skills Center, Counseling and Advising, Honors Program, Library, Portfolio Assessment, Project Achieve, StAR |
| Student Services | Admissions, Financial Aid, Payment and Billing, Bookstore, Records, Graduation, Career Services, Fitness Center, Minority Student Affairs, Multicultural Transfer Center, ENLACE, Student Development Office |
| Student Activities | OSA, Clubs/Organizations, Student Newspaper, CCC, Athletics, Holistic Wellness, Leadership, Student Gov. |
| Admin. | Business and Administrative Services, Community Relations, Foundation and Alumni Relations, OHR, Information Technology, Institutional Effectiveness, Professional Development, Physical Plant, Campus Police |

*Figure 6.2. Needs and Related Support Service Processes*

| Support Area | Needs | Process Needs |
|---|---|---|
| Learning Support | Orientation; transition services; academic guidance; counseling and advising; access to learning tools; placement/testing; tutoring; disability services; intellectual growth | Multicultural transfer center; Project Achieve; Counseling and Advising; Bookstore; Academic Computing; Academic Skills Center; StAR; Honors Program |
| Student Services | Access to college; records and transcripts; payment and billing; career placement; recreation; minority services; security and assistance; orientation | Financial Aid; Admissions; Registration; Payment Center; Career Services; Fitness Center; OMSA; ENLACE; Campus Police |
| Student Activities | Holistic development; leadership opportunities; extracurricular activities | Holistic Wellness; CCC; Leadership Workshops; Student Gov.; Student Newspaper; Clubs/Organizations; Athletics |

### 6C2. Reinforcing Student Learning

Administrative support services like information technology, campus police, physical plant, and operations and maintenance directly reinforce helping students learn by providing a clean, maintained, safe, and technologically up-to-date learning environment. Other administrative support areas, like business and administrative services and fundraising, ensure steady streams of revenue sources used to enhance student learning. The OHR ensures that qualified employees whose background and work ethic complement JJC's mission and values are hired and that current employee skills are updated through professional and personal development activities. Student activities help students learn by facilitating a diverse extracurricular environment designed to

extend the students' educational experience beyond the formal classroom setting. JJC also helps students learn by providing services that directly relate to institutional mission and goals, such as supporting access to college through the Office of Financial Aid, commitment to diversity and the OSMA, transition to baccalaureate institutions and the Multicultural Transfer Center. By focusing on customer service and measuring satisfaction, JJC ensures that students not only have convenient access to services, like keeping the payment and billing center open until 8 p.m. and on weekends, but also that students are not distracted from learning by spending unnecessary time and energy working with student service offices. Learning support helps students learn by providing the tools students need and by measuring and evaluating use, satisfaction, and value. Table 6.1 displays how key student and administrative processes reinforce distinct institutional objectives.

*Table 6.1. How Key Student and Administrative Processes Reinforce Distinct Institutional Objectives*

| Distinct Objective | Key Student and Administrative Process Example |
|---|---|
| A rich variety of current programmatic offerings and unique programs | Learning Support – Founded in 1987, the JJC Honors Program's mission is to challenge and stimulate students' intellectual, creative, and cultural growth through exchange forums with faculty and students from other institutions, work with students and faculty on various projects, and participation in a prescribed course of study. More information can be found at the Honors Program website: http://www.jjc.edu/honors/ |
| Community service to the region | Administrative Support – The JJC Foundation coordinates annual and on-going events with the purpose of providing funds for district students and residents to enhance their skills. More information about community service activities can be found at the JJC Foundation website: http://www.jjc.edu/foundation/ |
| Educational opportunities, including workforce development and personal enrichment | The JJC Tech Prep program supports educational opportunities by providing students the opportunity to prepare for high skill, high wage careers where students can blend rigorous academics with occupational skill courses. More information can be found at the Tech Prep website: http://www.jjctechprep.org |
| Students services and activities | Student Services – In conjunction with the JJC Foundation, the Office of Financial Aid provides a comprehensive online database of private scholarships based on need and merit. From the site, students can download information tailored to their specific interest or major, browse for scholarships from which they might be eligible, and even download the entire 2004-2005 Scholarship Book. The direct link to the website (http://www.jjc.edu/FinancialAid/Scholarship) can be found at the JJC homepage. |
| Employee recognition | Administrative Support – The Human Resources Office coordinates a Core Values Committee that recognizes employees who exemplify one of the six core values on a monthly basis. The Committee and Human Resources Office distributes Above and Beyond Rewards for employees who exemplify JJC's Core Values. Other recognition programs include Service Recognition, On-the-Spot Recognition, and the annual Employee Recognition Day and Service Recognition Celebration. More about these programs can be found at the Human Resources Website: http://www.jjc.edu/hr/emp/ |

## PROCESSES (P)

### 6P1. Identification of Student Support Service Needs

Student support service needs are identified through a variety of methods. Four student surveys–the internally developed Student Satisfaction Survey and Graduate Survey, ACT/AACC Faces of the Future Survey, and ICCB Occupational Follow-up Survey–gauge students' needs for specific services along with the satisfaction of current ones offered. Institutional research on a variety of

support service needs, including disability services, remedial student advancement rates, and retention, provides information on the needs of specific students. Individual and departments also conduct their own research. Academic Computing, for instance, conducts surveys of computer lab usage, satisfaction, and need every semester, making the results available in Microsoft Outlook public folders. The OSA evaluates clubs and club advisors every semester using a 360 evaluation process which includes student-, advisor-, and self-evaluation components. All vocational areas identify the learning support needs of students through an Advisory Committee made up of individuals from the community. The committees keep occupational departments abreast of current trends in specific fields, provide information about current services and programs, and make recommendations to administrators in the Office of Academic Affairs. More information about all of these activities can be found at the OIE website: http://www.jjc.edu/Admin/IE.

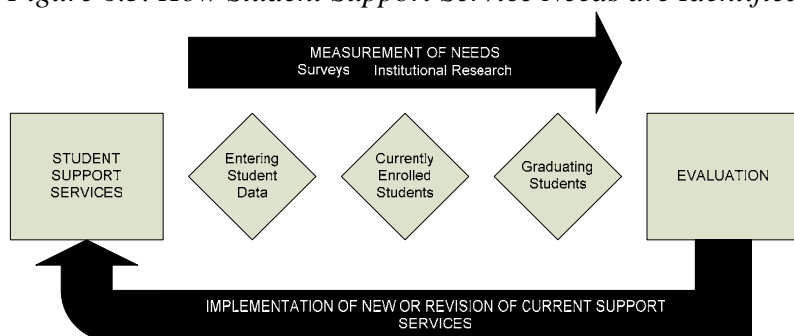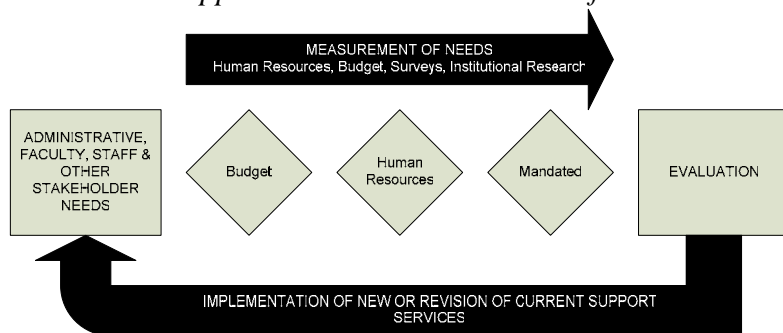*Figure 6.3. How Student Support Service Needs are Identified*



Figure 6.3 represents the ways student support service needs are identified at JJC. The service needs of entering students are evaluated through admissions, registration, and orientation activities. Current student support service needs are evaluated through surveys and institutional research. Post-evaluations are conducted on graduating students and alumni through the Occupational Follow-up and Graduate surveys. Results are used to implement new or revise current student support services. The identification of some student support needs is mandated by local, state, and federal regulatory entities.

## 6P2. Identification of Administrative Support Service Needs

*Figure 6.4. How Faculty, Staff, Administrative, and Other Stakeholder Support Service Needs are Identified*



As Figure 6.4 shows, the process for identifying administrative support service needs is similar to the process for identifying the support service needs of students. Administrative support service needs are identified through the budget process, human resource activities, and mandated or regulatory statements. An example of needs being identified through the budget process is the area of interest-based or "win-win" bargaining, a process in which the JJC administration and faculty union executive board have shown a strong commitment. The process is an effective and informative means of reaching agreement on a variety of issues and keeps all participants better informed and more likely to make reasonable accommodations when utilized. The human resource needs of faculty are identified through monthly faculty union-administrative meetings between the Union

Executive Board, Director of Human Resources, and President. The human resource needs of staff and administration are identified through PAS, where individuals negotiate stated goals and objectives, along with needed resources to accomplish them, with their supervisor. Individual performance is then evaluated on the basis of reaching stated goals and objectives. Other administrative support needs are mandated by external entities, contracts, or through legal channels. For instance, JJC must conform to the federal OSHA requirements by providing a working environment free from occupational hazards that could cause injury or death.

## 6P3. Day-to-Day Management

Processes for managing the day-to-day operations of the institution are illustrated in Figure 6.5. All institutional policies are guided by the mission and core values of the institution and are defined and articulated in the *Board Policy Manual,* a comprehensive document outlining institutional policies regarding codes of ethics, state relationships, personnel and employee matters, admissions policies, instruction and curriculum policies, graduation requirements, public and community services, budget and audits, and plant and property policies. The President's Cabinet, made up of a small number of high-level campus administrators, interprets Board policies and communicates them to the campus through a variety of mechanisms, including the Administrative Council (the large group of all campus administrators), academic department chairs, and employee unions. Ensuring that the mission of the institution is fulfilled through guidance from Board policies is the responsibility of faculty, staff, and administrators. In order to ensure administrative processes meet the needs of students and other stakeholder groups, a variety of evaluation mechanisms exist, including post-tenure review, PAS, academic assessment of student learning, and evaluation of performance indicators as stated in the annual Performance Report, the AQIP Systems Portfolio, and the Strategic Plan through the institutional Dashboard.

*Figure 6.5. Day-to-Day Management of Administrative Processes*

**MISSION, VISION, STRATEGIC PLAN**

Board of Trustee Policies

State and Federal Policies/Mandates

Presidents Cabinet

Department Chairs, Administrative Council, Unions, Faculty, Staff & Administration, Staff

Evaluation
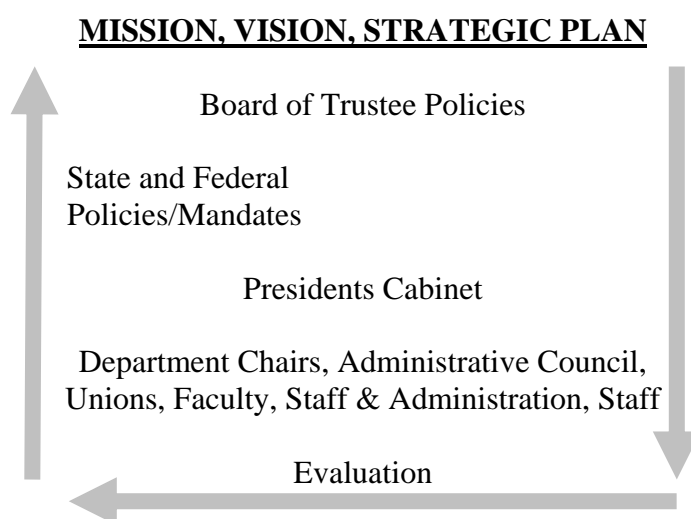
Encouragement of Knowledge Sharing, Innovation, and Empowerment
Innovation and collaboration are two of JJC's six core values (http://www.jjc.edu/campus_info). Examples of how knowledge is shared and individuals are empowered through administrative and student support processes include:

- *The placement of an administrator on every academic standing committee*. For instance, the Vice President for Academic Affairs sits on the Curriculum, Faculty Development, Judicial and Tenure Committees, the Vice President for Student Affairs on the Academic Standards Committee, and the Dean of Institutional Effectiveness on the Academic Assessment, Quality Planning, and Quality of Student Life and Learning Committees.

- *Sharing of data and information.* All of JJC's processes and procedures, along with data, information, and evaluation results, are available online and in Outlook public folders. Information is also shared through regular campus publications, the General Session, and regular paper and e-mail announcements.
- *Empowerment.* JJC employees are empowered through professional and personal development, encouraged to sit on committees, and get involved in campus activities.

Documentation of Processes

*Table 6.2. Documentation of Key Administrative and Student Processes*

| Process Document | Documentation |
|---|---|
| Board Policy Manual | The *Board Policy Manual* is available in the President's Office. All administrators have a copy of the *Board Policy Manual*. |
| Employee Handbook | All employees receive an *Employee Handbook*. Employees must sign a form verifying receipt of the handbook. Additional copies are available in the Office of Human Resources. |
| FT & Adjunct Faculty Handbooks | The full-time faculty handbook is updated every two years and provides necessary information which supplements the employee handbook and deals specifically with faculty related issues. The adjunct faculty handbook is provided annually. Both documents are available electronically. |
| Student Handbook | The *Student Handbook* is available at all major access points to the campus. It documents all institutional administrative and student support processes at JJC. It is also available online at http://www.jjc.edu/events/Handbook/default.htm |
| ICCB Administrative Rules Manual | The ICCB *Administrative Rules Manual* is available to the public online at http://www.iccb.org/HTML/publications/manuals.html. The manual outlines policies and procedures community colleges in Illinois are required to follow. |
| Other ICCB Manuals | Administrative and student support processes are also articulated in other ICCB manuals, including the *Unit Cost Manual, Program Manual*, and *Management Information Systems Manual.* All of these documents are available online at http://www.iccb.org/HTML/publications/manuals.html. |
| Program Review | ICCB requires all programs be reviewed every five years. Process documentation is available at http://www.iccb.org/HTML/publications/reports.html, while the JJC annual program review report, the *PQP Report*, is available at http://www.jjc.edu/Admin/IE/iccb.htm. |
| Public Folders | Many departments and units document administrative and student support processes in Outlook public folders. They are open to all members of the JJC community. |
| Web Site | Many administrative and student support processes are documented on the JJC website: http://www.jjc.edu/. All student support processes, including e-mail, billing, records, financial aid, the library, and E-Counselor, to name a few, can be found in one central online location titled E-Resources: http://www.jjc.edu/eresources/. |
| AQIP Processes | All processes relating to AQIP are documented on JJC's Strategic Planning website at http://www.jjc.edu/aqip/. This site posts all documentation relating to the annual *Systems Portfolio*, Action Projects, and Campus Conversation Day. The public also has access to these documents. |

## 6P4. Use of Information and Results for Improvement

Figures 6.3 and 6.4 show how key student and administrative support areas use information to enhance or begin new services after a need is identified. Figure 6.5 outlines specific improvement mechanisms. As an example, the annual Faces of the Future Survey revealed that between Fall 1999 and Fall 2003 the percentage of students going online at least once every day increased from 21% to 39% (see http://www.jjc.edu/admin/ie/facesofthefuture.htm for more information). As a result, JJC quickly implemented online student services, including registration and admissions

(http://www.jjc.edu/eresources/), and began piloting Citrix, an online module where individuals can access applications from a server instead of a desktop in Fall 2004.

**6P5. Process Measures Regularly Collected and Analyzed**

Processes relating to performance measures for measuring institutional effectiveness are shown in Figure 7.2. Performance measures in Figure 7.2 are based on ICCB, AQIP, and Strategic Planning performance indicators and respectively articulated in the annual Performance Report, AQIP Systems Portfolio, and institutional Dashboard. More

*Figure 6.5. Use of Information and Results to Improve Student and Administrative Support Areas*

| | | | |
|---|---|---|---|
| Student Satisfaction Survey | Faces of the Future Survey | Academic Assessment | National Benchmarking |
| Graduate Survey | Occupational Follow-Up Survey | Quality of Student Life & Learning Committee | Strategic Planning and Dashboard |
| Program Review (PQP) | Performance Report (State indicators) | AQIP Systems Portfolio | Performance Appraisal System |
| State Benchmarking (ICCB) | AQIP Action Projects | Institutional Research & Effectiveness | AQIP Campus Conversation Day |

information about how these measures relate to student and administrative processes can be found within the documents themselves, with online locations provided in section 7.0. In addition to the collection and analysis of student and administrative support service processes as they relate to institutional measures for tracking effectiveness, JJC also has academic and non-academic mechanisms in place.

Academic
- *Post-Tenure Review*. Every tenured faculty member must participate in the post-tenure review process. The cycle runs every four years, though it can be administered more often upon request of the faculty member, department chairperson, or appropriate vice president. The process consists of self, student, peer, and department chair evaluations. At the close of the evaluation process, results are discussed with the faculty member, department chair, and, if necessary, appropriate vice president. Results are then used to improve current learning practices.
- *Non-Tenure Review*. Non-tenured faculty are evaluated every semester over a three-year period. Included in the process are evaluations from the department chairperson through classroom observations and evaluation of departmental and college responsibilities, Vice President or Dean for Academic Affairs, self, peer, student, and other evaluations, if necessary. Results are not only used to determine tenure eligibility, but also to improve learning strategies employed in the department.
- *Student Evaluations*. Student evaluations consist of standardized forms generated by the college as well as individual faculty members. Student evaluations are required for tenured and non-tenured faculty members, including all adjunct faculty. Student evaluations from at least eight different courses over a four-year cycle must be submitted for post-tenure review.

- *Department Chair Evaluation*. Department Chairs are evaluated by the Vice President for Academic Affairs every other year. Results are used to improve administrative practices that create an environment to help students learn.
- *Program Review*. The State of Illinois requires programs be reviewed every five years. More detailed information about the process, results, and improvement can be found at http://www.jjc.edu/Admin/IE/iccb.htm.

Non-academic
- *PAS*. PAS data and information is collected on an annual basis. Through PAS, employees negotiate individual metrics and objectives with their supervisor and unit and articulate methods for achieving them. Results are housed with the employee, supervisor, department, and OHR.
- *Budget.* The budget is one of the key measurement and communication tools at any postsecondary institution. Because the budget is explicitly tied to institutional strategic planning initiatives, it is one of the primary measures of support processes.
- *Compliance Reports and Audits.* Compliance reports and financial audits are conducted on an annual basis for many student and administrative support areas, including financial aid, accounting, business, and physical plant. Once collected, results are shared with the public and JJC community.

## RESULTS (R)

### 6R1. Results for Student Support Processes

Results for student support service processes are articulated in a variety of documents, including student surveys, the annual Performance Report, and program reviews, all available at the OIE Website: http://www.jjc.edu/admin/ie/. Figures 6.6, 6.7, and Table 6.3 provides a sampling of results from student satisfaction surveys and support service processes and how results were used to improve or begin new programs or services.

*Figure 6.6. Change in the Percent of Students Somewhat to Very Satisfied with Student Services at JJC, Spring 2001-Spring 2003*
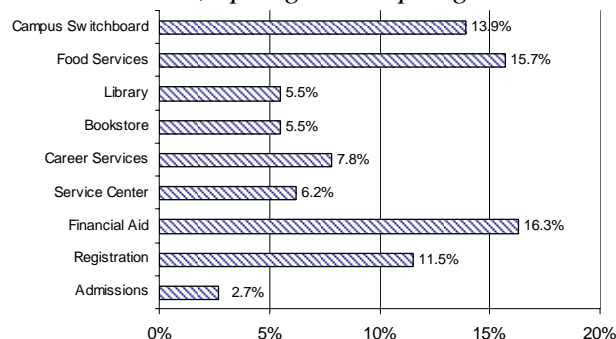


*Figure 6.7. Overall Student Satisfaction at JJC as Measured through Various Surveys (Very to Somewhat Satisfied)\**
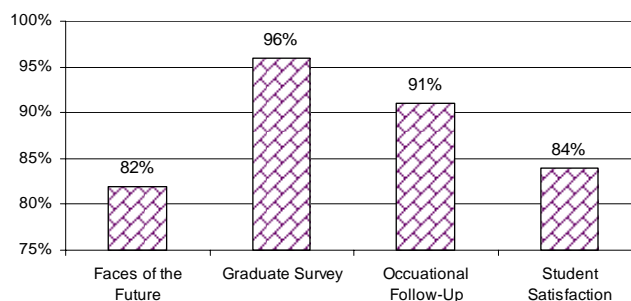


*\*The Faces of the Future Survey was administered in Fall 2003, Graduate Survey in February 2004, Occupational Follow-Up Survey in May 2004, and Student Satisfaction Survey in March 2003. Comprehensive and detailed information about these surveys can be found at the OIE Website at http://www.jjc.edu/Admin/IE*

*Table 6.3. Examples of Student Support Process Results*

| Support Area | Process Results |
|---|---|
| Student Services | Expanded the use of online resources in response to increased student demand as shown through the Faces of the Future Survey. Students can now apply for admissions, register for courses, and pay their bills online through E-Resources, an online JJC resource center: http://www.jjc.edu/eresources/. Between Fall 2000 and Fall 2003, credit hour enrollment in online courses through the web increased 421%. |
| | Required increased customer service training for student service areas. As Figure 6.6 shows, nearly every student service area witnessed an increase in satisfaction over the three year period between Spring 2001 and Spring 2003. Figure 6.7 illustrates satisfaction with student services based on four surveys. |
| | Between FY 2000 and 2002, JJC cut its student loan default rate nearly in half, from 11.6% to 8.9% to 6.4%. This is lower than the national student loan default rates of 9.2% in FY 2000, 8.6% in FY 2001, and 8.5% in FY 2002. More detailed information about student loan default rates can be found at http://www.jjc.edu/Admin/IE/ipeds.htm#default. |
| | While student satisfaction with the financial aid office increased by 16.3% between Spring 2001 and Spring 2003, awareness of financial aid programs also increased. Between FY 2001 and FY 2003, the number of need-based state grants rose 23% at JJC and 5% in Illinois; Pell Grant recipients rose 53% at JJC compared to 33% for Illinois; and Illinois Incentive for Access grant recipients rose 4% at JJC compared to a 19% decline for the State of Illinois. |
| | Between Fall 1999 and Fall 2003, the percent of students from minority populations at JJC increased from 16% to 25%. In response, JJC established an OSMA, physically located in the Student Activities building and next to the Cyber Café, a central meeting location for students. |
| | To accommodate the increasing number of students whose financial aid does not meet the full price of attendance, JJC offers a deferred tuition plan for students who do not receive a full need-based state grant, a bookstore loan of up to $200, and work-study opportunities in addition to Federal Work-Study programs. In 2003, the JJC Office of Financial Aid received a zero-finding audit from ISAC. |
| Learning Support | After establishing the StAR office, the number of students with disabilities completing their academic program of study rose from one in FY 1999 to 28 in FY 2003. |
| | The percent of JJC Occupational Graduates either enrolled in college or employed one year after graduation has been consistently above the state average for the past five years. In FY 2003, 94% of JJC occupational graduates were either employed or enrolled in college, compared to 89% for all Illinois community colleges. |
| | In response to the growing Latino community in the JJC District, more programs have been offered for linguistic minorities, including Conversational Spanish for English speakers, Office skills, Bilingual Interpretation, resume preparation, Occupational Spanish for health care workers, educators, law enforcement personnel, and businesses, and a landscaping program that focuses on Spanish-speaking individuals. Additionally, the Office of Financial Aid hired a full-time Spanish speaking counselor, moved the ENLACE coordinator from a grant-funded to JJC-funded position, and hired a diversity hiring specialist in the Office of Human Resources. JJC also increased ESL Offerings, with enrollment increasing from 642 students in FY 1999 to 1,856 in FY 2003. |
| Student Activities | After requiring evaluation for all collegiate clubs and using the results to improve current practices or implement new programs, student satisfaction with student activities at JJC increased in every component measured over at three-year period between Spring 2001 and Spring 2003, including friendliness of OSA staff (7.8%), knowledge of OSA staff (11.7%), variety of activities offered (3.8%), availability of activities (3.6%), and opportunity to participate in activities (15.0%). |

## 6R2. Results for Administrative Support Processes

In March 2003, JJC participated in an online *Constellation Survey* designed and administered by AQIP. As figures 6.8 and 6.9 illustrate, there was a general congruence between what JJC faculty, staff, and administration feel is most important at JJC and what is done well.
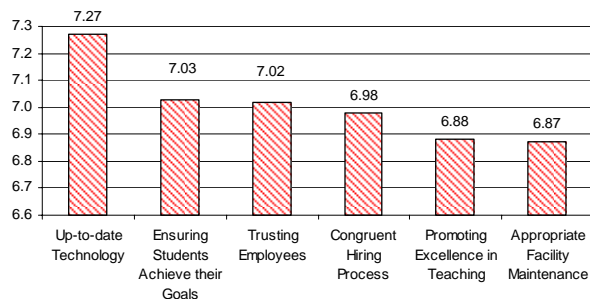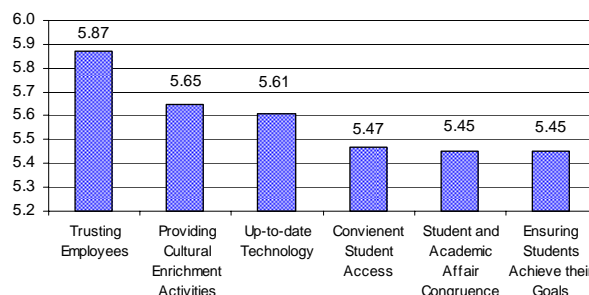
*Figure 6.8. What is Most Important at JJC\**    *Figure 6.9. What is Done Well at JJC\**





*\*Respondents were asked on an 8-point scale, with 8 indicating the highest level of agreement, their level of agreement with particular statements. For more information and a comprehensive overview of the survey, visit the JJC AQIP website at http://www.jjc.edu/aqip/*

In order to address needs for more professional development, as revealed through the *Constellation Survey*, JJC decided to embark on Professional Development as one of its 2004-2007 QAPs. JJC also made the decision to engage in more recognition programs, including a post-service evaluation form, an annual awards celebration, "Pat on the Back" recognition cards, and honoring employees through recognition at the OHR website: http://www.jjc.edu/hr/ .

## 6R3. Comparisons with Other Higher Education Institutions

*Table 6.4. Comparison of Results for Student and Administrative Support Services at JJC*

| Institution Group | Results |
|---|---|
| Community colleges in Illinois | Almost all data and information JJC submits to state entities is comparative in nature (see section O.6 in the *Institutional Overview* for more information). An example is illustrated in Figure 6.10. |
| Community colleges in the nation | National comparison results are aggregated on two levels: 1) *Faces of the Future Survey* and 2) the Integrated Postsecondary Education Data System (IPEDS). Between Fall 2000 and Fall 2003, the percent of JJC students who reported being very to somewhat satisfied with JJC rose from 72% to 81%, more in line with the national average of 81%. The amount of comparative information that can be gained from IPEDS is limited only by the researcher's imagination. As an example, in FY 2004, JJC spent 18% of its financial aid dollars on institutionally based awards, much higher than its community college peer group average of 7%. |
| Postsecondary institutions in Illinois | Comparison of results between JJC and other postsecondary institutions in Illinois are collected, analyzed, and presented by IBHE and ISAC. In the area of administrative support, JJC compares itself to other postsecondary institutions in Illinois in the area of Unit Costs, including discipline costs, comparative costs, program major costs, faculty credit hour costs, and induced matrices costs. JJC makes unit cost comparisons available to the JJC community and public at a central website – http://www.jjc.edu/Admin/IE/unitcost.htm -- and in various college reports, including the Fact Book (http://www.jjc.edu/Admin/IE/factbook.html) and *Performance Report*. Figure 6.11 shows that Illinois is slightly above stat unit costs averages. |
| Postsecondary institutions in the nation | JJC uses IPEDS for national data comparisons. Cohorts and comparison groups can be easily created using the IPEDS Peer Analysis System and Executive Peer Reports using IPEDS Executive Peer Tool. Results can be viewed at http://www.jjc.edu/Admin/IE/ipeds.htm. As an example relating to administrative support, the average faculty pay for a full-time professor at all colleges and universities in the nation in FY 2004 was $89,888, $50,387 at public community colleges, $57,067 at Illinois public community colleges, and $58,712 at JJC. |

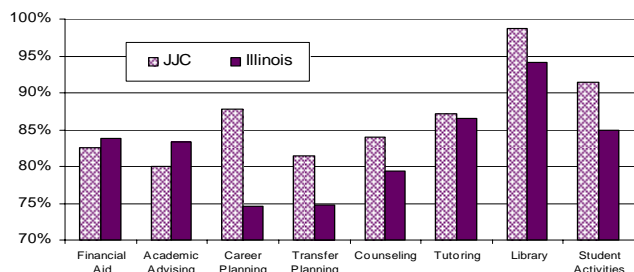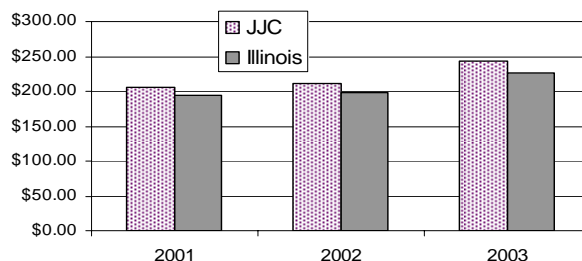*Figure 6.10. Percent of Occupational Graduates Somewhat to Very Satisfied with Student Services and Activities*



*Figure 6.11. Unit Costs at JJC and Illinois Community Colleges, FY 2003*



## IMPROVEMENT (I)

### 6I1. Improvement of Current Processes and Systems

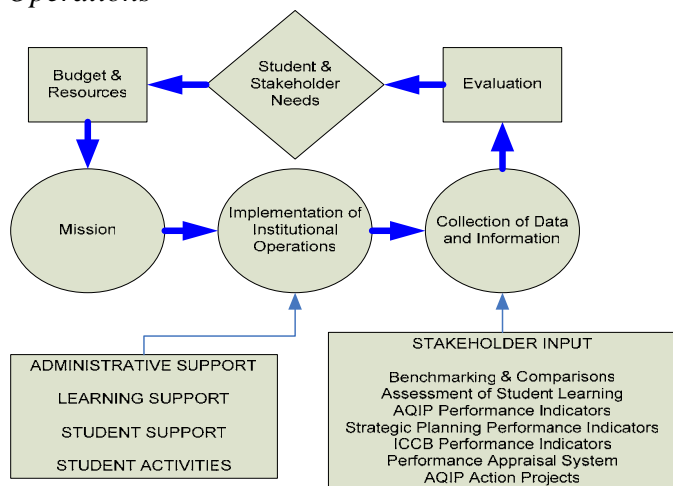*Figure 6.12. Improvement of Institutional Operations*



Figure 6.12 shows how current processes and systems are improved at JJC. An example of how institutional operations are improved is the budget process. Once departments and units have articulated their goals, in consideration of institutional goals and stakeholder needs, JJC allocates resources to stated ends. To ensure that institutional operations are meeting stated goals, measurement mechanisms are established, including asking for stakeholder input and evaluating performance based on performance indicators. Evaluation is then used to improve stated goals and enhance the budget.

### 6I2. Setting Targets for Improvement

*Table 6.5. Improvement Targets*

| Context | Improvement Targets |
|---------|---------------------|
| External | ICCB Performance Indicators |
|  | AQIP Performance Indicators |
|  | Legal mandates and regulations |
|  | IPEDS data collection requirements |
|  | Program Review |
| Internal | PAS |
|  | Strategic Planning Indicators |
|  | Unit, departmental, and committee |

As outlined in Table 6.5, targets for improvement are set by external entities and through internal processes. External targets are set through required state, federal, accrediting, or legal mandates. Internal targets for improvement are set by the institution and include Strategic Planning goals, improvement targets set through PAS, and unit, departmental, and committee improvement targets. Improvement targets are set according to the process outlines in Figure 6.12, with internal targets for improvement established through a

process that accounts for stakeholder needs and institutional mission, sets performance indicators for evaluating institutional support services needed to meet stakeholder needs, and evaluates performance.

**Specific Improvement Priorities**

JJC currently has several improvement priorities, including a review of the Information Technology (IT) department, the integration of academic assessment with program review, the development of a comprehensive orientation programs for students, and the development of professional development opportunities for JJC employees.

IT Review

Due to a serious network outage during the 2004 summer, JJC is currently working with a consulting firm to develop a strategic plan for the IT department and construct an organizational review. It is hoped this process will improve current IT services, allow IT to focus on JJC strategic planning initiatives, and provide incentives for JJC to focus on network security.

Integration of Academic Assessment with Program Review

For the first time, academic assessment will be tied with program review at JJC in FY 2005. More information about the process can be found online: http://www.jjc.edu/dept/Assessment/programreview.htm.

Development of a Comprehensive Orientation Program for Students and Development of Professional Development Opportunities for JJC Employees

The two improvement priorities listed above focus on student and administrative support. The campus community decided to make them two of JJC's three QAPs for 2005-2007. More information about how the Action Projects developed, along with more detailed information, can be found online at http://www.jjc.edu/aqip/.

Communication of Current Results and Improvement Priorities

Current results and improvement priorities are communicated through a variety of methods, including campus publications (see Table 2.3) and

*Table 6.6. Communication of Current Results and Improvement Priorities through Websites*

| Office | Website |
|--------|---------|
| OIE | http://www.jjc.edu/Admin/IE |
| Strategic Planning & Accreditation | http://www.jjc.edu/aqip/ |
| Assessment of Student Learning | http://www.jjc.edu/dept/assessment/ |
| Community Relations | http://www.jjc.edu/campus_info/comm_relations/ |

Websites outlined in Table 6.6. All of the Websites are open to the public. Results and improvement priorities are communicated through the JJC President's newsletter and other print and electronic media to the taxpayers of Illinois and the JJC District.

# Criterion 7. Measuring Effectiveness

## CONTEXTS (C)

### 7C1. Collection, Storage, and Accessibility of Data and Information

As Figure 7.1 shows, data collection and storage at JJC occurs in four contexts (centralized, decentralized, external, and internal). *Centralized data* is mandated by state and federal external reporting requirements. Internal data is housed in Colleague, JJC's management information system. Colleague is separated into four modules: Human Resources, Student, Finance, and Core, an integration of all three modules. Data collected by JJC employees covers virtually every aspect of the college, including data and information about admissions, registration, purchase orders, or employee tracking. OIE, the institutional research arm of the college, also warehouses institutional data, storing data in computer files, CDs, networks, and on the web. OIE is responsible for ensuring data and information reporting requirements to external entities are met. The State of Illinois mandates JJC provide data to ICCB, who stores and reproduces data for policy analysis, budget development, and accountability requirements. All data reporting requirements, along with specific instructions, are outlined in the ICCB Management Information Systems Manual, available on-line at http://www.jjc.edu/Admin/IE/ICCB_MIS_Manual.pdf. All postsecondary institutions that receive federal funds are required to submit data to IPEDS. NCES warehouses IPEDS data and uses it in analyses of postsecondary education as a whole. The role of adding value to internal and external data and information belongs to OIE, who is responsible for collecting, organizing, formatting and, if necessary, performing analysis. Individuals, programs, or

*Figure 7.1. Data collection and storage at JJC*

| Centralized    >>> | Decentralized |
|---|---|
| **Institutional** | **Unit & Departmental** |
| Colleague Institutional Effectiveness | Programmatic Institutional Research |
| **State** | **State** |
| ICCB | ICCB |
| **Federal** | **Federal** |
| NCES IPEDS | Various Grant, Financial Aid Department of Education |

(Internal ∨ ∨ ∨ External)

*Accreditation through AQIP*

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 OIE 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 OIE. The Office of Student Financial Aid, for instance, reports to the National Student Clearinghouse, while OIE submits financial information collected by the Office of Financial Aid to IPEDS. Data and information

submitted for JJC's accreditation through AQIP transcends centralized and decentralized collection and storage.

*Table 7.1. Accessibility and Availability of Data and Information*

| Area | Location | Host |
|---|---|---|
| Internal | http://www.jjc.edu/Admin/IE/ | OIE |
| External | http://www.iccb.org/ | ICCB |
| | http://nces.ed.gov/ | NCES |
| | http://nces.ed.gov/ipeds/ | IPEDS |
| | http://www.aqip.org | AQIP |

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. As the steward of data and information at JJC, OIE abides by the Association for Institutional Research (AIR) Code of Ethics and posts them on its website. Additionally, contact information is available on the sites for those who may have accommodation issues that prevent adequate accessibility to on-line materials. Links to all of the sites in Table 7.1 are available on OIE's website.

### 7C2. Key Institutional Measures for Tracking Effectiveness

JJC uses a variety of methods to track effectiveness. Key institutional measures are set externally by ICCB and AQIP and internally by the Strategic Plan. These key institutional measures for tracking effectiveness are shown in Figure 7.2. Overlap does occur in some areas. For instance, institutional research activities associated and institutional procedures relating to Helping Students Learn (AQIP) can also apply to Enabling Students to Achieve their Academic Goals (Strategic Plan).

*Figure 7.2. Key Measures for Tracking Effectiveness*

| Area | Description |
|---|---|
| AQIP | Helping Students Learn |
| | Supporting Institutional Operations |
| | Building Collaborative Relationships |
| | Leading and Communicating |
| | Valuing People |
| | Planning Continuous Improvement |
| | Measuring Effectiveness |
| | Understanding Stakeholder Needs |
| State | Quality of Programs and Assessment |
| | Economic Growth |
| | K-12 Partnerships |
| | Access to College and Financial Aid |
| | Diversity and Program Completion |
| | Productivity and Accountability |
| Quality Areas | Enabling Students to Achieve Academic Goals |
| | Serving Underrepresented Groups |
| | Faculty Support and Compensation |
| | State of the Art Facilities |
| | Collaboration with External Stakeholders |

## PROCESSES (P)

### 7P1., 7P2. Selection, Management, Use, and Determination of Needs for Data and Information

*Figure 7.3. Selection, Management, and Use of Information and Data at JJC*

| Identify Question | Acquire Data | Perform Analysis | Report Information | Use Information for Improvement |
|---|---|---|---|---|
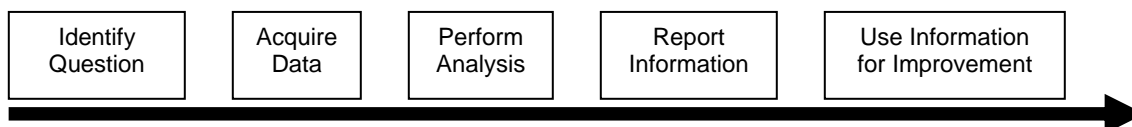
Figure 7.3 shows how departments are encouraged to select, manage, and use information and data. All data and information to collection are guided by the mission and institutional objectives articulated through performance indicators. Once departments justify how the use of data and information aligns with institutional objectives, OIE 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, OIE is sensitive to the usability of data. Usable data is defined as data that is consistent, accurate, timely, collected systematically, and accessible. The needs of departments and units are determined by the mission and objectives of the institution and department. This expectation is communicated to departments, units, and committees by OIE. Communication being a two-way street, department and unit needs are communicated through the on-line data request form, which OIE actively promotes and makes the campus aware of through regular e-mails and website announcements.

### 7P3. Determination of Needs and Priorities for Comparative Data and Information

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, OIE 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.

### 7P4. Analysis of Information and Data and Communication of Analysis

*Table 7.2. Key Institutional Measures for Tracking Effectiveness*

| Comparison Area | Description |
|---|---|
| Illinois Community Colleges | Data and information from two sources – ICCB and IPEDS – are used to make comparisons to other community colleges in Illinois. Comparative data is compiled by institutions in an annual *Performance Report*, which evaluates JJC performance on the six goals of the Illinois Commitment (see the *Institutional Overview* for more information on the Illinois Commitment). The State of Illinois collects all Performance Reports and aggregates them into one Performance Report for the entire community college system. While the comparative data in the *Performance Report* is mandated by the State of Illinois, JJC also collects comparative data about community colleges in Illinois using the IPEDS Peer Analysis System, a web-based system that allows researchers to generate reports using a variety of variables of interest. Once the variables and desired results are defined, the Peer Analysis System allows individuals to view descriptive data and information in real time. |
| National Community Colleges | While national comparative data and information with other community colleges can also be utilized using IPEDS, the most prominent example of using national comparative data and information with other community colleges at JJC is the annual *Faces of the Future Survey*. The purpose of the survey is to assess the current state of the JJC student population and explore the role JJC plays in the lives of its students through the collection of background information about students and their experiences in regard to access, learning, satisfaction, outcomes, and transitions to college. Administered by the American Association of Community Colleges and ACT, over 55,000 students at over 160 community colleges annually complete the survey. Administered in the Fall, JJC uploads results to the Office of Institutional Effectiveness website (http://www.jjc.edu/Admin/IE/facesofthefuture.htm). |
| Illinois Postsecondary Institutions | IBHE collects comparative data and information for all colleges and universities in Illinois. All of the information is available to the public in a Data Bank at http://www.ibhe.org/Data%20Bank/default.htm. IBHE also provides policy analysis for the information in Reports and Studies at http://www.ibhe.org/Reports%20&%20Studies/. Comparative information of all postsecondary institutions in Illinois is also available from ISAC at the following location: http://www.collegezone.com/informationzone/3438.htm. |
| National Institutions | JJC compares itself annually to community colleges in the nation through the *Faces of the Future* survey. JJC also compiles national comparative information using IPEDS. |

*Table 7.2. Key Institutional Measures for Tracking Effectiveness (continued from previous page)*

| | |
|---|---|
| Longitudinal | JJC also benchmarks performance against itself by looking at improvement and data trends over time. This is done through surveys of students, especially through the annual Graduate Survey, Student Satisfaction Survey, Occupational Survey, and Faces of the Future Survey. Longitudinal data also exists about budget and financial information and is tracked in an annual Fact Book. |

*Table 7.3. Analysis of Information and Data Regarding Overall Institutional Performance*

| Performance Publication | On-line Location | Frequency |
|---|---|---|
| Performance Report | http://www.jjc.edu/Admin/IE/iccb.htm | Annually (August) |
| PQP Report | http://www.jjc.edu/Admin/IE/iccb.htm | Annually (August) |
| Fact Book | http://www.jjc.edu/Admin/IE/factbook.html | Annually (March) |
| Systems Portfolio | http://www.jjc.edu/aqip/aqipsystemsportfolio.html | Annually (November) |
| Institutional Dashboard | http://www.jjc.edu/Admin/IE/dashboard.htm | Monthly |
| Regular Publications | http://www.jjc.edu/Admin/IE/publications.html | Monthly |
| Assessment of Student Learning | http://www.jjc.edu/dept/Assessment/ | Semester |

Analysis of data and information is driven by the performance indicators listed in figure 7.2. Data and information about these indicators provides evidence of performance. All data and information is available to the public and JJC community on-line and is posted on the appropriate website or, if necessary, printed and bound and mailed to various constituencies. The on-line format is particularly convenient because it serves as an archival tool, provides a consistent location for documents, and allows individuals to perform searches within documents, including .pdf, to look for specific data and information. Table 7.3 outlines the publication, format, and source for each area.

## 7P5. Alignment of Information and Data with Institutional Goals

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 budget process, program review, the annual Performance Report, accreditation through AQIP, data requests to OIE, and PAS. 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 2003-2004 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*, the *Performance Report*, and the *Fact Book*. 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 website. The format of the *Performance Report*, determined by ICCB, evaluates performance for three types of indicators: common institutional indicators, statewide indicators, and mission specific indicators. The mission specific indicators measure JJC's progress towards reaching its own stated goals, as articulated through accreditation status through AQIP, the *Strategic Plan*, and Mission. Participation in AQIP requires JJC to conduct three major QAPs. Decided by JJC as a result of Campus Conversation Day in March 2003, these projects align closely with JJC's mission and core values as an institution. The on-line 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.  PAS is an overall system for ensuring that individual and unit activities align with institutional goals and mission. When defining metrics, or day-to-day activities, and objectives, or one-time goal, 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., 7P7. Effectiveness of Information Systems

Information systems effectiveness and analysis are described in Table 7.3. Information systems refer generally to Colleague, JJC's central data collection and warehouse system. Colleague is managed by the IT Department. However, 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 OIE.

## RESULTS (R)

## 7R1., 7R2. Evidence the System of Measuring Effectiveness Meets Institutional Needs

JJC recognizes that flourishing institutional effectiveness plans and systems require constant maintenance, updating, and adjustment. The culmination of all these activities represents efforts towards the development of a system for measuring effectiveness. Hence, evidence lies in our institutional research activities. At JJC, a institutional research infrastructure exists that can capture, collect, measure, format, and present evidence that JJC is meeting stated institutional objectives. This evidence is outlined in all documents shown in Table 7.2. Comparative institutional effectiveness results are articulated in state reports and studies, particularly the ICCB *Performance Report*, *PQP Report*, and other ICCB reports available on-line at http://www.iccb.org/HTML/publications/reports.html and IBHE reports available on-line at http://www.ibhe.org/.

## IMPROVEMENT (I)

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

The improvement of processes and systems for measuring effectiveness at JJC are articulated in Figure 7.4. The improvement of processes and systems are geared with one ultimate 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
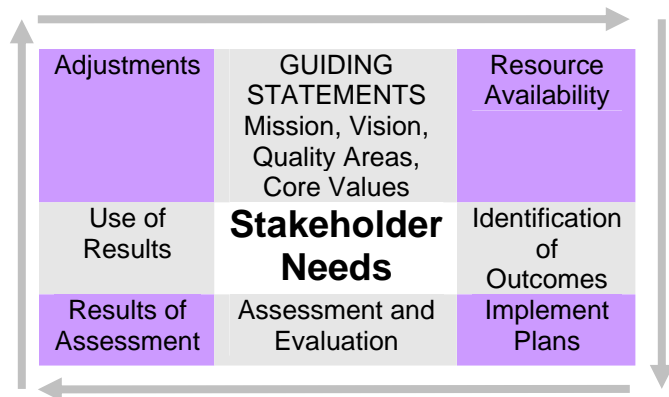
associated with stakeholder needs are developed and implemented. Plans are assessed and evaluated, with results used to make adjustments in the goals of the institution.

*Table 7.4. Information Systems Effectiveness and Analysis*

| Area | Definition & Value | Measure(s) of Effectiveness |
|---|---|---|
| Integrity and Accuracy | Data integrity means that data is not altered or destroyed in an unauthorized manner. The value in insuring data integrity is validity (insuring the data is a true measure of what is claims to measure), reliability (insuring the data is measuring the same things over time), and compliance with laws and regulations. | OIE insures data integrity by warehousing data (see below for more information). Data and information policies are also guided by AIR. Because of complex 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 data and information on very specific dates. | 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 towards insuring that only appropriate individuals have access to networked systems. JJC also has an emergency electronic data recovery plan | Measures of effectiveness include regular updating of spam and anti-virus software and constant monitoring of the campus firewall. |
| Confidentiality | Confidentiality refers to the security of information located in JJC systems. State and federal laws and regulations, like FERPA, guide confidentiality policies. | Measures of effectiveness include monitoring what type of information is given and front-line training to faculty and staff about FERPA and other regulations. |
| Accessibility | Accessibility refers not only to how data is accessible, but who has access. IT has set clear institutional procedures guiding accessibility while individual departments are made aware of laws and regulations. | Accessibility is measured by the number of individuals who require access to specific components in the information 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 that allows for extensive data mining, and a template for future research and benchmarking. | Since the effectiveness of data warehousing is dependent upon the applications used, OIE evaluates performance on the ability of applications like SPSS, Access, Excel, or Visual Basic to perform the data warehousing function. |

Many mechanisms exist at JJC for improving processes and systems aimed at making the institution more effective, almost all of which follow the model in Figure 7.4. For instance, an AQIP and Strategic Plan goal are to help students learn and enable students to achieve their academic goals. Through PAS, all student service and activity units are required to follow a model where they must articulate a unit or division goal, measure and assess whether the goal was met, and use the results to improve their activities. The Academic Assessment Committee serves to identify outcomes and assist programs in using results to improve what they do. Program Review at JJC ensures that programs are clear about their ultimate purpose – helping students learn – and constantly use data and information to improve what they do.

*Figure 7.4. Improvement of Systems for Measuring Effectiveness at JJC*

| Adjustments | GUIDING STATEMENTS Mission, Vision, Quality Areas, Core Values | Resource Availability |
|---|---|---|
| Use of Results | **Stakeholder Needs** | Identification of Outcomes |
| Results of Assessment | Assessment and Evaluation | Implement Plans |

**7I2. Setting of Targets for Improvement and Communication**

Targets for Improvement
Targets for improvement are set on two levels: 1) externally mandated and 2) internal. Externally mandated targets for improvement generally seek to evaluate either systems across many institutions as a whole or provide performance indicators about what research shows effective colleges and universities do. Externally mandated targets for improvement include ICCB performance indicators listed in the *Performance Report* or AQIP indicators in the *Systems Portfolio.* Internal targets for improvements include those the institution has concluded are important and are articulated centrally in the *Strategic Plan*. On a more decentralized level, targets for improvement are established through program review and PAS.

Specific Improvement Priorities
The two most pressing improvement priorities concern a reexamination of the information technology strategic plan and organization and dealing with new structural changes in revenue streams. Due to a recent network outages and damaged servers, JJC hired a consulting firm to assist with the implementation of a new strategic plan, organizational analysis, and advice on how to develop an information technology infrastructure. Another pressing improvement priority is how to continue current levels of service despite flat or slow revenue growth. The Board of Trustees has outlined a four-point plan for ways to deal with increased enrollment growth in the face of decreasing revenues. On-going research activities associated with the plan include research into space utilization, impact fees, parking, and alternative instructional delivery methods. JJC also instituted a 3% cut in all non-personnel funding for all units and departments in FY 2005.

Communication
JJC has a very open communications structure. All documents relating to institutional effectiveness, strategic planning, state and federal reports, budgeting, and other data and information are available to the public on the internet, most at the JJC website. Historical data and information is even placed on-line for future reference and for use by individuals looking for longitudinal information. Internally, results and priorities for improvement are communicated through committees working on quality-oriented projects. Information is also communicated to stakeholders through Board of Trustee meetings which are open to the public.

# Criterion 8. Planning Continuous Improvement

## CONTEXTS (C)

### 8C1. Long-term Institutional Vision

The long-term institutional vision for 2009-2014 has been shaped by two important processes: the Joliet Junior College Institutional Strategic Plan and the Facilities Master Plan. The strategic plan may be referenced through (http://www.jjc.edu/ aqip/strategicplan.html).  These processes developed in 2001-2002 as a planned evaluation of the status of the population explosion in District 525 and the need to anticipate and plan for the impending reality of greater demand than supply.  These processes also parallel JJC's involvement in AQIP and CQIN, organizations which emphasized management by fact and planning-based decision-making.   The Facilities Master Plan involved employing an architectural firm, BLDD Architects, and engaging in discussions over a 5-6 month period with various campus constituencies, some external focus groups, and the JJC Board of Trustees.  What emerged from this process set the goal for future facilities plans for the college.  The facilities plan, when coupled with the Institutional Strategic Plan, set the stage for JJC's first tax referendum request in over twenty years.  Although the tax referendum was defeated at the polls, the processes established have carried JJC over the last few years.  Recent tuition increases and the new capital improvement fee levied against student credit hour enrollment have come directly from these processes.  Although the "vision" will not be completely reached in the near future, the process helped the Board and the college to develop strategies which are based on planning, implementation, and measuring success.  The five-year plan for 2007-2012 will be developed in an environment which appreciates the process and sees the results of the planning.

### 8C2. Aligning Short-Term and Long-Term Strategies with Mission and Goals

The long-term strategies for the college have been identified in the Joliet Junior College Institutional Strategic Plan.  The 2002-2007 strategic plan, *JJC's Model for Educational Excellence*, took about 14 months to complete. Over 500 constituents including Board of Trustees, faculty, staff, community residents, and students were involved in its evolution and refinement.  Over 50 innovative initiatives were slated for this strategic plan within five quality areas:

- Enabling Students to Achieve their Academic Goals
- Faculty and Faculty Support and Compensation
- Serving Underrepresented Groups
- Collaboration With External Stakeholders
- State-Of-The-Art Facilities

Certainly, these quality areas represent an agglomeration of stakeholder sentiment with current campus initiatives. JJC adheres to stakeholder priorities and expectations in delivering its academic programs and support services.  JJC continues to examine its vision, mission, and goals to ensure that they align with the expectations of the constituencies it serves.

The Strategic Plan was developed with the institutional mission as a backdrop; however, the vision for 2002-2007 also had to consider the growth of the district. Clearly, the mission of the institution has remained fairly stable over the last two decades, though the vision now includes more focus on diversity of students, outreach to adult students who have learning challenges, and partnerships between business and industry and the college than in earlier years. JJC has not seen the need to refine its broad-based mission as described in the Overview section; however, the vision of the recent past has identified new directions to achieve that mission.

## PROCESSES (P)

### 8P1.The Planning Process

The current planning process involves a set of annual goals established by QPT. The QPT analyzes the previous year's results from a variety of sources and drafts annual goals for the institution. These goals are shared with the campus and refined by the President's Cabinet. Final goals are shared with each department and functional unit and make up the planning objectives for annual goals established by individuals and departments or functional units. The next fiscal year budget, developed in February through April, is based on the "annual goals" and allows for delineation of areas identified as crucial through the planning process. The schedule of events related to annual planning is shown in Table 8.1.

*Table 8.1. Schedule of Events Related to Annual Planning*

| Date | Event(s) |
|---|---|
| August – Week 1 | *QPT establishes preliminary institutional goals in a retreat environment* |
| August – Week 2 | *QPT shares preliminary institutional goals with President's Cabinet* |
| August – Week 3 | *QPT shares preliminary institutional goals with campus community at PPDW* |
| Early September | *QAP committees finalize annual reports and Final QAP Material shared with QPT* |
| September 15 | *File QAP reports submitted to HLC* |
| October 31 | *Departments/Functional Units finalize annual goals. Materials sent to QPT.* |
| Late November | *Final update on AQIP Systems Portfolio and Finalize Institutional Goals* |
| December 21 | *Evaluate annual performance of administrators and support staff using functional unit and personal goals established the previous January and Finalize three-year financial plan* |
| January 31 | *Administration and support staff create individual goals* |
| February | *OIE circulates material for next FY year budget with listing of Institutional goals* |
| May | *Budget finalized* |
| July-August | *PQP/Performance Report due* |

The longer-term Joliet Junior College Strategic Plan was developed in 2001-02 for 2002-2007. This plan was developed with the Board of Trustees and involved six months of focus groups from various parts of District 525 and the college community. The finalized plan was approved unanimously by the Board of Trustees and was shared with key constituencies of district residents. Annual budget planning and development require budget managers to identify the quality area from the strategic plan which is reinforced by their request for new funds.

## 8P2. Selecting Short- and Long-Term Strategies

JJC has selected short- and long-term strategies through several sources.  First, the Vital Focus and Campus Conversation Day held in March 2004 has produced a series of short-term projects and goals which have been or are currently being made operational by the QPT. The longer term projects which were identified from the results of Campus Conversation Day have been finalized into three areas which make up the next set of AQIP Quality Action Projects.

## 8P3, 8P4, 8P5. Developing Key Action Plans, Aligning Planning Processes, and Selecting Measures and Performance Projections

JJC is an integrated part of the Illinois community college system and, as such, responds annually to a set of goals or objectives for the Illinois Community College Board (ICCB).  Six areas, designated in the ICCB planning process and report *The Promise for Tomorrow,* are listed below.   These six areas are important annual and longer-term strategies the college attends to as part of its state level planning.   These demographic, programmatic, and economic factors will impact JJC's work on the common institutional indicators in Figure 8.1.

*Figure 8.1. Common Institutional Indicators*

Economic growth
Responsiveness to demands and continued focus on practical-oriented and certification-required employment and the development of partnerships with local business and industry.
Partnerships
Continued and increased cooperation with elementary and secondary schools in providing awareness about programs and opportunities for collegiate credit while enrolled in high school.
Affordability
Continued commitment to below average tuition and institutional scholarships for over 600 students.
Access & Diversity
Increased focus on programs that accommodate minority students and strategic plans for designing capital and operational structures to accommodate significant growth in enrollment.
Quality
Recent CQI initiatives, participation in AQIP, and systematic assessment efforts conducted by assessment committee.
Productivity
Above average FTE costs offset by low administrative costs and low tuition. Implementation of new performance management system.

Although much of the execution of institutional strategies is decentralized, follow-up and continuing evaluation are done by two groups: the President's Cabinet and the Quality Planning Team.  The Administrative Council, chaired by the President, also has led discussion, and members have overseen aspects of moving plans into action.  Selecting measures and setting performance projections for JJC's strategies and action plans are efforts for administration in association with the Board of Trustees.  Also, the institution's strategic plan has target goals, target dates for completion, and progress reports.  Progress on goals and targets is presented to the Board and campus community regularly.  Annual results reports and productivity, performance, and quality are parts of the ICCB reporting structure. An example drawn from the 2004 report, which evaluated costs and productivity, illustrates this quality-driven process:

*Figure 8.2. Institutional Goal(s) for the Unit Cost Indicator*

> - Develop and use innovative instructional delivery methodologies (from the Joliet Junior College *Vision*).
> - Increase and monitor availability of resources for full-time and part-time faculty at extended and satellite locations (from the *Strategic Plan*).
> - Pool resources to share adjunct faculty with other colleges (from the *Strategic Plan*).
> - Seek out new resources (specifically from) grants (from the *Strategic Plan*).
> - Build flexible classrooms that are multi-functional and cross-curricula
> - Use the Board of Trustees' four-point plan for dealing with increased growth:
>   - Facilities and space planning.
>   - Impact fees.
>   - Parking.
>   - Extended campuses.

Joliet Junior College unit costs are higher than state averages for this indicator. However, costs for administration are below the state average. As far as completers within 150% time, IPEDS and Fall Student Enrollment Survey (E1) data both show that Joliet Junior College lags behind state averages.  With taxpayer reluctance towards paying more taxes and calls for lower tuition, productivity and cost-effectiveness will no longer be an option; it will be a necessity. The challenge ahead will lie in doing more with less—in other words, being more productive and cost-effective. Hence, Joliet Junior College has taken several steps to ensure accountability to the taxpayers of Illinois through being more productive and cost-effective:

*Figure 8.3. Productivity and Cost Effectiveness at JJC*

> - Develop a four-point plan by the Board of Trustees to examine potential economies of scale and identify areas where the college could act in a more cost-effective manner.
> - Develop a *Performance Appraisal System*, required non-faculty employee evaluations be linked to institutional, programmatic/departmental, and personal goals.
> - Explicitly link planning and budgeting through the following budget activities:
>   - Integrate strategic planning and quality initiatives with budget allocation in the *Annual Three-year Financial Plan* by making revenue and expenditure projections, summarizing historical data, and anticipating future revenue streams and expenditures tied to our mission and planning.
>   - Use the *Annual Budget* process to put strategies into action and to state educational purposes in fiscal terms.
>   - Connect college goals and mission with actual, planned activities and proposed resources to accomplish those goals with the *Quality Planning Calendar*.

## 8P6. Accounting for Appropriate Resource Needs

Resource requests and decisions are made within the context of an annual planning cycle, identified in the annual planning cycle calendar in Section 8P1.  Goal-setting and budget are certainly closely linked.

## 8P7. Ensuring Faculty, Staff, and Administrators' Capabilities to Address Change

Joliet Junior College has spent 2002-2004 working on ensuring that faculty, staff, and administrator capabilities will be developed and nurtured to address requirements for changing institutional

strategies and action plans. Although assessing success has not yet occurred, the plan and its execution appear to align staff development with institutional needs and planning. JJC has redesigned its classification and compensation structure and personnel review system for administration and support staff. Other work groups, specifically campus police, clerical, food services and building and grounds, are covered by collective bargaining agreements but will begin to participate.

*Figure 8.4. Specific Goals and Outputs of PAS*

- Documenting a compensation strategy that will guide JJC in evaluating and enhancing its compensation program.
- Reviewing job descriptions for compliance with governmental regulations.
- Finalizing a job classification methodology tailored to JJC's unique jobs and environment.
- Completing an analysis of JJC compensation levels compared to the competitive employment market for 60 benchmark positions.
- Developing a salary administration plan that considers both internal equity and the competitive market.
- Documenting salary administration policies and procedures.
- Preparing a final report that documents all key project findings and recommendations.
- Communicating to relevant constituencies during the course of completing the project work.

The consulting firm of McGladrey, Inc., assisted all staff to update their job descriptions. These job descriptions were categorized, with the assistance of supervisors, into a compensation and classification schedule which best matched the initial goals of the project. Information from the ICCB salary survey and regional comparative job placements from business and industry were used to complete this project. At the completion of this work, a number of staff and administrative positions were re-graded and appropriate salary compensation assigned. A committee of representative administrators and staff continues to work on the annual performance review system and perfect the design of a performance appraisal system (PAS) which annually evaluates all administrative and professional staff against a series of college, unit, and personal goals. The performance management system uses the SMART approach (specific, measurable, attainable, relevant, and time-defined). It is a cascading process to establish and communicate priorities and subsequently develop both functional and individual metrics and objectives. The most exciting outcome of this second phase of the process was the development of a system whereby individuals and units set annual goals within the context of institutional goals and measured their performance against these goals. Faculty departments will be the last phase in this annual planning process. Although tenured faculty are not subject to annual goals and evaluation, departments will join the process described in the Schedule of Events shown in Table 8.1.

**8P8. Measures of Effectiveness for Planning Continuous Improvement**
Figure 7.2 has a tabular representation of methods used to assess institutional success. Planning continuous quality improvement also requires a more extensive evaluation of employee satisfaction with the planning process. Systematic evaluation of satisfaction has not been done regularly, but will become a part of one of the three new Quality Action Projects.

## RESULTS (R)

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

An update of the progress and results on JJC's five areas of priority established by the JJC Strategic Plan 2002-2007 is presented in Figure 8.5.

*Figure 8.5. Results from the Strategic Plan Initiatives*

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**Area 1 – Enabling Students to Achieve Their Academic Goals**

**Credentialing**
- established five new certification programs in the last two years
- will complete two new teacher education programs this year
- licensure/certification rates in programs with terminal certification remain high
- requisite skill sets being developed by Student Learning Committee

**Job Placement**
- job placement satisfaction of graduates is high and continues to improve
- internship placements have experienced modest growth

**Transferability**
- articulation agreements and dual credit programs have grown modestly
- dual enrollment programs grew by two in the last year

**Seamless Curriculum**
- placement testing and development education closely linked and updated annually
- assessment instruments in general skill development being developed in 2004-05

**Student Support**
- over forty new advisors have been trained in the last two years
- scholarship support continues to grow (more than 600 for new students)
- two new full-time admissions personnel hired last year
- online counseling offered for the last two years

**Flexible Class Schedule**
- much more site and time flexibility in the class schedule including the addition of over 50 new online courses and a 20% increase in satellite site course offerings
- more eight-week classes offered and two new fast-track programs created

**Area 2 – Faculty and Faculty Support and Compensation**

**Institute a Premier Instructional Academy**
- established a Technology Center for Teaching and Learning
- one full-time and one part-time evening (for adjunct support) technology instructional design specialist hired.
- Blackboard web site established for Great Teachers and best practices
- Learning Resource Center has been a catalyst for infusing student information literacy in the classroom with continuing discussion about a possible information literacy proficiency requirement

**Faculty Training**
- New Faculty Seminar expanded to include spring semester activities for all new faculty
- Great Teachers Seminar held since 2002
- Adjunct faculty development seminar coordinators (two) hired from full-time faculty and a series of adjunct faculty development activities conducted throughout the year

**Faculty Support**
- college recognizes exemplary service for all working groups through core value awards
- more "info clerks" hired to support faculty at satellite locations
- "off-time" support in media and instructional technology expanded by 2 FTE

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**Recruitment and Retention of Instructional Talent**
- applicant pools for full-time faculty positions have been substantially larger and have included more representation of underrepresented populations
- hired (as of December, 2004) new Minority Recruitment Specialist in Human Resources

**Area 3 – Serving Underrepresented Groups**
**Minority Prospects**
- used P-16 grant from ICCB to expand dual credit offerings, modest increase in minority students served
- summer "head-start" orientation program offered to on-campus housing students who are approximately 2/3 minority students
- minority student mentoring program expanded under new Director of Minority Student Affairs
- Black Student Union established and number of students in Latinos Unidos increased

**Community Involvement**
- database of minority leaders maintained and used in mentoring program
- career expo offered for GED and ESL students last two years
- targeted recruitment of minority students expanded to include new "hard money" Hispanic position (ENLACE) in student services
- hosted transition fair for students with disabilities for past three years

**Campus Commitment**
- new position approved (Dec 04 starting date) in human resources to assist in developing campus multicultural competence
- number of minority administrators/faculty experienced a slight increase in last two years
- cultural diversity workshop series held annually for the past three years for faculty and administrators
- continue to be successful in securing grants (State, WIA, federal) which specifically target outreach to minority populations. Annualized total exceeds one and one-half million dollars

**Area 4 – Collaboration with External Stakeholders**
**Partners with Business and Industry**
- new partnerships established with business and industry although 2002-04 time frame was a more difficult time to secure training partnerships with B & I
- developed new associate degree programs (cosmetology, massage therapy, radiology, process technology) with direct involvement from external business partnerships
- occupational advisory boards meet with academic programs annually with recent changes in program requirements (recent examples: computer information systems, interior design, culinary arts/hospitality) a direct result of external stakeholder advice

**Partners with K-12 Districts**
- number and scope of activities at district high schools increased, most notably with the addition of financial aid presentations and stepped up activities in honors recruitment
- Tech Prep partnerships have been increased to over 150 in 19 program areas
- courses offered in high schools have been expanded and two new high schools added to sites where JJC offers classes
- all district high school counselors are now networked through a JJC listserve and are invited to attend an annual guidance counselor breakfast each spring

**Communication with Stakeholders**
- student communication increased through a new improved web page with much more student information, including online registration, advising, and other student services
- additional part-time graphics person employed to expand the web presence of JJC with external and internal stakeholders
- community service projects involving JJC faculty and staff expanded with external stakeholders being made aware of contributions of college staff/students to the district

**Area 5 - State-of-the-Art Facilities**

**Premier Instructional Facilities**

- new computer and lab facilities created in mathematics, fine arts, geography, and chemistry with replacement computer equipment averaging about $400,000 per year
- campus safety addressed with changes in campus policing (following LEMAP recommendations) and hiring of new Safety Specialist in physical plant
- flexible scheduling more enabled through have consistent instructional technology (semi-smart) in classrooms (80% complete as of fall 2004)

**Responsible Expansion**

- developed new satellite instructional facility to serve residents in the western section of the district (Morris Educational Center)
- expanded Learning Resource Center's capacity to serve by adding a new 25 computer station classroom
- Completing 2$^{nd}$ year of 5 year Board of Trustees approved 9 million dollar facilities infrastructure upgrade
- currently working with external consultants to determine the feasibility of acquiring or building a new eastern campus (part of Facilities Master Plan)

**State-of-the-Art Instructional Technology**

- new computer labs created in response to survey information from annual student technology survey
- hired external consultant (Strata Information Group) to analyze college's ability to deliver required technology needs and complete a new Technology master plan (targeted to be completed by spring 2005)
- expanded number of online instructional specialists by 1.5FTE and created new Technology Center for Teaching and Learning. Included in the new Center are evening hours for adjunct and full-time evening faculty

**Accessibility**

- major renovation of campus elevators (completion date fall 2004) will help insure more reliability for all student access, especially for physically challenged students
- database technology available in LRC has been expanded to include many "off-site" options for student access
- continue to install "limited sight" technology at least one work station in all campus computer labs

## 8R2. Short-term Projections of Performance for Strategies and Action Plans

*Figure 8.6 . Strategic Initiatives for the Next One to Three Years*

**Area 1 - Enabling Students to Achieve Their Academic Goals**

- continue to increase number of trained advisors (five additional per year)
- develop at least two new academic credentialing programs each year
- increase internship opportunities by five percent per year
- develop assessment instruments for General Education by spring, 2005

**Area 2 - Faculty and Faculty Support and Compensation**

- expand professional development activities for full-time faculty by 10 percent over the next three years
- hire full-time assessment specialist to work with faculty and staff on learning improvement
- recruit and hire at least one additional minority faculty member per year for the next three years

**Area 3 – Serving Underrepresented Groups**

- fully develop summer orientation program targeted for minority students with separate outreach for Latino and African-American students
- hold annual Latino and African-American community leaders dinner to solicit continuing stakeholder feedback and help identify new mentors for students
- fully develop "multicultural competence" training for all college employees

Area 4 – Collaboration with External Stakeholders
- work closely with new degree program advisory boards (cosmetology, radiology, health information management) to establish student recruitment, curriculum assessment, and faculty needs goals
- develop new initiatives with area high schools for targeted recruitment of Latino and honors students
- fully integrate technology for communications interface with student prospects database
- develop improved communication strategies with external stakeholders as the college phases out the printed schedule of classes and the catalog

Area 5 – State-of-the-Art Facilities
- additional computer utilization by expanding the number and use of wireless technology
- complete facilities infrastructure upgrade
- develop updated Facilities Master Plan for 2006-2009
- reconfigure and expand technology services under the aegis of new technology plan developed in concert with Strata Information Group
- expand online course offering by 10% per year

## 8R3. Comparisons with Other Institutions and Organizations

JJC aggressively implements planning strategies for expanding credit hours and meeting stakeholders' needs. Although the college lost two key referendum votes in 2003, the implementation of the Master Plan and elements of the Strategic Plan have moved forward. Financial considerations have reduced the amount of new growth JJC is capable of sustaining; however, there still has been an aggressive plan to establish new education centers and increase the number of credit hours offered. The growth in credit hours over the last 3-5 years has been in the upper third of all Illinois community colleges, and new program development has been equal to or greater than comparable institutions. Distance Education initiatives compare favorably with Illinois institutions and the number and breadth of regional educational centers places JJC in the high end of the spectrum in Illinois. Advances in technology initiatives in the classroom and supporting faculty in teaching with technology have been at the upper end when compared to other Illinois community colleges. The collaborative partnerships established by the college over the last five years have been exemplary and suitable for "best practice" category in three areas: COMPASS testing in the high schools, Tech Prep articulation efforts, and training partnerships with business and industry. Serving on the Valley View Area Baldrige Task Force has allowed college officials to benchmark JJC against several well-known business and educational entities. This work has allowed JJC to gain greater insight from our partners and has allowed for an understanding that the college is at the best practice level in several areas.

## 8R4. Effectiveness of the System for Planning Continuous Improvement

Although many more college staff are involved in planning then ever before, JJC still has to work hard to make sure that planning is an integral part of JJC's life cycle. The QPT has a broad representation from all college work groups, and the composition of the annual CQIN team has reached out to all campuses and work groups. In all, more than 25 individuals have been directly involved in specific all-campus planning activities in 2002-2004. Most departments and/or functional units have developed annual goals for fiscal year 2005 and will continue to do so annually. The effectiveness of all planning activities is still very hard to measure. It can certainly be reported that there are more campus planning activities in the recent two years than at any time in the 103-year history of the institution. However, measuring the effectiveness of those activities will be difficult until some time passes.

## IMPROVEMENT (I)

### 8I1. Processes and Systems for Planning Continuous Improvement

The feedback loop for the annual planning cycle begins with the preceding year's results as reported to ICCB in the Productivity, Performance, and Quality Report and the Performance Report. Beginning in the fall of 2005, the AQIP Systems Portfolio will also be used by the QPT to establish annual goals.

*Figure 8.7. Annual Planning Cycle*
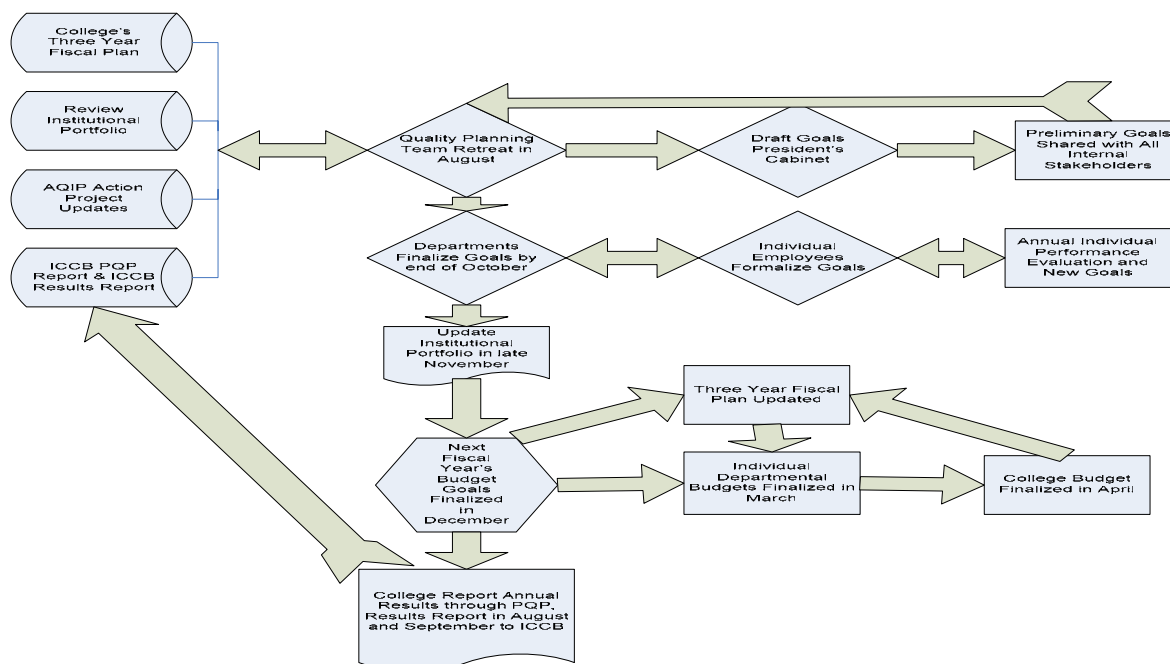


### 8I2. Establishing Targets, Implementing Priorities, and Communicating

Targets for improvement are developed annually by the Quality Planning Team. These goals, many directly related to the longer term strategic goals, become the bedrock for departmental and individual goal planning. Priorities for improvement exist at the personal, departmental, and institutional level, and different stakeholders are involved with establishing, measuring, and evaluating them. A system that disseminates the information from the global to the individual has great potential in increasing understanding of strategies and priorities for improvement. JJC is in the beginning stages of "institutionalizing" this process, but early results are encouraging. The internal communication of goals for improvement and results is done through several media. A twice-a-year General Session with the college community has allowed the President and others to communicate direct information on successes and progress toward goals. The President has also communicated with internal stakeholders through a *Quality Connections* Newsletter and information in *Campus Briefs*. External communication devices include the Annual Report, Alumni Newsletter, and occasional pieces in the *Blazer*, the student newspaper.

# Criterion 9. Building Collaborative Relationships

## CONTEXTS (C)

### 9C1., 9C2. Key Collaborative Relationships and Reinforcement of Mission

*Figure 9.1 Collaborative Relationships*
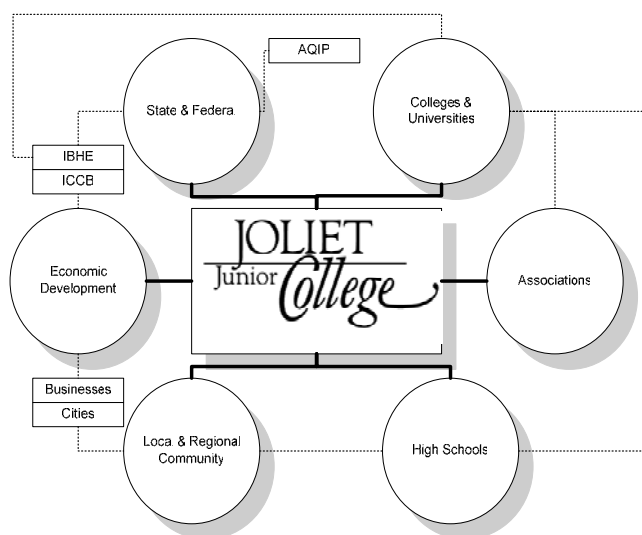


The web of collaborative relationships, as stated in the Institutional Overview, is shows in Figure 9.1. Collaborative relationships reinforce every aspect of JJC's mission and institutional goals. As shown in Figure 7.2, JJC evaluates its performance on the basis of collaborative relationships, specifically through the Strategic Plan (collaboration with external stakeholders), AQIP (building collaborative relationships) and the Illinois Commitment (helping businesses sustain economic growth and building P-16 partnerships). 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. Table 9.1 provides an outline of JJC's specific collaborative relationships. Stakeholders like donors, alumni, students, and employees, are covered in more detail in *Criterion 3*.

*Table 9.1. Specific Collaborative Relationships*

| Collaborative Relationship | Specific Collaborative Relationships |
|---|---|
| State and Federal | AQIP, ICCB, IBHE, IPEDS |
| Colleges and Universities | Articulation agreements with seven 4-year postsecondary institutions, SMHEC, Facility and space sharing; IAI |
| Associations | See Section O.4 Institutional Overview |
| High Schools | Articulation agreements |
| Local and Regional Community | Over 40 towns and cities and 7 counties; Chambers of commerce; Community service; participation in the Valley View School District Quality Partnership |
| Economic Development | Businesses and employers; Business Solutions Network (BSN, http://www.bsnillinois.com/) ; Illinois Community College Economic Development Association (ICCEDA, http://www.icceda.org/) |

## PROCESSES (P)

### 9P1., 9P2. Creation, Prioritization, Building, and Ensuring Needs

*Table 9.2. Mechanisms for Ensuring the Varying Needs of Relationships*

| Collaborative Relationship | Mechanism |
|---|---|
| State and Federal | Through institutional research activities, the OIE ensures that state, federal, and accrediting reporting requirements are met and that these entities have the data and information necessary to make informed policy decisions. |
| Colleges and Universities | 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 (http://www.govst.edu/apply/articulation/jjc/index.htm). |
| Associations | 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. |
| High Schools | Research shows JJC's students learn the most about JJC through a family member, high school counselor, and college catalog. JJC recruiters work to ensure articulation, dual-enrollment, and information materials are current and effective. |
| Community | JJC's Foundation, Community Service, IET, and individual departments all develop benchmarks and assess all activities. See Table 2.4 and 2.5 for more information. |
| Economic Development | JJC is evaluated on its contribution to helping businesses and industries sustain economic growth. Table O.3 presents a sampling of the information JJC is evaluated on from the annual *Performance Report* (http://www.jjc.edu/Admin/IE/iccb.htm). |

Creation of Relationships

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. Local political, economic, and social factors also impact the creation of relationships. An example of how local economic and social factors impact collaborative relationships is seen in the changing demographics of the JJC district. District age increases and lower mortality translate into increased demand for health care services. In response, JJC's Pharmacy Technician program partners with the MRxI Corporation to offer continuing education and certification for pharmacy technicians in the JJC District, which are projected to increase by 58 percent between 2000 and 2010. Naturally, JJC's collaborations are 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.

Prioritization and Building of Relationships
Collaborative relationships are prioritized based on their alignment with JJC mission and institutional goals and stakeholder needs and compliance with local, state, and federal mandates and regulations. Prioritization, of course, is contingent on revenue streams and institutional expenditure priorities. Relationships are built over time between individuals and departments and other entities. An example of how relationships are built is the use of advisory committees. More information can be found in Section 1P2.

## 9P3. Internal Institutional Relationships

Internal institutional relationships are created and built through developing organizational structures capable of ensuring that JJC's mission and institutional goals are accomplished. *Criterion 1* and *Criterion 3* provide more detail about how internal relationships among students, faculty, staff, administration, and other stakeholders are created and maintained.

## 9P4. Collaborative Relationship Measures

*Table 9.3. Collaborative Relationship Measures*

| Collaborative Relationship | Measures |
|---|---|
| State and Federal | Meeting of state and federal reporting requirements |
| Colleges and Universities | Transfer rates; Articulated general education and lower division transfer courses |
| Associations | Number of associations JJC is affiliated with |
| High Schools | Enrollment by high school; Dual-enrollment by high school; High School Completions; Education to Careers; Number of Students Served through P-16 Grant |
| Local and Regional Community | Retention in employment; Population served; Public economic and external returns on investments; Community Service |
| Economic Development | Number of businesses provided with technical assistance; Non-credit enrollment; Number of individuals receiving customized training; Number of current workers receiving training through workforce training centers; number of businesses retained or attracted; Number of IET courses and workshops conducted; Number of courses and workshops in computer skills; Number of courses and workshops in quality process improvement; Occupational placement; Public and private economic and external returns on investments |

## RESULTS (R)

## 9R1., 9R2. Results, Including Comparisons

Table 9.4 and Figures 9.2 through 9.7 illustrate results for the measures listed in Table 9.3. Other measures in Table 9.3 are listed elsewhere in the Systems Portfolio, such as retention in employment (Figure 1.19), economic returns (Figure 3.4), community service (Table 2.4), cohort transfer rates (Figure 1.14), and occupational placement rates (Figure 1.15), or online, such as high school enrollment (JJC Fact Book, http://www.jjc.edu/admin/ie/factbook.html). In addition, JJC awarded 367 GED diplomas in FY 2003 and served over 70,000 K-12 students in the Education to Careers program (http://www.isbe.state.il.us/etc/partnership.html).

*Table 9.4. Businesses and Individuals Served through IET and Illinois Community College Business and Industry Centers*

| Area | JJC | | | Illinois Median | | |
|---|---|---|---|---|---|---|
| | **2001** | **2002** | **2003** | **2001** | **2002** | **2003** |
| Current workers receiving customized training | 632 | 2,943 | 315 | 1,005 | 849 | 657 |
| Individuals receiving customized training | 1,186 | 2,682 | 595 | 1,815 | 1,742 | 1,292 |
| Computer courses provided | 65 | 16 | 32 | 17 | 16 | 12 |
| Courses in quality process improvement | 5 | 78 | n/a | 4 | 7 | n/a |
| Businesses served | 886 | 429 | 655 | 62 | 70 | 61 |
| Businesses attracted or retained | 7 | 2 | n/a | n/a | n/a | n/a |
| Courses/workshops provided | 403 | 365 | 6,924 | 279 | 242 | 257 |

*Figure 9.2. Non-Credit Enrollment at JJC and Illinois Community Colleges, FY 2001-2003*
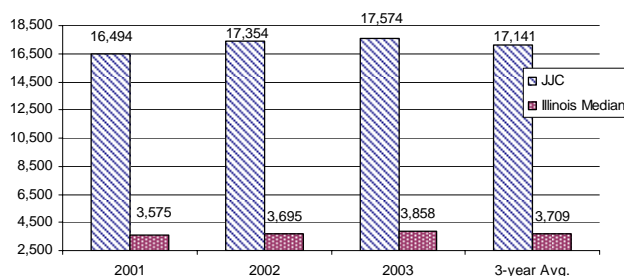


*Figure 9.3. Summary of Pop. Served at JJC and Illinois Community Colleges, FY 2001-2003\**
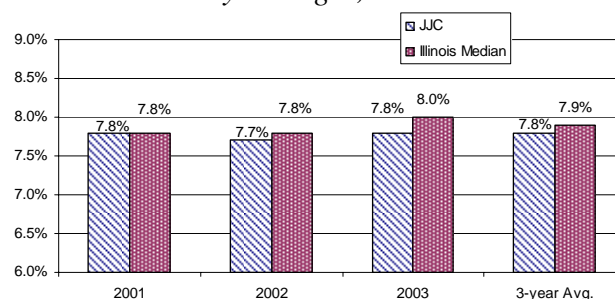


*\*Population Served refers to the percent of a districts population enrolled in a district as a percentage of the entire estimated district population. Percent reflects number per 1,000.*

*Figure 9.4. Articulated General Education Courses at JJC and Illinois Community Colleges, FY 2001-2003*
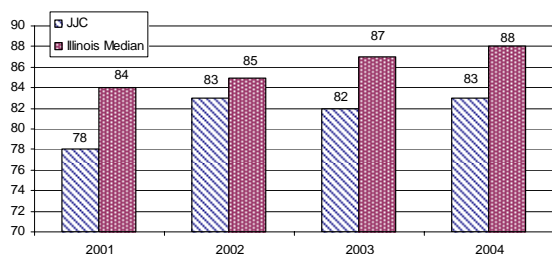


JJC also tracks the performance of students who participate in Tech Prep versus non-participants. Data show that Tech Prep students meet or exceed Prairie State Achievement Exam (PSAE) scores in the categories of Math, Science, Social Studies, Writing and Reading compared to all other students. For example, in 2002, 53% of Tech Prep students met or exceeded PSAE Science standards compared to 43% of all students.

Results for collaborative relationships are also available in other areas. In FY 2004, JJC employees volunteered over 5,000 hours towards community service projects. JJC also 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 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 online http://www.jjc.edu/jobfair/.

*Figure 9.5. Students Served through the P-16 Initiative Grant at JJC and Illinois Community Colleges, FY 2001-2003*
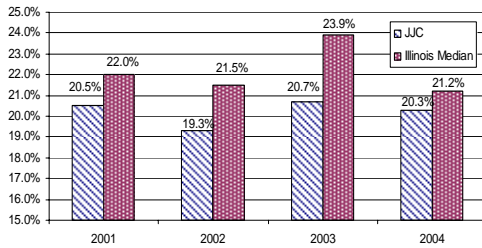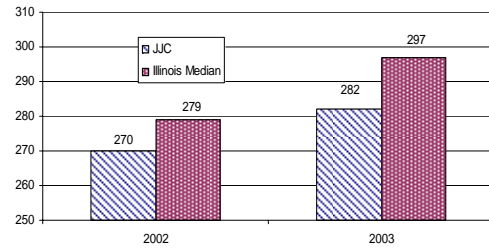


*Figure 9.6. Dual-Enrollment at JJC and Illinois Community Colleges, FY 2001-2003*



## IMPROVEMENT (I)

### 9I1., 9I2. Improving Current Processes and Systems and Setting Targets

The process for improving current processes and systems at JJC is illustrated in Figure 7.4.

Setting Targets
Targets for improvement are set by the processes and systems inherent in four JJC performance indicators relating to collaborative relationships as stated in 9C1 and 9C2.

Specific Improvement Priorities
Specific improvement priorities relating to collaborative relationships are articulated in the JJC Strategic Plan and include continued work with vocational advisory boards to assess economic development and current market demand, offering more college level courses to high school students, increasing 2 + 2 articulation and dual enrollment agreements with four-year colleges and universities, and increasing collaborative working arrangements with workforce development groups.

Communication of Priorities and Results
Specific communication of collaborative relationship priorities and results are communicated through the JJC Website, publications, and the budget process.

# Glossary of Acronyms

ABE – Adult Basic Education
ASE – Adult Secondary Education
AACC – American Association of Community Colleges
ACE – American Council on Education
ADA – Americans with Disabilities Act
AFT – American Federal of Teachers
AAS – Applied Associates of Science
AA – Associates of Arts
AGS – Associates of General Studies
AS – Associates of Science
AGB – Association of Governing Boards of Universities and Colleges
AIR – Association for Institutional Research
AQIP – Academic Quality Improvement Program
BSN – Business Solutions Network
COA – Certificate of Achievement
COC – Certificate of Completion
CCC – Collegiate Club Council
CCBO – Community College Business Officers
CAFR – Comprehensive Annual Financial Report
CCCD – Consortium for Community College Development
CASE – Council for the Advancement of Education
CHEA – Council for Higher Education Accreditation
CRD – Council for Resource Development
CQI – Continuous Quality Improvement
CQIN – Continuous Quality Improvement Network
DAFS – Division of Adult and Family Services
ENLACE – Engaging Latinos for Community Education
ESL – English as a Second Language
EEOC – Equal Employment Opportunity Commission
FDC – Faculty Development Committee
FERPA – Family Educational Rights and Privacy Act
FY – Fiscal Year
FTE – Full-Time Equivalent
GAO – General Accounting Office
GED – General Education Development
GSD – General Student Development
GASB – Government Accounting Standards Board
GSF – Gross Square Feet
HECA – Higher Education Cooperation Act
HLC – Higher Learning Commission
IAI – Illinois Articulation Initiative
IAIR – Illinois Association for Institutional Research
IBHE – Illinois Board of Higher Education
ICCB – Illinois Community College Board
ICCEDA -- Illinois Community College Economic Development Association

ICCFA – Illinois Community College Faculty Association
ICCTA – Illinois Community College Trustees Association
ICCCA – Illinois Council of Community College Administrators
ISAC – Illinois Student Aid Commission
IT – Information Technology Department
IET – Institute for Economic Technology
IPEDS – Integrated Postsecondary Education Data System
JJC – Joliet Junior College
NCES – National Center for Education Statistics
NISOD – National Institute for Staff and Organizational Development
OSHA – Occupational Safety and Health Administration
OHR – Office of Human Resources
OIE – Office of Institutional Effectiveness
OSMA – Office of Minority Student Affairs
OSA – Office of Student Activities
OWA – Outlook for Web Access
PAS – Performance Appraisal System
PQP – Priorities, Quality, and Productivity
PPDW – Professional and Personal Development Week
QAP – Quality Action Project
QPT – Quality Planning Team
QSLL – Quality of Student Life and Learning Committee
SEIU – Service Employees International Union
SMHEC – South Metropolitan Higher Education Consortium
SURS – State University Retirement System
StAR – Student Accommodations and Resources
SGA – Student Government Association
SLC – Student Learning Committee
TESOL – Teaching English to Speakers of Other Languages
TPC – Technology Planning Committee