
RESULTS FOR DISCUSSION

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Contact Information:

Academic Quality Improvement Program
The Higher Learning Commission of NCA
30 N. LaSalle Street Suite 2400
Chicago, IL 60602
(312) 263-0456 ◆ www.aqip.org

◆ *Serving the Common Good by Assuring and Advancing the Quality of Higher Learning* ◆

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THINGS TO KNOW ABOUT THE CONSTELLATION ONLINE SURVEY AND ITS RESULTS

This is a summary report of the Constellation on-line survey you completed. You should know several things about this report and its purposes.

- ◆ **The results are meant to launch discussions that lead to action.**
- ◆ **The results are linked to processes and ways of working together.**
- ◆ **The data in Constellation emphasizes what you collectively agree (versus disagree) on.**
- ◆ **Today's conversations culminate in proposals for action.**
- ◆ **A set of Constellation Appendices with full data is a companion to this report, designed for use in your next conversations.**
- ◆ **More discussions with the Constellation Appendices and other data from students, employers, the community, and others will distill your proposals for action into specific projects to make a difference.**

Results Meant to Launch Discussions that Lead to Action

Your conversations and recommendations using the data are more important than the data itself. In fact, the data from the Constellation demand a discussion of what matters most right now, what is done well already, and what would make a significant difference if accomplished. It is your collective discussions, experience, agreement, and commitment that turn the data into information and information into action.

Simply put, this report encourages you to talk about your hopes for Joliet Junior College and for your work. The report will have served its core purpose if your discussions uncover new ideas, tap areas of great strength, and define highest priority opportunities to which you commit to action and learning.

Results Linked to Processes and Ways of Working Together

Each of the statements you rated for importance and performance in the survey is linked (a) to group of processes common to colleges and universities and (b) to a characteristic of high performing colleges and universities. In addition, each of these process groups and characteristics is one of the Criteria and one of the Principles of High Performance of the Academic Quality Improvement Program (AQIP). In this report, you will see results for individual statements AND results by process group (AQIP Criteria) and high-performance characteristics (AQIP Principles of High Performance).

For example, look at this statement from the Constellation:

When making institutional decisions, administrators consider the impact on students and learning.

This statement from the survey is linked to teaching and learning processes, called in AQIP **Helping Students Learn**. In addition, the statement is linked to the AQIP Principle, **Focus**, a mission and vision driven by students' and other stakeholders' needs.

Conversations Culminate in Recommendations for Action

The three discussions you will hold today build on each other and define:

- ◆ What you collectively agree matters most to be and do at JJC,
- ◆ What you agree is already done well at JJC, and
- ◆ What specific proposals for action you collectively agree would make a significant difference at JJC.

Additional Reports Provide More Information for More Conversation

This Constellation summary report contains your collective responses. The Constellation Appendices will provide you with the detailed data, as well as the breakout data by staff group and longevity. Finally, the Conversation Day Summary Report, which your facilitator writes after Conversation Day, will include all the conclusions and proposals from your conversations today, as well as observations, questions, and other feedback facilitator.

More Discussions with Other Data Distill Specific Projects for Action

The Constellation survey is just one piece of a larger four-part process called Vital Focus designed to get you acting on top priority areas you collectively agree would make a difference. After today's conversations, there will be more discussions to distill your proposals into specific big and "quick do". In these later discussions, you have the option to include other reports and data about and from the institution, students, and other stakeholders whom you serve.

The AQIP Criteria and AQIP High Performance Principles

AQIP has adopted nine criteria and ten principles evident in the day-to-day work processes and the characteristics of high-performing colleges and universities; i.e., institutions able to systematically and consistently improve their quality over time. (See the last page of this Briefing for an overview and definitions of these Criteria and Principles.)

Each **AQIP Criterion** covers a **group of processes** common to institutions (for example, Helping Students Learn includes processes related to teaching, learning, curriculum, assessment, program development and evaluation, etc.). Each **AQIP Principle** captures a characteristic of those institutions able to improve continually and to change successfully.

Each statement in the survey is linked to one AQIP Criterion (group of processes) and one High Performance Principle.

INFORMATION ABOUT WHO COMPLETED THE CONSTELLATION SURVEY

Survey Components:

- ◆ 81 Item Statements and General End Questions
- ◆ 66 Standard Item Statements
- ◆ 14 Customized Statements
- ◆ 4 General End Questions

Participants:

- ◆ 432 JJC employees

FIGURE A: Constellation Participants by Employee Type

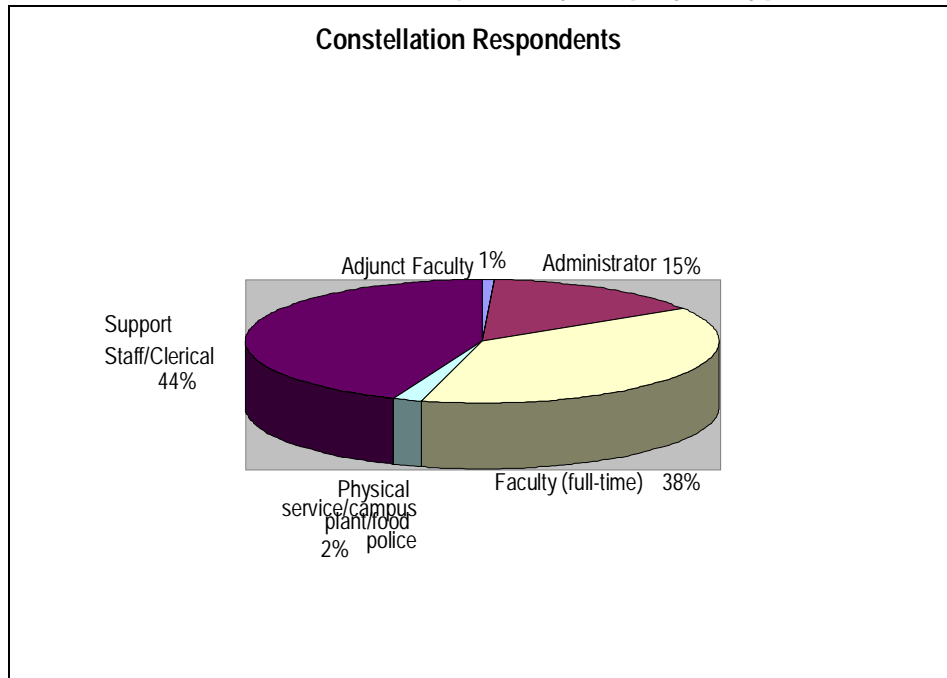


TABLE 1: Participants by Gender

Gender	Number of Respondents
Male	152
Female	267

TABLE 2: Participants by Longevity

Longevity	Number of Respondents
5 or fewer years	159
6-10 years	98
11-15 years	58
Over 15 years	105

CONVERSATION ONE

WHAT DO YOU AGREE MATTERS MOST RIGHT NOW?

Key Questions

A key purpose of the survey you completed is to identify the common priorities of Joliet Junior College — to identify those day-to-day ways of operating and those cultural aspects that you collectively agree matter most.

- ◆ **Does what you do align with what is most important to do for JJC’s students and other stakeholders?**
- ◆ **What ways of thinking and working together are important to the continued success of JJC?**
- ◆ **Are you in agreement about what matters most?**

What is Most Important to JJC Right Now?

To complete the on-line index, you rated each of the statements twice, once for how important it is now, then again for how well it is done now. Table 3 lists the ten statements that received the top importance ratings across all staff, indicating those things that are collectively held as highest priority.

TABLE 3: Areas JJC Employees Agree Are Most Important

Item	Statement: What is most important to do?	Average Rating	Standard Deviation	% Responding	% Don't Know
43	Technology is up-to-date and well-supported.	7.27	1.74	88.47	1.06
9	Joliet Junior College makes certain that students acquire the knowledge and skills required by their academic programs before awarding them credentials.	7.03	2.08	94.59	2.49
32	Joliet Junior College trusts employees to do their work effectively.	7.02	1.71	89.41	0.26
30	Joliet Junior College’s hiring processes make certain the people it employs possess necessary credentials, skills, and values.	6.98	2.06	89.41	1.05
8	Joliet Junior College intentionally promotes excellence in teaching.	6.88	2.12	94.82	2.23
41	Appropriate maintenance ensures that both facilities and equipment can be used effectively.	6.87	1.8	88.47	0.8
48	Joliet Junior College ensures that students have easy access to the people and services they require to be successful.	6.87	1.85	87.76	2.41
79	Students have convenient access to the information and resources necessary to support their learning.	6.84	1.94	86.12	3
6	When making institutional decisions, administrators consider the impact on students and learning.	6.81	2.18	96.23	2.2
40	Administrators ensure that employees have the resources they need to do their work.	6.8	1.9	88.47	0.8

Rating Scale: 9 = high importance 1 = low importance *Rank ordered most important first.*

Results

What Matters Most? It is clear that employees at JJC are in agreement about what is most important. When the common themes in the top statements are compared, four shared priorities emerge:

- ◆ It is most important that students have access to services and opportunities that allow them to acquire knowledge and skills that will foster success.
- ◆ It is most important that JJC is committed to attracting and hiring employees with credentials, skills, and the values that promote excellence in learning as well as trusting that they will complete their work effectively.
- ◆ It is most important that the college ensures that resources are available that support and maintain facilities, equipment, and technology.
- ◆ It is most important that when decisions are made throughout the organization that the impact on student learning is considered.

Three specific questions that stood out in this group of statements of high importance are those that received an especially high response rate. These are administrator consideration of students in decision making, promotion of teaching excellence, and the quality of academic skills related to credentials. These high response questions indicate a high value for the quality of the institution and its teaching.

The comments provided throughout the survey repeated the same themes. Taking time to read the comments will provide an even better understanding of the environment, what is working at JJC, and ways of working that make it possible for you to do the best work in support of your priorities.

What Processes and Ways of Working Together Are Most Important?

In the survey you completed, each statement was cued to a basic process or system of an institution, as well as to a cultural trait common to high-performing institutions (see note at end of section). These processes and traits related to the AQIP Criteria and the AQIP Principles or Principles. Figures B and C show your opinions on the importance of the processes and Principles emphasized in AQIP.

- ◆ **Which processes and which cultural aspects common to high-performing institutions matter most to JJC employees?**

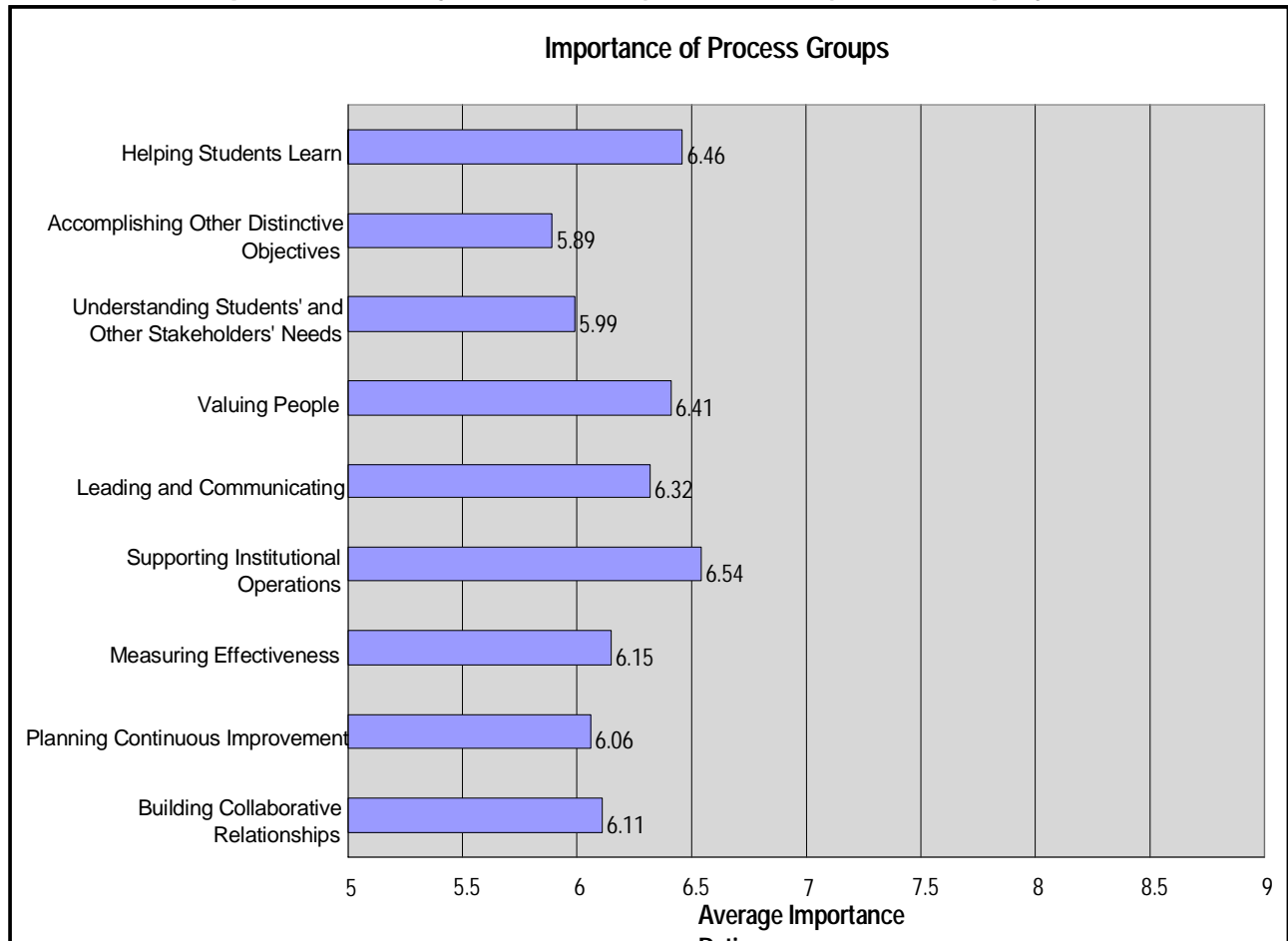
Results

Figure B shows closeness in the means (averages – less than one point spread) for the major institutional processes; collectively respondents rate the following four major process groups as the most important (in order),

- ◆ **Supporting Institutional Operations**--processes that indirectly support student learning and help to provide an environment in which learning can thrive,
- ◆ **Helping Students Learn**--processes that focus on the teaching and learning process within a formal instructional context, yet also addresses how your entire institution contributes to helping students learn and overall student development,
- ◆ **Valuing People**--processes committed to the development of faculty, staff, and administrators since the efforts of all are required for institutional success,
- ◆ **Leading and Communicating**--processes guiding the institution in setting directions, making decisions, seeking future opportunities and building and sustaining a learning environment. These include processes to build departmental and institutional reputations.

(See quick definitions of these at end of this document and full definitions in the AQIP Criteria and Principles handbook.)

FIGURE B: Importance of Major Processes (AQIP Criteria) to JJC Employees



Rating Scale: 9 = high importance 1 = low importance

As you think about your continued work toward JJC's vision and how you will make your strategic plan truly work to make a difference at the institution, you may want to ask questions such as these:

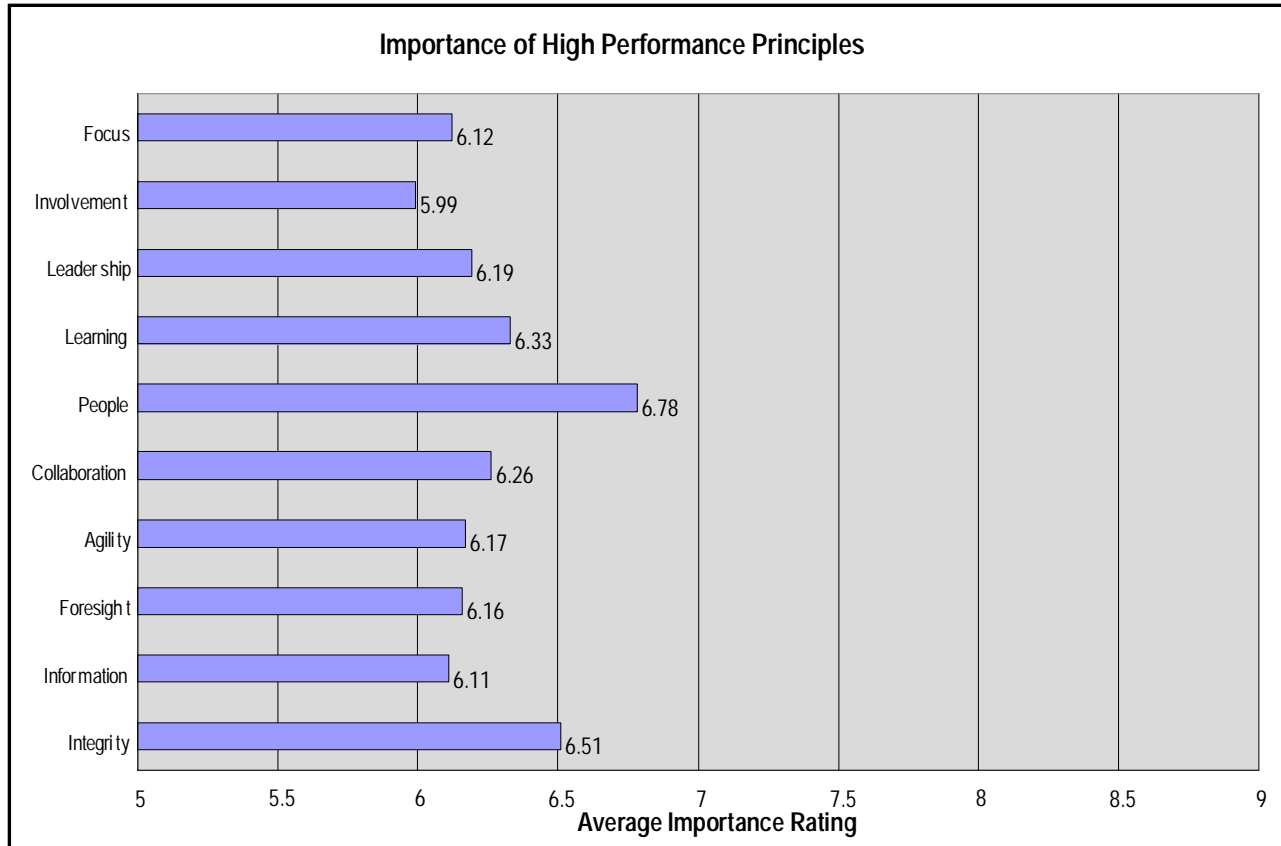
- ◆ Focus on what institutional processes will do the most to improve or sustain JJC's reputation?
- ◆ Which of the processes done well will contribute most to gains in teaching and learning? In Valuing People? In Leading and Communicating? In an effective institution?

When importance ratings for all statements are categorized, **Figure C** presents what is most important to do at JJC grouped by the high performance principles (AQIP Principles). Collectively respondents rate the following four major performance principles as most important, in order:

- ◆ **People**--respect for and willingness to invest in people,
- ◆ **Integrity**--integrity and responsible institutional citizenship,
- ◆ **Learning**--learning centered environment,
- ◆ **Collaboration**--shared institutional focus,

The common themes shown in the criteria and principles focus on students and employees, these importance indicators show a culture that is people oriented and believes in quality. Survey comments reinforce the importance of people and a supportive and involved learning community.

FIGURE C: Importance of Ways of Thinking and Working Together (AQIP Principles) to JJC Employees



Rating Scale: 9 = high importance 1 = low importance

What do the Results Mean?

Ideally, you would hold further conversations that defined concretely (a) those things so important about Joliet Junior College that no matter how much you change in the future, you hope to preserve and carry these things forward, and (b) those differences among you that are important enough to warrant further discussion, a discussion that you agree needs to be held.

1. On what aspects do staff agree broadly and deeply related to priorities? What differences in priorities, if any, do you think are potentially significant and that need to be discussed openly?
2. What do your collective priorities say about the Principles and assumptions held by the employees of JJC?
3. What would students say are *their* peak experiences? What would students say *they* most value about JJC?
4. How are the ten principles of high-performing institutions already evident in the day-to-day operations of JJC? In your daily work?
5. What changes in way you think and work together would make it possible to create an environment that makes peak experiences part of day-to-day work?

CONVERSATION TWO

WHAT IS DONE WELL RIGHT NOW AT JOLIET JUNIOR COLLEGE?

Key Questions

This section discusses your perspectives on what JJC does well:

- ◆ **What unique strengths to you bring to JJC? Are they being tapped and used to their potential?**
- ◆ **What processes do you think JJC currently does well?**
- ◆ **What principles, ways of working, are strongly held in JJC’s culture?**
- ◆ **Do you do well what matters most to do?**

What is Done Well at JJC Right Now?

Table 4 below provides the top ten statements capturing areas that you collectively agree are done well already at JJC.

TABLE 4: Areas of Work JJC Employees Agree Are Done Well

Item	Statement: What is done best currently?	Average Rating	Standard Deviation	% Responding	% Don't Know
32	Joliet Junior College trusts employees to do their work effectively.	5.87	1.97	89.18	1.32
72	Joliet Junior College provides cultural enrichment activities for the communities it serves.	5.65	2.16	86.59	5.16
43	Technology is up-to-date and well-supported.	5.61	2.09	88.47	1.6
79	Students have convenient access to the information and resources necessary to support their learning.	5.47	2.13	86.12	6.28
5	Student Services departments provide programs and services that complement Joliet Junior College’s academic curricula.	5.45	2.13	96.47	4.88
9	Joliet Junior College makes certain that students acquire the knowledge and skills required by their academic programs before awarding them credentials.	5.45	2.26	94.59	6.72
35	Joliet Junior College’s core values stress the centrality of learning.	5.38	2.24	89.41	5.53
48	Joliet Junior College ensures that students have easy access to the people and services they require to be successful.	5.33	2.11	87.76	4.29
15	Joliet Junior College maintains a climate that encourages students to express their ideas, even unusual or unpopular ones.	5.3	2.28	93.65	7.04
42	Support services harmonize with Joliet Junior College’s focus on education and learning.	5.27	2.12	88.23	5.6

Rating Scale: 1 = currently not done well 9 = currently done well

Results

The questions which drew the highest ratings of what JJC is doing well now, focus on the systems and processes that **support and enhance student learning**, on **valuing people**, and **support of technology**. There appears to be a strong alignment and similarity among the items in **Tables 3** and **4**. Five of the top ten items in **Table 3** (in the last section) also appear in **Table 4** above (What is done well right now). It was also noted that throughout the document and in the comments, that employees feel that JJC provides the community with a quality education.

In **Table 4**, two questions received a very high response rate, with both also receiving an average ranking in the top ten of the questions asked. As a result it appears that employees feel pretty strongly that “Student Services departments provide programs and services that complement JJC’s academic curricular” (96% responding), and that “JJC makes certain that students acquire the knowledge and skills required by their academic programs before awarding them credentials”(94.5% responding).

In addition to high response rate, two questions had a low standard deviation indicating a high degree of agreement among respondents. Up to date technology and being trusted to do their work well are in the top 3 statements as well as showed the least deviation.

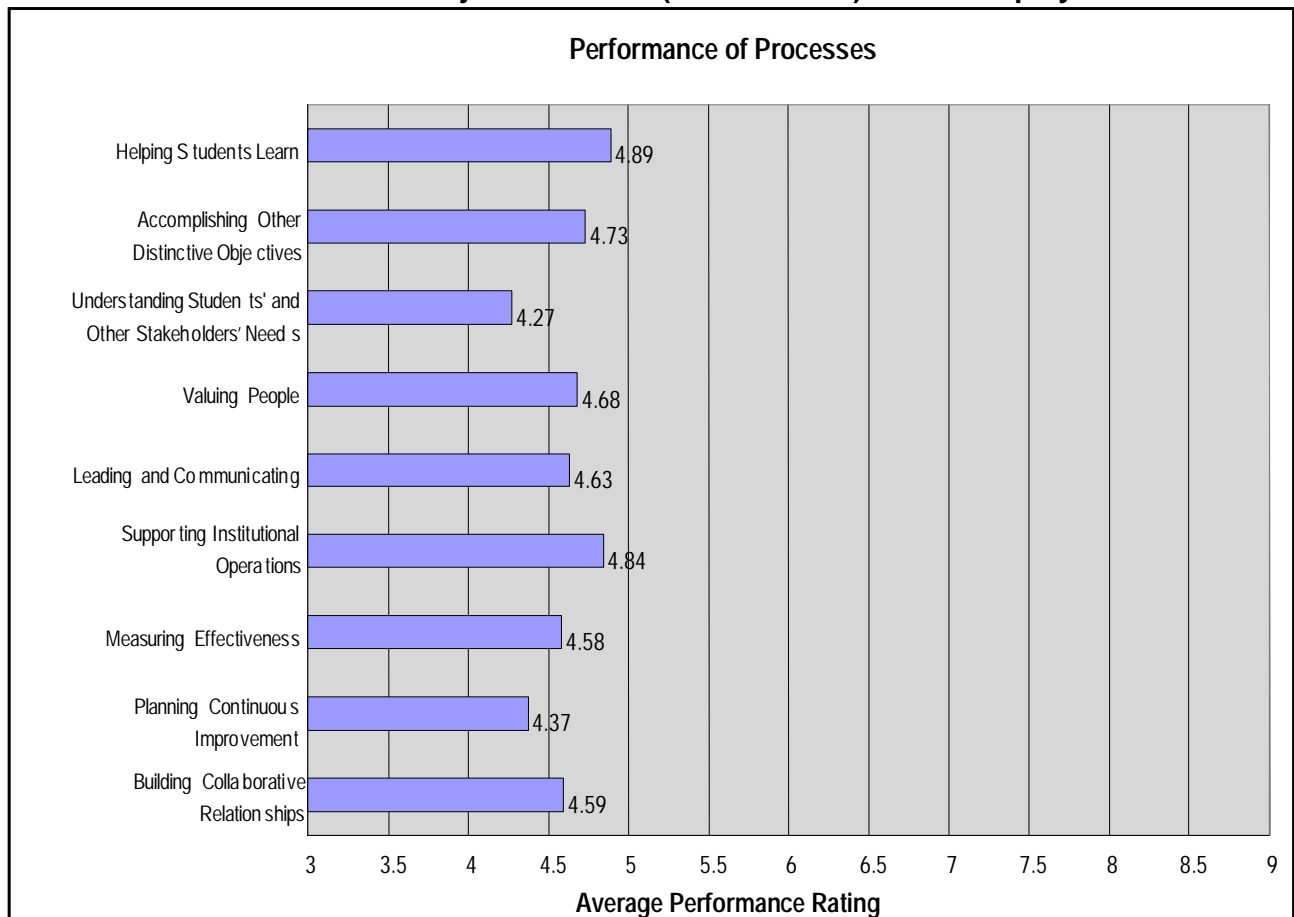
Relating JJC Strengths to Institutional Processes and Principles

Figures D and E below relate your performance ratings to the process groups of the AQIP Criteria and the traits in the AQIP principles of high performance (see end of this document for a list and brief definitions). The figures address the questions, “How strong are JJC’s processes?” and “How evident are the principles of high performance in JJC’s operations?” “Do we agree across staff on what processes and principles are done well?”

According to survey respondents, the processes (AQIP criteria) that are rated as strengths for JJC in **Figure D** are **Helping Students Learn, Supporting Institutional Operations, Accomplishing Other Distinctive Objectives, Valuing People, and Leading and Communicating**. Four of these five processes also appear in the list of the most important groups of processes in **Figure B**. Though it should be noted that there isn’t much variability in the average rating and none are rated very high.

The highest rated statements in Table 4 have a strong correlation to the performances of the three AQIP criteria in Table D rated highest with Accomplishing Other Distinct Objectives relating to community enrichment activities.

FIGURE D: Performance of Major Processes (AQIP Criteria) to JJC Employees

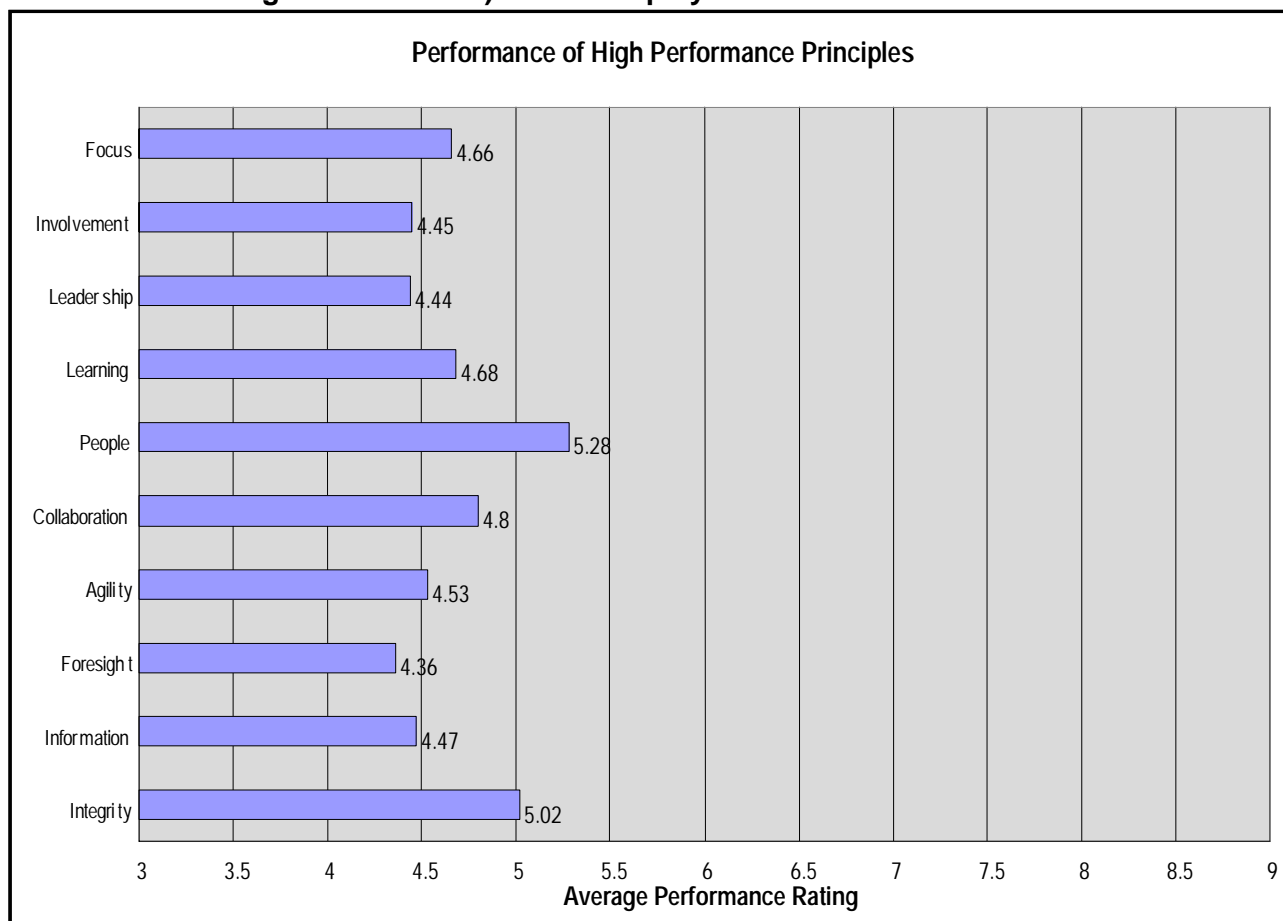


The performance principles that rise to the top in **Figure E** are:

- ◆ **People**--respect for and willingness to invest in people,
- ◆ **Integrity**--integrity and responsible institutional citizenship,
- ◆ **Collaboration**--shared institutional focus,
- ◆ **Learning**--learning centered environment,

These are the same four performance principles that emerged as most important key traits in **Figure C**.

FIGURE E: Performance of Ways of Thinking and Working Together (AQIP Principles of High Performance) to JJC Employees



Relating Importance and Performance: JJC’s Great Strengths

What would be your strengths if performance scores were related to importance scores? What would emerge as your strengths? In the tables above and in the previous section, the performance and importance ratings are presented separately based on the averages of all staff scores. The results provide a sense of what things are important and another sense of what is done well. However, a richer view of the core strengths of JJC is possible by using a formula to relate the high performance scores to both the high importance scores and the high response rates. The outcome is a Strength or Capacity Score (Sigma score) that defines those areas that are both high in importance and currently performed extremely well according to staff opinion.

There is a strong alignment and similarity among items listed in **Tables 3** and **4** and those listed in the strength ratings found in **Table 5**. Six of the ten items listed in **Table 5** are also included in **Tables 3** and **4**. These items include:

- ◆ JJC trusts employees to do their work effectively,
- ◆ Technology is up-to-date and well-supported,

- ◆ JJC makes certain that students acquire the knowledge and skills required by their academic programs before awarding them credentials,
- ◆ Student Services departments provide programs and services that complement JJC academic curricula,
- ◆ Students have convenient access to the information and resources necessary to support their learning,
- ◆ JJC ensures that students have easy access to the people and services they require to be successful.

TABLE 5: Areas JJC Employees Agree Are High Priority and Done Well

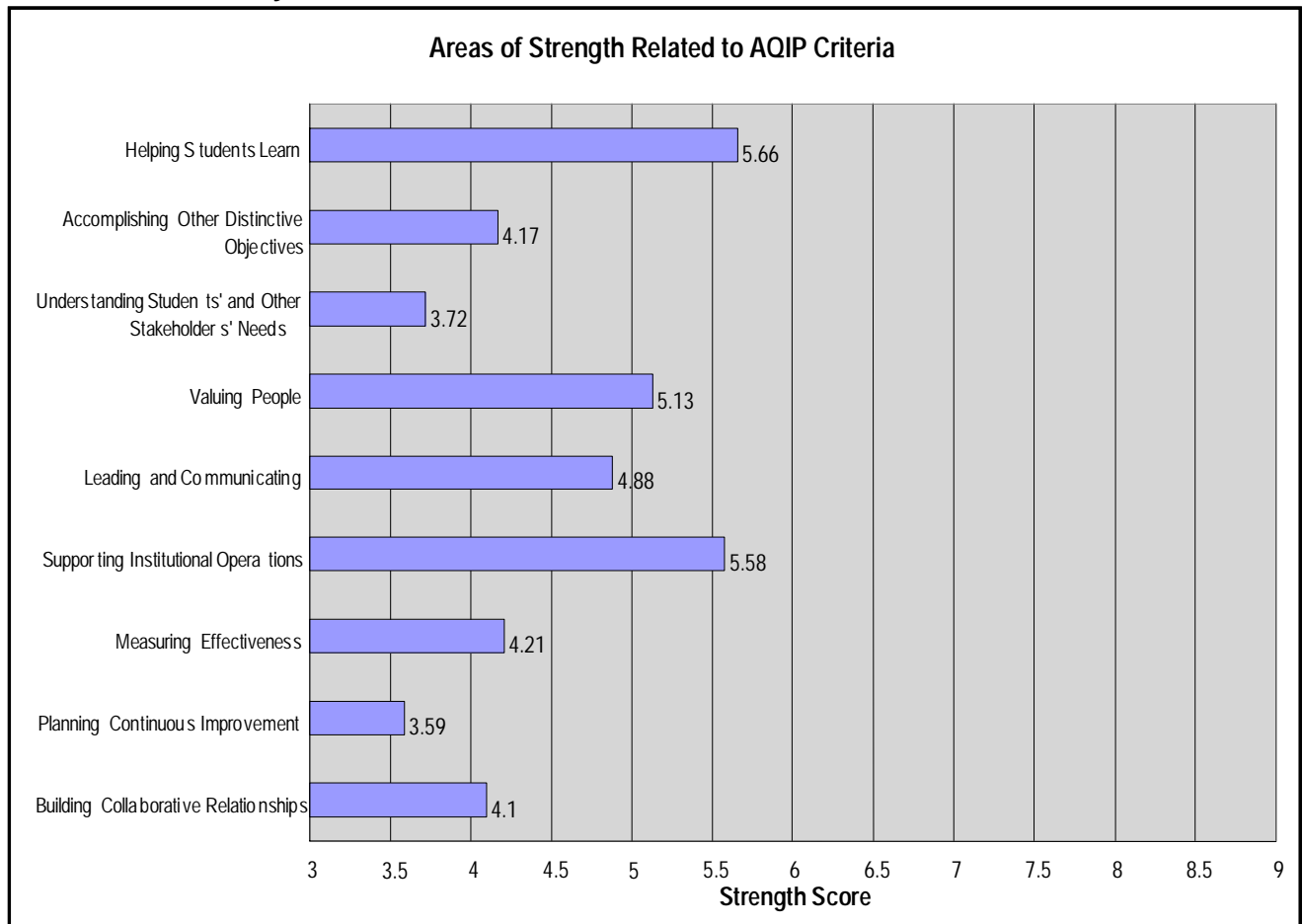
Item	Statement	Strength Rating	Importance Mean	% Responding on Importance	Performance Mean	% Responding on Performance
32	Joliet Junior College trusts employees to do their work effectively.	8.97	7.02	89.18	5.87	89.18
43	Technology is up-to-date and well-supported.	8.64	7.27	88.47	5.61	88.47
9	Joliet Junior College makes certain that students acquire the knowledge and skills required by their academic programs before awarding them credentials.	7.98	7.03	94.59	5.45	94.59
5	Student Services departments provide programs and services that complement Joliet Junior College's academic curricula.	7.62	6.63	96.47	5.45	96.47
8	Joliet Junior College intentionally promotes excellence in teaching.	7.26	6.88	95.06	5.22	95.06
79	Students have convenient access to the information and resources necessary to support their learning.	7.25	6.84	86.12	5.47	86.12
48	Joliet Junior College ensures that students have easy access to the people and services they require to be successful.	7.24	6.87	87.76	5.33	87.76
6	When making institutional decisions, administrators consider the impact on students and learning.	6.9	6.81	96	5.02	96
30	Joliet Junior College's hiring processes make certain the people it employs possess necessary credentials, skills, and values.	6.88	6.98	89.41	5.17	89.41
41	Appropriate maintenance ensures that both facilities and equipment can be used effectively.	6.77	6.87	88	5.03	88

Formula Scale: Higher rating = Area of greater strength or capacity

Results

Collectively, JJC employees identified the areas of strength related to AQIP criteria (**Figure F**) as (in order), **Helping Students Learn, Supporting Institutional Operations, Valuing People**, as well as **Leading and Communicating**. It was noticed that the first two had an especially strong rating. This particular analysis is one of the most effective ways of identifying such strengths, since it considers all of the questions of the Constellation.

FIGURE F: Common Agreement on JJC’s Strengths in Relationship to Groups of Processes and Systems

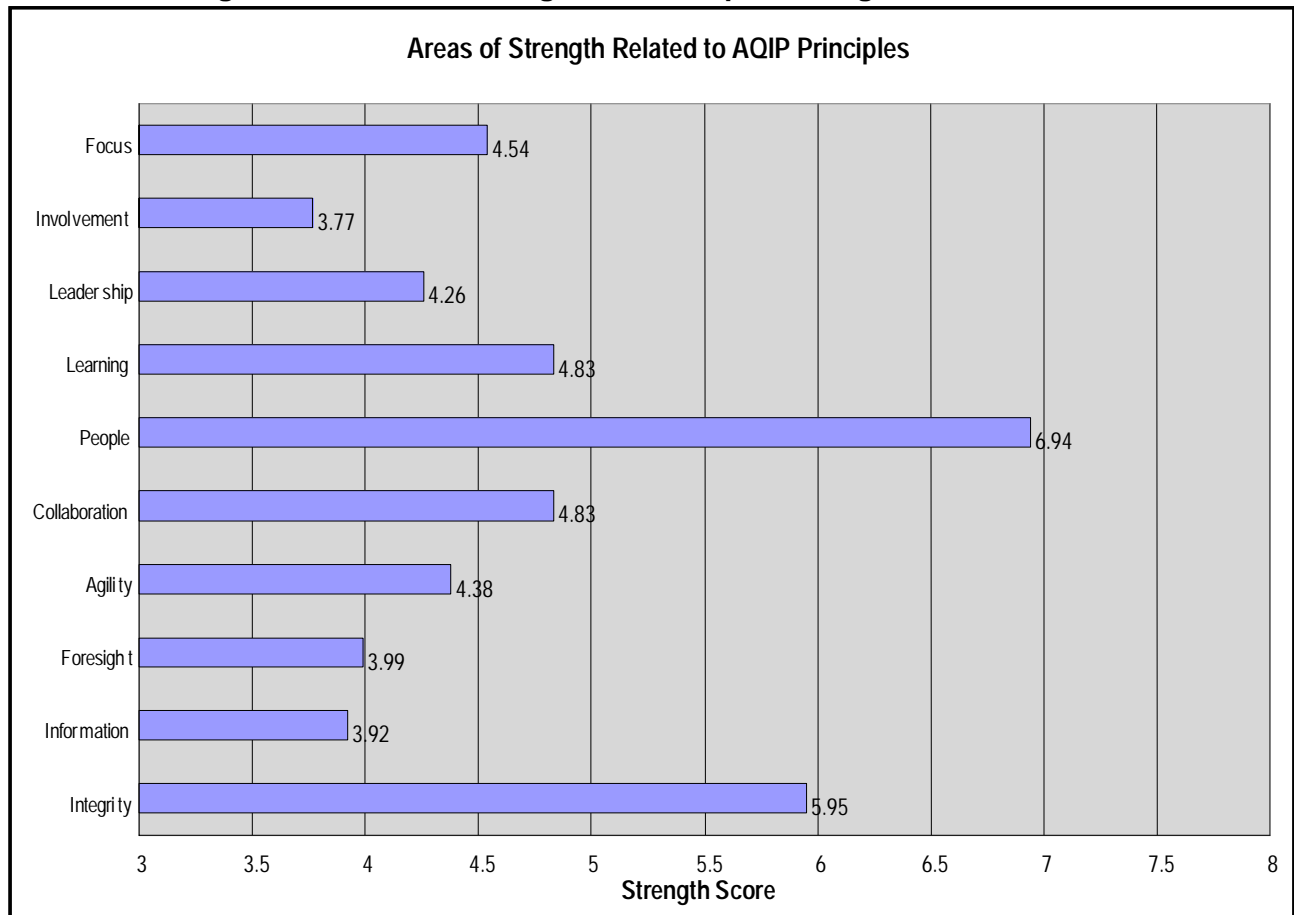


Scale: Capacity/Strength score derived from formula relating importance scores, performance scores, and response rates of all staff on individual items relating to AQIP Criteria.

The greatest strength related to the AQIP Principles (**Figure G**) identified by employees of JJC is **People**. This principle is rated significantly higher than any of the others, clearly indicating that the college’s respect for and investing in its people. In assessing these strengths, the college might consider how they can be applied to assist the college with its areas for improvement.

Do Results Vary by Staff Type? In the four processes rated as the college’s strengths, faculty agreed most with the ratings, administrators second with support staff in general agreement. Physical plant and food service workers did not rank any strength as high as other groups. This pattern was the same for the **People** and **Integrity** principles which had the highest strength ratings.

FIGURE G: Agreement on JJC Strengths in Principles of High Performance



Scale: Capacity score derived from formula relating importance scores, performance scores, and response rates of all staff on individual items relating to AQIP Principles

Discussing the Themes

Ideally, your next conversations would define what core strengths you most want to build at JJC, as well as where the relevant significant differences are among you as to what those might be. Further, you would discern why you consider these areas as strengths--what about them has made them so--using questions like those that follow.

1. What core strengths would you most like to add to JJC? How would they change the institution, its processes, and its culture? How would they benefit students?
2. Think of one of the areas you hold in very high esteem and that you think distinguishes itself from what is typical at JJC--for the way it operates (not for its people, but for the way it operates). What about the way it operates distinguishes it as high quality in your opinion? What are the distinguishing characteristics of this area's operations?
3. Which process(es) in your own area or in which you regularly participate is/are most effective? What makes it so?

CONVERSATION THREE

WHAT WOULD MAKE A DIFFERENCE AT JOLIET JUNIOR COLLEGE IF ACCOMPLISHED?

Key Questions

This third section asks you to discuss what would make a significant difference at JJC if accomplished.

- ◆ **Among all the work possible, what 3 - 4 things would all of you together say matters most to do now at JJC?**
- ◆ **What would you most like to do new or differently in your own work?**
- ◆ **What three wishes do you have for JJC that will keep it successful in the future?**
- ◆ **What are the most enlivening and exciting possibilities for JJC? For your own work? For student learning?**

Finding Common Agreement on the Difference to Make

This section presents those items that you collectively identified as very important, but not being done well at the institution right now. By identifying what you consider important yet poorly done, this part of the report bubbles up those areas that if improved or enhanced would make a significant difference to the area, to the whole institution, and in some way, to your own work. The areas you discuss in this section will become the source for several layers of conversation and that at some point, they areas will become the focus for action.

Suspending the “Jump to Solutions” Mindset

CAUTION. Given the data, it would be very easy for you to jump mentally to those areas that have been scored in your mind as “low performance” and to begin to think about ways to fix them. You may also simply want to identify within your current strategic plan the areas that seem to fit what the collective voice of this report surfaces. These are not the purposes of this report -- there will always be things to fix, and you can continue to fix them without ever making a significant difference--or creating a process that deals with the whole opportunity systemically for an institution-wide impact.

What you are looking for are not things to fix or even the goals already set, but rather opportunities for making a significant difference that impacts JJC as a whole and touches everyone’s way of doing work. **Before jumping to action, take time to define the difference you want to see — the big results in JJC’s culture and fundamental ways of operating.**

TABLE 6: Areas JJC Employees Agree Are High Priority But NOT Done Well

Item	Statement	Opportunity Rating	Importance Mean	% Responding on Importance	Performance Mean	% Responding on Performance
77	Communication occurs effectively up, down, and across different units of the organization.	19.84	6.43	86.35	4	86.35
78	Enrollment processes effectively recruit and admit students.	19.55	6.42	86.12	4.46	86.12
83	Departments work effectively as teams.	19.55	6.62	85.41	4.35	85.41
70	Advising processes work effectively to get students in appropriate courses and programs.	19.54	6.66	86.59	4.5	86.59
60	Joliet Junior College allocates resources effectively in support of its plans and future goals.	19.44	6.46	86.35	4.27	86.35
62	Employees share a vision of what Joliet Junior College will be like in the next 5-10 years.	19.17	5.82	86.12	3.84	86.12
69	The faculty and staff feel they are in a partnership with administrators.	19.13	6.2	85.88	4.2	85.88
59	Joliet Junior College has processes to ensure it is innovative and agile.	18.97	5.57	86.12	4	86.12
44	Budgeting processes ensure resources are effectively allocated.	18.94	6.79	87.76	4.52	87.76
52	Joliet Junior College regularly assesses whether students achieve program and course goals.	18.92	5.99	87.06	4.31	87.06

Formula Scale: (0 - 40+) Higher rating = Area of greater opportunity for impact on culture. (Rank ordered, greatest opportunity first)

Results

Table 6 shows the ***difference scores***, not just the lower performance averages. Difference scores are those combined scores of high importance with low performance that “bubble up” the areas of great opportunity. Difference scores can be as high as 45 or 50; scores of 18 - 25 are more common.

As you look at Table 6:

- ◆ Which statements “strike home” for you?
- ◆ Which item(s) do you “skip by” and don’t draw you? Why?

The comments in the full report will further define what you desire to see strengthened at JJC.

- ◆ Among all the opportunities, what do we improve first?
- ◆ Will we and who will collectively commit to, take responsibility for, and engage in JJC’s improvement?

In Table 6 above and Figures H and I below, the percentage of those who responded to each statement becomes important. The higher the response rate, the more collective and widespread is your whole staff’s agreement on the issue; the lower the response rate, the fewer staff who were able to respond, who may not be knowledgeable about the topic, or who may not have an opinion. Difference scores go up when the percentage of those responding goes down

because there exists a potentially greater opportunity for learning in the area or for understanding what you don't know about as a whole college.

As areas for opportunity are analyzed, JCC's ratings on items of importance come through. The importance of quality learning for students point to needs in assessment and appropriate course placement as well as admissions. The importance of people comes through in the need for shared vision, resources allocation, and communication. The word "process" shows up several times in these top items.

Six major areas are identified in **Table 6** as opportunities for improvement: communication processes and institutional agility; allocation of resources; assessment of student achievement; vision; and relationships and collaboration among.

The higher the score, the more potential opportunity to make a significant difference--systemically, not simply by fixing the immediate issue or reacting to the strongest negative. Because the difference score relates two means (importance and performance), it distinguishes from all the possible opportunities you might focus on those that you agree have the "biggest bang for the buck."

The principles of focus, collaboration, and people reemerge in the need for a shared vision, teams, and the need for partnerships and communication. The other statements all relate to the need for processes to improve performance which relates to the AQIP criteria.

Relating Ways to Make a Difference to AQIP Criteria and Principles

Like the other tables in this report, Table 6 presents items individually, and an overemphasis on single items can lead to over scrutinizing of the specific data or of the individual topic, or worse, to jumping to solutions for the individual item. The intent of this report is to generate conversations that surface the patterns and themes across the survey results.

Figures H and I below relate the difference or opportunity scores from all responses to all statements to the AQIP Criteria and Principles.

Figures H and I below address these questions:

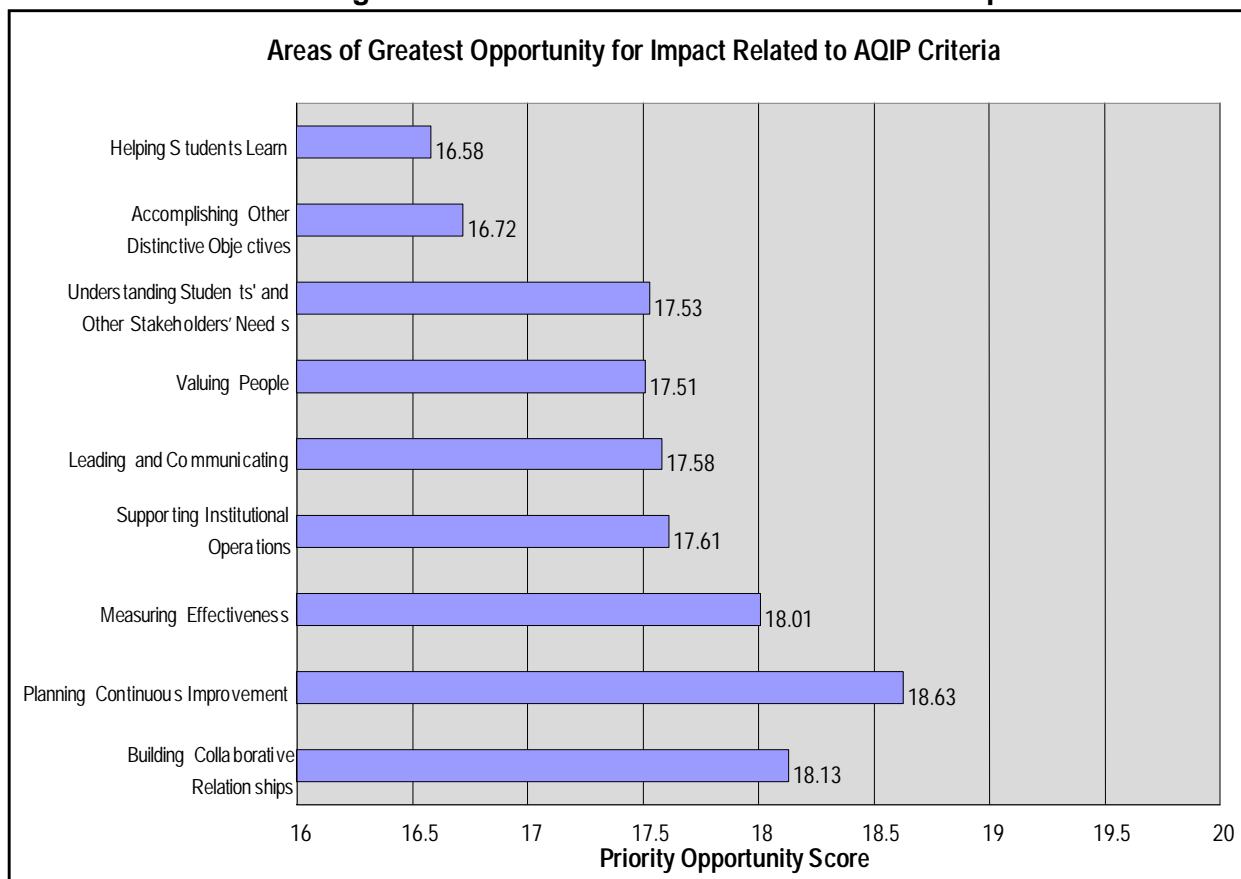
- ◆ **Which groups of processes (i.e., within which AQIP Criteria) hold the greatest opportunities to make a difference?**
- ◆ **What Principles common to high-performing institutions do you collectively wish to see more clearly embedded in the way JJC goes about its work?**
- ◆ **What, if accomplished, would make a significant difference in JJC's pursuit of a culture of continual quality improvement?**

Results

The following three process groups related to the key AQIP Criteria emerge in **Figure H** as great opportunities for improvement at JJC:

- ◆ **Planning Continuous Improvement**--processes that examine how planning processes, strategies, and action plans are helping achieve the mission and values
- ◆ **Building Collaborative Relationships**--processes that examine the institution’s relationships and partnerships-current and potential-to analyze how they contribute to the institution’s capacity to accomplish its mission
- ◆ **Measuring Effectiveness**--processes that examine how the institution collects, analyzes, and uses information to manage itself and to drive performance improvement.

FIGURE H: Common Agreement on JJC’s Processes for Greatest Impact



Scale: Opportunity/Delta score derived from formula measuring difference among importance scores, performance scores, & response rates of all staff on individual items relating to AQIP Criteria.

The college’s areas for opportunity related to the AQIP criteria stand out clearly in the theme of process improvement. This type of improvement requires data and measurement, teamwork or collaborative relationships with all stakeholders and uses continuous improvement processes. Support staff was by far the group who rated the needs the highest in these three areas.

In contrast, much less “opportunity” for improvement is seen in the processes of **Helping Students Learn**. This isn’t to say that work to enhance the quality of student learning should stop, just that it is an area that can expect to see less impact compared to some others. Instead, the processes related to **Helping Student Learn** may be from which to build.

The core questions are:

- ◆ **What should become the focus for projects that make a real difference and have institution-wide impact?** (Strategic planning processes? New decision-making methods? Student assessment?)
- ◆ **What really would make a significant difference at JJC in the next few years AND what would improve JJC’s ability to continually and systematically improve?**

Figure I below focuses on the cultural characteristics that you would most like to see strengthened at JJC.

The following four AQIP Principles emerge in **Figure I** as great opportunities for improvement by respondents:

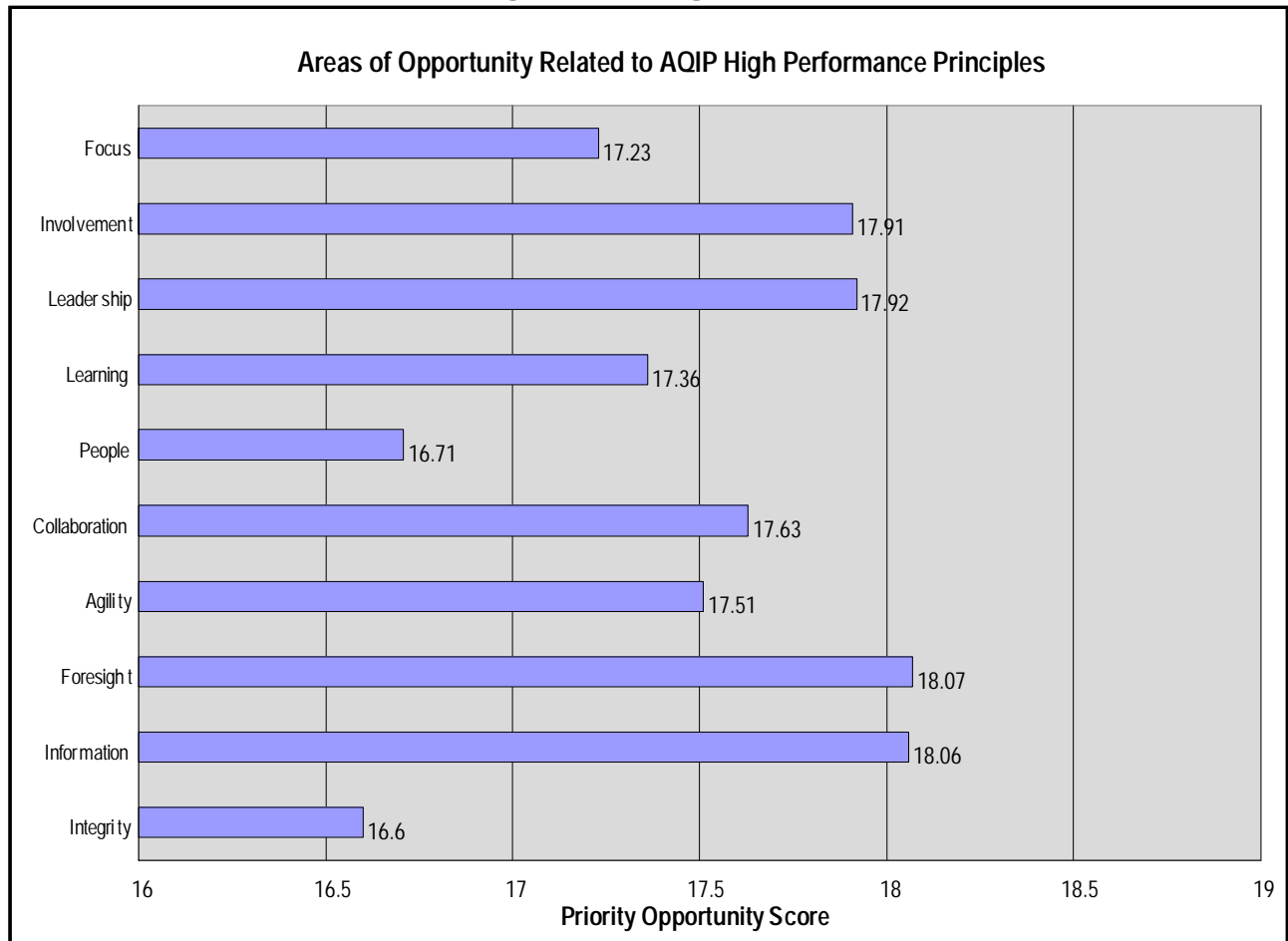
- ◆ **Foresight**--Planning for innovation and improvement
- ◆ **Information**--Fact-based evidence-gathering and thinking to support analysis and decision making
- ◆ **Leadership**--Leaders and leadership systems that support a quality culture
- ◆ **Involvement**--Broad-based faculty, staff, and administrative engagement and participation.

These areas appear to need attention whereas **Integrity, People, focus, and Learning** are seen as foundation from which to build. It was also noted that in the comments related to the question pertaining to characteristics important in selecting a new President, the principles of **Integrity** and **People** were central themes throughout the remarks. There actually appears to be strong agreement between the Processes and Principles that need attention. For example, the AQIP processes that need improvement will depend on enhancing the Principles identified.

The AQIP principles needing the most work stand out clearly as foresight and information which relate to data driven vision and continuous improvement as well as Involvement and Leadership which are the people component of continuous improvement. This is consistent with the AQIP process areas of need. Once again the support staff felt strongest about these areas of need.

Working on any of the most important High Performance Principles is likely to have a positive impact on the AQIP Principles identified!

FIGURE I: Common Agreement on JJC’s Areas for Greatest Impact in Developing a Culture Common in High-Performing Institution



Scale: Opportunity/Delta score derived from formula measuring difference among importance scores, performance scores, & response rates of all staff on individual items relating to AQIP Principles.

Results

Culture and performance are related. Figure I provides an interesting view of your perspectives on JJC in relationship to the groups of processes identified as areas for making a difference. Whereas the AQIP Criteria focus on the processes and systems of JJC (Figure H), the Principles of High Performance (Figure I) focus on the ways you think and work together at JJC.

- ◆ **What reasons would staff give for these cultural characteristics bubbling up as the best areas for significant impact, change, or improvement?**
- ◆ **How will you further cultivate the Principles of Foresight, Involvement, Information, and Agility?**
- ◆ **If you set up action projects to improve processes in Building Collaborative Relationships, Planning Continuous Improvement, or Understanding Student and Stakeholder Needs....how might the projects ALSO improve your ability to be agile, your ways of involving people, information at your institution, or your foresight?**

Do you agree on what areas would make a difference?

While collectively all employee groups identified **Planning Continuous Improvement, Building Collaborative Relationships, and Measuring Effectiveness** as the top three groups of processes on which to focus to make a significant difference. Further analysis indicates that Support Staff felt strongly that these groups provide the greatest opportunity for impact related to the criteria. The administrative and faculty groups were in agreement with the support staff in regarding **Measuring Effectiveness** and **Planning Continuous Improvements** that provide the greatest opportunity, while physical plant/food service staff indicated the areas of greatest opportunity are **Valuing People** and **Planning Continuous Improvement**. A breakdown of the results by longevity indicates that all employees regardless of longevity identified **Planning Continuous Improvement** as the area with the greatest opportunity for impact. It is also noted that all groups except those with 11-15 years of service indicated that **Measuring Effectiveness** as the second greatest area for improvement, with the 11-15 year group rating **Supporting Institutional Operations** as the second greatest area for improvement.

Foresight, Information, Leadership, and Involvement are collectively identified as the principles that have the greatest opportunity for impact by a wide margin over the other principles, whereas collectively, **People** and **Integrity** appear to be the areas from which to build. Nearly all of the groups have the above listed principles as the top three areas for opportunity for impact with two exceptions. Faculty indicated **Involvement** as the area of greatest opportunity for impact, and the physical plant/food service staff indicated **People** and **Integrity** as two of their top three areas for the greatest opportunity. Oddly the areas that the physical plant/food service indicate as the area with the greatest opportunity is in direct opposition to what the collect group indicated as areas from which to build from.

The processes that are selected as projects will advance JCC in its continuous improvement in specific areas of the college. However, **Figure I** indicates that additionally, a benefit to the college culture will be that staff will be involved, will grow in their leadership skills, and will grow in their ability to vision and use data for assessment and decisions.

Discussing the Themes

Of course, all processes can always be improved, and you, individually, may be able to identify 15 or 20 areas to make a difference. However, the purpose of this survey is to help you discern among the galaxy of all the possible ways to improve, those three or four opportunities that hold the greatest potential to create a significant difference. What immediately comes to mind when asked, **“If JJC had resources to make only one big change, improvement or innovation, it should be _____.”**

1. What do the results say about the three or four opportunities you believe JJC should pursue?
2. What one change could you make in your own work that would have the largest beneficial impact on others' work? On helping students learn?

NEXT CONVERSATIONS

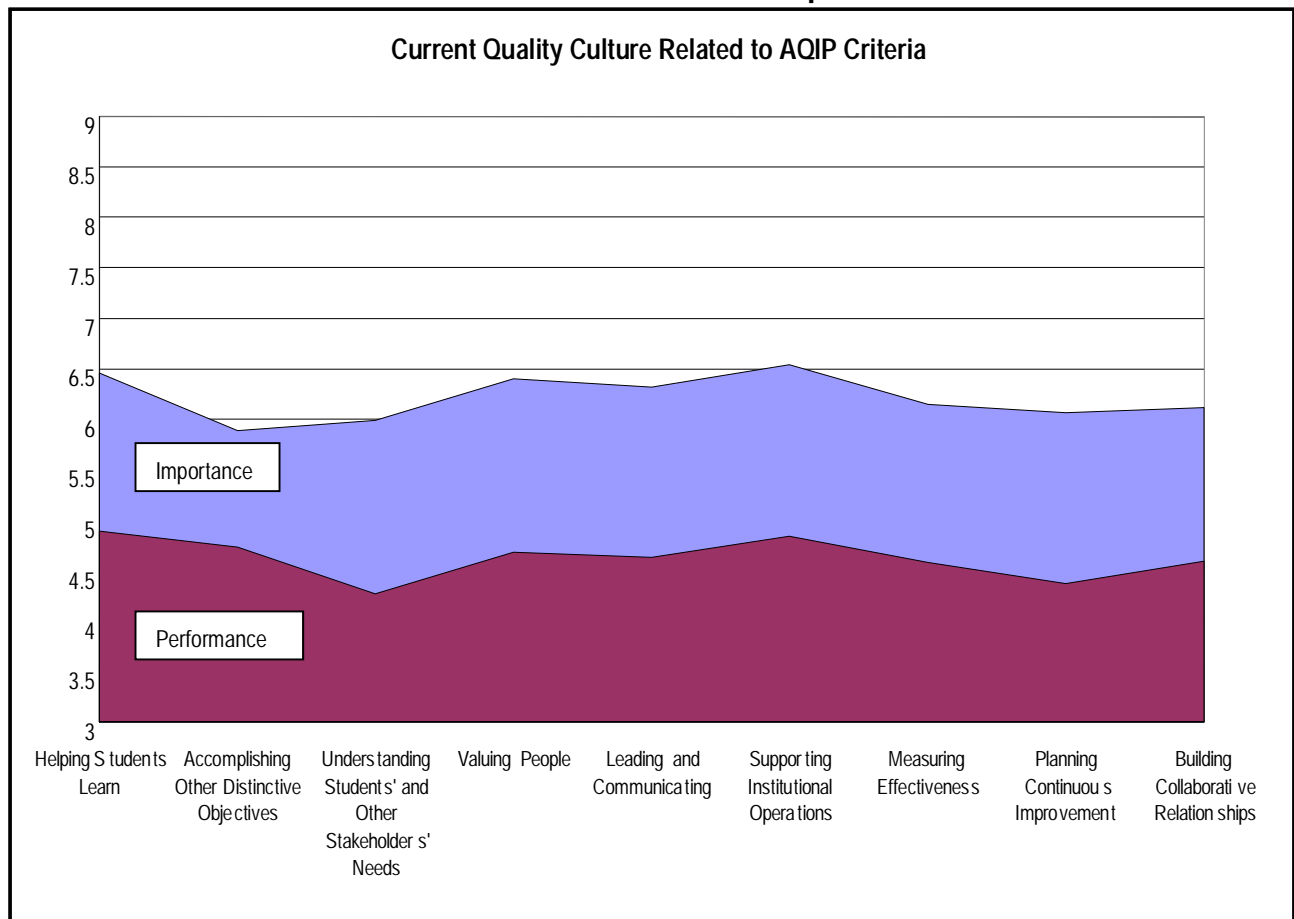
COMMITTING TO CONVERSATION, ACTING ON WHAT MATTERS MOST TO JJC'S FUTURE

Baseline Performance

One final perspective from the Constellation is a baseline of JJC's performance and importance in relationship to all of the AQIP Criteria and Principles. This baseline offers a picture of the present collective view of how important each criterion and principle are, as well as a picture of current performance within the processes, mindsets, behaviors, and functions that make up the criteria and Principles.

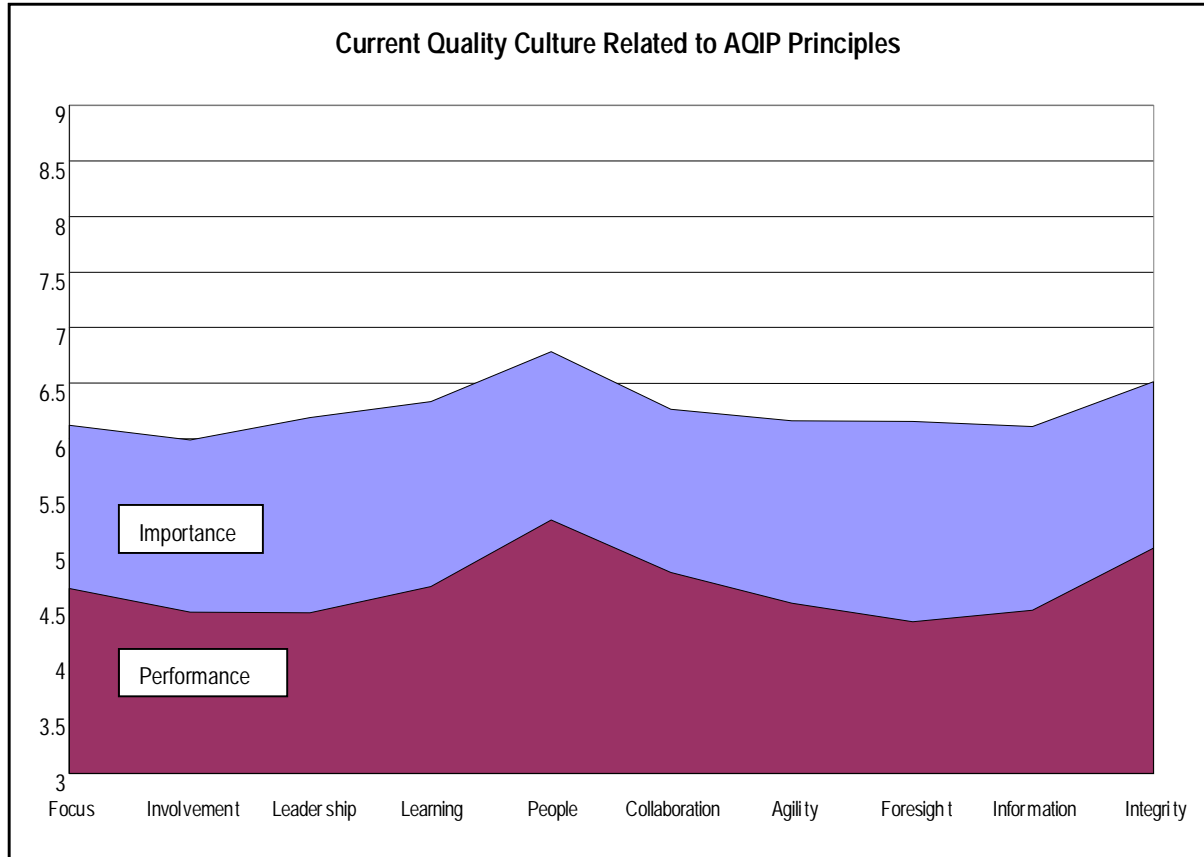
Figures J and K present a visual image of JJC's current quality culture based on straight means of performance and importance across all survey items.

FIGURE J: Baseline Performance Chart: Process Groups



Each chart shows two lines: one for importance ratings and one for performance ratings. Whereas Figure J presents the baseline against groups of processes in the AQIP Criteria; Figure K illustrates the baseline against the cultural characteristics in the AQIP Principles of High Performance.

FIGURE K: Baseline Performance Chart: Principles of High Performance



Results

- ◆ How would you hope the picture changes after JJC has accomplished the three wishes of the previous section?
- ◆ What will you commit to for JJC over the next 3-5 years?

NEXT STEPS

SETTING UP TO MAKE A DIFFERENCE AT JOLIET JUNIOR COLLEGE

Turning Conversation to Action and AQIP Participation

Spurring rich discussions that lead to action is the primary purpose of this report. Through the sequence and succession of conversations, a clearer and clearer picture should emerge of JJC's three or four highest priority opportunities for making a significant difference right now.

At this point in the Vital Focus process, you have surfaced your collective views on JJC's priorities, strengths, and greatest opportunities for making a significant difference and you have defined provocative propositions or recommendations for making a difference at JJC right now.

What are the Next Steps in Vital Focus?

Vital Focus has four basic phases:

- ◆ **Explore:** Learning about AQIP, setting up for Vital Focus, creating a plan that aligns Vital Focus with your ongoing work, and customizing the Constellation on-line survey.
- ◆ **Assess:** Conduct the Constellation on-line survey and hold the first set of conversations--either through a Conversation Day or a series of conversations--to surface themes from the Constellation data and to add your ideas, recommendations, and knowledge.
- ◆ **Engage:** Hold a second series of conversations, integrating new data with the Constellation and Conversation Day results. Align the recommendations and ideas with other strategic goals, prioritize possible action projects.
- ◆ **Discern:** Conclude the discussions, determining if you haven't already whether AQIP will serve your institution. If you decide to join AQIP, you will completely a Strategy for Action workbook that prepares you for the Strategy Forum, that defines your 3 - 4 action projects, that captures your learning from Vital Focus, and that transitions you from Vital Focus to full participation in AQIP.

When you complete the Conversation Day(s) with this Constellation Briefing, you have begun the Engage Phase and are ready to continue the discussions that will define your top three or four priorities for action in the immediate future.

Next Step 1: Create your Conversation Summary Report

This Constellation Briefing is not the final report; it is just the first part. Shortly after Conversation Day(s), your AQIP Facilitator will work with you to create the full Conversation Summary Report. This report serves as the foundation for the next discussions.

The full summary report will include:

- ◆ Your conclusions and recommendations for action from today's conversations;
- ◆ Detailed results from the Constellation, including comments and additional breakout data by broad employee groups; and
- ◆ Observations from your AQIP Facilitator on the data and the conversations.

Next Step 2: Hold Next Conversations to Define your Action Projects

The third, Engage Phase, of Vital Focus asks you to do these things:

- ◆ Create a series of conversations among appropriate groups, who will use the Conversation Summary Report to further define the key action projects that will serve as the foundation for your participation in AQIP.
- ◆ Define the other data you have that should be included in the discussion to determine the key action projects (data from other reports, strategic planning projects, surveys, focus groups--data from students, other stakeholders, programs, etc.)
- ◆ Hold this second series of conversations to arrive at exactly what 3 - 4 action projects for making a difference you will commit to collectively.
- ◆ Validate the selection of your projects with your staff and students.

JJC may have many goals in its strategic plan. This process does not intend to derail your strategic goals. Instead, it identify within your goals the 3 - 4 action projects that collectively will serve as the basis for your participation in AQIP and will impact broadly the culture and systems of JJC. You may also use Vital Focus to evaluate your strategic plan and to update it with new projects derived from the process.

What constitutes a good action project? Among all you will do, these 3 - 4 efforts should be challenging, packed with learning opportunity for JJC, and be those that collectively the broadest group of staff supports and has chosen.

It is quite likely that the action projects may logically fall into goals of your strategic plan. What sets these action plans apart from other goals and action plans you may have is their collective definition and support by your college as a whole. In addition, they, along with the Systems Portfolio required 3-4 years after working on the AQIP action projects, are the broad process improvement

projects that will serve as the focus for your continued accreditation. More information on action projects can be found at www.aqip.org.

Next Step 3: Write your Strategy for Action and Hold Conference

This is the last step in Vital Focus and the first step in full participation in AQIP. When you have reached consensus on the 3 - 4 Action Projects, you are ready to write your Strategy for Action, which will be reviewed by your Vital Focus Facilitator and eventually by other institutions as you plan to attend a Strategy Forum. In one short document, your Strategy for Action captures your learning from Vital Focus and prepares you to attend the Strategy Forum. In fact, it is the document required of all institutions attending the Strategy Forum.

Your Strategy for Action will be 10 -12 pages long and include:

- ◆ Institutional Facts and Context
- ◆ Your Present and Your Future Environment
- ◆ Your Action Project Worksheets

Once you have drafted your Strategy for Action, you are ready for the Vital Focus closing phone conference with Commission staff and your Vital Focus Facilitator.

Note: You can find directions and the report requirements for your Strategy for Action on the AQIP webpage, www.aqip.org. Use the Jump Menu to go to the Strategy Forum page and click on any active Strategy Forum dates and the required documents, including the Strategy for Action, will be listed.

AQIP CRITERIA AND PRINCIPLES OF HIGH PERFORMANCE

Note: In-depth information on the Academic Quality Improvement Program, its processes, and its services can be found at www.aqip.org.

AQIP CRITERIA

Helping Students Learn identifies the shared purpose of all higher education organizations and is the priority of any institutional analysis. It focuses on the teaching-learning process within a formal instructional context, yet also addresses how your entire institution contributes to helping students learn and overall student development.

Accomplishing Other Distinctive Objectives addresses the processes that contribute to the achievement of your institution's major objectives, that complement student learning, and that fulfill other portions of your mission.

Understanding Students' and Other Stakeholders' Needs examines how your institution works actively to understand student and other stakeholder needs.

Valuing People explores your commitment to the development of your faculty, staff, and administrators since the efforts of all are required for institutional success.

Leading and Communicating addresses how your institution's leadership and communication structures, networks, and processes guide your institution in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment.

Supporting Institutional Operations addresses the variety of your institutional support processes that help to provide an environment in which learning can thrive.

Measuring Effectiveness examines how your institution collects, analyzes, and uses information to manage itself and to drive performance improvement.

Planning Continuous Improvement examines your institution's planning processes and how your strategies and action plans are helping you achieve your mission and vision.

Building Collaborative Relationships examines your institution's relationships and partnerships--current and potential--to analyze how they contribute to the institution's accomplishing its mission.

AQIP HIGH PERFORMANCE PRINCIPLES

Focus: A mission & vision driven by students' and other stakeholders' needs.

Involvement: Broad-based faculty, staff, and administrative engagement and participation.

Leadership: Leaders and leadership systems that support a quality culture.

Learning: A learning-centered environment.

People: Respect for and willingness to invest in people (faculty, staff, administration).

Collaboration: Collaboration and a shared institutional focus.

Agility: Ability, flexibility, and responsiveness to changing needs and conditions.

Foresight: Planning for innovation and improvement.

Information: Fact-based evidence-gathering and thinking to support analysis and decision-making.

Integrity: Integrity and responsible institutional citizenship.