
What Matters Most

Joliet Junior College faculty and staff who participated in Campus Conversation Day were asked to describe the following:

- What matters most at Joliet Junior College
- The AQIP principles/criteria that matter most at Joliet Junior College
- The AQIP processes that matter most at Joliet Junior College

Faculty and staff wrote their ideas and thoughts on **multi-colored, hexagon shapes**. The hexagon shapes were then posted on a wall.

This document lists what faculty and staff thought was most important at Joliet Junior College. It also lists the AQIP principles and process that faculty and staff feel matters most at Joliet Junior College.

What Matters Most

When describing what matters most at Joliet Junior College, five general themes emerged:

- Student Learning and Services
- Collaboration
- Technology
- Diversity
- Innovative Campus Culture

Student Learning and Services

Connecting with Students on Different Levels

Student and Staff Interaction

Student/Support, Physical Plant, Relationships, Instruction

Benefits Acquiring Scholarships for Underprivileged Students

Positive Influence on Students

Real World Experience for Students

Making Students Feel Welcome and Informed

Providing Student Services/Contact

Customer Satisfaction

Challenge Our Students and Ourselves

Assistant Students to Achieve Their Goals

GSD-General Student Development

On-going Concern for Student Success

Help Students Reach Goals

Utilize Support Services

Student Support Services

Students' Successful Outcomes

Student Learning and Services (continued)

Facilitate Learning

Service

Service to Students and Others

Student Welfare

Observe the Difference We make in the Student's Life

Customer Service

Empowerment of Marginalized/Non-Traditional Student by Giving Opportunity Not Otherwise Available

Facilitating Learning/Successful Matriculation

Students

Cooperatively Empower, Enhance and Focus on the Student and Their Educational Goals

Student Success After JJC

Students

Positive and Complete Initial Contact With Students

Student Outcome Performance

Motivating Students

Integrate Jobs to Benefit Students

Dealing With Students in Every Aspect of Their Education

Beginning of Semester: Helping Students with Class Schedules, Textbooks, Student Services

Being Able to Meet Needs of Students in Adverse and Challenging Situations

Student Success

Student Learning and Services (continued)

Most Important Things We Do:

1. Customer Service
2. Enhance Learning
3. Positive Learning/Work Environment
4. Meet the Need of Local Business and Industry

Interaction With Students in a Positive Way

Development of Students, Faculty, Staff in the Use of Technology

One-On-One Connections With Students

Making a Difference in a Student's Life: In the Classroom, Through Student Services, Etc.

We Get to Hear and See the Results of Our Efforts: Student Breakthroughs, Student Successes

Expansion of Definition of Student to be "Learning" of Any Person in the Community

Providing a Good Academic Atmosphere

Intellectual Empowerment Leading to Economic Empowerment

Excited Classes that Just Take Off on its Own --Student Participation

Positive Faculty/Student Relationship

Relate Real-World Experiences

Services Provided to Students

To Teach Effectively

Service

Student Focus

Serving Students

Developing Student Confidence

Variety of Quality Programs

Student Learning and Services (continued)

Student-Centered Teaching and Support Services

The Increasing of Enrollment Each Discipline and College Wide

Meaningful Impact

The Ability to Make a Difference in Student's Life by Providing Opportunities to Reach Their Goals

Make a Difference in Peoples Lives

Making a Difference

Seeing the Professional and Personal Success of Students

Referrals from students Who Described How We Made a Difference for Them

Collaboration

Student/Support, Physical Plant, Relationships, Instruction

Establishing Relationships

Camaraderie

Communication

Faculty/Staff

Communication and Collaboration

Collaboration

Collaborating with other departments, our own departments and outside groups and industry and college community

Cooperation and Collaboration

External collaborations bridged school with community thru Economic Development to provide jobs for people in need

Intellectual Empowerment Leading to Economic Empowerment

Communication

Collaboration (continued)

Collaboration With Other Departments

College Wide Cooperation for Process of Program Certification

Collaboration

Teamwork/Faculty/Staff

Collaboration

Open Line of Communication

Communication

Collaboration and Communication

Collaborative Leadership

Relationships

Sense of Community

Fostering a Sense of Community

Interacting With People, Community, Students!

Collaboration and Interaction With Faculty, Staff and Students

Department Cooperation

9/11 Administrators and Faculty Cooperation/Collaboration Was Phenomenal with Students and Throughout the School

Working Collaboratively to Meet Needs of Group

Partnerships Between Departments

Various Groups

Faculty/Staff Positive Cooperation/Collaboration

Collaboration

Collaboration (continued)

Collaboration

Collaboration and Cooperation

Technology

Development of Students, Faculty, Staff in the Use of Technology

Technology

Technology

Access and Improvement in Technology

Technology Current Use and Future Planning

Importance of Providing Current Technology

Application of Technology

Technology in the Classroom: Teaching Students How to Use the Internet/Computer
Technology in Real-Life Applications

Variety of Programs Available With Up-To-Date Technology

Using and Implementing Technology

Diversity

Diversity in Work

Diversity & Opportunity

Effectively Serving the Needs of a Diversified Community

Diversity of Students

Innovative Campus Culture

Innovation

Managing Change

Training Center

Innovative Campus Culture (continued)

Resources

Completing Challenges

Approachable Staff and Faculty

Attractive Physical Plant

Environment of Campus - Grounds, Atmosphere - Safety/Security

Teamwork

Accuracy of Work

Autonomy

Freedom to Develop Instructional Design

Autonomy

Positive Work Experience

Acknowledgement for Accomplishment and Contributions

Employee Recognition R.I.C.H. in Quality

Feel Department Support and Administrative Support Depending on Available Funds

Getting a Chance to Teach Classes That You Are Passionate About

Being Able to Be a Mentor

Being a Part of Other People's Lives

Getting and Opportunity to Work With Professionals in Their Fields

Learning from Others for the Better Good

Independence and Opportunity for Growth and Education

Respect/Support Throughout Campus Community

Empowerment of Faculty and Staff to Make Decisions in Their Areas of Expertise

Innovative Campus Culture (continued)

Initiative

President's Leadership

We Strive for Quality in All Areas: Academic, Seminars, Relationships

Conceptualizing the Central Issues Necessary to Performance and Facilitating the Use of the Tools that Address Those Issues

Streamlining Cumbersome Processes

Flexibility and Opportunity to be Innovative

Common Purpose

Commitment to Excellence

Sense of Community

Synergy

Quality of Resources: Capital, Human Resources, Cleanliness, Supplies

Freedom and Support to Develop Instructional Materials (Inside and Outside of Classroom)

Relationships

Sense of Community

Fostering a Sense of Community

Collaboration and Communication

Passion/Dedication of Employees

Continuous Development of Skills

Department and Peer Support

College Fosters New Ideas (Brown Bag Seminars)

Support Environment that Promotes New Ideas

Innovative Campus Culture (continued)

Staff Professional and Personal Growth

Flexibility and Responsibility in our Work Environment

Pride and Tradition

Pride in JJC Culture and Community

Support Creative Thinking

The Ability to Work Around the Curriculum(a) to Introduce New Courses and Add Diversity to Our Education Process

Flexibility and Freedom

Enthusiasm to Provide Interdepartmental Help

Professional Opportunities for Growth

Empowerment

Freedom Autonomy

Focus on Job Advancement and Certification, Accreditation and Special Accreditation

Family Atmosphere

Promote Personal and Professional Growth and Development

Pride in Our Work

We feel the Freedom to Think and Act

Creativity and Individuality Are Encouraged

Recognition

Sense of Accomplishment

We Feel Job Satisfaction

Team Approach with Inclusive Decision Making

Innovative Campus Culture (continued)

Individual Creativity & Sense of Accomplishment

Open to New Ideas

Empowerment for Employees as Well as Students

Passion for What We Do

Dedicated Faculty and Staff

Adapt to the Changing Needs of our Community

Positive Image to Community

Involvement in Community

Responsiveness in Program Development for Student/Community Needs

CORE Factors - Environment of: Support, Cooperation, Friendly, Nurturing, Freedom

Academic Freedom

Culture -More Motivation Now w/are College

Hire Quality Faculty and Staff Who Will Be Here After We Retire

Job Effectiveness

Treated Professionally and Respected for Work

Recognition of Achievements and Performance

Employee Benefits

Necessary Tools & Training Available

Most Important Things We Do:

1. Customer Service
2. Enhance Learning
3. Positive Learning/Work Environment
4. Meet the Need of Local Business and Industry

High Level of Respect

Innovative Campus Culture (continued)

Quality of Most Employees

Support of Administration While Creating Special Courses and Programs

Freedom to Pursue Opportunities of Individual Growth

Principles

(The number following the principle indicates the number of hexagons)

Agility (8)

While it has been true that higher education institutions have traditionally existed in a more reflective and deliberative environment than the rest of society, the rapid development of new knowledge and technologies, and the rising expectations of external stakeholders, is greatly altering this condition. As the pace of change quickens and competition becomes commonplace in higher education, the quality-driven institution develops the flexibility to respond quickly to opportunities, threats, and changing needs, and practices, focusing its attention on the allocation of resources, when needed, in response to pressures for change, and measuring its performance in responding to such demands.

Collaboration (9)

The quality-driven institution encourages active collaboration among and within different internal departments and operational areas, and, externally, between the institution and other institutions or organizations. It removes internal barriers to collaboration, such as the constraints individuals often experience within a hierarchical chain of command or when they find themselves working for a sub-unit rather than the larger organization. The institution promotes shared support for a common mission among its faculty, staff, and administrators by providing them with the training and resources successful collaboration demands. It rewards effective cooperation and celebrates model collaborative efforts with internal or external partners.

Focus (4)

A mission and vision focused on students' and other stakeholders' expectations provides the quality-driven higher education organization with the foundation it needs to shape its communication systems, its organizational and decision-making structures, and its planning and improvement processes. The institution earns the trust, confidence, and loyalty of its current and potential students and its other stakeholders Ñ both external and internal, including faculty, staff, administrators, and trustees Ñ by actively developing and regularly employing listening tools essential for gathering and understanding their diverse and distinctive perspectives. The institution interprets and weighs these expressed needs, preferences, hopes, and requirements to frame ongoing communication, discussion, and refinement of a common mission and vision. Faculty, staff, and administrators integrate this shared focus into their individual work goals and decision-making strategies.

Principles (continued)

Foresight (5)

The quality-driven institution thinks into the future, tracking trends in order to better predict how conditions will change, and anticipating how those changes may affect the institution's students and other stakeholders, operations, and performance. In dynamic or trying situations, foresight enables the institution to innovate, making meaningful changes to improve its services and processes in ways that create new or additional value for its students and other stakeholders. While it remains open to new approaches and techniques, the institution designs, tests, and improves its planning structures and processes through practical use and experience.

Information (0)

The quality-driven institution and its personnel seek and use data and information to assess current capacities and measure performance realistically. Faculty, staff, and administrators track progress concretely and consistently, and use performance results to set ambitious but attainable targets that increase and improve the institution's capability to meet its students' and other stakeholders' needs and expectations. Data-enriched thinking nurtures evaluation and a results-orientation concentrated on increasing the benefits and value produced for students and other stakeholders. The institution develops and refines systems for gathering and assessing valuable feedback and data, and continually seeks better methods for obtaining the most useful information on which to base decisions and improvements.

Integrity (4)

The quality-driven institution recognizes and fulfills its public responsibility and demonstrates responsible institutional citizenship. It treats people and organizations with equity, dignity, and respect, and models its values in words *and* deeds. It anticipates and takes into account the consequences of its actions upon the various larger communities to which it belongs, and upon the higher education system, regionally, nationally, and globally. Mindful that education serves society, the institution continuously examines its practices to make certain its effects and results actively contribute to the common good.

Involvement (3)

Broad-based faculty, staff, and administrative participation encourages better decisions and strengthens individual and group ownership of systems, activities, and initiatives. Individuals understand how what they do affects others within and outside the organization, and appreciate how their work helps further the institution's mission. A culture of involvement draws on the expertise and practical experience of people closest to a situation and helps leaders across the organization anticipate the complex implications of decisions. Such collaboration often helps initiate and implement

Principles (continued)

improvements that better meet student and stakeholder needs. A culture of involvement requires ongoing development of people's skills in making fact-based decisions, working with diverse groups, resolving conflicts, and using quality based tools to build consensus.

Leadership (2)

An institution thrives when its leadership actively creates and supports a quality-driven culture, modeling values and behaviors that communicate a comprehensive and focused vision to all constituents. Leaders have a responsibility to make sure that everyone understands and values the institution's mission, goals, and directions and uses this understanding to inform their individual work goals and decision-making strategies. Leadership must work to help students and other stakeholders share this understanding as well. Further, leadership must ensure that the institution's systems and processes align with its mission and vision, making certain that the necessary resources – people, funds, facilities, equipment, supplies, time, energy, and other assets – are allocated and used in support of the overall mission and vision.

Learning (10)

The quality-driven institution dedicates itself to developing everyone's potential talents, centering its attention on learning. It continually seeks more effective ways to enhance student achievement through careful design and evaluation of programs, courses, and learning environments. The institution and staff both demonstrate an enthusiastic commitment to organizational and personal learning as the route to continuous improvement. Seeing itself as a set of systems that can continuously improve through measurement, assessment of results, and feedback, the institution designs practical means for gauging its students' and its own progress toward clearly identified objectives. Conscious of costs and waste – whether human or fiscal – leadership champions careful design and rigorous evaluation to prevent problems before they occur, and to enable the institution systematically to strengthen its programs, pedagogy, personnel, and systems.

People (10)

The quality-driven higher educational institution prizes and supports the systematic development of its individual faculty, staff, and administrators, recognizing that fully developing and using their abilities constitutes its most valuable resource. It consciously invests in all its people as leaders and learners through ongoing education, training, and opportunities for continuing development. Leadership encourages individuals to take responsibility in crafting and following through on professional and personal growth plans aimed at acquiring, practicing, and using new skills and knowledge to better serve students and other stakeholders. It nourishes a sense of responsibility and ownership in which all individuals understand how their role contributes to the measurable success of

the institution and how they can become engaged as full participants in its improvement processes.

Processes & Criteria

(The number following each process indicates the number of hexagons)

Helping Students Learn (23)

Identifies the shared purpose of all higher education organizations, and is accordingly the pivot of any institutional quality analysis.

Leading and Communicating (9)

Addresses how an institution's leadership and communication structures, networks, and processes guide the institution in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment. The leadership system includes not only those who have day-to-day supervisory or decision-making responsibility to manage the institution, but also the oversight entities such as institutional or state boards, or trustees.

Planning Continuous Improvement (3)

Examines how an institution aligns what it wants or hopes to do with what it actually does.

Supporting Institutional Operations (3)

Addresses the variety of institutional support processes that, while they do not directly impact student learning, help to provide an environment in which learning can thrive.

Understanding Students' and Stakeholders' Needs (8)

Examines how a quality-driven institution, knowing it will ultimately be judged by all of those external or internal individuals and groups that have a major stake in the institution's success, works actively to understand their needs.

Valuing People (9)

Allows the higher education institution to demonstrate its commitment to the development of the talents of all of its faculty, staff, and administrators since the efforts of all are required for institutional success.

Accomplishing Other Distinctive Objectives (0)

Addresses the processes that contribute to the achievement of an institution's major objectives that complement student learning and fulfill other portions of the institution's mission.

Processes & Criteria (continued)

Measuring Effectiveness (0)

Examines the information system the institution employs to collect and use data to responsibly manage itself and to drive performance improvement.

Building Collaborative Relationships (0)

Examines an institution's relationships - current and potential - to analyze how they contribute to the institution's accomplishing its mission.