

MASTER PLANNING UPDATE

AUGUST 1995



JOLIET
Junior College

Office of Institutional Research and Planning

From each of the previously mandated educational reform efforts has come a clear message: the inside of our schools are peopled by the most knowledgeable, best-trained group of educators in the history of the world. In spite of outside interference from state and national officials, university professors, and other political pushers who know little about the practicalities of classroom life, these professionals have survived. They have done this by selective, common-sense decisions on what is best for students. They have done it in spite of the tremendous barriers and obstacles thrown up by the theoretical outsiders whose major driving concept has been the factory's assembly-line model of education. If there will be any substantive change that provides the radical shift from the factory curriculum to the transfer (gathering, processing and applying information) curriculum, then it will come by honoring the professionals who people our classrooms.

From: Blueprints for Thinking in the Cooperative Classroom

- Belanca and Fogarty

**ACTION PLANS
WITH TOP PRIORITY
STRATEGIES FOR 1993 - 1996**

**OCCUPATIONAL
PROGRAMS**

CONTINUING EDUCATION

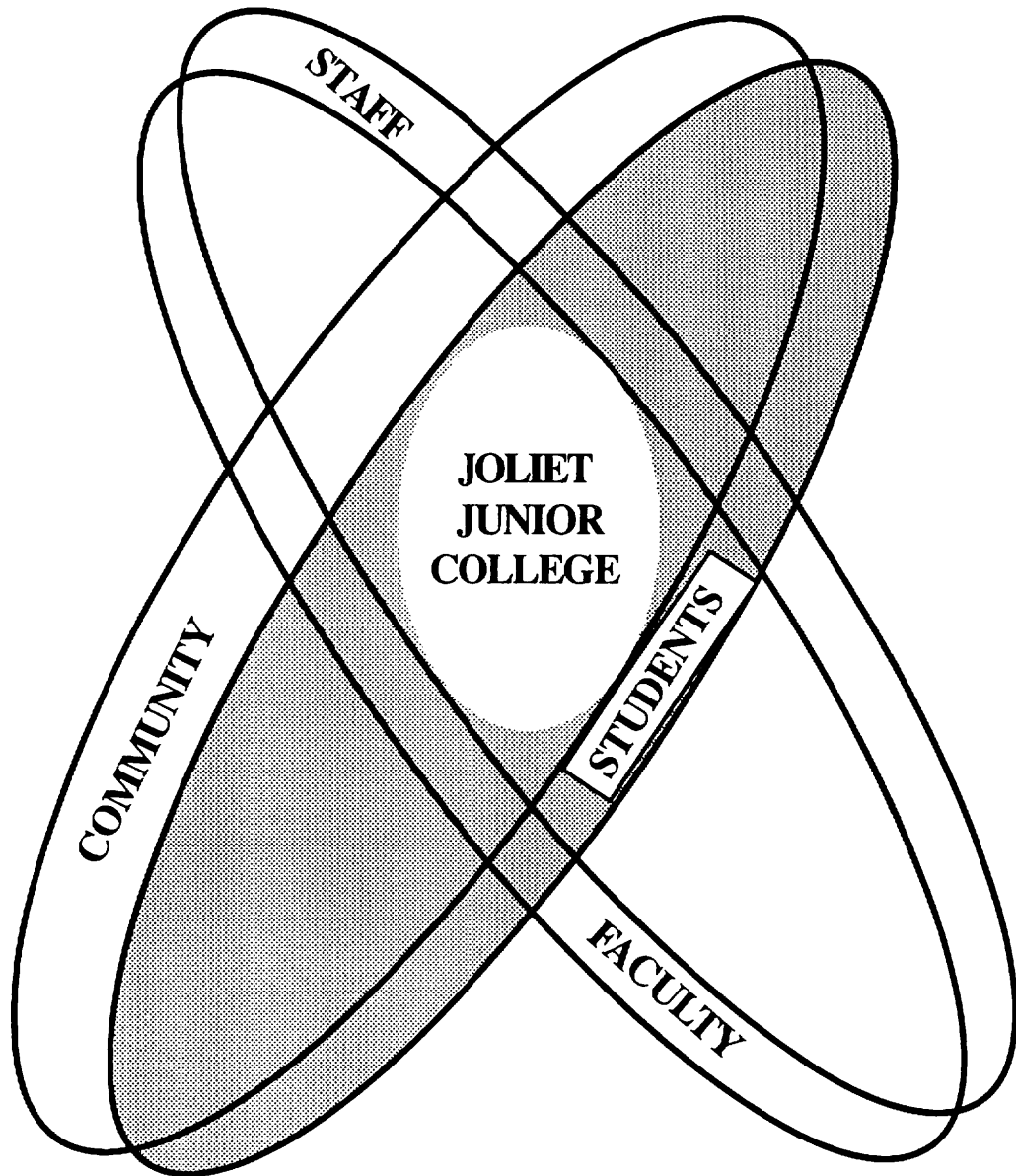
**STUDENT SUPPORT
SERVICES**

**ECONOMIC DEVELOP-
MENT**

**PROFESSIONAL
RESOURCES AND
DEVELOPMENT**

FACILITIES

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OCCUPATIONAL PROGRAMS

ISSUE I: INCREASE ARTICULATION BETWEEN SECONDARY SCHOOL PROGRAMS WITHIN THE DISTRICT AND OUR OCCUPATIONAL PROGRAMS

WHAT	WHO	WHEN
<p>IDENTIFY A PERSON FROM EACH OCCUPATIONAL PROGRAM DEPARTMENT TO BE RESPONSIBLE FOR ARTICULATION OF OCCUPATIONAL PROGRAMS BETWEEN THE COLLEGE AND SECONDARY SCHOOLS</p>	<p>J. D. ROSS</p>	<p>JUNE 1996</p>
<p>APPOINT A MINIMUM OF TWO SECONDARY SCHOOL OCCUPATIONAL PROGRAM EDUCATORS TO EACH OF THE EXISTING OCCUPATIONAL PROGRAM ADVISORY COMMITTEES.</p>	<p>DEPARTMENT HEADS OR COORDINATORS</p>	<p>JUNE 1995</p>
<p>UTILIZE EXISTING ADVISORY COMMITTEES AND TECH-PREP TO FACILITATE ARTICULATION OF OCCUPATIONAL PROGRAMS BETWEEN THE COLLEGE AND THE SECONDARY SCHOOLS</p>	<p>JJC TECH PREP COMMITTEE</p>	<p>JUNE 1995</p>
<p>IDENTIFY AND THEN REVIEW SECONDARY SCHOOL COURSES WHICH WOULD BE APPROPRIATE FOR ARTICULATION, COMPLETING ARTICULATION AGREEMENTS WHERE DOABLE.</p>	<p>JJC TECH PREP COMMITTEE</p>	<p>JUNE 1995</p>

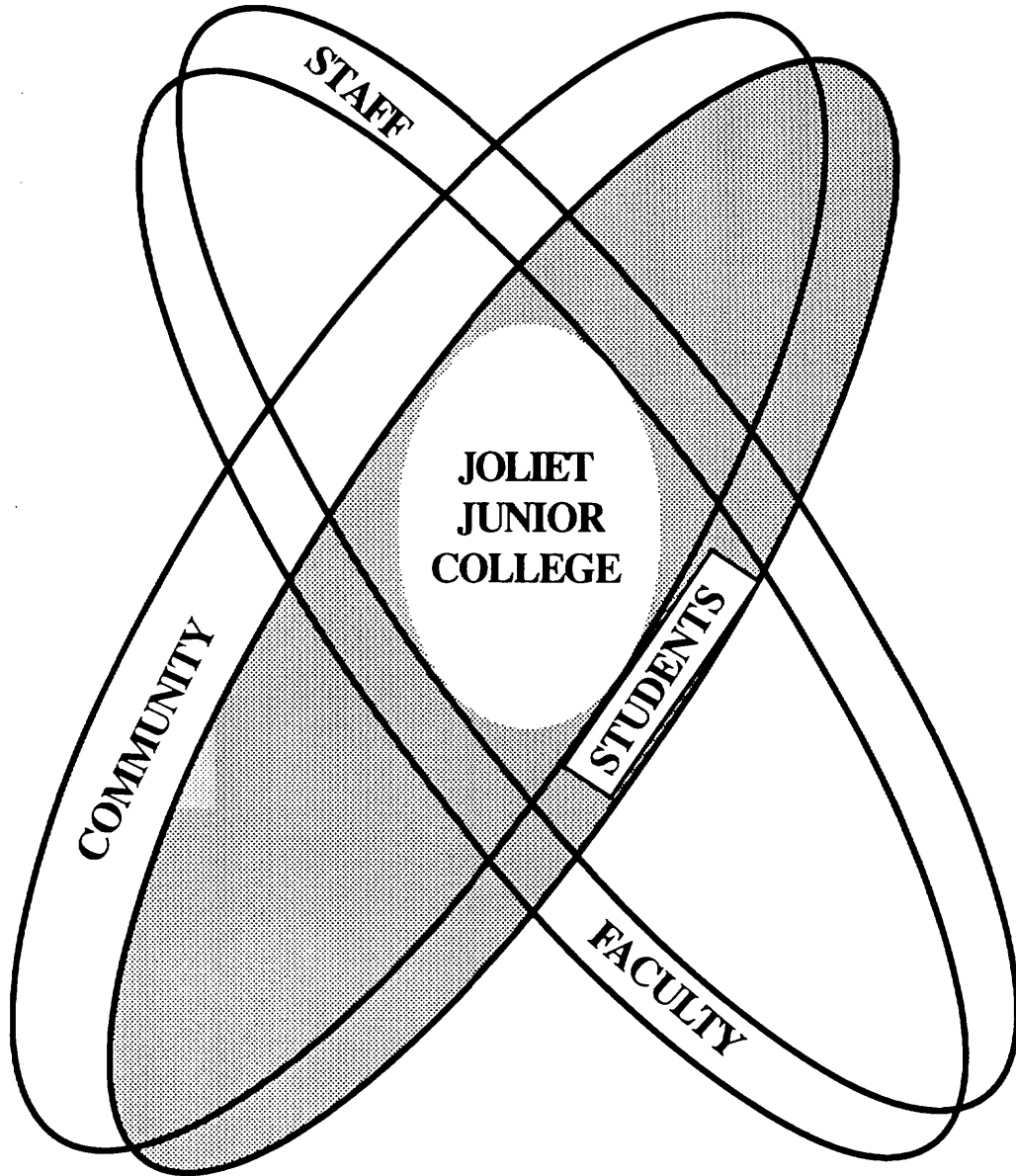
ISSUE II: ESTABLISH AN OVERALL STRATEGY FOR RECRUITING AND STUDENT RETENTION FOR THE OCCUPATIONAL PROGRAMS

WHAT	WHO	WHEN
IDENTIFY AND REVIEW CURRENT RECRUITING AND RETENTION STRATEGIES IN EACH OCCUPATIONAL PROGRAM DEPARTMENT	PROGRAM COORDINATORS/ DEPARTMENT CHAIRS	JUNE 1995
IMPLEMENT WORKSHOP ON RECRUITMENT STRATEGIES AND TECHNIQUES FOR NON-TRADITIONAL CONSTITUENCIES	ENROLLMENT MANAGEMENT COMMITTEE	FALL 1995
IMPLEMENT WORKSHOP ON SHARING SUCCESS STORIES OF DEPARTMENTS IN THE OCCUPATIONAL PROGRAM AREAS WITH GOOD RECRUITING SUCCESS	J. LEWIS AND STAFF DEVELOPMENT COMMITTEE	SPRING 1996
ESTABLISH A MASTER RETENTION AND RECRUITMENT STRATEGIES COMMITTEE, WHO WILL ORGANIZE AND MONITOR ACTIVITIES OF CQI TEAMS ORGANIZED IN EACH OCCUPATIONAL PROGRAM DEPARTMENT. (AS PER BELOW)	ENROLLMENT MANAGEMENT COMMITTEE	FALL 1995
ESTABLISH CQI TEAMS WITHIN EACH DEPARTMENT OFFERING OCCUPATIONAL PROGRAM(S) FOR THE PURPOSE OF DEVELOPING RETENTION STRATEGIES FOR EACH OCCUPATIONAL PROGRAM.	DEPARTMENT CHAIRS, MASTER PLANNING COMMITTEE, MEMBERS/FACILITATORS OF CQI TEAMS: 2-CQI TEAM MEMBERS, 1 STUDENT, 2 ALUMNI, 2 INDUSTRY REPS.	SPRING 1996

ISSUE III: ESTABLISH ASSESSMENT PROCEDURES TO EVALUATE LEARNING OUTCOMES AND OTHER PERTINENT DATA THROUGH FOLLOW-UP STUDIES

WHAT	WHO	WHEN
<p>UTILIZE STRATEGIES ESTABLISHED FROM RECRUITMENT CQI TEAMS TO DEVELOP AN OVERALL ASSESSMENT PLAN TO MEASURE EFFECTIVENESS</p>	<p>CQI TEAMS</p>	<p>FY96</p>
<p>CREATE SPECIFIC ALUMNI SURVEY INSTRUMENTS FOR EACH OCCUPATIONAL PROGRAM TO SUPPLY DATA REVEALING QUALITY OF LEARNING OUTCOMES WITH RESPECT TO THEIR OCCUPATIONS</p>	<p>CQI TEAMS: INSTITUTIONAL RE-SEARCH/OCCUPATIONAL PROGRAMS</p>	<p>NOT VIABLE</p>
<p>CONDUCT THESE SURVEYS AND USE RESULTS TO IMPLEMENT IMPROVED PROGRAMS</p>	<p>CQI TEAMS</p>	

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CONTINUING EDUCATION

ISSUE I: NETWORKING

WHAT	WHO	WHEN
<p>1. CREATE A FORMAL CONTINUING EDUCATION NETWORK WHICH WOULD SERVE AS A FORMAL COMMUNICATION NETWORK AMONG INTERNAL UNITS</p>	<p>DEAN OF COMMUNITY SERVICES/CONTINUING EDUCATION</p>	<p>SEPT. 1995</p>
<p>2. MEMBERSHIP SHOULD CONSIST OF REPRESENTATIVES FROM ACADEMIC DEPARTMENTS, STUDENT SUPPORT SERVICES, CONTINUING EDUCATION STAFF AND A BOARD OF TRUSTEES MEMBER. A COMMUNITY MEMBER SHOULD BE ADDED AFTER THE INITIAL FOUR MEETINGS.</p>		
<p>3. INITIAL MEETINGS ARE TO BE HELD MONTHLY FOR THE FIRST FOUR MONTHS. THEREAFTER MEETINGS SHOULD BE HELD QUARTERLY.</p>		
<p>4. DUTIES:</p> <ul style="list-style-type: none"> - COMMUNICATE AMONG INTERNAL UNITS - PROMOTE COOPERATIVE VENTURES - HOST ANNUAL COMMUNITY FORUM FOR INPUT FOR FUTURE IDEAS/NEEDS/ CONCERNS - CONDUCT ANNUAL NEEDS ASSESSMENT - MAKE RECOMMENDATIONS, FROM A NETWORK PERSPECTIVE, TO MEET FUTURE NEEDS 		

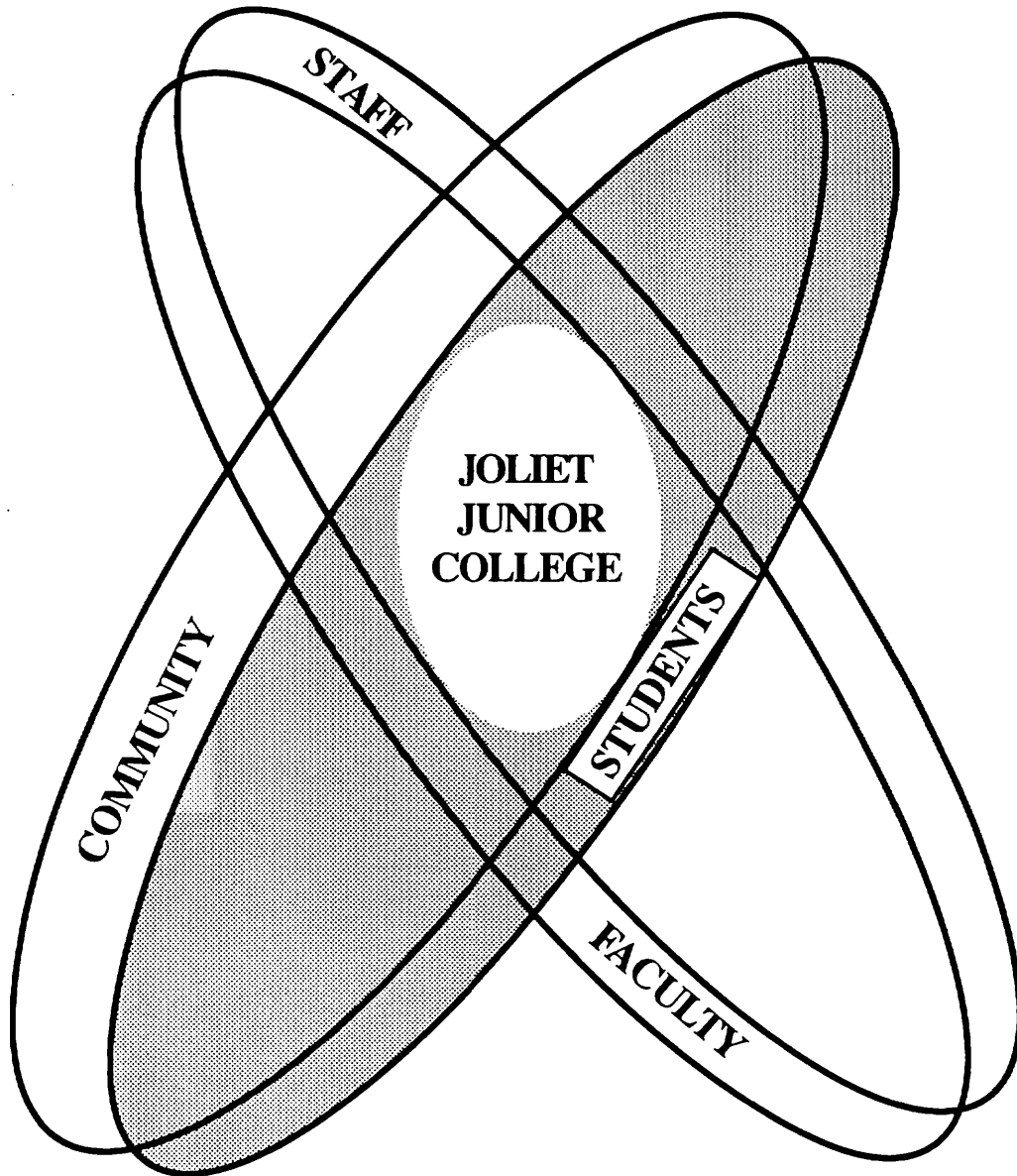
ISSUE II: ACADEMIC IMPROVEMENT AND DEVELOPMENT (STUDENTS AND STAFF)

WHAT	WHO	WHEN
1. RECOMMEND ASSET TESTING FOR CERTIFICATE PROGRAMS - STUDENTS IDENTIFIED IN NEED TAKE APPROPRIATE COURSE	MATH/CIS AND ENGLISH DEPTS. AND DEVELOPMENTAL EDUCATION COMMITTEE	JUNE 1996
2. EVALUATE AND UPDATE COURSES ANNUALLY	CONTINUING EDUCATION	JUNE 1995
3. CONTINUE TO DEVELOP AND INCREASE CEU OFFERINGS FOR PROFESSIONALS	DEAN COMMUNITY SERVICES AND CONTINUING EDUCATION	JUNE 1995
4. STAFF DEVELOPMENT CONDUCT A SURVEY OF CONTINUING EDUCATION STAFF NEEDS	STAFF DEVELOPMENT COMMITTEE	SPRING '95
5. INTERNET ACCESS FOR JJC PERSONNEL TO KEEP ABREAST OF CURRENT TRENDS/IDEAS/ CONCERNS - STAFF DEVELOPMENT TO INTRODUCE USE TO STAFF - ACCESS FOR ALL STAFF	PRESIDENT	SPRING '95

ISSUE III: STUDENTS' NEEDS

WHAT	WHO	WHEN
1. FOCUS GROUPS FOR ONGOING FEEDBACK FROM STUDENTS	CONTINUING EDUCATION NETWORK	BEGIN SPRING '95
2. PROMOTE SUPPORT SERVICES FOR PART-TIME STUDENTS	STUDENT AFFAIRS	JUNE 1995
3. DEVELOPMENT OF AN ACADEMIC AND STUDENT AFFAIRS BRIDGING SYSTEM FOR CONTINUING EDUCATION/PART-TIME STUDENTS INTO TRADITIONAL ACADEMIC/ VOCATIONAL PROGRAMS	VICE PRESIDENT ACADEMIC AFFAIRS AND VICE PRESIDENT STUDENT AFFAIRS	SPRING 1996

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STUDENT SUPPORT SERVICES

ISSUE I: ADDITIONAL OR EXPANDED SERVICES

	STRATEGY	WHO	WHEN
1.	EXPAND L.R.C.'S C.D. ROM NETWORK	L.R.C. STAFF, J.D. ROSS	ON-GOING
2.	EXPAND PROGRAMS ON STUDENT INFO. KIOSK TERMINALS	JON JOHNSON, O. STUCKMAIER	FALL 1996
3.	DETERMINE FEASIBILITY OF NEW RECRUITMENT TEAM	ENROLLMENT MANAGEMENT ACTION GROUP	FALL 1995
4.	IF TEAM IS ESTABLISHED, BUILD IN ASSESSMENT (IMPACT ON STUDENT RECRUITMENT/ ENROLLMENT)	R. COREY, V.P. AINLEY	ON-GOING

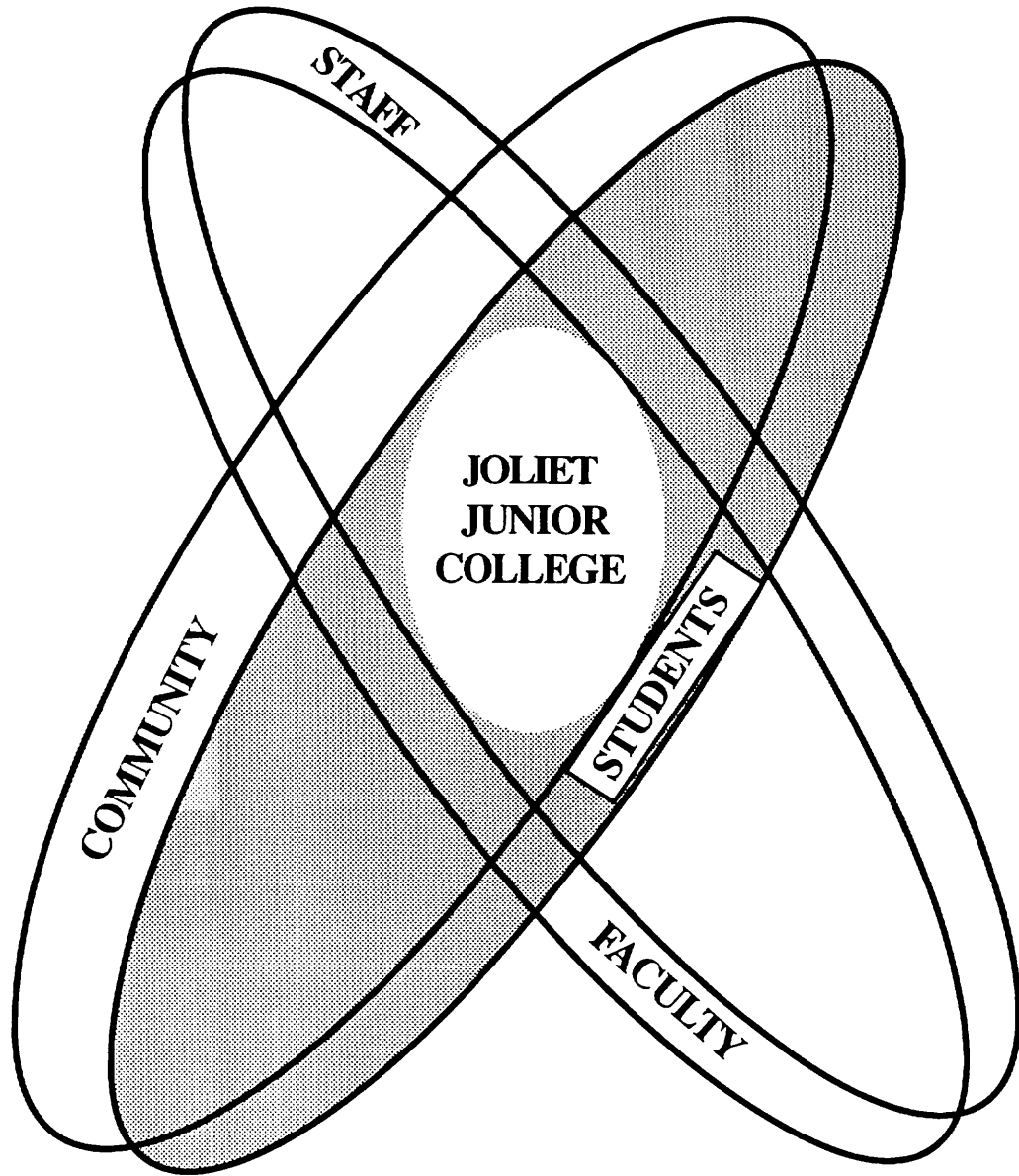
ISSUE II: STUDENT DEVELOPMENT-EMPOWERMENT

STRATEGY	WHO	WHEN
1. DEVELOP PERSONAL GROWTH ACTIVITIES TO MEET IDENTIFIED STUDENT NEEDS.	CAROLYN ENGERS/JOELYN AINLEY	ONGOING - FALL 1996
2. RECRUIT AND HIRE NEW STAFF AS INDICATED.	CAROLYN ENGERS	FALL 1997
3. IMPROVE ACADEMIC ADVISING PROCESS, APPLYING CONTINUOUS QUALITY IMPROVEMENT PRINCIPLES.	CAROLYN ENGERS	FALL 1995

ISSUE III: AUTOMATION

STRATEGY	WHO	WHEN
1. DEVELOP HOUSE-PHONE INFORMATION SYSTEM	DIANNE SCHMITT	JUNE 1996
2. CONDUCT PILOT ELECTRONIC TRANSFER OF RECORDS PROGRAM	CAROLYN ENGERS	FALL 1996 OR 1997

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ECONOMIC DEVELOPMENT

ISSUE I: NEED TO DEVELOP A CLEARLY DEFINED ECONOMIC DEVELOPMENT MISSION WITH DEVELOPED INDICATORS OF SUCCESS

WHAT	WHO	WHEN
<p>1. CREATE AN ECONOMIC DEVELOPMENT TASK FORCE WITH COLLEGE-WIDE REPRESENTATION PURPOSE: TO STRUCTURE A PROCESS TO DEVELOP AN ECONOMIC DEVELOPMENT MISSION AND COMMUNICATE THE MISSION COLLEGE-WIDE; DEVELOP SUCCESS INDICATORS</p>	<p>ECONOMIC DEVELOPMENT UNIT ADMINISTRATORS</p>	<p>NOT VIABLE</p>
<p>2. REVIEW AND ANALYZE CURRENT PROFIT CENTER ORGANIZATION STRUCTURE AND ITS IMPLICATIONS ON "SUCCESS"</p>	<p>TASK FORCE/ECONOMIC DEVELOPMENT UNIT ADMINISTRATORS</p>	<p>NOT VIABLE</p>
<p>3. SURVEY OF THE COLLEGE'S SERVICE AREA TO FIND ITS SPECIFIC ECONOMIC DEVELOPMENT NEEDS AND THE COLLEGE'S ECONOMIC DEVELOPMENT RESPONSIBILITIES.</p>	<p>TASK FORCE/ECONOMIC DEVELOPMENT UNIT ADMINISTRATORS</p>	<p>NOT VIABLE</p>

ISSUE II:

EFFECTIVE USE OF ALL INTERNAL UNITS IN DEVELOPING PROGRAMMING TO PROMOTE ECONOMIC DEVELOPMENT AND IMPROVE QUALITY OF LIFE.

WHAT	WHO	WHEN
1. CREATE A CROSS FUNCTIONAL TEAM PURPOSE: TO DEVELOP AN ONGOING COMMUNICATION MECHANISM FOR ALL ECONOMIC DEVELOPMENT PROGRAMS AND INITIATE THE DEVELOPMENT OF NEW PROGRAMS WHEN NECESSARY	TASK FORCE/ECONOMIC DEVELOPMENT UNIT ADMINISTRATORS	NOT VIABLE
2. REVIEW NEW AND CURRENT PROGRAMS FOR COLLABORATION OPPORTUNITIES WITHIN THE COLLEGE	TEAM	NOT VIABLE
3. ANALYZE AREAS IN THE DISTRICT WHERE THE COLLEGE CAN HAVE AN IMPACT.	TEAM	NOT VIABLE
4. DEVELOP PROGRAMMING TO AFFECT THE AREAS WHERE THE COLLEGE CAN HAVE A MAJOR IMPACT.	TEAM	NOT VIABLE
		NOT VIABLE

ISSUE III: INSTITUTIONAL POLICIES DEVELOPED AND RESOURCES ALLOCATED IN SUPPORT OF ECONOMIC DEVELOPMENT

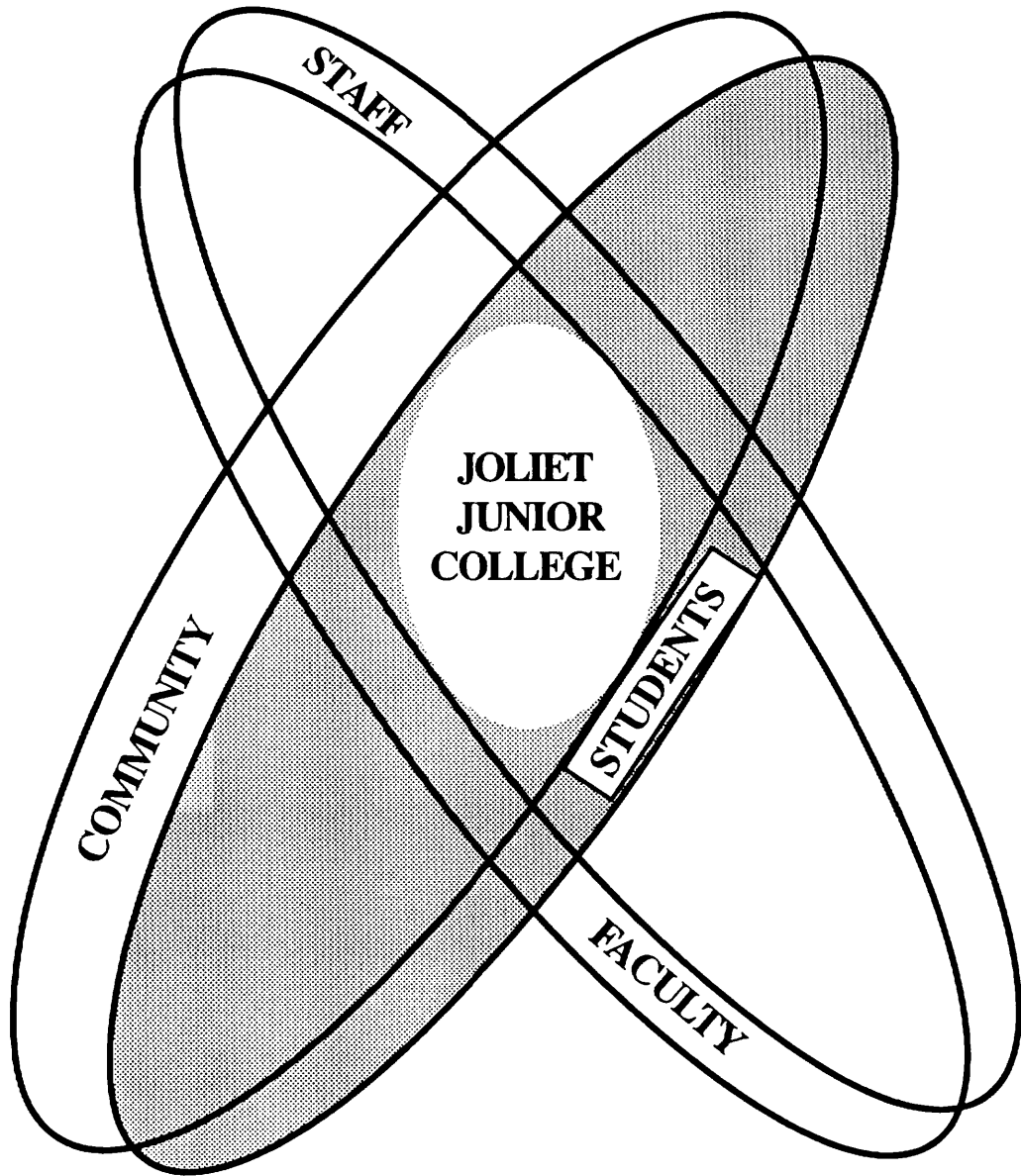
WHAT	WHO	WHEN
1. DEVELOP ECONOMIC DEVELOPMENT VISION STATEMENT	TASK FORCE/ECONOMIC DEVELOPMENT ADMINISTRATORS	NOT VIABLE
2. REVIEW AND ANALYZE CURRENT PROFIT CENTER ORGANIZATION AND ITS IMPLICATIONS	TASK FORCE/ECONOMIC DEVELOPMENT ADMINISTRATORS	NOT VIABLE
3. DEVELOP MEASURABLE OBJECTIVES BASED UPON THE VISION STATEMENT.	TASK FORCE/ECONOMIC DEVELOPMENT ADMINISTRATORS	NOT VIABLE
4. REVIEW AND MODIFY CURRENT POLICIES ON RESOURCE ALLOCATION.	TASK FORCE/ECONOMIC DEVELOPMENT ADMINISTRATORS	NOT VIABLE
5. ALLOCATE RESOURCES TO MEET THE OBJECTIVES	TASK FORCE/ECONOMIC DEVELOPMENT ADMINISTRATORS	NOT VIABLE

ISSUE IV:

WITH COMMUNITY INVOLVEMENT, IDENTIFY AND INCORPORATE A COLLEGE-WIDE INFRASTRUCTURE FOR CONTINUED INTRODUCTION OF NEW TECHNOLOGIES IN BOTH EDUCATIONAL AND ADMINISTRATIVE ENTITIES.

	WHAT	WHO	WHEN
1.	DEVELOPMENT OF A CROSS FUNCTIONAL TECHNOLOGY DEPLOYMENT TEAM.	TECHNOLOGY PLANNING COMMITTEE	FALL 1994
2.	REVIEW AND INVENTORY CURRENT USE OF VARIOUS TECHNOLOGY APPLICATIONS; RECOMMEND CHANGES WHEN NECESSARY.	TEAM	ON-GOING
3.	MONITOR NEW TECHNOLOGIES AND RECOMMEND WHEN APPLICABLE.	TEAM	ON-GOING
4.	AS PART OF STAFF DEVELOPMENT, INSTITUTE A REGULAR SERIES OF TRAINING PROGRAMS ON NEW TECHNOLOGIES.	TEAM	ON-GOING

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**PROFESSIONAL RESOURCES
AND DEVELOPMENT**

ISSUES I: EQUAL TREATMENT

WHAT	WHO	WHEN
1. EQUAL SUPPORT FOR STAFF DEVELOPMENT ACTIVITIES ON/OFF CAMPUS	JERRY LEWIS	
2. EMPLOYEE OPINION SURVEYS AND OTHER TECHNIQUES TO ADDRESS EQUAL TREATMENT ISSUES	INSTITUTIONAL RESEARCH	FALL 1995
3. NOTIFY PERSONNEL IN ADVANCE OF SIGNIFICANT JOB CHANGES AFFECTING DAILY WORK SCHEDULE	HUMAN RESOURCES/ SUPERVISORS	ON-GOING

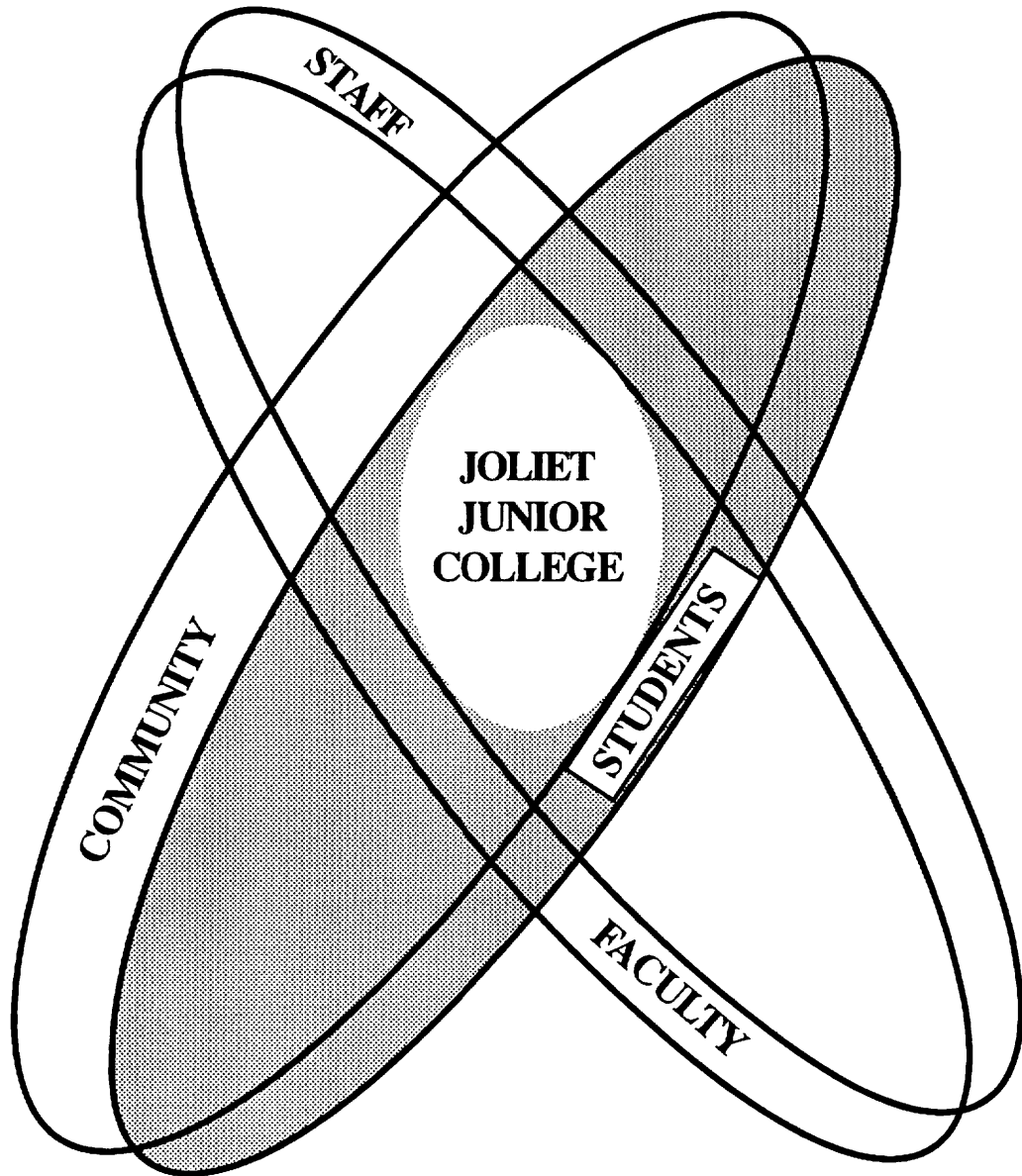
ISSUES II: RESPECT

	WHO	WHEN
1. EMPLOYEES NOTIFIED OF THE RESPECT THEY ARE ENTITLED TO WITH RESPECT TO STUDENTS, COLLEAGUES, SUPERVISORS, THE PUBLIC	HUMAN RESOURCES	ON-GOING JUNE 95
2. TRAINING FOR ALL EMPLOYEES, SUCH AS LISTENING STYLES AND TECHNIQUES, ASSERTIVENESS, COMMON COURTESY, ACCENTUATING THE POSITIVE	QUALITY COUNCIL	FALL 1995
3. EMPLOYEE HANDBOOK FOR ALL PERSONNEL THAT WOULD INCLUDE ITEMS DEALING WITH GENERAL INFORMATION DEALING WITH WORK RESPONSIBILITIES AND CLIMATE	HUMAN RESOURCES	

ISSUES III: SALARY

WHAT	WHO	WHEN
1. PROMOTE FROM WITHIN	HUMAN RESOURCES	ON-GOING
2. INCENTIVE AWARD THROUGH NEW EMPLOYEE RECOGNITION PROGRAM	CAROLYN ENGERS	SPRING 1995
3. EDUCATION RESPONSIBILITY REWARDS	V.P. BUSINESS AND FINANCE	1995 - ON - GOING

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FACILITIES

ISSUE I: IMPACT THAT THE MOVING/REALIGNING OF PERSONNEL, DEPARTMENTS, OFFICES AND OTHER FACILITIES WILL HAVE FOLLOWING THE CONSTRUCTION OF THE BUSINESS-TECHNICAL BUILDING.

WHAT	WHO	WHEN
1. PLAN FOR FUTURE GROWTH - CLASSROOM, OFFICES, LABS, MEETING ROOM, STORAGE, ETC.	ROB WIDMER	INITIAL PLAN 12/94
2. ALL VOICES ESPECIALLY THOSE IMPACTED ARE HEARD IN A SYSTEMATIC FASHION SUCH AS FORUM, DEPT. MEETING, OTHER "GENERAL" MEETINGS.	DIANNE SCHMITT	JUNE 1995
3. DEVELOP A DETAILED PLAN FOR THE MOVE	DIANNE SCHMITT	FALL 1995

ISSUE III: PARKING

WHAT	WHO	WHEN
1. DEVELOP INCREASED PARKING FACILITIES CONSIDERING VARIOUS OPTIONS: DECKING, UNDERGROUND, FLAT (GROUND LEVEL)	ROB WIDMER	SUMMER 1995
2. PROVIDE SUPPORTIVE SIGNAGE, SECURITY, LIGHTING, ACCESS, DRAINAGE CONTROL FOR SAFETY PURPOSES	DOW SMITH/JERRY ZEBOROWSKI	FALL 1995
3. PROVIDE ADEQUATE PERSONNEL TO SUPPORT IMPROVED PARKING STRATEGIES.	ROB WIDMER	FALL 1995