



# 2016-2019 Strategic Plan Review

Presented by Thomas P. Miller & Associates  
January 2019



JOLIET JUNIOR COLLEGE  
— 1901 —

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# Introduction

## Purpose and Background

In 2015, Joliet Junior College (JJC) completed the 2016-2019 Strategic Plan after engagement from the Strategic Planning Task Force as well as internal and external stakeholders. The 2016-2019 Strategic Plan highlights a general goal that, “Joliet Junior College’s academic programs and support services ensure the opportunity for goal achievement and student success through career development, personal enhancement, and universal accessibility.”<sup>1</sup>

Within this plan were five Strategic Goals (with indicators/measures within each goal) that would guide the institution over the four-year period. These five Strategic Goals include:

- **Strategic Goal 1:** Provide education pathways that promote completion
- **Strategic Goal 2:** Improve data accessibility and integrity
- **Strategic Goal 3:** Collaborate with employers and the community
- **Strategic Goal 4:** Improve community awareness and strategic marketing
- **Strategic Goal 5:** Improve internal communications

From 2016 to late 2018, JJC stakeholders designed and implemented new processes, procedures, and policies that would help the institution work toward the strategic goals and associated indicators. As part of this process, Thomas P. Miller & Associates (TPMA)<sup>2</sup> was contracted to collect data related to the 2016-2019 Strategic Plan indicators and goals, reporting on progress made to date in this report.

## Summary of Approach

The purpose of this report is to provide an overview of progress toward indicators as outlined in the 2016-2019 Strategic Plan. To generate content for this report, TPMA collected data from several sources, including:

- Interviews and focus groups with JJC faculty, staff, and leadership;
- Focus groups with JJC students, employers, and community partners; and
- JJC administrator, staff, and faculty-tracked data.

## Interviews and Focus Groups

In November 2018, members of the TPMA team facilitated a site visit for one and a half business days, in which the team conducted interviews and focus groups with various internal and external stakeholders. Within these interviews/focus groups, the TPMA team discussed the following concepts, which varied by stakeholder group:

<b>College Leadership</b>	<ul style="list-style-type: none"><li>• Satisfaction with plan progress (and communication of that progress)</li><li>• Involvement with plan implementation</li></ul>
<b>JJC Staff/Faculty</b>	<ul style="list-style-type: none"><li>• Familiarity with plan implementation and progress</li><li>• Satisfaction with plan progress (and communication of that progress)</li></ul>

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<sup>1</sup> Drawn from the 2016-2019 Strategic Plan: Strategic Priority.

<sup>2</sup> TPMA was also contracted in 2014/2015 to facilitate the strategic planning process.

## JJC Students

- Prior perceptions of college, and how they have changed
- Factors that motivated enrollment
- Challenges faced, and successes experienced
- Suggestions for improvement

## Community Partners

- Previous and current relationship with JJC
- Satisfaction with partner experience (including successes and challenges)
- Suggestions to improve relationship

The TPMA team also discussed concepts related to the next strategic planning process with each stakeholder, including:

- Perceptions of the college in the community
- Opportunities and goals over the next 3-5 years (and, when appropriate, resources needed to meet those goals)

## JJC-Tracked Data

TPMA worked closely with the champions<sup>3</sup> for each Strategic Goal to obtain the data necessary to address each indicator. TPMA contacted each champion through email requesting the data, obtaining additional detail through email discussions and in-person discussions, when appropriate.

TPMA reviewed this data, analyzed the findings to determine progress toward each indicator, and presents the findings in this report. Findings from interviews and focus groups were also integrated into the report, as appropriate.

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<sup>3</sup> Champions were identified in the previous strategic planning process to encourage ongoing progress. Each goal had at least one champion that led regular collection of data related to the goal's indicators.





Strategic Goal 1:  
Provide Education  
Pathways That  
Promote Completion



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# Strategic Goal 1: Provide Education Pathways That Promote Completion

## Introduction

The purpose of this goal is to “offer quality education pathways that align secondary and post-secondary curricula, course pathways, and industry-recognized credentials promoting access, success, and completion.”<sup>4</sup> The indicators within this goal were designed to help the institution better understand the level to which they are promoting access, success, and completion in all areas of the institution. Because JJC was the first community college in the country, stakeholders emphasized the importance of this goal in helping the institution remain competitive in the education realm in interviews, “two of our priorities is quality and innovation. As a 117-year old institution, we need to continue to be innovative while offering quality programming,” reported one JJC leader.

To address the indicators within this goal, JJC worked to establish new and streamline existing data collection processes to ensure data could help drive decision-making around access, success, and completion. JJC leadership cited in interviews, “folks didn’t know what data they were responsible for [before]. Data wasn’t used to drive decision making but we are closer to this now.” Another JJC leader emphasized the progress made with tracking the measures and metrics in Goal #1, stating “we are moving the needle.”

Additionally, to continue to work toward this goal, JJC pursued and was awarded a U.S. Department of Education Title III: Strengthening Institutions Program grant in late 2015. Leveraging these grant funds over the five-year period (2015-2020), JJC seeks to improve student engagement, achievement, persistence, and completion through the implementation of the “Progressive Pathways to Student Success” initiative. This initiative identifies key areas for improvement, including the technology systems JJC uses to connect and engage with a new generation of students, and will develop clearly defined learning pathways that guide students toward their personal goal completion.<sup>5</sup> JJC is currently working to finalize and implement these pathways, which the college anticipates will encourage more accessible academic programming that promotes student success and completion.

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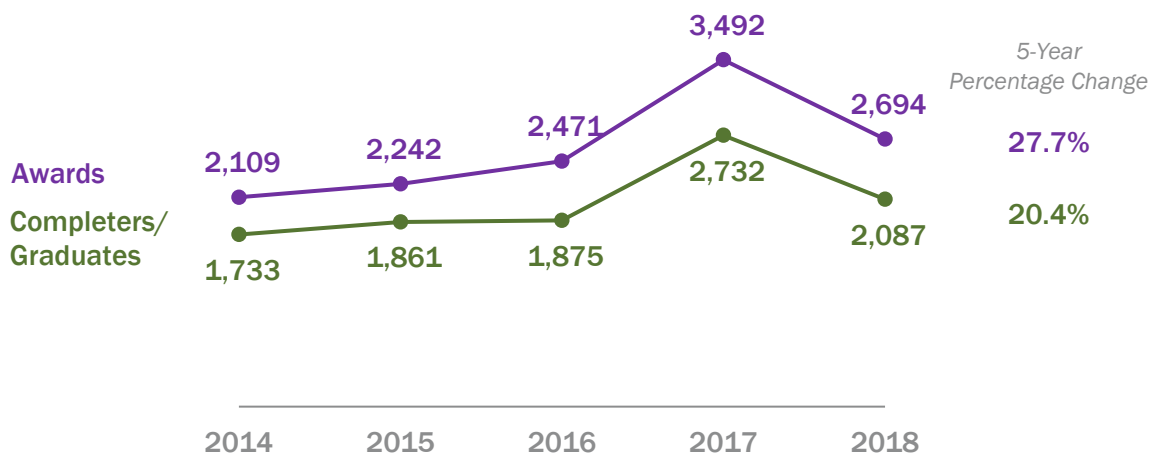
<sup>4</sup> Drawn from the 2016-2019 Strategic Plan.

<sup>5</sup> Drawn from: <http://news.jjc.edu/2015/09/jjc-achieves-2-1-million-federal-grant-for-improving-student-success/>

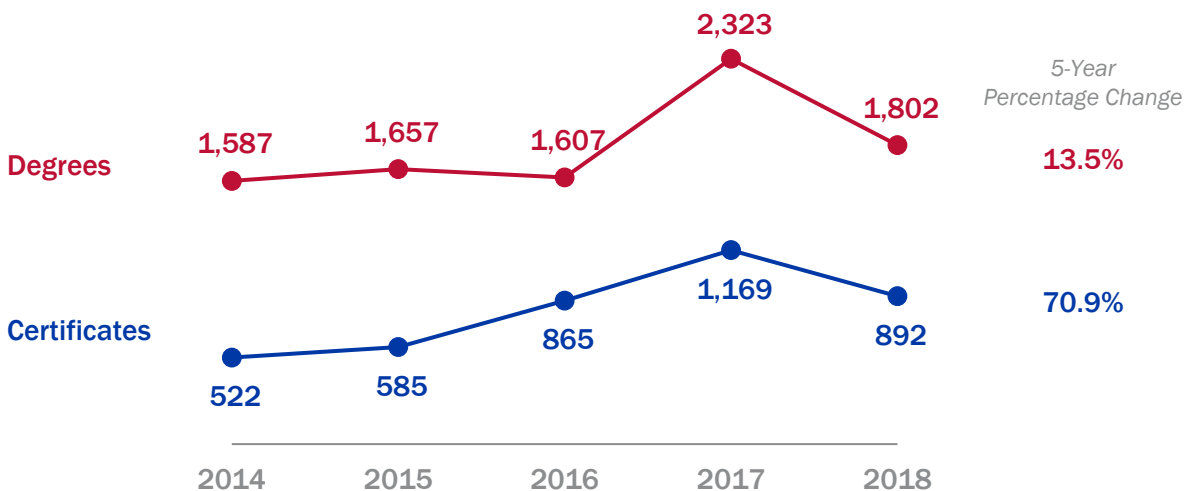
## Progress Toward Indicators

### I. Number and percentage increase/decrease of degrees and certificates awarded annually

The number of **awards** (degree and certificates) increased annually between 2014 and 2017, reaching 3,492 in 2017, with a five-year percentage change at 27.7%. However, the number of awards decreased in 2018 to 2,694. In 2017, the college modified its process for identifying the certificates and awards for which a student was eligible. Previously, a student only received the certificate and degree for which they applied so many did not apply for all the certificates and degrees they were eligible to receive. The number of unduplicated **completers/graduates** followed a similar pattern, increasing between 2014 and 2017 (including a sharp increase in 2017) followed by a decrease in 2018. The five-year percentage change for graduates was 20.4%.

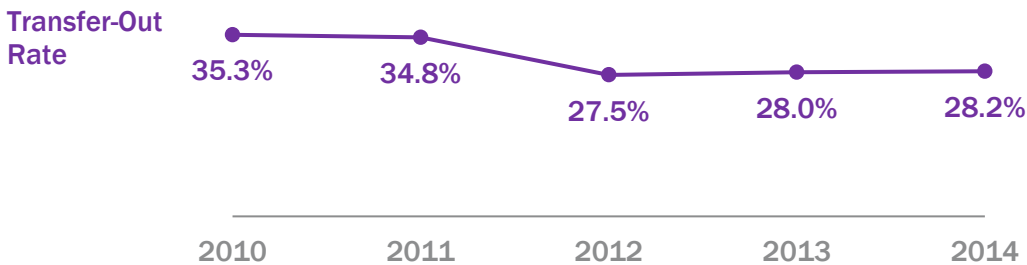


Looking more closely at awards shows that both the number of **degrees** and **certificates** awarded increased between 2014 and 2018, with the number of degrees reaching 2,323 in 2017. Similarly, 2017 was the high point for certificates with 1,169 awarded. The five-year percentage change for certificates was more than 70%.



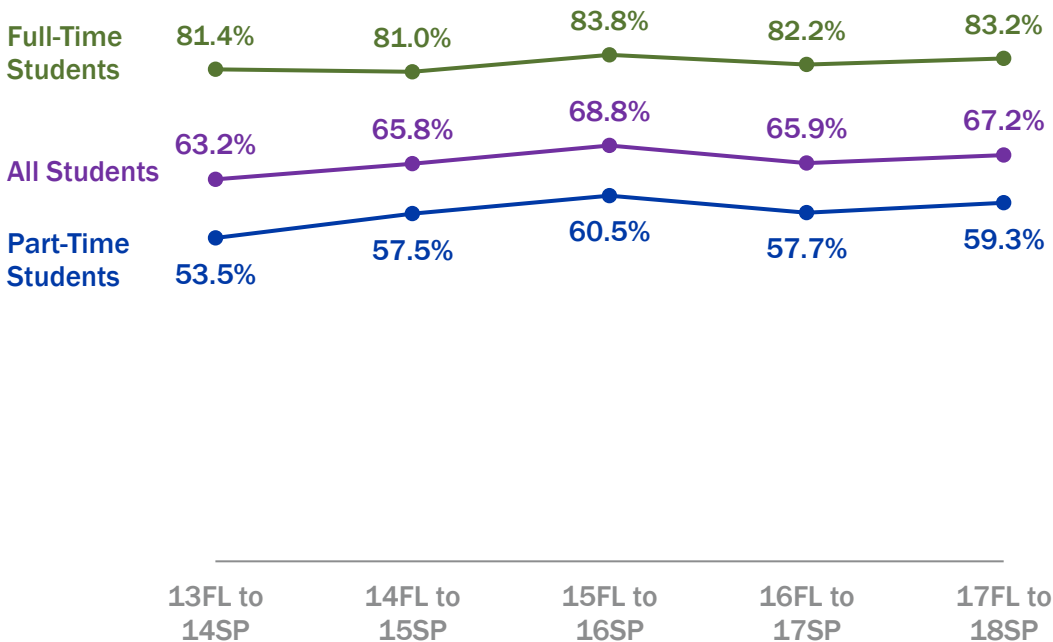
## II. Percentage of students (IPEDS Cohort) who transfer to a four-year college or university

The **transfer-out rate** decreased between the 2010 cohort and 2014 cohort, from 35.3% to 28.2%. 2010 and 2011 had a transfer-out rate of around 35%, while 2012, 2013, and 2014 hovered around 28%. The transfer-out rate is based on three years of attendance, which equates to 150% of the college's longest program, and is calculated by taking the number of transfer-out students divided by the IPEDS cohort.



## III. Persistence

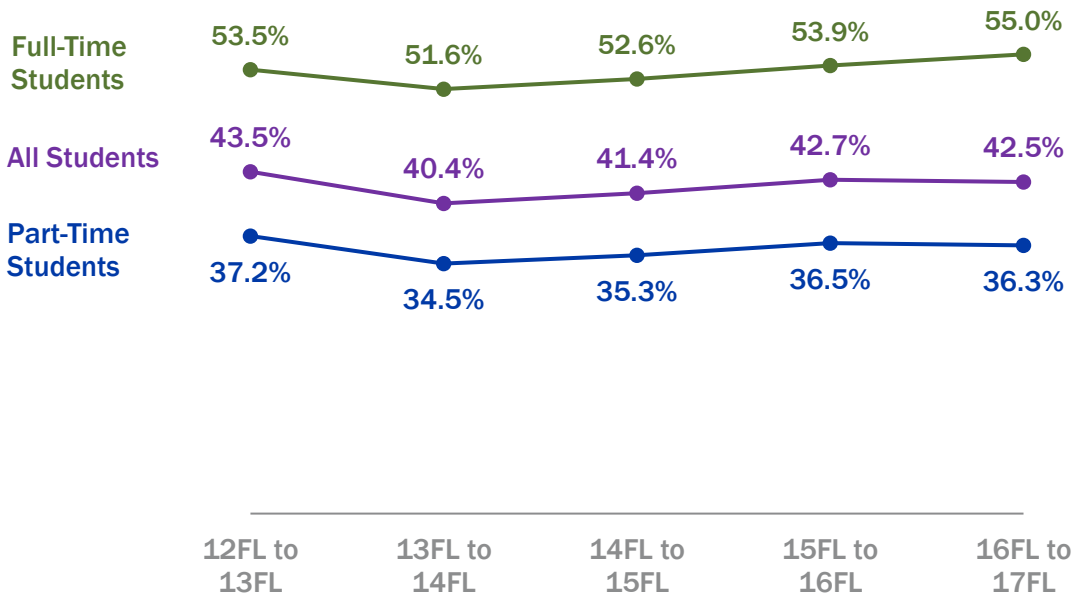
The **persistence rate for all students overall** increased four percentage points from 63.2% in 2013/2014 to 67.2% in 2017/2018, reaching a high of 68.8% in 2015/2016. The persistence rate for all **full-time students** was above 80% each time. The rate for all **part-time students** increased 5.8 percentage points over the five-year period.





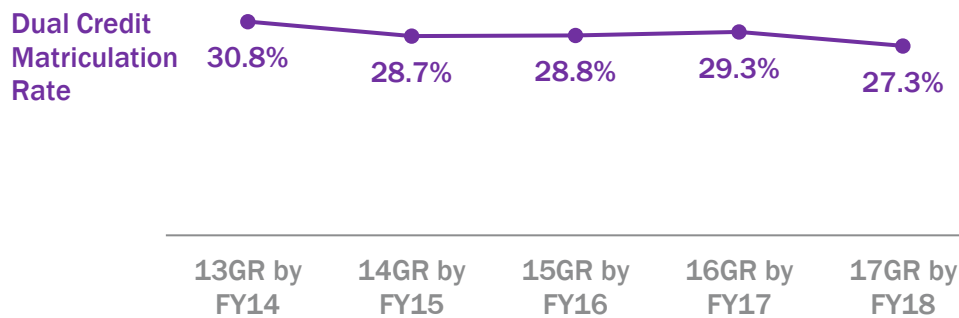
#### IV. Retention

The retention rate for all students decreased slightly over the past five years – from 43.5% in 2012/2013 to 42.5% in 2016/2017. Retention is defined as continued enrollment (or degree completion) at JJC for the fall semester of a student’s first and second year, which includes any student enrolled in credit courses. The retention rate for full-time students dipped slightly between 2012/2013 and 2013/2014 before increasing the last four years. The rate for part-time students decreased about a percentage point between 2012/2013 and 2016/2017.



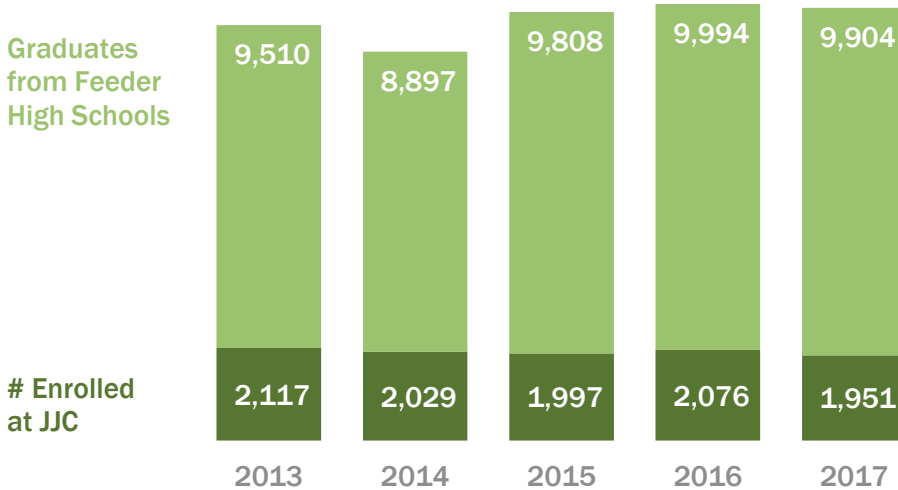
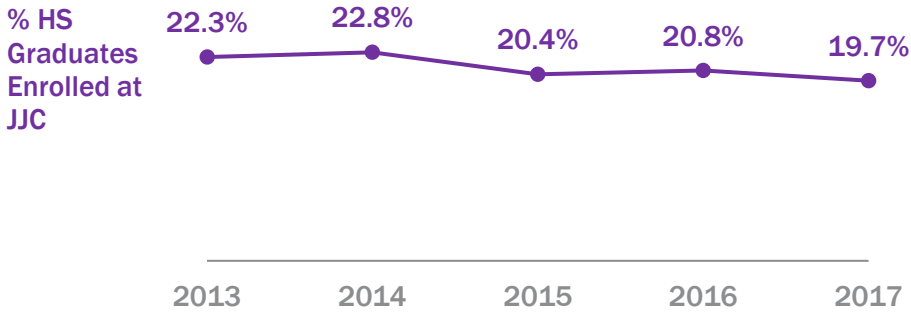
#### V. Dual credit matriculation rate within one year of high school graduation

The dual credit matriculation rate decreased 3.5 percentage points over the last five years. This rate measures students enrolled in a dual credit course who subsequently enrolled in a JJC non-dual credit course within one year after graduating from high school.



## VI. Percentage of high school graduates enrolled the following term

The percentage of high school graduates from feeder high school who enrolled at JJC the following term decreased from 22.3% in 2013 to 19.7% in 2017. The number of graduates from the feeder high schools roughly ranged from 9,000 to 10,000, while the number of these graduate who enrolled was about 2,000 annually.



## VII. Number of industry-recognized credentials offered through JJC

Students in the following courses, certificates, and degrees are prepared to obtain at least 30 industry-recognized credentials pending application, registration, fees, and/or successful examination results.

Credential	JJC Course, Certificate, or Degree	Credentialing Agency and/or External Exam
Registered Nurse (RN)	Associate of Applied Science-Nursing	National Council Licensure Examination (NCLEX-RN) offered by National Council of State Boards of Nursing (NCSBN)
Licensed Practical Nurse (LPN)	Certificate of Achievement-Practical Nurse	National Council Licensure Examination (NCLEX-PN) offered by National Council of State Boards of Nursing (NCSBN)
EMT	Certificate of Completion-EMT Basic	Emergency Medical Technician-Basic (EMT-B) licensing exam offered by Illinois Department of Public Health (IDPH)
Registered Diagnostic Medical Sonographer (RDMS)	Certificate of Achievement-Diagnostic Medical Sonography	Abdomen, Obstetrics/Gynecology, and Sonography Principles and Instrumentation (SPI) examinations given by the American Registry of Diagnostic Medical Sonographers (ARDMS).
Registered Radiography Technologist (RRT)	Associate of Applied Science-Radiologic Technology	National radiography registry exam offered by the American Registry of Radiologic Technologists (ARRT)
Certified Nurse Assistant (CNA)	Certificate of Completion-Nurse Assistant	Certified Nurse Assistant (CNA) exam offered by Illinois Department of Public Health
Certified Phlebotomy Technician (CPT)	Certificate of Completion-Phlebotomy	Phlebotomy Technician Certification (CPT) exam offered by National Healthcareer Association (NHA)
Phlebotomy Technician, (PBT)	Certificate of Completion-Phlebotomy	Phlebotomy Tech certification exam (PBT) offered by American Society for Clinical Pathology (ASCP)
Certified Cardiographic Tech (CCT)	Certificate of Completion-Electrocardiography Technician	Certified Cardiographic Tech exam offered by Cardiovascular Credentialing International (CCI)
EMT-P	Associate of Applied Science-Emergency Medical Services	Emergency Medical Technician-Paramedic (EMT-P) licensing exam offered by Illinois Department of Public Health
Radiography certification and registration	Associate of Applied Science-Radiologic Technology	ARRT National Registry certification and registration examination offered by American Registry of Radiologic Technologists (ARRT)
Accreditation in Medical Radiation	Associate of Applied Science-Radiologic Technology	Illinois Emergency Management Agency requires an application and fee for accreditation.

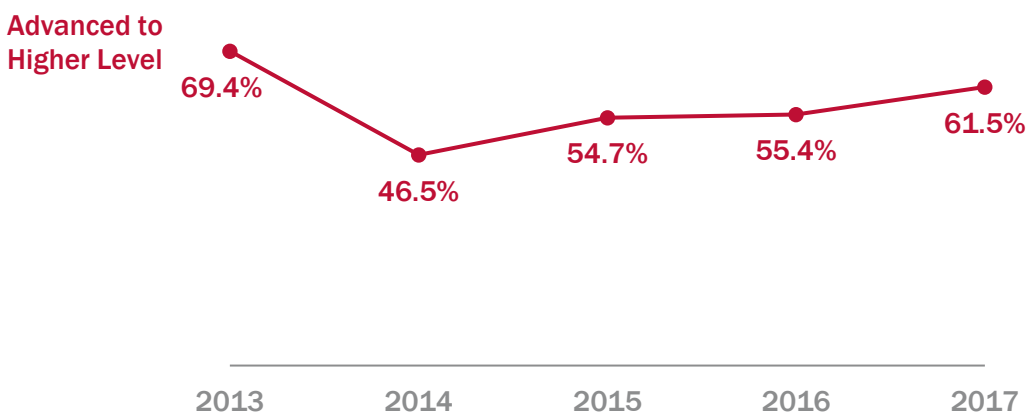
Credential	JJC Course, Certificate, or Degree	Credentialing Agency and/or External Exam
Certified Orthotic Technician (CTO), Certified Prosthetic Technician (CTP), Certified Prosthetic-Orthotic Technician (CTPO)	Associate of Applied Science-Orthotic Prosthetic Technology	Three certification exams offered by American Board for Certification in Orthotics Prosthetics and Pedorthics
ASE Certification A1- A8, G1, and L1	Associate of Applied Science-Automotive Services Technology	National Institute for Automotive Service Excellence offers Automotive Service Excellence Certification Tests in A1 – Engine Repair A2 – Automatic Transmission/Transaxle A3 – Manual Drive Train & Axles A4 – Suspension & Steering A5 – Brakes A6 – Electrical/Electronic Systems A7 – Heating & Air Conditioning A8 – Engine Performance L1 – Advanced Engine Performance Specialist Certification Test G1 – Auto Maintenance and Light Repair Certification Test
	Associate of Applied Science-HVAC	5 HVAC Excellence
Rockwell Automation Logix Maintainer Certificate	EEAS 221 course	Logix Maintainer exam offered by Rockwell Automation
Electrical Contractor License	EEAS 120	Will County requires an application.
Certified Culinarian® (CC®)	Associate of Applied Science-Culinary Arts	American Culinary Federation (ACF) requires application, and fees.
Certified Sous Chef® (CSC®)	Associate of Applied Science-Culinary Arts	American Culinary Federation (ACF) requires application, and fees.
ServSafe Sanitation Manager	CA 106	Certification exam by National Restaurant Association (NRA)
ServSafe Allergens Certificate	CA 106	Certification exam by National Restaurant Association (NRA)

Students who successfully complete the following JJC courses, certificates, or degrees automatically receive the following five credentials:

Credential	JJC Course, Certificate, or Degree	Credentialing Agency and/or External Exam
Basset Responsible Alcohol Service	CA 107	American Safety Council (ASC)
OSHA 10 industry certification for Construction Safety	OPS 111	OSHA
OSHA 30 industry certification for Construction Safety	OPS 131	OSHA
Refrigerant Certification Exam	HVAC 121	EPA
Competency Certificate	EEAS 101	Digital Multimeter

### VIII. Percentage of students who advance into a higher-level course after completion of the Developmental Education Bridge program

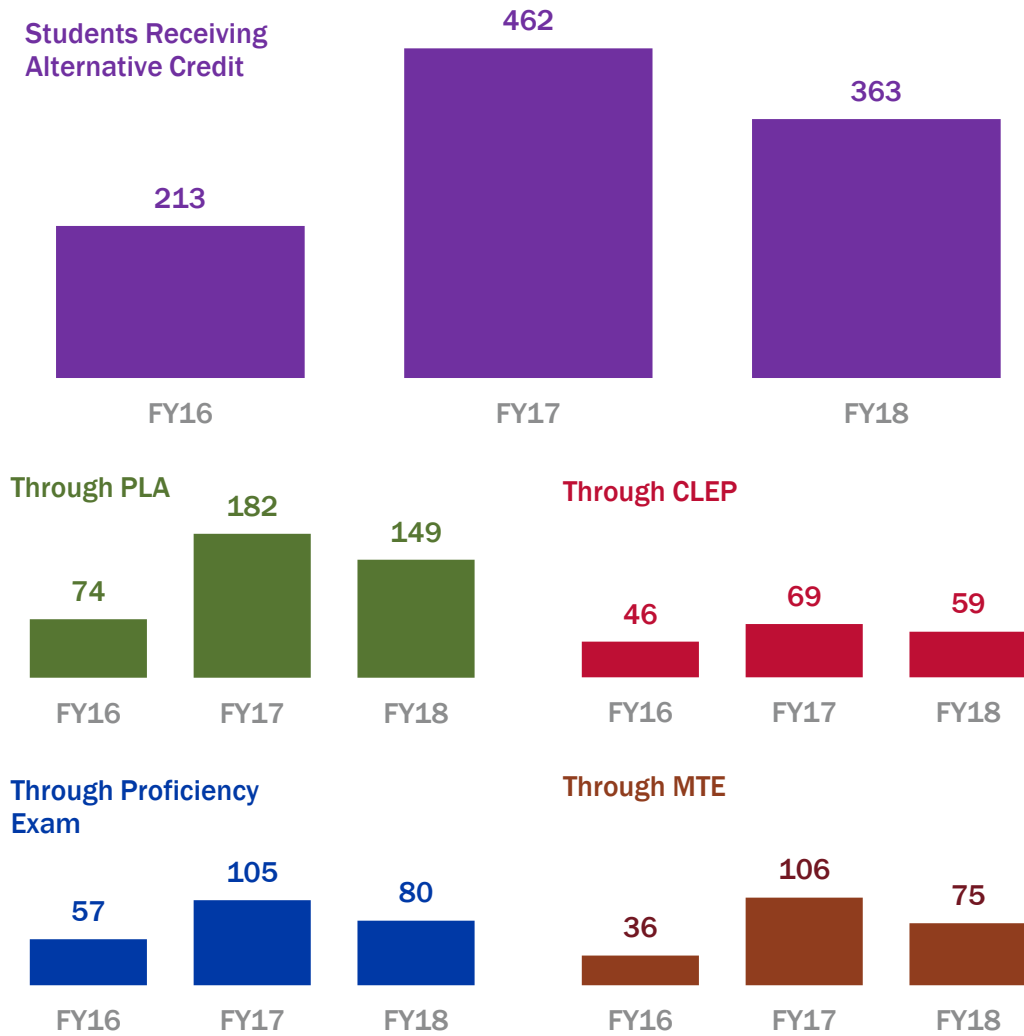
The percentage of students who advanced into higher-level courses after completing developmental education decreased sharply between 2013 and 2014, before steadily increasing between 2014 and 2017.





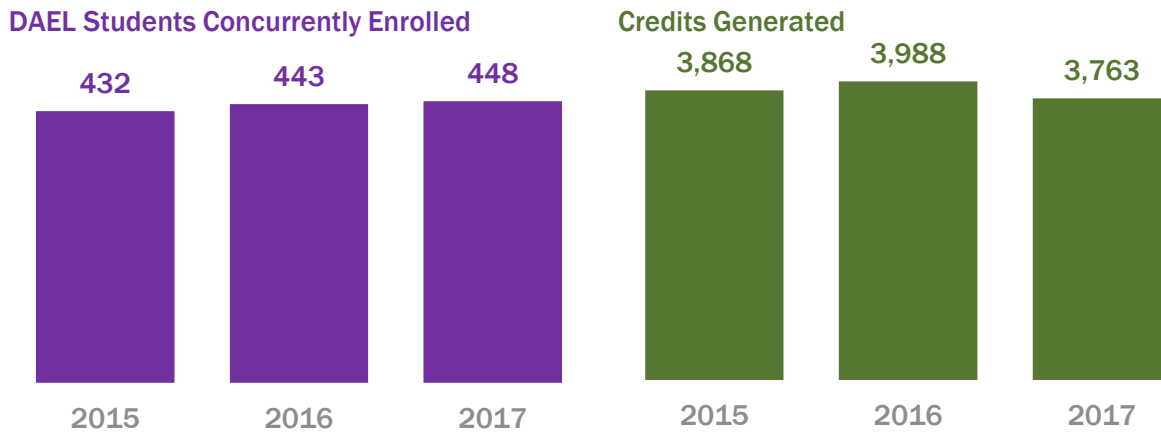
## IX. Number of students who receive alternate credit

The number of students receiving credit was 213 in FY2016, 462 in FY2017, and 363 in FY2018. A plurality of credits was earned through prior learning assessments (PLA), followed by proficiency exams and military transcript evaluations (MTE). A smaller volume of credits was earned through College Level Examination Program (CLEP).



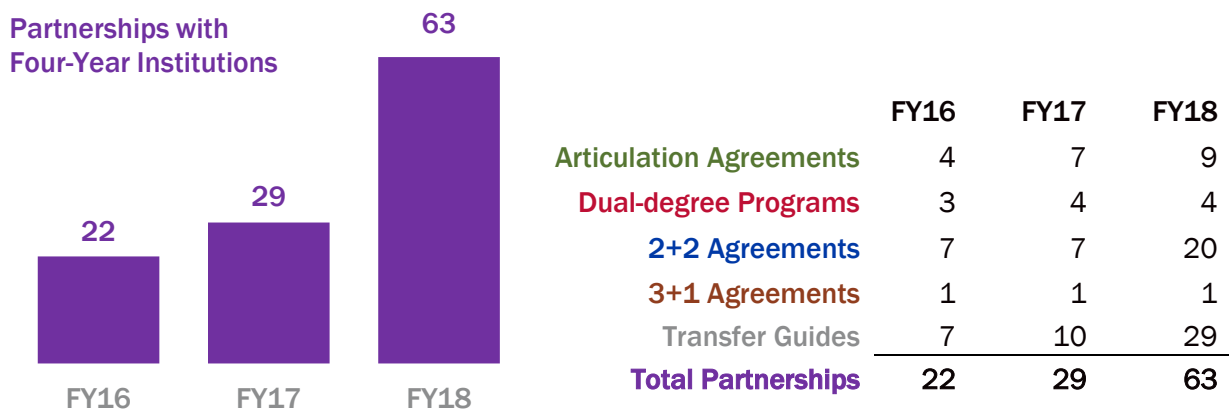
### X. Number of DAEL students concurrently enrolled in college credit courses

The number of DAEL students concurrently enrolled in credit courses increased between 2015 and 2017, while the number of credits generated decreased slightly.



### XI. Number of partnerships with four-year institutions

The number of partnerships with four-year institutions has increased substantially between FY2016 and FY2018. This change was driven by new 2+2 agreements and transfer guides.



#### Articulation Agreements

Definition: One or more substantive student benefits – not simply a description of course articulation

Institution	Description
Chamberlain University	<ul style="list-style-type: none"> <li>Nursing, 90% of tuition</li> </ul>
Olivet Nazarene University	<ul style="list-style-type: none"> <li>Nursing, 20% discount on tuition</li> </ul>
Purdue University Calumet	<ul style="list-style-type: none"> <li>Nursing RN to BSN program. Fee waiver for program. Accelerated and Online</li> </ul>
University of St Francis	<ul style="list-style-type: none"> <li>Nursing Bridge Program – Begin Program while at JJC, Introductory Course taught at JJC or online, and blended, guaranteed admission based upon NCLEX and RN license, reduced tuition for some classes, and can complete two of the graduate nursing classes as part of BSN program. Accelerated and Online.</li> </ul>
Southern Illinois University	<ul style="list-style-type: none"> <li>Fire Science Management, concurrent enrollment.</li> </ul>

Institution	Description
University of Phoenix	<ul style="list-style-type: none"> <li>• Bachelor of Science in Nursing</li> </ul>
University of Illinois-Chicago	<ul style="list-style-type: none"> <li>• Transfer Admission Guarantee. Honors College admission with 3.8 GPA</li> <li>• RN to BSN Transfer Planning Guide – Guaranteed Admission</li> </ul>
Northern Illinois University	<ul style="list-style-type: none"> <li>• Transfer Admission Guarantee; Application fee waiver</li> </ul>

### Dual-Degree Programs

Definition: If a student applies to JJC, is conditionally admitted to JJC, and receives advising from JJC while enrolled

Institution	Description
DePaul University	<ul style="list-style-type: none"> <li>• Dual Admission Partnership Program</li> </ul>
Governors State University	<ul style="list-style-type: none"> <li>• Dual Degree Program</li> </ul>
University of Illinois-Springfield	<ul style="list-style-type: none"> <li>• Joint Admission Agreement</li> </ul>
Illinois State University	<ul style="list-style-type: none"> <li>• Red Promise Program</li> </ul>

### 2+2 Agreements

Institution	Description
Eastern Illinois University	<ul style="list-style-type: none"> <li>• Biology</li> </ul>
Franklin University	<ul style="list-style-type: none"> <li>• Any</li> </ul>
Lewis University	<ul style="list-style-type: none"> <li>• Nursing</li> <li>• Child Development AAS will transfer to VA/BS in Early Childhood w/ Special Education and ESL Endorsements</li> </ul>
National Louis University	<ul style="list-style-type: none"> <li>• Early Childhood Education</li> <li>• Elementary Education</li> <li>• Applied Behavioral Sciences</li> <li>• Health Care Leadership</li> <li>• Management</li> <li>• Management Information Systems</li> </ul>
Northern Illinois University	<ul style="list-style-type: none"> <li>• Engineering (Electrical, Industrial and Systems, and Mechanical)</li> </ul>
St Xavier University	<ul style="list-style-type: none"> <li>• Early Childhood and Elementary Education AA or AS,</li> <li>• Criminal Justice AAS</li> </ul>
University of St Francis	<ul style="list-style-type: none"> <li>• Health Information Mgmt.</li> <li>• Medical Administrative Assistant</li> </ul>

### 3+1 Agreements

Institution	Description
Northern Illinois University	<ul style="list-style-type: none"> <li>• Applied Manufacturing Technology</li> </ul>

### Transfer Guides

Definition: Course-to-course articulation for a specific degree

Institution	Description
DeVry University	<ul style="list-style-type: none"> <li>• Computer Networking Tech</li> </ul>
Dominican University	<ul style="list-style-type: none"> <li>• Culinary</li> </ul>
Illinois Institute of Art-Schaumburg	<ul style="list-style-type: none"> <li>• AAS in Interior Design to BFA Interior Design</li> </ul>

Institution	Description
Kendall College	<ul style="list-style-type: none"> <li>• Child Development</li> <li>• Culinary, Business</li> </ul>
Missouri University of Science and Technology	<ul style="list-style-type: none"> <li>• B Arts/Science</li> </ul>
Palmer College of Chiropractic	
Purdue University Calumet	<ul style="list-style-type: none"> <li>• Mechanical Product Tech</li> </ul>
National Louis University	<ul style="list-style-type: none"> <li>• Early Childhood Education</li> </ul>
University of St. Francis	<ul style="list-style-type: none"> <li>• AAS in HUS to Bachelor of Social Work</li> </ul>
Southern Illinois University-Carbondale	<ul style="list-style-type: none"> <li>• AAS in Electrical/Electronic Automated Systems Technology to BS in Electrical Engineering Technology</li> <li>• AAS in Electronics Engineering Technology to BS in Electrical Engineering Technology</li> <li>• AAS in Electrical/Electronic Automated Systems Technology to BS in Industrial Management and Applied Engineering (IMAE)</li> <li>• AAS in Industrial Maintenance Technology to BS in Industrial Management and Applied Engineering (IMAE)</li> <li>• AAS in Operations Engineering to BS in Industrial Management and Applied Engineering (IMAE)</li> <li>• AAS in Operations Technician to BS in Industrial Management and Applied Engineering (IMAE)</li> <li>• AAS in Process Instrumentation Technology to BS in Industrial Management and Applied Engineering (IMAE)</li> <li>• AAS in Accounting to BS in Accounting (ACCT)</li> <li>• AAS in Automotive Science Technology to BS in Automotive Technology (AUT)</li> <li>• AAs in Culinary to BS in Hospitality and Tourism Administration (HTA)</li> <li>• AAS in Culinary Management to BS in Hospitality and Tourism Administration (HTA)</li> <li>• AAS in Hospitality Management to BS in Hospitality and Tourism Administration (HTA)</li> <li>• AAS in Meeting and Special Event Planning to BS in Hospitality and Tourism Administration (HTA)</li> <li>• AAS in Emergency Medical Services to BS Public Safety Management (PSM)</li> <li>• AAS in Computer Aided Design and Drafting to BS degree in Industrial Management and Applied Engineering (IMAE)</li> <li>• AAS in Mechanical Production Technology to BS degree in Industrial Management and Applied Engineering (IMAE)</li> <li>• AAS in Precision Machine Technology to BS degree in Industrial Management and Applied Engineering (IMAE)</li> </ul>
Western Illinois University	<ul style="list-style-type: none"> <li>• AAS in Construction Management to BS in Construction Management (2+3)</li> <li>• AAS in Construction Management to BS in Construction Management with Facilities (2+3)</li> </ul>



Strategic Goal 2:  
Improve Data  
Accessibility &  
Integrity



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## Strategic Goal 2: Improve Data Accessibility and Integrity

### Introduction

The purpose of this goal is to, “align data systems and processes to promote a framework of accountability and results tied to college success.”<sup>6</sup> The indicators within this goal were designed to help the institution identify approaches to help streamline data collection efforts as well as accessibility of data across the institution. These indicators are more process-driven in that their completion is contingent on development and implementation of a process or activity.

In increasing data accessibility and integrity, JJC staff and faculty stressed the importance of getting proper, centralized systems in place that accurately and effectively track data. One JJC leader noted in a focus group, “we have an opportunity to leap frog into a new realm. Externally, this matters because we will become more relevant to the students and that’s important but above that, it will make us more efficient internally to better serve students. We can focus our attention to the students that need it.” JJC staff and faculty also recognized the importance of this goal as it impacts all departments and individuals across the college, “we are all impacted by Goal 2, we see what it means to our areas,” reported one JJC staff member.

### Progress Toward Indicators

#### **I. Establish a process for statutory reports that requires minimal manual interventions (improves time and accuracy)**

As part of the Data Stewardship Action Project, outlined in Indicator II, JJC is working to finalize the process for statutory reports. Within this action project, JJC is focusing on eight key statutory reports – including A1, C1, E1, and N1 state reports. Each report has varying procedures and definitions, which may be tracked and completed in different ways across the college.

To begin the process, JJC worked to define a process for data owners of each report, which includes more accurate and frequent documentation. To date, JJC has completed four statutory reports, including A1, C1, E1, and N1 reports – in regard to data ownership. With data ownership processes finalized and collected in the central data repository, discussed in Indicator II, JJC anticipates improving timeliness and accuracy of the reports. JJC has since begun the programming phase, expected to be completed in Fiscal Year 2019, Quarter 3 with an outside contractor.

A screenshot of the repository housing the statutory reporting process is provided in Indicator II.

#### **II. Establish a centralized, digital data repository with data owners, data definitions, key business processes, and procedures**

To address this indicator, the AQIP committee worked to launch the Data Stewardship Action Project. This initiative sought to improve data stewardship, which is defined as, “the existence of mechanisms for responsibly acquiring, storing, safeguarding, and using data.”<sup>7</sup> The action project facilitated development of the data owners, data definitions, and other procedures as well as a Data Stewardship Committee that would help facilitate progress moving forward.

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<sup>6</sup> Drawn from the 2016-2019 Strategic Plan.

<sup>7</sup> Drawn from Data Stewardship Action Project.

The goals of the action plan are to increase the number of faculty, staff, and administrators accessing and using data for reporting and decision making; identify issues and challenges regarding use of data; identify data governance structures, including solidifying a shared governance structure within the college (in which the Data Stewardship Committee is involved) and communicating importance of the work to internal stakeholders; and prioritize documentation of procedures. To meet these goals, JJC anticipates a need for a cultural shift in how data is recorded, and the accountability around that responsibility, as well as strengthened systems and processes.

While the digital data repository has been completed, called the Data Library, JJC stakeholders noted that there is more work to be done. Currently, JJC is focusing on establishing better data governance procedures. Data governance is defined as, “the overall management of the availability, usability, integrity, quality, and security of data.”<sup>8</sup> As these systems are refined, JJC anticipates initiating data stewardship activities.

A screenshot of the repository housing all JJC data information is provided below:

<input type="checkbox"/>	Committee Name	Folder Name	Committee Type	Name	Type
				Archive - Administration	Folder
				Owner Data Documentation Library	Folder
	Data Stewardship	Documents	Institutional	ICCB Data Book - Ownership Matrices	Document
	Data Stewardship	Documents	Institutional	ICCB MIS Manual 06 19 15	Document
<input type="checkbox"/>	Committee Name	Folder Name	Committee Type	Name	Type
				A1	Folder
				E1	Folder
<input type="checkbox"/>	Committee Name	Folder Name	Committee Type	Name	Type
	Data Stewardship	Documents	Institutional	Central Repository Process Form	Document
	Data Stewardship	Documents	Institutional	Central Repository Data Form	Document

### III. Training for mission critical business processes is created, implemented, and available on-demand

On an ad hoc basis, training videos are being completed that target mission critical business processes. These videos are stored on a private YouTube page for JJC faculty and staff to access as needed. Several of the most recent training videos, presented in the July 2018 Strategic Plan Progress Report, are provided on the following page:

<sup>8</sup> Drawn from Data Stewardship Action Project.

Training Topic	Description	Video Link
U-auditorium	How to use the U-auditorium including lights, window shades, projection control, and microphone use	<a href="https://youtu.be/Z_3W9dNefuk">https://youtu.be/Z_3W9dNefuk</a>
Camera in auditorium	How to use the U-auditorium camera including screen overview and other instructions	<a href="https://youtu.be/g0YXiIDZznk">https://youtu.be/g0YXiIDZznk</a>
Web Time Entry for supervisor approval	Step-by-step instructions on how to enter time approval for supervisors	<a href="https://youtu.be/X2X_aS8oazc">https://youtu.be/X2X_aS8oazc</a>
Web Time Entry for student workers	Step-by-step instructions on how to enter time for part-time and student workers	<a href="https://youtu.be/TnK3tu6VnBY">https://youtu.be/TnK3tu6VnBY</a>
Self-service portal training	Instructions on how to connect to the portal and navigate the interface	<a href="https://youtu.be/Yxc_5d8LAo">https://youtu.be/Yxc_5d8LAo</a>

#### IV. Establish processes for obtaining routine reports for each division that are automated and self-service

To help facilitate completion of this indicator, JJC released a Request for Proposals (RFP) to procure a third-party Enterprise Resource Planning (ERP) application. Results from the 2016-2019 Strategic Planning process, Student Enrollment Management (SEM) Plan, 2017 Institutional Effectiveness Report, and Title III grant process have reinforced this need to launch an ERP Modernization initiative.

The objectives of this ERP platform include helping JJC meet their functional and business process requirements; technical requirements (i.e., ERP replacement, Enterprise Architecture, third-party integration or replacement, and Master Data Management); and information security requirements. To meet these objectives, the ERP Modernization initiative seeks to utilize the following guiding principles:

- **Improve services to students** through increased efficiency using automated processes, flexibility to support growth and change, and inform students and guide their success
- **User-centric** by ensuring the interface is accessible to students, staff, and faculty
- **Minimize customizations** that need to be done by JJC, as that customizability should be built in
- **Modern Enterprise Architecture** that includes shared data assets, common vocabulary, cloud capabilities, and robust reporting and analytics
- **Application Architecture** that is scalable and available to meet business needs
- **Information Security** to ensure that JJC is compliant with industry, state, and federal regulations
- **Cost** in that there is a clear return on investment
- **Enhanced reporting and automation** capabilities

This RFP was released in June 2018 with responses from potential vendors due by late July 2018. In November 2018, two finalists were invited to present solution demonstrations to 150 JJC staff and leadership. JJC anticipates offering a recommendation on a solution to their Board in early 2019.

Additionally, JJC engaged Gartner – the leading research and advisory company<sup>9</sup> – to conduct a modernization readiness assessment. This assessment sought to identify risks, areas for improvement, and equip JJC with the information needed to implement the ERP initiative successfully. The final deliverable as part of this assessment will be submitted to JJC in January 2019.

#### **V. Establish a process to initiate and document business process changes**

Both the Data Stewardship Action Project and ERP Modernization initiatives address establishing a process to initiate and document business process changes. Within the Data Stewardship Action Project was a goal to further refine and streamline processes for documentation across the college, including business process changes. The Data Library portal has been developed and launched and will be used to house a range of data including process changes that facilitate growth and success.

The ERP process seeks to establish a data system that is configurable to the landscape of JJC, which includes management of data that will be used to make business process changes across the institution. For instance, one of the guiding principles for the ERP, as noted in the ERP RFP, is to improve services to students through a robust and integrated ERP that facilitates all standard higher education operations; informs students and guides them to success; improves employee effectiveness by automating processes; and is flexible enough to support institutional growth and change.

Within this principle is the notion that the ERP must be established in a way that facilitates documentation and implementation of business processes so as to promote student success and increase staff efficiency. Additionally, an objective of the ERP platform is to help JJC meet their functional and business process requirements, which will enable JJC to address this indicator more directly. It is anticipated that a recommendation for an ERP solution will be presented to the institution's Board in early 2019.

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<sup>9</sup> For more information, please see: <https://www.gartner.com/en/about>





Strategic Goal 3:  
Collaborate With  
Employers &  
The Community



JOLIET JUNIOR COLLEGE

1901



## Strategic Goal 3: Collaborate with Employers and the Community

### Introduction

The purpose of this goal is to, “engage and partner with employers and the community to enhance academic programming.”<sup>10</sup> The indicators within this goal were designed to help JJC measure the effectiveness of their collaborative efforts with employers and partners in the community. Overall, focus groups with stakeholders revealed that JJC is a reliable and effective partner, “I like how flexible they are – they will come to us. They’re innovative and creative and try to draw us in [as partners],” cited one employer partner. A community partner echoed this sentiment, “as the oldest community college in the nation, it comes with credibility and a high reputation. The growth in the last 20 years has been tremendous and I know they will continue to evolve because they are supportive – it’s encouraging.”

Significant efforts were reported in the past four years to increase the level of collaboration with community partners. One JJC leader noted in a focus group, “we have increased our outreach and communications to new partners, we’ve enhanced our advisory boards, Title III is enhancing pathways, we have increased career fairs and have individualized fairs for target markets – we’ve done a lot and will use this foundation to continue to work with partners.”

### Progress Toward Indicators

#### I. Implement Perkins Program of Study methodology for CTE advisory boards

The Perkins Program of Study methodology for Career and Technical Education (CTE) seeks to design coursework that helps students attain post-secondary degrees or industry-recognized certificates or credentials. These programs must incorporate and align to post-secondary education elements, include content that is streamlined, offer post-secondary credits (when appropriate), and lead to a higher degree.<sup>11</sup> There are many components to the Program of Study Framework but notably, this indicator seeks facilitate the design of programs that are industry-relevant and industry-recognized through use of advisory boards.

To begin this process, in Fiscal Year 2018, industry partners were asked to take leadership roles within more advisory committees than previous years in the Welding, Parent-Child Interaction Therapy, Operations Engineering and Technician, and Optional Practical Training programs. Because the purpose of the CTE advisory boards is to ensure that programs are relevant and current with industry trends, JJC anticipates pursuing this model moving forward.

In Academic Year 2019, 25 programs planned 41 advisory board meetings to facilitate relationships with local employers and gather their valuable feedback on JJC programs. Several of the programs have scheduled two meetings for the academic year to gather more regular feedback from employers and facilitate ongoing program evaluation.

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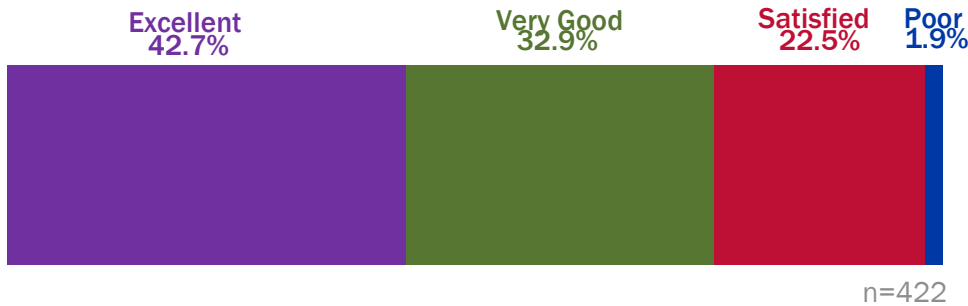
<sup>10</sup> Drawn from 2016-2019 Strategic Plan.

<sup>11</sup> Drawn from <https://careertech.org/programs-study>

## II. Number of and overall satisfaction of career fair attendees

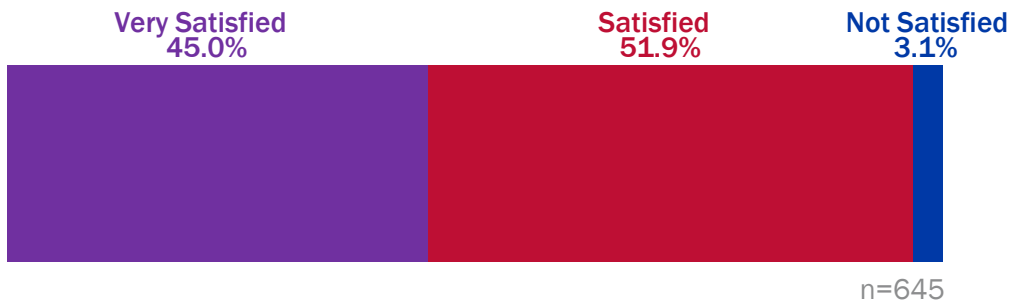
422 employers rated their satisfaction following the 2016, 2017, and 2018 Joliet Regional Job Fairs, Part-Time and On-Campus Job Fairs, and the Skilled Trades Career Fairs.<sup>12</sup> 42.7% rated the job fair they attended as 'Excellent', and an additional 32.9% rated it as 'Very Good.'

### Employer Satisfaction



Of 645 job seekers who rated their overall satisfaction after attending one of the fairs, 45.0% were 'Very Satisfied,' and 51.9% were 'Satisfied.' Only 3.1% were 'Not Satisfied.'

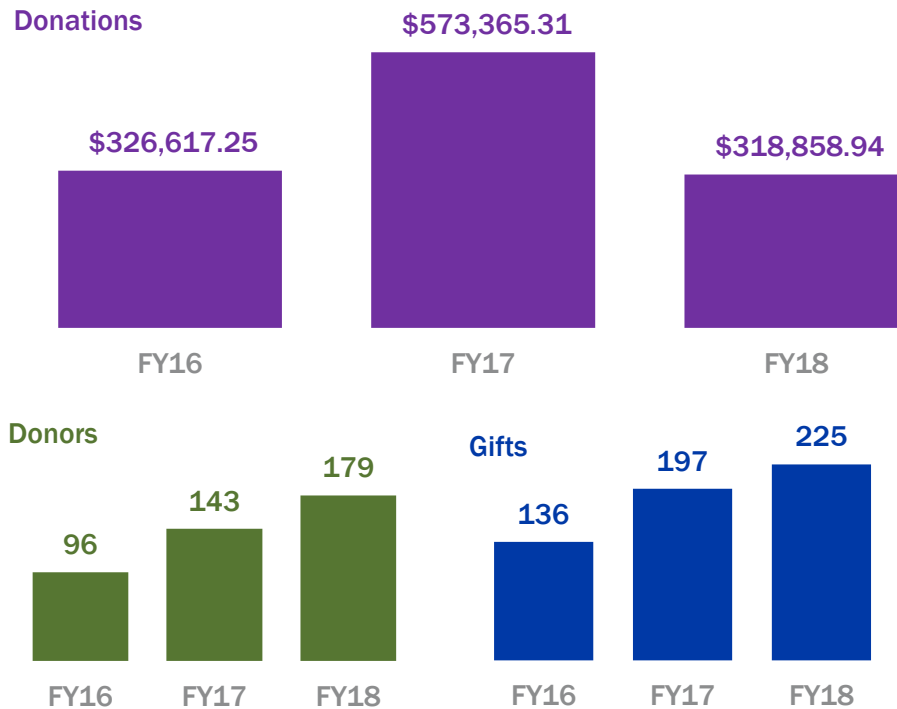
### Job Seeker Satisfaction



<sup>12</sup> The employer satisfaction survey for the 2018 Joliet Regional Job Fair used a different scale (Very Satisfied, Satisfied, Unsatisfied, and Very Unsatisfied) than the surveys used following the other fairs. Very Satisfied responses were coded as Excellent, and Unsatisfied and Very Unsatisfied were coded as Poor.

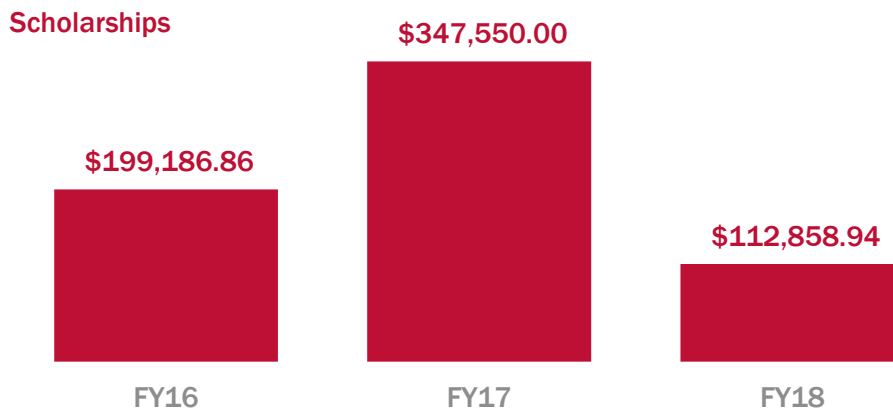
### III. Dollar value of donations received from businesses and organizations

More than \$573,000.00 in donations were received from businesses and organizations in FY2017. Of the three years of data, FY2018 had the lowest value of donations. However, FY2018 had the largest number of donors and the largest number of gifts. Overall, the number of donors and gifts increased over the three years.



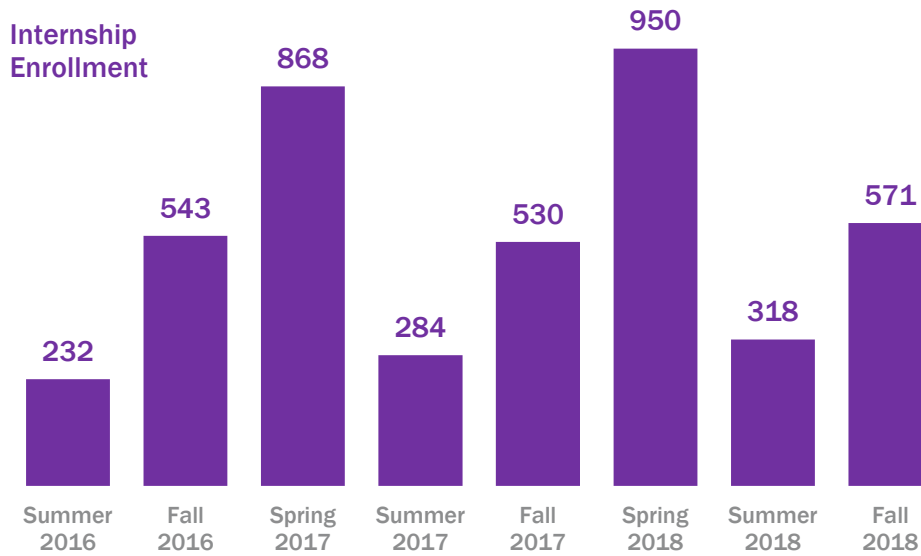
### IV. Number of scholarships and dollars received from businesses and organizations

Of the donations received, a portion supported scholarships. In FY2016 and FY2017, the portion was about 60%, and in FY2018, the portion was roughly 35%. The value of scholarships was \$347,550.00 in FY2017.



## V. Number of internships provided to students

The number of internships was highest in spring semesters, followed by fall semesters and summer semesters. There were 950 internships in Spring 2018, the highest enrollment since Summer 2016, with 571 in Fall 2018 (the most recent data).





**Strategic Goal 4:  
Improve Community  
Awareness &  
Strategic Marketing**



**JOLIET JUNIOR COLLEGE**  
— 1901 —



# Strategic Goal 4: Improve Community Awareness and Strategic Marketing

## Introduction

The purpose of this goal is to, “leverage marketing assets to build and solidify the College’s mission, which is aimed at promoting quality and accessible academic programs.”<sup>13</sup> The indicators within this goal were designed to increase, target, and streamline the marketing efforts used across and outside of JJC. The Marketing Department worked to streamline messaging and marketing efforts, “we have worked on segmenting our messaging – to traditional students, parents, non-traditional learners, Hispanic students, etc. We’ve honed in on our digital approach for more traditional students, crafted a message based on where they’re at. For adults – more print, bus ads, paper ads, radio ads, etc. For Hispanic individuals, we do pieces in Spanish now. We’ve elevated our message by updating our website and this helps with message consistency too,” stated one Marketing Department staff member in an interview.

As part of this goal, when asked about community perceptions of JJC, one JJC leader cited in a focus group, “I think the college’s perception in the community has significantly improved. People are investing in us and we are being intentional about participating in the community.” A community partner also noted, “a lot of the community knows JJC is more recently accessible. This hasn’t always been the case, so I hope they can keep it up.” While interviewed students noted a need to continue expanding outreach efforts, these students indicated positive perceptions of JJC. “[JJC] has a lot of different resources. You aren’t necessarily being led or having your hand held, but you aren’t on your own either. It’s a good in between and a good school,” noted one interviewed student.

## Progress Toward Indicators

### I. Number of marketing events and instances

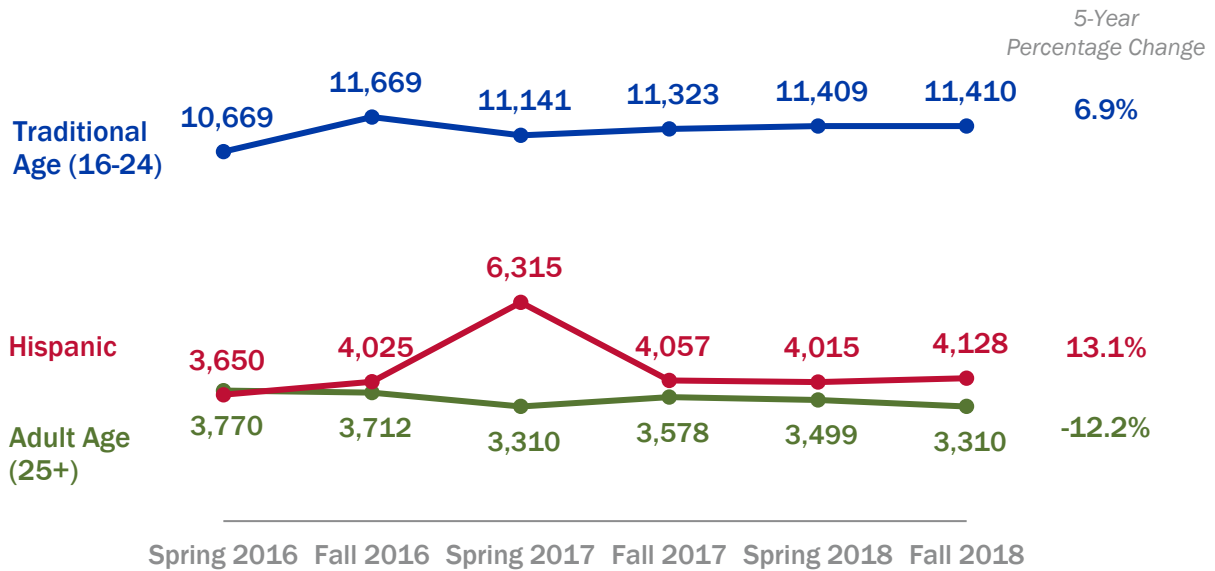
According to JJC recruiters, the number of in-person marketing events and instances is reported at two per quarter since 2016. There were typically four direct mail events in Quarters 1 and 3, and two direct mail events in Quarters 2 and 4. No digital marketing events or instances occurred.

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<sup>13</sup> Drawn from 2016-2019 Strategic Plan.

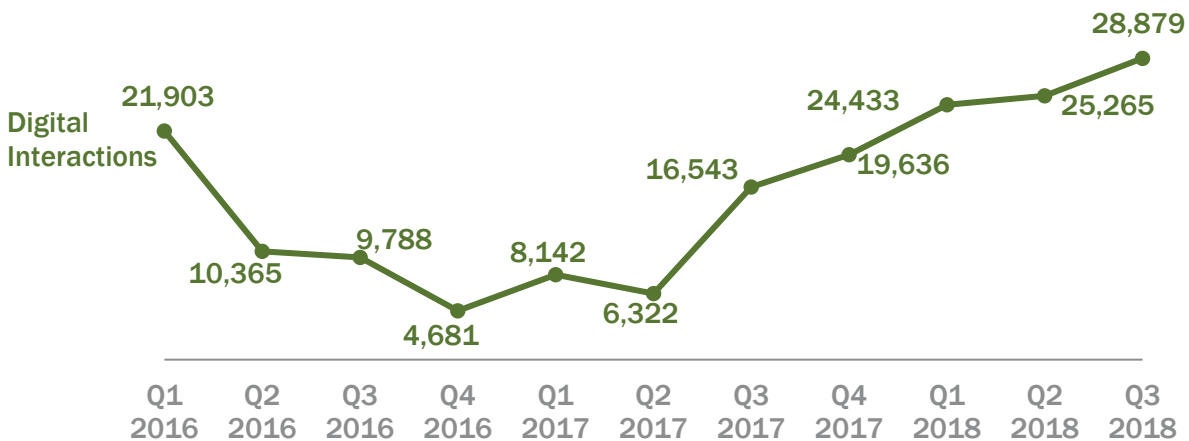
## II. Number and percentage increase/decrease from each targeted segment

Based on fall and spring enrollment data, the number of **traditional aged students** increased 6.9% between Spring 2016 and Fall 2018 for an additional 741 students. There was a 13.1% increase in **Hispanic students** enrolled at JJC across the six semesters. The number of **adult aged students** decreased 460 over the past six semesters, for a 12.2% decrease.



## III. Number of interactions with prospective students

The number of digital interactions decreased during 2016, before increasing in 2017 and 2018. These interactions included Google clicks and Hubspot leads.

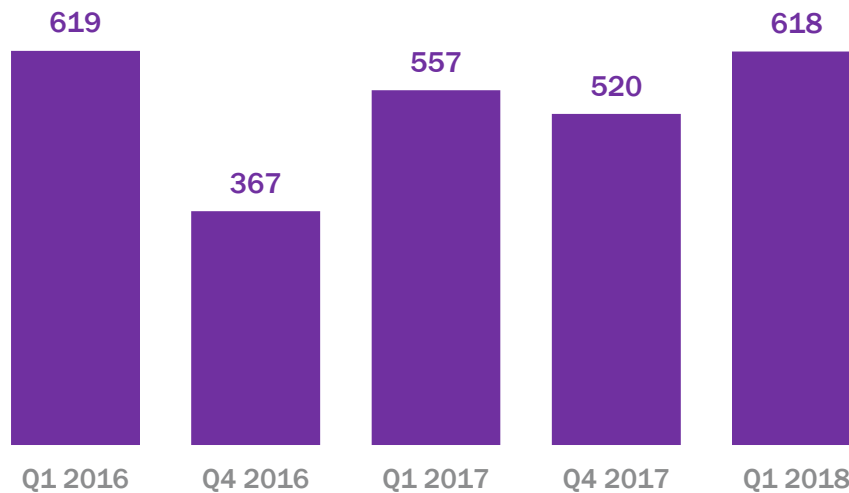


In addition to digital interactions, an approximate 230,000 direct mail interactions occurred per quarter in 2016, with 235,000 in 2017, and 240,000 in 2018. In-person interactions by recruiters occurred in the fourth quarters of 2016 and 2017, with 5,373 in 2016 and 4,600 in 2017.

#### IV. Attendance at JJC-sponsored events

Attendance at JJC-sponsored events (i.e., Discover and Career Fair) ranged from 367 to 619 attendees. The attendance at Quarter 1 events was higher than Quarter 4 events.

##### Attendance at Events



#### V. Number of JJC faculty and staff involved in marketing events

While the Marketing Department and other departments have worked to better track marketing event data, these data are still disjointed in that they are housed in multiple areas of the college and/or not properly tracked. Because of this, it has been a challenge for the Marketing Department to properly track all marketing-related data, which includes data for this indicator. Staff reported in interviews, “data for this indicator might be tracked in a different department but because they do things on their own, we can’t control that.”

However, as reported in the July 2018 Strategic Plan Progress Update report, 50% (110) of full-time faculty participated in marketing events such as Main Street, Majors Day, and Discover JJC. In addition, 25-30% of faculty have been involved in marketing events such high school events; speaking at community forums; creating marketing materials; and helping improve overall recruiting, scheduling, and registration business processes.

One initiative developed through the President’s Office in 2017 is the Ambassadors Program. The guiding principle of this new program is that all employees and all students are ambassadors of Joliet Junior College. The JJC Ambassadors Program is a systematic and coordinated effort to ensure the college is connected with as many local municipalities and local organizations and non-profits as possible, sharing knowledge and information and working together to create possibility. Currently, nearly 60 JJC employees are currently embedded in these organizations throughout our seven-county district to support mentorship, information sharing, and innovation in education through partnerships. Communications materials are provided to these individuals in order to share consistent information about the college.

Moving forward, the Marketing Department noted a need to equip departments with the tools they need to better track and report this data, so it is properly managed and provided back to the Marketing Department. “We could equip them to do these things, help them understand the data, and make a concerted effort to track and give it back to us,” cited one Marketing Department staff member.



# Strategic Goal 5: Improve Internal Communications



JOLIET JUNIOR COLLEGE  
— 1901 —



# Strategic Goal 5: Improve Internal Communications

## Introduction

The purpose of this goal is to, “establish effective college-wide communication to improve information dissemination, idea generation, and employee engagement.”<sup>14</sup> The indicators within this goal sought to measure the increase and improvement of communication avenues within the college, as well as evaluate communication efforts through use of surveys and other data collection.

Through this review process, TPMA interviewed and met with a variety of stakeholders with one of the discussion topics including communication. Findings from these discussions are provided within this goal.

## Progress Toward Indicators

### I. Satisfaction (by employee group) with overall communication

Since 2016, JJC has administered the PACE survey as a way to measure employee satisfaction in a number of climate factors, including communication. A snapshot of PACE survey results is provided in Indicator II.

In addition to the PACE survey results, JJC contracted a third-party – Thomas P. Miller & Associates (TPMA) – to review 2016-2019 Strategic Plan indicators. As part of this process, TPMA conducted in-person interviews and focus groups with a variety of stakeholders, discussing several concepts such as communication. JJC stakeholders that were interviewed tended to agree that internal communication was efficient and effective, “we’ve got communication down. We meet all of the time, we’re always communicating,” noted one JJC leader. A JJC faculty member echoed this sentiment, “internal communication has drastically been improved.” Stakeholders cited examples of how communication is disseminated across JJC including through email, newsletter, and the new MyJJC portal.

While many interviewed stakeholders indicated satisfaction with internal communication, others noted challenges, “there’s almost too much communication. People don’t pay attention to it. We need to narrow down what’s most effective – don’t overcommunicate,” reported one JJC leader. A JJC faculty member cited audiences that tend to miss internal communication, “our adjunct faculty miss a lot of communication. They may teach one or two courses here and at other colleges. They are dealing with a lot of different systems so they may not use them as much. They are a unique group.” With this, interviewed faculty indicated a need to target internal communication equally across audiences.

Interviewed stakeholders also provided examples of effective communication used throughout the college, “my supervisor resends emails from the college and calls out information that we should be mindful of. I try to mirror this because I liked it,” indicated one JJC faculty member. A JJC leader agreed, “we need to flag what’s important for our teams.” While there are challenges experienced with communication at JJC, it was noted in interviews that communication tends to happen regularly for many internal audiences.

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<sup>14</sup> Drawn from 2016-2019 Strategic Plan.



## II. Establish employee engagement measurement process/survey

Following the 2016-2019 Strategic Planning process, JJC began utilizing the Personal Assessment of the College Environment (PACE) survey to assess progress and identify areas for growth. The PACE Survey is founded on an “evidence-based model that demonstrates that the leadership of an institution motivates four climate factors – institutional structure, supervisory relationship, teamwork, and student focus – that impact student success and institutional effectiveness.”<sup>15</sup> Respondents are asked to evaluate the institution based on the climate factors listed above using a five-point scale.<sup>16</sup> Following analysis, PACE representatives provide a comprehensive report that outlines the survey results.

This survey was first administered in 2016 to JJC staff, faculty, and administrators with the goal of administration on an annual basis. The findings from 2016 served as a baseline for subsequent data collection, with results reviewed annually in the spring. In Spring 2017, findings from the 2016 PACE survey were reviewed and shared with the JJC community during Opening Week, which is a timeline and process that was followed in Spring 2018.

Following the 2017 results, JJC anticipates creating a custom survey to more closely evaluate specific topics that were raised in the results. Based on the statistically significant results provided below, most respondents were classifying their answers in the ‘Neutral’ category. Additionally, ratings from 2016 and 2017 decreased; however, it’s important to note that these changes tended to be small. A snapshot of the results from the 2017 PACE survey are provided on the following page:

Question	2017 Mean	2016 Mean	2016 Sig. <sup>17</sup>	Change in Score
Information is shared within the institution.	3.240	2.714	***	0.411
A spirit of cooperation exists at this institution.	3.454	2.970	***	0.395
Open and ethical communication is practiced at this institution.	3.347	2.866	***	0.382
The actions of this institution reflect its mission.	3.774	3.381	***	0.377
This institution is appropriately organized.	3.298	2.858	***	0.359
Institutional teams use problem-solving techniques.	3.421	3.118	***	0.302
My work is guided by clearly defined administrative processes.	3.521	3.188	***	0.278
I receive adequate information regarding important activities at this institution.	3.717	3.416	***	0.26
I am able to appropriately influence the direction of this institution.	3.100	2.804	***	0.25
This institution has been successful in positively motivating my performance.	3.444	3.127	***	0.243

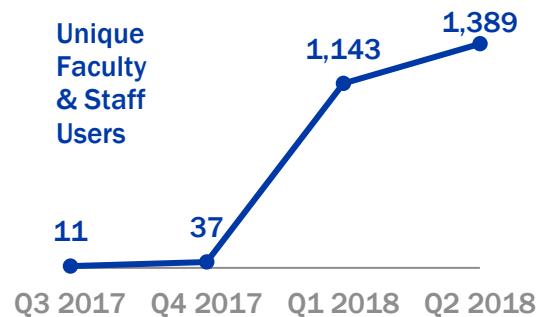
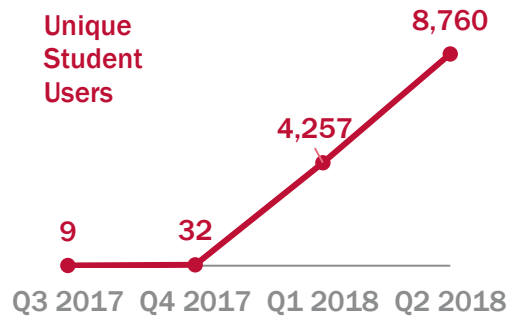
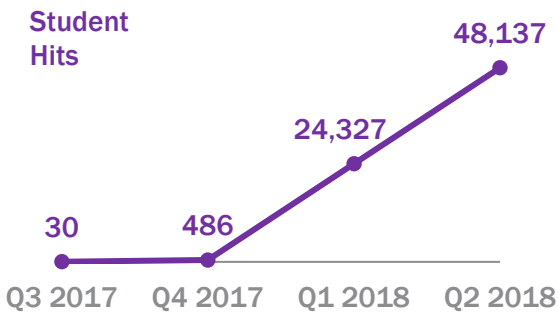
<sup>15</sup> Drawn from: <https://nilie.ncsu.edu/nilie/pace-survey/>

<sup>16</sup> The five-point scale includes Very Satisfied (1), Satisfied (2), Neutral (3), Dissatisfied (4), and Very Dissatisfied (5).

<sup>17</sup> \* p < .05, \*\* p < .01, \*\*\* p < .001

### III. Number of hits on the MyJJC portal and pages

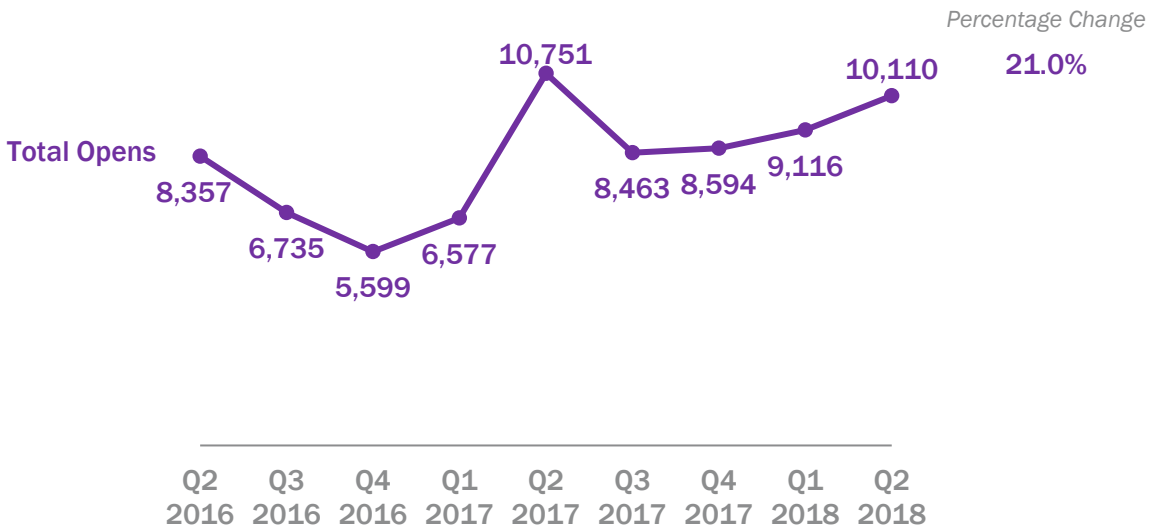
The new JJC portal was launched in December 2017.<sup>18</sup> Since its launch, the number of hits and unique users has increased. In Quarter 2 2018, there were 48,137 hits by students and 8,760 unique student users. In that quarter, there were 6,338 hits by faculty and staff and 1,389 unique faculty and staff users. The previous portal had an average of 19,814 daily unique users each quarter between the beginning of 2016 and end of 2017. During this timeframe, there was an average of 477,923-page views each quarter.



<sup>18</sup> For more information, visit <http://blog.jjc.edu/6-things-you-didnt-know-about-the-new-myjjc-tool>

#### IV. Number and percentage increase/decrease of employees accessing and interacting with the college newsletter

The number of **total opens** of the college newsletter declined each quarter in 2016 before seeing a sharp increase in the second quarter of 2017. After a slight drop, the number of opens grew each quarter. There were 1,753 (or 21.0%) more opens in the second quarter of 2018 than the second quarter of 2016. (These two quarters had the same number of newsletters.) Total opens accounts for the number of times a newsletter was opened by recipients and includes multiple opens from individual recipients.



The number of **total clicks** varied over the past two years. This measure counts the total number of times any tracked link (e.g., an article) was clicked and includes multiple clicks from individual recipients. There were 1,725 more clicks in the second quarter of 2018 than in the second quarter of 2016. This equates to 46.4% percentage increase in clicks.

