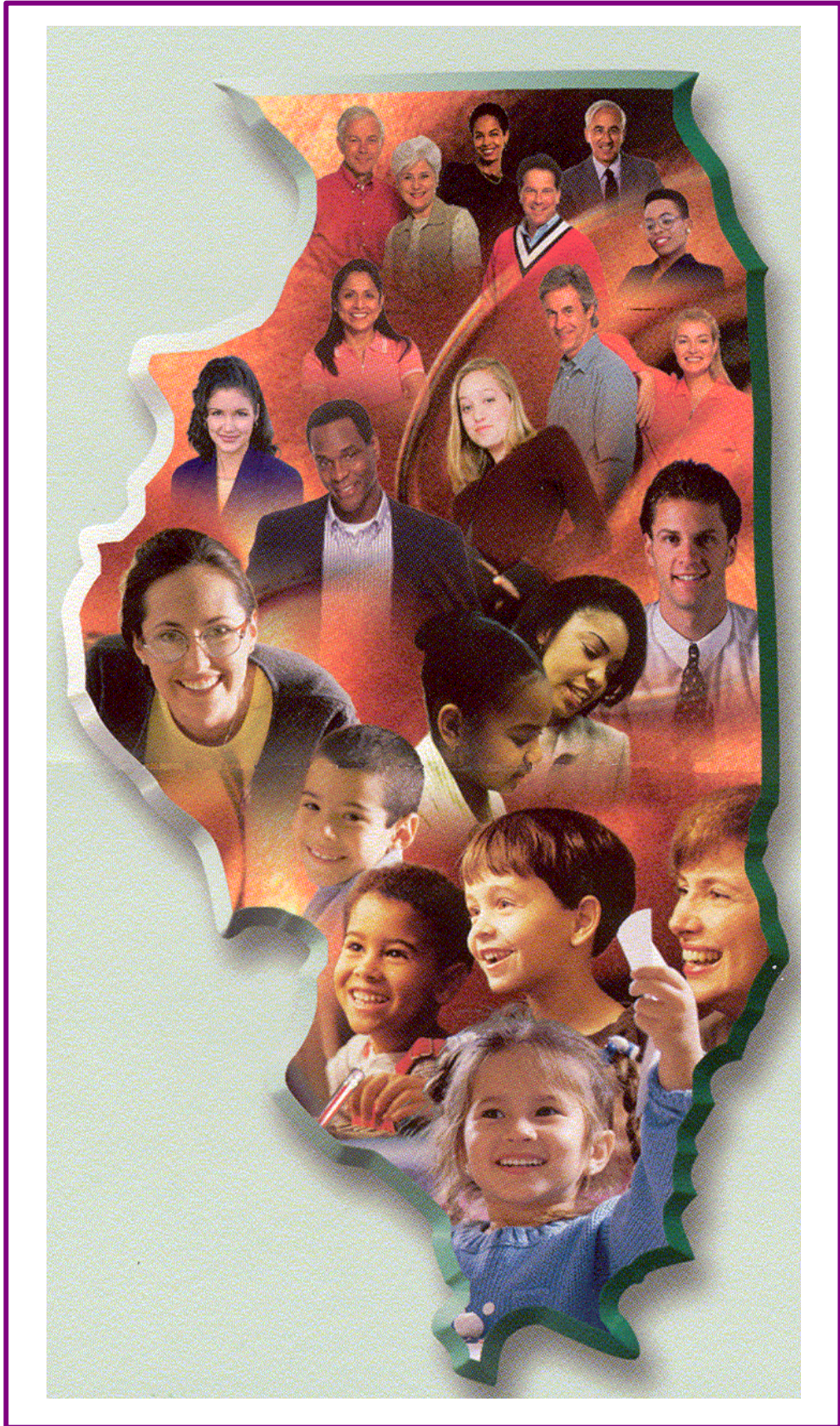


VISION STATEMENT



Joliet Junior College’s Model for Educational Excellence

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**JJC’s Model for Educational Excellence is also available at
www.jjc.edu/admin/ie/theplan**

Joliet Junior College's Model for Educational Excellence

Executive Summary

Joliet Junior College is a public two-year college located 30 miles southwest of Chicago. Established in 1901, JJC is the oldest continually operated community college in the United States. Approximately 11,500 credit students and 17,000 non-credit students attend one of Joliet Junior College's three campuses. The three campuses are strategically located within the district attracting both urban and rural residents. The college district straddles seven counties and encompasses a 1,142 square mile area.

The college offers pre-baccalaureate programs for students planning to transfer to a four-year university (61 AA and AS degree programs), occupational education (49 AAS degree programs and 82 certificate programs) leading directly to employment, adult education and literacy programs, workforce and workplace development services, and support services to help students succeed. The college is unequivocally committed to provide access to post-secondary education and occupational training to all residents to improve their quality of life as well as the quality of the community.

After a review of the college's mission and an articulation of a college vision by the President of the College, the internal college stakeholders developed six institutional goals. These internal stakeholders included faculty, staff, and administrators. The goals were developed to further elucidate and operationalize the college's mission and vision.

In fall 2001, the college hosted several community meetings (Peotone, Morris, Bolingbrook, New Lenox, and Joliet). At those meetings, focus groups were conducted with the community residents to solicit their input about the future direction and priorities of JJC. Also distributed was a questionnaire to identify the priorities of its stakeholders. As such, the Board of Trustees, college administrators, full-time faculty, part-time faculty, students, and college residents were asked to identify the key performance indicators that were critical to measuring the college's success. As a result of this comprehensive feedback, five quality areas and the strategic plan, JJC's Model for Educational Excellence, was generated.

In parallel to the strategic planning process was the development of values or standards to guide all work performance. The purpose of these core values was to reinforce the importance of student learning as the fundamental tenet of JJC. Again, the college sought the input of employees from many internal groups and employee types. In spring 2002, the Board of Trustees adopted six core values.

The purpose of this deliberate and elaborate planning process is to best serve the stakeholders of District 525. A strategic plan is essential to affront the tumultuous economic and demographic climate currently evolving in District 525. This 2002-2007 strategic plan, JJC's Model for Educational Excellence, is principally derived from the input of college stakeholders. Moreover, it will enable the college to remain a leader in post-secondary education and training. Through the guidance provided by the strategic plan, it is hoped that the college will maintain its pursuit of instructional excellence and will continue to be a model for community colleges throughout the twenty-first century.

Posted May 2002

Joliet Junior College's Model for Educational Excellence

Introduction

As a public community college in the state of Illinois, Joliet Junior College is committed to providing the best educational experience that is best aligned with the economic and demographic dynamic of the community. In fact, the college has a long, rich history of quality instructional programs via active involvement and visibility in the community.

As such, the college continually assesses the appropriateness of its purpose, vision, operations, and structure in relation to its constituents. To that end, the college underwent a comprehensive needs-analysis to study the functionality of its current enrollment and marketing operations. The audit sought the feedback of the community, local employers, District 525 high school counselors, District 525 high school students, and non-returning students.

The college also pursued and was accepted into the Academic Quality Improvement Project, an alternative accreditation process that underscores the constant goal of improving current instructional endeavors. As part of the re-accreditation route proffered by the Higher Learning Commission, JJC must continually assess the institutional processes and programs and improve based on the results of those assessments. This alternative form of accreditation affords post-secondary institutions the opportunity to focus on a few key areas to systematically improve.




In addition, Joliet Junior College conducted an internal organizational survey of its employees. Distributed across all employee types, the purpose of the survey was to determine how coherent the mission and vision was to current full and part time employees and faculty. It also sought to ascertain the extent that the employees were dedicated, as a whole, to the college's mission and well-being.

At the heart of all these initiatives is the continual improvement of student learning. In turn, the college is an integral part of building a strong future for the residents of District 525.

Mission: Joliet Junior College 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 workforce education.

Vision: Joliet Junior College 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, Joliet Junior College must:

-  Initiate and sustain more collaborative relationships that extend beyond traditional and educational and training formats.
-  Develop and use innovative instructional delivery methodologies.
-  Keep abreast of the needs of the diverse community that is emerging in the community. Joliet Junior College must incorporate effective learning strategies

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for minority and underrepresented populations.

- ▶ Develop a consortium of exceptional faculty that can undertake the educational challenges of the twenty-first century. Additionally, Joliet Junior College must enable a viable environment to recruit and retain these individuals.
- ▶ Generate a set of core values needs to be embraced by every member of the college community. These values will be practiced in the College's planning process, budgeting operations, and everyday operations.
- ▶ Incorporate all college constituents in the planning process including students, faculty, staff, and community stakeholders. As such, each group will play an overt and prominent role in the information gathering, college planning, and decision-making processes at Joliet Junior College.

Institutional Goals

1. Pursue and sustain a 20% annual increase in traditional as well as innovative collaborative partnerships with the Community College District 525.
2. Provide and maintain flexible, accessible, and creative quality instructional pedagogies that reflect Joliet Junior College's mission and that exceed learner's needs and expectations.
3. Address the needs of the shifting demographic populace emerging in District 525 by recruiting, serving, and retaining diverse and under represented populations so that learners can identify and achieve their educational objectives.
4. Develop a set of core values to be practiced by the Joliet Junior College community in every aspect of college life.
5. Retain and recruit exceptional and diverse faculty who affirm JJC core values and undertake the educational challenges of the twenty-first century.
6. Develop an ongoing planning process that includes the students, faculty, staff, Board of Trustees, and Community College District 525 to ensure the continuous quality of the learning environment and to improve existing practices.

History of the College

INTRODUCTION

Joliet Junior College is a comprehensive community college. The college offers pre-baccalaureate programs for students planning to transfer to a four-year university, occupational education leading directly to employment, adult education and literacy programs, workforce and workplace development services, and support services to help students succeed.

JJC, America's oldest public community college, began in 1901 as an experimental postgraduate high school program as envisioned by J. Stanley Brown, Superintendent of Joliet Township High School. It closely followed the model launched by William Rainey Harper, President of the University of Chicago. Brown and Harper's innovation created a post-secondary institution that is academically analogous to the first two years of a four-year college or university. It was designed to accommodate students who needed to remain within the community but wished to pursue a college education. The college's initial enrollment was six

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students. Today, JJC serves more than **12,000** students in credit classes and **16,000** students in noncredit courses.

Within a few years, the concept of the community had grown to include students outside the existing high school district. By December 1902, the Board of Trustees officially sanctioned the program and made postgraduate high school courses available at no cost to the student.

The Board of Trustees officially named the post-high school program Joliet Junior College in **1916**. The following year, the North Central Association of Schools and Colleges accredited the institution and the State Examining Board approved selected courses for teacher certification. Enrollment at the time numbered 82 students.

JJC countered positively and creatively to the pressures of a world war, depression and rapid social change. The college met the challenge of an increasingly complex technological society in the 1920s and 1930s by expanding the curriculum to include programs in business and industrial training.

The return of veterans in the 1940s and 1950s prompted further curriculum development in the area of two-year occupational programs. Both the transfer and occupational divisions of the college grew at a steady pace. In 1965, the Illinois Legislature enacted the Illinois Junior College Act, creating specific districts served by various community colleges. In particular, JJC was to serve the residents in portions of seven counties in Northern Illinois.

In 1967, the citizens of 12 high school districts in portions of Will, Grundy, Kendall, LaSalle and Kankakee counties voted to establish Illinois Community College District 525. This further expanded the boundaries of the residents afforded the opportunity for an affordable, quality college education.

For two years, the college rented facilities at Joliet Township High School. In 1968, the Board of Trustees selected **368** acres on the west side of Joliet for a new campus. In April 1969, the Board voted to build interim facilities consisting of 17 temporary buildings on the new site. The college began offering classes at its new Main Campus location in 1969, serving 4,130 day and evening students.

Contracts for the construction of a permanent campus were awarded in 1970. The \$50 million Main Campus was fully operational in the fall of 1974. During 1973 and 1974, both the area and the population of the district expanded with the addition of Peotone, Dwight, Odell, and the area of Lemont that is in Cook County.

Today, the **1,442**-square mile district serves a population of more than **450,000** in Will, Grundy, Kendall, LaSalle, Kankakee, Livingston, and Cook counties.

OTHER INSTRUCTIONAL SITES

In the fall of 1980, the college opened an instructional site at the Louis Joliet Renaissance Center in the heart of Joliet's downtown City Center. That facility today is the college's **City Center Campus**. The City Center Campus is an educational facility and conference center. A variety of credit and noncredit classes are offered at the City Center Campus.

The facility provides "hands-on" experience for JJC Culinary Arts and Hotel, Restaurant and Food Service Management students who run the Renaissance Center restaurant and banquet facility. The City Center Campus also houses the Division of Adult and Family Services and the Institute of Economic Technology (IET). The Division of Adult and Family Services provides educational opportunities for students beginning with the literacy level and continuing on to the

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baccalaureate transfer and/or career preparation for the workforce. IET provides the community workforce preparation, employee training, business development, and technology deployment for JJC's district employers and industries.

In 1993, JJC opened its **North Campus** in Romeoville, marking the beginning of a new chapter in the history of America's oldest public community college. The **35,000**-square-foot North Campus includes 18 general classrooms, biology, chemistry and computer skills labs, a library/learning resource center and offices for student services, faculty, and administrative support. North Campus offers a full range of credit and noncredit classes including accounting, advertising, biology, business, business law, chemistry, computer information systems, economics, education, English, geography, history, management, mathematics, office systems and technologies, philosophy, political science, psychology, sociology, and speech.

The Main Campus expanded in 1996 with the opening of the Arthur G. & Vera C. Smith Business and Technology Center. The **90,000**-square-foot facility houses several state-of-the-art microcomputer labs; the Business Education and Computer Information and Office Systems departments; and the Electronics Engineering Technology, Electrical/Electronic Automated Systems Technology, Construction Technology and Computer-Aided Drafting programs. Many of JJC's Institute of Economic Technology workforce services that assist business and industry in adapting modern technologies directly into the workplace are resident at this facility.

The College opened its Veterinary Technology and Industrial Training Building in 2000. This new structure houses the faculty, classrooms and laboratories of the Veterinary Medical Technology degree program and facilities for the Institute of Economic Technology to conduct industrial training programs for business and industry in District 525.

As mentioned, the college also maintains 20 off-site locations including the **JJC-Grundy County Facility** in Morris, IL. Equipped with both state-of-the-art classrooms and computer facilities, this satellite campus operates both day and evening classes. **Lincoln-Way High School** boasts the largest selection of credit and non-credit course offerings of all the satellite sites. In the works, is the scheduling of courses to afford students to complete an entire degree or certificate program at this location.

ECONOMIC CONDITION AND OUTLOOK

The District encompasses not only the far southwest suburban region of Chicago, but it also includes significant rural and unincorporated areas of Northern Illinois. The largest part of the 1,442 square mile district resides in Will and Grundy Counties. Will County has the distinction of being the fastest growing county in Illinois. The growth over the last 10 years is due primarily to low unemployment, good transportation availability, and its proximity to the Chicago metropolitan area.

Grundy County is the second largest county in District 525. Because the Chicago metropolitan area continues to expand southwest of the city, Grundy County has experienced significant increases in the industrial and commercial sector. In **2001**, **\$36,000,000** of new assessments was added in the industrial sector and **\$4,000,000** in the commercial sector.

The City of Joliet, located in Will County, is the District's largest urban area. The city has a population **90,647** and has also enjoyed significant economic growth over the last few years. One of the main reasons for this economic expansion is revenue generated by two riverboat casinos that operate within the city. During 2001 the City approved the funding of a historical museum in downtown Joliet. This project is adjacent to the District's City Center campus. The location of the museum has enabled the District and the City to work cooperatively. The

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museum will be connected to the City Center Campus by the Route 66 Welcome Center and the Culinary Arts students providing food service to the patrons of the museum.

History of JJC's Model for Educational Excellence

In 2000, the Joliet Junior College's Strategic Plan Expired. In 2001, a major needs-analysis (marketing study and enrollment audit) was conducted to ascertain the expectations and priorities of the college's constituents. Both the audit and the conclusion of the previous strategic plan have provided the impetus for the next planning cycle. Subsequently, the mission was reviewed for its relevance to the educational needs of the twenty-first century. In addition, a new vision, aligned with the needs-analysis results, was developed.

With the mission and vision in tact, the internal college stakeholders developed six institutional goals. These internal stakeholders included faculty, staff, and administrators. Over the course of two months, those institutional goals were refined to align with the community's expectations of JJC.

After the goals were established, the Board of Trustees was asked to list their priorities in relation to the institutional goals for 2001-2003. Collectively, the members of the President's Cabinet and the Board of Trustees articulated five priorities as the focal points for the strategic plan. The Leadership Team's priorities and the Institutional goals, in turn, were to be the foundation for the initiatives of the next strategic planning cycle.

In fall 2001, the college hosted several community meetings (Peotone, Morris, Bolingbrook, New Lenox, and Joliet). The purpose of these meetings was twofold. First, the college's vision and goals were shared with the community at large. Second, the community was afforded the opportunity to assert what academic programs and student services were important. They were also asked to identify the key performance indicators that were critical to measuring the college's success.

Based on this feedback, the college generated five quality areas in spring 2002,

- ✓ Enabling students to achieve their academic goals,
- ✓ Faculty and faculty support and compensation,
- ✓ Serving underrepresented groups,
- ✓ Collaboration with external stakeholders, and
- ✓ State-of-the-Art facilities.

Currently, the planning sub-teams are in the process of developing action plans and "balanced score-card" measures that will reflect these vital key areas. Most importantly, Joliet Junior College has incorporated the input solicited from the community at large in its strategic planning and resultant operational activities.

Joliet Junior College is committed to keeping the community abreast of its planning activities and will post the key performance indicators it will use to gauge its success in the implementation of the strategic plan. This will take the form of press coverage and regular updates to the JJC planning web pages. Currently available is a web-based community bulletin-board to post comments about the academic programs and student services of JJC. In addition, regular newsletters on campus quality initiatives and strategic planning updates are sent to the participants of the community planning meetings.

JJC's Core Values: "RICH In Quality"

The Joliet Junior College community fosters a caring and friendly environment that embraces diversity and encourages personal growth by promoting the following core values.

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Respect:

The Joliet Junior College community advocates respect for every individual by the demonstration of courtesy and civility in every endeavor.

Joliet Junior College celebrates the diversity of our communities and pledges to promote and recognize the strengths as reflected in the employees and students. The belief that no one is more important than another is a routine work practice.

Integrity:

Integrity is an integral component of the common bond among Joliet Junior College community members.

Joliet Junior College believes that all staff should demonstrate a professional persona that is responsible, accountable, and ethical. These attributes will manifest themselves in each professional behavior and job duty. From these behaviors, the college community models open, honest, and appropriate communication.

Collaboration:

Joliet Junior College is dedicated to the formation and enrichment of collaborative relationships as part of the scholarly process.

Joliet Junior College encourages the formation of collaborate partnerships within and with other learning communities. As a community of learners, Joliet Junior College endorses the personal and professional growth of all who are jointly committed to the advancement and support of scholarly endeavors. In turn, the academic process at the college can only be strengthened.

Humor & Well-Being:

The staff at Joliet Junior College recognizes humor as a means for collegial well-being and self rejuvenation.

Joliet Junior College endorses a healthy environment where creativity, humor, and enjoyment of work are encouraged. The Joliet Junior College community creates a positively balanced organizational culture by taking work seriously and celebrating successes.

Innovation:

Encouraging the pursuit of excellence and innovation drives Joliet Junior College through the twenty-first century.

Joliet Junior College values, respects, and rewards both creative risk-taking and the enthusiastic pursuit of new ideas with foresight. In turn, the Joliet Junior College community must constantly strive to better understand and anticipate the future that it may participate creatively in its design.

Quality:

Joliet Junior College is dedicated to the quality of its educational programs and services.

The college continually appraises and subsequently improves its program and services. Joliet Junior College distinguishes and promotes educational excellence among the college practitioners. The college is also committed to providing quality programs that are both accessible and affordable to the Community College District 525.

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JJC: A Strategic Plan within a Strategic Plan

Joliet Junior College is a college district within the purview of the Illinois Community College Board (ICCB) system of community colleges. JJC is one of 48 public community colleges in the state of Illinois. On a national level, Joliet Junior College is one of over 2000 public community colleges. As such, it participates as a member of the American Association of Community Colleges (AACC). The purpose of AACC is to provide a cohesive world of learners through the active participation and support of community college education.

Moreover, each of these entities has set their own objectives for all member institutions to bring to fruition. Because of the importance of the guidance that both the ICCB and AACC play in the purpose and future direction of JJC, a brief description of their strategic initiatives are listed below. Also, any initiative of the JJC strategic plan that is aligned with these objectives is also annotated.

Illinois Community College System (ICCB)-Promise for Illinois

The community colleges of Illinois pledge to:

- ▶ ICCB-1.) Provide for a competitive workforce,
- ▶ ICCB-2.) Offer rigorous courses and programs designed for college and university transfer,
- ▶ ICCB-3.) Expand adult education and literacy programs,
- ▶ ICCB-4.) Equip residents with requisite technology skills to be successful in the twenty-first century,
- ▶ ICCB-5.) Emphasize high quality in all programs,
- ▶ ICCB-6.) Deliver affordable learning opportunities that are easily accessible, and
- ▶ ICCB-7.) Model and promote leadership and ethical decision making (ICCB, 2001).

American Association of Community Colleges (AACC)-Focus Areas

To build a world of learners, the AACC proffers the following focus areas as a guide to America's community colleges:

- ▶ AACC-1.) *Recognition & Advocacy*: Adequate planning and funding strategies in all college business;
 - ▶ AACC-2.) *Learning & Accountability*: Assessment of learning, technology, recruitment and retention;
 - ▶ AACC-3.) *Leadership Development*: Includes effective use and development of staff, technology, and finances;
 - ▶ AACC-4.) *Economic & Workforce Development*: Partnerships of learning opportunities, technology, occupational skill standards, and accountability;
 - ▶ AACC-5.) *Connectedness*: Includes K-12 partnerships, community-based programming; diversity initiatives, citizenship building; and
 - ▶ AACC-6.) *International, & Intercultural Education*: Includes ESL programs, cultural competence, and an international curriculum (AACC, 2002).
-

Joliet Junior College's Model for Educational Excellence

Quality Areas

introduction

The quality areas are the foundation of JJC's Model for Educational Excellence. These five categories are dubbed as quality areas because they provide the direction for the college to continually improve and strive towards educational excellence. Joliet Junior College will distinguish itself as the leader in quality education by focusing on the following five priorities.

Enabling Students to Achieve their Academic Goals,
 Faculty and Faculty Support and Compensation,
 Serving Underrepresented Groups,
 Collaboration with External Stakeholders, and
 State-of-the-Art Facilities.

These quality areas are also aligned with the ICCB and AACC strategic initiatives and will be noted accordingly.

Enabling Students to Achieve their Academic Goals

At the heart of any learning experience are each student's perceived academic goals. Accordingly, the feedback from the community meetings clearly articulated that the college should continue its pursuit of excellent occupational programs that lead to successful national and state licensure. In addition, job training, including the development of employability skills, is important to area businesses and employers. Complicit to successful completion of occupational programs are opportune support services such as career and transfer counseling.

Table 1: Enabling Students to Achieve their Academic Goals

Initiative	Timeline	Progress so Far
CREDENTIALLING: <i>Improve and Increase number of occupational programs that lead to licensure/credentialling</i>	Ongoing, Fall 2003	JJC has over 35 certification and 15 licensing programs available (ICCB-1, ICCB-5, ICCB-7, AACC-3)
<i>Establish certain requisite skill sets for occupational programs that do not require certification/licensing examination</i>	Ongoing, Spring 2005	(ICCB-1, ICCB-7, AACC-3)
<i>Establish Teacher's Education programs</i>	Fall 2004	(ICCB-1, AACC-4, AACC-5)
<i>Increase licensure/certification rates in occupational programs</i>	Ongoing	Evaluation of occupational programs focus on student outcomes and evaluation results used to improve curriculum (ICCB-1, ICCB-5, AACC-2)

Joliet Junior College's Model for Educational Excellence

Table 1: Enabling Students to Achieve their Academic Goals (continued)

Strategy	Timeline	Progress so Far
JOB PLACEMENT: <i>Continue to place graduates in jobs related to their programs of study</i> <i>Increase internship availability and placement</i> <i>Use JJC faculty for high school job shadow sites and mentors</i>	Ongoing, Fall 2003	The Career Services Office is working with individual academic departments and faculty to increase JJC visibility (ICCB-1, AACC-4)
	Fall 2002	The Career Services Office is providing basic employability skills INSERVICE to prepare students prior to internship experience (ICCB-7, AACC-3, AACC-4)
	Spring 2003	
TRANSFERBILITY: <i>Increase 2 + 2 + 2 articulation Agreements</i> <i>Increase scope and number of Dual Enrollment/Admission agreements</i>	Ongoing	53 existing articulation agreements with high schools
	Fall 2002	Articulation agreements with all state schools except the University of Illinois, Robert Morris, Illinois Institute of Technology, and Governor's State University (ICCB-2)
SEAMLESS CURRICULUM: <i>Improve coordination of placement testing, developmental education, and integration into college level courses</i> <i>Develop "core" competency skills across all curricula programs</i> <i>Measuring each student's basic competency skills</i> <i>Assist students transition from GED to college level course</i>	Fall 2002	Individual academic departments are examining the current COMPASS Placement cut-off scores (ICCB-2)
	Fall 2004	Academic departments have developed a 15 credit CORE that corresponds to the Illinois Articulation Initiative (IAI) (ICCB-2, AACC-2)
	Ongoing, Fall 2003	Faculty trained to focus on student outcome assessment of programs (ICCB-2, ICCB-5, ICCB-5, AACC-2)
	Fall 2002	Assessment coordinator proposed for fall 2003. (ICCB-5, ICCB-6, AACC-2)
STUDENT SUPPORT: <i>Enhance academic advising; Improve smooth transition for students changing their majors</i> <i>Continue Summer Bridge Program to transition high school seniors to attend JJC the summer prior to starting in the fall</i> <i>Provide more scholarships given by JJC to the high schools</i>	Ongoing, Fall 2002	(ICCB-2, ICCB-5, ICCB-6)
	Fall 2004	(ICCB-6)
	Ongoing	(ICCB-6, AACC-5)

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Table 1: Enabling Students to Achieve their Academic Goals (continued)

Strategy	Timeline	Progress so Far
<u>STUDENT SUPPORT (cont)</u> <i>Hire two new admissions counselors</i> <i>Offer online services</i>	Fall 2002 Fall 2002	Online counseling in place (ICCB-6) (ICCB-6)
<u>FLEXIBLE CLASS SCHEDULE:</u> <i>Create a course schedule that is convenient for those with external obligations</i> <i>Improve coordination of placement testing, developmental education, and integration into college level courses</i>	Spring 2003 Spring 2003	(ICCB-6) (ICCB-3, ICCB-6)
<u>SPECIAL CONSIDERATIONS:</u> <i>Enable students with disabilities to take advantage of full array of services, facilities, programs, and degree preparation</i> <i>Ensure safe environment so that students can focus on learning</i>	Ongoing, Fall 2005 Ongoing	(ICCB-6) (ICCB-6)

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FACULTY AND FACULTY SUPPORT AND COMPENSATION

The results of the Quality Measure Survey and focus groups conducted in fall 2001, clearly resonated the importance of good faculty that are well-prepared and are able instructors. Indeed, the overall sample rated the faculty measures as most important. For example, faculty availability to teach, faculty education and training, and student satisfaction with instruction posted the top three average importance ratings. Clearly, the faculty and the support of instruction provided to the faculty underpin a quality educational enterprise.

Table 2: Faculty and Faculty Support and Compensation

Strategy	Timeline	Progress so Far
<u>INSTITUTE A PREMIER INSTRUCTIONAL ACADEMY:</u> <i>Establish teaching resources (example: classroom management, technology, assessment, curriculum development) including a Center For Teaching Excellence for faculty</i>	Fall 2003	Augmentation of current faculty orientation and in-service training is under consideration (ICCB-2, ICCB-5, ICCB-7, AACC-1, AACC-3)
<i>Set up web site for posting instructional articles/chat-room</i>	Spring 2002	Completed
<i>Increase faculty support of instructional technology pedagogies</i>	Fall 2002	(ICCB-2, ICCB-5, AACC-2)
<i>Increase visibility and integration of LRC resource with other academic endeavor</i>	Fall 2004	(ICCB-2, ICCB-5, AACC-2)
<i>Hire Curriculum Specialist</i>	Fall 2004	(ICCB-2, AACC-2)
<i>Hire Instructional Design Support Specialist</i>	Fall 2004	(ICCB-2)
<i>Hire Instructional Design Support Specialist</i>	Spring 2003	(ICCB-2)
<u>FACULTY TRAINING:</u> <i>Conduct purposeful training and in-service opportunities for both adjunct and full-time faculty</i>	Fall 2003	(ICCB-2, ICCB-5, ICCB-7, AACC-1, AACC-3)
<i>Develop additional faculty orientation sessions, regularly scheduled throughout semester</i>	Fall 2003	(ICCB-2, ICCB-5, ICCB-7, AACC-1, AACC-3)
<i>Create more networking opportunities for ALL Faculty via mentoring program that connects part-time faculty with full-time faculty</i>	Fall 2004	(ICCB-2, ICCB-5, ICCB-7, AACC-1, AACC-3)

Joliet Junior College's Model for Educational Excellence

Table 2: Faculty and Faculty Support and Compensation (continued)

Strategy	Timeline	Progress so Far
<p><u>FACULTY TRAINING</u> (continued): <i>Hire Adjunct Faculty Coordinator</i></p>	Fall 2002	(ICCB-2, AACC-2)
<p><u>FACULTY SUPPORT:</u> <i>Construct structure that rewards good teaching and contributions to instruction</i></p> <p><i>Institute recognition programs for exemplary service (for all employee types)</i></p> <p><i>Increase & monitor availability of resources for full-time and part-time faculty at extended and satellite locations</i></p> <p><i>Construct dedicated space and computer workstations for adjunct faculty and instructors at remote campuses satellite sites</i></p> <p><i>Provide extra secretarial support and instructional technician at night and "off-peak" times</i></p>	<p>Ongoing, Summer 2002</p> <p>Spring 2003</p> <p>Ongoing, Fall 2003</p> <p>Ongoing, Fall 2003</p> <p>Ongoing, Fall 2005</p>	<p>Compensation Study for Administrators, Support Staff, and Clerical Staff conducted and completed (ICCB-2, ICCB-7, AACC-3)</p> <p>"Dream Team" has been created; Plan has been presented to President's Cabinet</p> <p>Facilities Master Plan is addressing faculty space issues (ICCB-6)</p>
<p><u>RECRUITMENT & RETENTION OF INSTRUCTIONAL TALENT:</u> <i>Identify appropriate resources to attract "untapped" qualified in-district adjunct faculty (band of qualified adjunct faculty)</i></p> <p><i>Increase recruitment/retention efforts to attract qualified full-time and part-time faculty at extended campuses</i></p> <p><i>Establish program to maintain best of "new" adjunct faculty</i></p> <p><i>Pool resources to share adjunct faculty with other colleges</i></p> <p><i>Establish program to maintain best of "new" adjunct faculty</i></p>	<p>Ongoing</p> <p>Fall 2003</p>	<p>Dialogue between Academic Affairs and Extended Campuses is on-going; Taskforce is underway (ICCB-5, AACC-2)</p> <p>In dialogue with other colleges to pool experienced adjunct faculty (ICCB-5, AACC-2)</p>

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SERVING UNDERREPRESENTED GROUPS

Joliet Junior College must not only be cognizant of the changing demographics of District 525 but also ensure that all residents have equal access to successfully obtaining their academic goals. Concomitantly, the faculty and staff should foment the academic talent of every student regardless of ethnicity, nationality, socio-economic status, gender, or physical handicap. Embracing the diversity of the college will serve to strengthen each member of the college community as well as providing an invaluable and necessary dimension of the educational experience.

Table 3: Serving Underrepresented Groups

Strategy	Timeline	Progress so Far
<p>MINORITY PROSPECTS: <i>Increase high school minority students who take courses in high school for college credit</i></p> <p><i>Continue math/science/computer enrichment programs for high school/junior high school students</i></p> <p><i>Offer general education courses for high school students so they can articulate to JJC when they graduate</i></p> <p><i>Offer "Summer head-start" programs</i></p>	<p>Ongoing</p> <p>Ongoing</p> <p>Spring 2003</p> <p>Fall 2003</p>	<p>Extended Campuses Taskforce is exploring expansion opportunities (ICCB-6, AACC-5, AACC-6)</p> <p>(ICCB-6, AACC-5, AACC-6)</p> <p>(ICCB-2)</p> <p>(AACC-5)</p>
<p>MINORITY STUDENT SUPPORT: <i>Increase opportunities for minority student mentoring</i></p> <p><i>Increase use of student clubs involving minority students</i></p> <p><i>Continue to dialogue with high school counselors</i></p> <p><i>Expand advisor training</i></p>	<p>Ongoing</p> <p>Fall 2003</p> <p>Ongoing</p> <p>Fall 2004</p>	<p>(ICCB-6, AACC-5)</p> <p>(AACC-5, AACC-6)</p> <p>(ICCB-6, AACC-5)</p> <p>(AACC-5)</p>
<p>COMMUNITY INVOLVEMENT: <i>Conduct Articulation Roundtables: forums for community leaders and residents to congregate by interest, experience, and professional talent</i></p> <p><i>Maintain database of minority leader volunteers</i></p>	<p>Ongoing, Fall 2005</p> <p>Ongoing</p>	<p>(ICCB-4, AACC-5)</p> <p>Database being maintained (ICCB-4, AACC-5)</p>

Joliet Junior College's Model for Educational Excellence

Table 3: Serving Underrepresented Groups (continued)

Strategy	Timeline	Progress so Far
<u>COMMUNITY INVOLVEMENT (continued):</u> <i>Conduct Annual Minority Advisory Dinner</i> <i>Conduct Continue Career Expo for populations not traditionally served by occupational fairs</i> <i>Establish a minority forum speakers bureau</i> <i>Continue minority student recruiting/retaining activities</i>	<p style="text-align: center;">Ongoing</p> <p style="text-align: center;">Fall 2003</p> <p style="text-align: center;">Ongoing</p> <p style="text-align: center;">Ongoing</p>	<p>First dinner conducted in Fall 2001(AACC-5, AACC-6) (AACC-5, AACC-6)</p> <p>(ICCB-1, ICCB-6, AACC-5, AACC-6)</p> <p>(AACC-5, AACC-6)</p> <p>(ICCB-6, AACC-5, AACC-6)</p>
<u>SPECIAL CONSIDERATIONS:</u> <i>Support ADA Advisory Board</i> <i>Support continued activities of African-American & Hispanic Taskforces</i> <i>Host Transition Fair (Students with disabilities)</i>	<p style="text-align: center;">Ongoing</p> <p style="text-align: center;">Ongoing</p>	<p>(ICCB-6, AACC-5)</p> <p>(ICCB-2, AACC-5)</p>
<u>CAMPUS COMMITMENT:</u> <i>Ensure campus multicultural competence</i> <i>Increase number of minority faculty and administrative leaders</i> <i>Address cultural diversity/sensitivity in all learning situations</i>	<p style="text-align: center;">Ongoing</p> <p style="text-align: center;">Fall 2003</p> <p style="text-align: center;">Fall 2003</p>	<p>(AACC-6)</p> <p>(ICCB-1, AACC-5, AACC-6)</p> <p>(AACC-6)</p>
<u>SERVICING NON-TRADITIONAL STUDENTS:</u> <i>Provide adequate resources so that all displaced homemakers can take advantage of JJC training programs</i> <i>Enhance services to lifelong learners so that they can upgrade existing skills and gain new ones</i> <i>Tutor limited English proficient students</i>	<p style="text-align: center;">Fall 2003</p> <p style="text-align: center;">Fall 2003</p> <p style="text-align: center;">Fall 2004</p>	<p>(ICCB-3, ICCB-6, AACC-5)</p> <p>(ICCB-3, ICCB-6, AACC-5)</p> <p>(ICCB-3, ICCB-6, AACC-5)</p>

Joliet Junior College's Model for Educational Excellence

COLLABORATION WITH EXTERNAL STAKEHOLDERS

Partnerships with other business and educational enterprises will help the college forge new collaborations that will ease the financial and technological burdens of providing quality post-secondary education. Continual discourse with these business partners will also guide the development and revision of program curricula. On the other hand, dialogue with other school districts will ensure that college is within the realm of every resident and will abet the transition from high school to college.

Table 4: Collaboration with External Stakeholders

Strategy	Timeline	Progress so Far
<u>PARTNERS WITH BUSINESS & INDUSTRY:</u> <i>Build collaborative partnerships with business & industry</i> <i>Work with vocational advisory boards to assess economic development and current market demand</i> <i>Dovetail existing programs to meet market demands</i> <i>Increase visibility of academic departments, interns, and graduates in district workforce and leadership positions</i> <i>Continue to be lead partner in economic development</i> <i>Network with businesses that use Baldrige quality criteria as basis for operations</i>	Ongoing Fall 2002 Fall 2002 Ongoing, Fall 2003 Ongoing, Spring 2003 Ongoing	Entered workforce contracts with American Airlines and Disney Institute in Spring 2002 (ICCB-1, ICCB-3, AACC-4) Working with advisory boards (ICCB-1, ICCB-3, AACC-4) (ICCB-1, ICCB-4, AACC-4) Internship program being enhanced; career workshops being conducted for both high school and adult students (ICCB-3, AACC-5) Continue to participate in Valley View Baldrige Support Team; advisors to other AQIP colleges; Participated in Pacesetter Training in Spring 2002 (ICCB-1, ICCB-3, AACC-4, AACC-5)
<u>PARTNERS WITH K-12 DISTRICTS:</u> <i>Increase scope and number of recruitment activities at district high schools</i> <i>Enhance existing partnerships with K-12 Districts</i> <i>Continue to offer college level courses to high school students</i> <i>Maintain dialogue with District 525 high school counselors</i>	Fall 2002 Fall 2002 Ongoing, Fall 2002 Fall 2002	(ICCB-6, AACC-5) Tech Prep will increase articulation agreements from 55 to 75 in Academic Year 2003 (ICCB-6, AACC-5) Extension Services Taskforce addressing issues (ICCB-6, AACC-5) High School Counselor Breakfast, Summer Institute, Listserv conducted (ICCB-6, AACC-5)

Joliet Junior College's Model for Educational Excellence

Table 4: Collaboration with External Stakeholders (continued)

Strategy	Timeline	Progress so Far
<u>COMMUNICATION WITH STAKEHOLDERS:</u> <i>Enhance communication with various stakeholders</i> <i>Increase communication with students</i> <i>Foster connections and contact with JJC alumni</i> <i>Maintain visibility with community via web/media sources</i> <i>Hire Graphic Designer to meet new demand for materials</i>	Fall 2003 Fall 2004 Fall 2002 Ongoing Fall 2002	(AACC-1, AACC-5) (AACC-1, AACC-5) Alumni Office is compiling database of updated graduate addresses (AACC-1, AACC-5) (AACC-1, AACC-5)
<u>OTHER ACADEMIC PARTNERS:</u> <i>Continue to network with governmental agencies</i> <i>Continue to be lead partner in Workforce Development</i> <i>Forge new relationships and joint programs with educational entities</i> <i>Seek out new revenue sources (Hire Grant Writing Specialist)</i> <i>Increase 2 + 2 articulation agreements and dual enrollments</i>	Ongoing Ongoing Fall 2004 Ongoing, Fall 2002	(AACC-5) (ICCB-1, ICCB-4, AACC-4) (ICCB-6, AACC-1) Seven dual-enrollment agreements in place as of fall 2002 (ICCB-2)
<u>OTHER MISCELLANEOUS PARTNERS:</u> <i>Build number and strength of community service organization collaboration</i>	Ongoing	Occupational Dean Occupational Dean Office and Division of Adult & Family Services works with WIA, non-profit agencies and church organizations to offer appropriate educational and employment training (ICCB-1, ICCB-3, ICCB-4, AACC-5)

Joliet Junior College's Model for Educational Excellence

STATE-OF-THE-ART FACILITIES

Unlike many other college infrastructure plans, Joliet Junior College has been very conservative with regard to allocating resources to new buildings and upgrades to existing structures. However, with the overwhelming demand for cutting-edge technology and accessible classroom and laboratory facilities, the college understands the importance of committing the necessary funds to providing the best educational experience.

Table 5: State-of-the-Art Facilities

Strategy	Timeline	Progress so Far
<p><u>PREMIER INSTRUCTIONAL FACILITIES:</u> <i>Maintain & renew existing modern instructional facilities via the Facilities Master Plan</i></p> <p><i>Create number of computer and other instructional laboratories for students that areas aligned with the demand</i></p> <p><i>Build "flexible classrooms" that are multi-functional and cross-curricula</i></p> <p><i>Ensure safe campus environment (safe, secure, clean)</i></p> <p><i>Encourage construction of ADA Projects</i></p> <p><i>Ensure environmentally sound conditions and expansion of facilities</i></p>	<p>Fall 2002, Fall 2007</p> <p>Ongoing, 2003</p> <p>2006</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing, Project Specific</p>	<p>(ICCB-6, AACC-1)</p> <p>Mathematics, Fine Arts completed by Summer 2003, Geography, Update of English Laboratories (ICCB-6, AACC-1)</p> <p>Natural Science is completed, Slated in the Facilities Master Plan (ICCB-6)</p> <p>Physical Plant putting together OSHA plan, Annual insurance lost control inspections underway, Assumed under Facilities Master Plan, LEMAP taskforce is convene, LEAD software connects with state police installed on campus</p> <p>Renovation of J-Building bathrooms, C-Building railing installed, Renovation of City Center entrance by Summer 2002 (ICCB-6)</p>
<p><u>RESPONSIBLE EXPANSION:</u> <i>Responsibly plan technology renewal and expansion. Align student and stakeholder expectations</i></p> <p><i>Build facilities that are appropriate to existing program usage and instruction</i></p> <p><i>Build facilities that are appropriate to new program usage and instruction</i></p>	<p>2006</p> <p>2006</p> <p>2006</p>	<p>Facilities Master Plan is under review (ICCB-6, AACC-5)</p> <p>(ICCB-6, AACC-2. AACC-5)</p>

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<p><u>RESPONSIBLE EXPANSION</u> (continued):</p> <p><i>Build computer facilities appropriate to new program usage and instruction laboratories</i></p> <p><i>Acquire and maintain satellite campuses as needed</i></p> <p><i>Provide training for faculty in latest instructional technologies</i></p> <p><i>Manage building projects and facilities to meet program and enrollment demand</i></p> <p><i>Develop LRC</i></p>	<p>Fall 2004</p> <p>Ongoing</p> <p>Fall 2004</p> <p>Fall 2003</p> <p>Fall 2004</p>	<p>(ICCB-6, AACC-2)</p> <p>Proposed is a Real Estate Consultant for permanent campus in locations (ICCB-6, AACC-5)</p> <p>(AACC-1)</p> <p>Proposal to create a LRC instructional area with projector, 16 wireless networked instructional stations for informational literacy (ICCB-2, ICCB-5, AACC-2)</p> <p>(AACC-1)</p>
<p><u>STATE-OF-THE-ART INSTRUCTIONAL TECHNOLOGY:</u></p> <p><i>Tie student learning to advances/improvements in technology</i></p> <p><i>Create number of computer laboratories for students that are aligned with the demand</i></p> <p><i>Provide computer hardware and software upgrades consistent with business and industry standards</i></p> <p><i>Provide faculty with appropriate technology and support</i></p> <p><i>Provide training for faculty in latest instructional technologies</i></p> <p><i>Hire faculty and staff that are computer literate</i></p>	<p>Ongoing</p> <p>Ongoing</p> <p>Fall 2002</p> <p>Fall 2003</p> <p>Fall 2003</p> <p>Spring 2004</p>	<p>Survey is developed and implemented: Results available Spring 2002, Institutional Effectiveness survey should be complete: Spring 2002, AQIP Technology Committee has survey developed and will be administered to faculty in Fall 2002 (ICCB-2, ICCB-4, AACC-4)</p> <p>(ICCB-6, AACC-4)</p> <p>Reorganization of Technical Planning Committee to commence in Fall 2002 (ICCB-4, AACC-4)</p> <p>(AACC-3)</p> <p>(AACC-3)</p>
<p><u>ACCESSIBILITY:</u></p> <p><i>Promote and provide accessibility of ALL college facilities and programs</i></p> <p><i>Provide sufficient core services at all points of contact</i></p>	<p>Ongoing, Summer 2002</p> <p>Ongoing, Fall 2004</p>	<p>(ICCB-6, AACC-5)</p> <p>Resource sharing of LRC services, Exploring development of reference desk technology (ICCB-6, AACC-5)</p>

Connecting with ALL Campus Initiatives

Most college campuses are pulsating with many events, activities, and accomplishments. Joliet Junior College is no exception. Accordingly, several concurrent college initiatives have been enfolded into the strategic planning process. Brief descriptions of those initiatives are given below.

ACADEMIC QUALITY IMPROVEMENT PROJECT (AQIP):

Sanctioned by the North Central Association of Schools and Colleges, AQIP allows institutions with solid academic and financial histories to focus on critical areas and processes. The college, accepted into AQIP track, has centered its continuous quality improvement efforts on three areas: developmental education, technology and student learning, and institutional culture. With resources centered on these areas, the college hopes to improve the institution as a whole by obtaining "stretch" targets for these areas. In addition, by using assessment/evaluation results to constantly monitor and improve these processes, the college will better serve its stakeholders. Most importantly, the college focuses on student learning, the crux of the **Enabling Students to Meet their Academic Goals** quality area.

CLARUS MARKETING/ENROLLMENT AUDIT:

In fall 2000, a marketing and enrollment study was undertaken to assess the effectiveness of current marketing and enrollment practices and the extent to which they aligned with the community's expectations of the college. Results indicated that JJC has a good reputation as being a provider of quality education. However, the college registration and admission services are not always accessible or convenient to prospective students. As a result, the college is undergoing a redesign of its enrollment services office and many marketing materials are being redesigned. These projects correspond directly to the quality area, **Collaboration with External Stakeholders**, in which the issues of communication with students and community are being addressed.

MINORITY TASKFORCES:

Commissioned in fall 2001, the Hispanic and African-American task forces sought to ascertain recruitment and retention strategies to improve the cultural and ethnic diversity of the college community. As a result, the taskforces asked the community leaders for their feedback and devised strategies and initiatives that are directly linked to the **Serving Underrepresented Students** quality area. In addition, the taskforces keep in constant contact with the leaders of District 525 to collaborate on methodologies to attract minority students to college and to encourage current students to complete their area of study or to transfer.

FACILITIES MASTER PLAN:

A five-year master scheme of the improvement of college's existing infrastructure and plans to meet future stakeholder needs and expectations are underway. The Facilities Master Plan is directly correlated to the **State-of-the-Art Facilities** quality area initiatives. The plan encompasses four major areas of construction: new, renovation, deferred maintenance, and satellite construction. If brought to fruition, Joliet Junior College should not only be a premier institution but also be a regional center for community and civic activities and events.

REVIEW OF SELECTED MANAGEMENT AND ORGANIZATIONAL STRUCTURES (LEMAP):

An assessment of the security infrastructure on the campus was investigated by an outside consultant. In spring 2002, a consultant examined the staffing, facilities, equipment, and efficiency of the JJC Police Department. As part of this process, the consultant firm interviewed staff and students to ascertain their perception of security at JJC. The recommendations from the study align with the **Enabling Students to Achieve their Academic Goals** quality area that

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posits to ensure all students have equal access to successfully meeting their academic objectives.

COMPENSATION AND CLASSIFICATION REVIEW STUDY:

In spring 2001, an external consultant was commissioned to evaluate the current compensation of administrative and support staff. The purpose of the study was to update the classification of employees at the college as well as to better align compensation of employees with current market conditions. Specifically, the objectives of the project were:

- ✓ Review job descriptions for compliance with governmental regulations,
- ✓ Finalize a job classification methodology, and
- ✓ Develop a salary administration plan that is equitable to internal constituents as well as the external market.

At its conclusion, a plan to improve the compensation structure is being undertaken in spring 2002. This project strongly reverberates the college stakeholders' expressed importance on staff and faculty support and compensation. This was the impetus behind the design of the **Faculty and Faculty Support and Compensation** quality area.

THREE-YEAR FINANCIAL PLAN:

Every initiative and strategy, all programs and services need the money and resources to make them successful. The three-year financial plan systematically assesses the resources available as well as the resources that will be attributed to the future to meet the pecuniary demands of the academic programs and support services offered by the college. Hence, the financial plan realistically represents the college's financial abilities to meet its aspirations regarding staff, faculty, facilities, equipment, and technology. Notwithstanding, the financial plan will be integral to the fruition of ALL the quality areas as outlined in JJC's Model for Educational Excellence.

Conclusion

Although Joliet Junior College continues to be the oldest operating public community college, it does not preclude the college to continue to assess its future in terms of stakeholder expectations, technological and pedagogical advances, and available resources and funding. At the same time, it can rely on its rich history of educational excellence to guide the strategic planning process.

All told, the 2002-2007 strategic plan, JJC's Model for Educational Excellence, has taken over 14 months to realize. Over 500 constituents including Board of Trustees, faculty, staff, community residents, and students have been involved in its evolution and refinement. Over 50 innovative initiatives have been 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, and
- ✓ State-Of-The-Art Facilities Committee.

Certainly, these quality areas represent an agglomeration of stakeholder sentiment and alignment to the current campus initiatives.

Moreover, the strategic plan has only commenced. The college's ability and commitment to the fruition strategies and initiatives subscribed in this planning document has yet to be determined. That said, the college has elucidated its adherence of stakeholder priorities and expectations in the delivery of its academic programs and support services. JJC must continue to examine its vision, mission, and goals to ensure they align with the constitutions they serve. The strategic plan must be an integral part of every department's working day and process. Measures to determine the effectiveness and extent that the plan is being realized must also be regularly scrutinized. The results of these measures should be used in the direct and immediate improvement of current academic programs and support services. Revisions to the strategic plan should also be made accordingly.

Several factors will affect the successful implementation of the strategic plan. As mentioned, assurance from the Board of Trustees to champion the strategic plan is imperative. The faculty and staff must use their sensibilities and talent to guide the process. Finally, the resources must be available and must be sought from additional sources such as those from government and state grants, partnerships with other district entities, and partnerships with other colleges and school districts.

Inherent to the progression of the strategic plan is the dedication of the entire college community to best serve the future of education and District 525. Although charged with different aspects of the strategic plan, the college must communicate and collaborate on progress, problems, and other issues related to the plan. It is through this dedication and teamwork that JJC's Model for Educational Excellence will best serve District 525 as the leader and innovator of post-secondary education and training.

Submitted 5/22/02
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