SYSTEMS APPRAISAL FEEDBACK REPORT

in response to the *Systems Portfolio* of

JOLIET JUNIOR COLLEGE

February 19, 2009

Academic
Quality Improvement
Program
The Higher Learning Commission NCA

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EXECUTIVE SUMMARY FOR JOLIET JUNIOR COLLEGE

The following are summary comments on each of the AQIP Categories crafted by the Appraisal Team to highlight **Joliet Junior College**'s achievements and to identify challenges yet to be met.

Joliet Junior College offers a rich variety of educational programs designed for a variety of student needs. The institution has worked to identify learning objectives and to assess student learning in general education and in many of its academic programs. There are adequate and appropriate processes in place for the developing new courses and programs, for identifying and meeting student learning needs, and for evaluating teaching effectiveness. Multiple methods of assessing student learning have generated a rich assortment of data, some of which includes comparisons with other institutions. There are opportunities for JJC to develop and implement more direct measures of learning and to demonstrate more clearly and comprehensively how the data on student learning outcomes are used to inform and drive institutional improvements.

JJC has identified three key objectives that extend beyond helping students learn: environmental health and safety, campus safety, and environmental stability. The objectives arise out of both external and internal influences. The institution demonstrates a clear ability to identify and respond to social events—both negative and positive. The institution has joined with the National Incident Management System and created new positions to monitor environmental and safety issues. The objectives are integrated into the overall planning effort, and the institution gathers tracking data in campus safety, including staffing data and crime, as well as in environmental health and safety. While JJC has strong methods of measurement, the portfolio does not describe some processes or plans for improvement resulting from the data that are gathered.

JJC has identified its key stakeholders and regularly conducts surveys and scans to determine the needs of those groups. Although the college does report that the results are incorporated into strategic planning and despite the range of activities in these areas, it is not clear how the evidence gathered strategically affects policy and decision making. In addition, the college has an opportunity to re-examine internal stakeholders' perception of the collaborative climate of the institution. While the college relies on CCSSE and institutionally derived tools to measure levels of student and stakeholder

satisfaction, further analysis of comparative and trend data would clarify the need for improvements.

JJC has an effective process for identifying, recruiting, hiring and orienting full-time faculty, administrators, and other personnel. The college maintains a data set to help it plan for new positions to meet strategic or operational needs. The college provides development for both full-time and adjunct faculty; however, it would benefit JJC to add professional development to the evaluation process to help foster life-long learning. It would also benefit JJC to develop and follow a clear process to retain talented people. Employees at JJC do not feel that the institution has a collaborative management style, and a significant percentage of employees report not feeling valued. The institution would benefit from a strategic analysis of benefits gained per investment, allowing it to reduce costs in some areas, thus being more competitive with peers and better framing the competitive advantage gained through its higher costs in other cases.

JJC operates under the authority of the Illinois Community College Board, which exercises authority in advising budgets, capital planning, coordinating articulation, and collecting and disseminating information. However, the portfolio does not clarify how JJC communicates with or ensures compliance with the Board. JJC has realigned its administrative structure within the past two years. Prior to 2007, the college's structure did not include academic deans—a situation that created problems in student support services for enhancing learning and complementing classroom activities. While the realignment will potentially help address institutional problems, the college does not provide evidence that the realignment is producing the outcomes it anticipated. JJC does not have an institutionalized leadership development plan; it relies on the interests of individuals and programs to allow leaders to emerge. Such an *ad hoc* plan is unlikely to reliably encourage new leadership or succession. Data from internal surveys show that leadership, communication and teamwork are seen as weak by JJC employees. The institution has a significant opportunity to develop a more collaborative culture in which people better understand the values of the institution and feel a sense of community and ownership about those values.

JJC has developed a number of processes specific to student and administrative services that support institutional operations. Administrative personnel, student groups

they serve, services and needs met, and key indicators of success have been identified. These processes include both internal and external stakeholders, and the divisional goals are reflected in both operational and strategic planning. The measures used to evaluate how the institution supports institutional operations provide valuable data that could be used to target areas for future improvement. The institution would benefit from providing data expansion of other groups and comparative data trends and patterns with peer and aspirant institutions.

Joliet Junior College uses a variety of methods to collect and store data. They use Datatel Colleague as the primary system for storing and processing institutional data, and have security measures in place to protect the college's systems and data. The Office of Institutional Research and Effectiveness acts as the main point for external reporting at the college and assisting individual departments/areas with doing collection and analysis of data.

The institution employs multiple measures of effectiveness, incorporating comparative data from various sources to produce them and benchmark against. The college has developed a clear model of institutional effectiveness to guide the selection, management, and use of information and it has also created a model for determining departmental needs for data collection.

While Joliet Junior College has strong methods of measurement, the portfolio does not describe some processes, or plans for improvement resulting from the data that are gathered. There is an opportunity to better describe the processes, how the processes use the measures, and how the processes are then improved when the measures show the need for improvement. This addition would close the loop in the quality process.

JJC has developed a detailed planning process, functioning through three inter-related processes: (1) strategic planning, which describes the college's mission, vision, and intent; (2) operational planning, and (3) programmatic planning on the departmental level. All planning processes are linked to the budget cycle, which is clearly described in an annual calendar. This approach helps distinguish generalized strategic goals from practical operational goals. It also allows for flexibility on the departmental level while still ensuring that departmental activities adhere to overall college goals. The college reports success in implementing its planning calendar, but it also reports opportunities for

increased employee engagement in the planning process. Assessment of the planning process has identified both strengths and opportunities for the college to address. The institution would benefit from providing data trends and patterns of comparison with peer institutions and U.S. institutions.

JCC recognizes its significant role in working collaboratively with K-12 and four-year colleges/universities, as well as its economic and workforce development impact on business, industry, the community and the state. Its focus on growing dual enrollment for high school students is a positive impact for students by providing pathways to 4-year colleges/universities, the workforce, and economic gains. The state has recognized the economic workforce impact with a grant to partner with the Will County Workforce Development Board and local union building trades to develop apprenticeship programs. However, the portfolio does not clarify how JCC determines the priorities for creating and building collaborative relationships. The college might benefit from providing data trends and patterns of comparison with peer and aspirant institutions

Accreditation issues and Strategic challenges for **Joliet Junior College** are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

ELEMENTS OF **Joliet Junior College's** FEEDBACK REPORT

The *Systems Appraisal Feedback Report* provides AQIP's official response to your *Systems Portfolio* by a team of readers trained in evaluation. After appraisers independently reviewed your document, the team reached consensus on essential elements of your institutional profile, strengths and opportunities for improvement by Category, and significant issues for your institution. These are presented in three sections of the Feedback Report: Accreditation Issues Analysis, Critical Characteristics Analysis, and Category Feedback. These components are interrelated in defining context, evaluating performance, surfacing critical issues, and assessing institutional performance.

It is important to remember that the Systems Appraisal Team had only your *Systems Portfolio* to guide their analysis of your institution's strengths and opportunities for improvement. Consequently, their report may omit important strengths — if you were too modest to stress them in your *Systems Portfolio*, or if your discussion and documentation of them was

unconvincing. Similarly, the team may have pointed out areas of potential improvement that are already receiving the institution's attention. Again, the team used its best judgment in identifying improvement opportunities. If some of these areas of potential improvement are now strengths rather than opportunities because of your own focused efforts, that is all to your credit. If the team was unsure about an area, we urged it to err on the side of giving your institution the best possible advice about where investing your efforts might pay off. If some of their advice comes after the fact, after you've already tackled an area, no harm is done.

Executive Summary: Summative statements agreed upon by the Systems Appraisal Team reflecting the reviewers' assessment of the institution's current status in relation to critical quality characteristics: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback, and systematic processes for improvement of the activities that the Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

Strategic challenges for the institution are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

Strategic and Accreditation Issues Analysis: Strategic issues are those most closely related to your institution's ability to succeed in reaching its mission, planning, and quality improvement goals. Accreditation issues are areas where you have not yet provided evidence that you meet the Commission's *Criteria for Accreditation*, or where the evidence you have presented suggests you may have difficulties, now or in the future, in meeting these expectations. If accreditation is essential for your institution then any accreditation issues identified are, by definition, also strategic. The Systems Appraisal Team identified both of these kinds of issues through analysis of your Organizational Overview and the feedback it provided for each Category, as well as by reviewing the Index to the *Criteria for Accreditation* that you provided along with your *Systems Portfolio*. This list of strategic issues offers a framework for addressing ongoing improvement of processes and systems, serving as an executive summary of the Report's key findings and recommendations.

Critical Characteristics: Your Systems Portfolio's Organizational Overview provides context for the team's knowledge of your institution's identity, mission objectives, strategic goals, and key factors related to improvement. Critical Characteristics are those features most important for understanding the institution's mission, environment, stakeholders, competitive position, goals,

and processes. Characteristics having the greatest relevance to each Category are identified in the Report.

Category Feedback: The Report's feedback on each of AQIP's nine Categories specifically identifies strengths and opportunities for improvement. An **S** or **SS** identifies strengths, with the double letter signifying important achievements or capabilities upon which to build. Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. Comments, which are keyed to your *Systems Portfolio*, offer brief analysis of each strength and opportunity. Organized by Category, and presenting the team's findings in detail, this section is the heart of the Report.

STRATEGIC AND ACCREDITATION ISSUES

In conducting the Systems Appraisal, the team attempted to identify the broader issues that present the greatest challenges and opportunities for your institution in the coming years. These are all strategic issues, ones you need to grapple with as you identify your institution's strategies for confronting the future and becoming the institution you want to be. The team also examined whether any of these strategic issues put your institution into jeopardy of not meeting the Higher Learning Commission's accreditation expectations.

Issues Affecting Compliance with the *Criteria for Accreditation*. An important goal for the Systems Appraisal was to review your institution's compliance with the Higher Learning Commission's *Criteria for Accreditation*. The peer quality experts who served on the team were all trained in evaluating colleges and universities using the Commission's *Criteria*, and the Systems Appraisal process they followed included careful steps to ensure the team used the *Criteria* as a major factor in their review. As the team reviewed your presentation of your institution's systems and processes under each AQIP Category, it searched for accreditation-related issues and concerns. In addition, the team used the *Index to the Criteria for Accreditation* that you provided with your Portfolio to perform a comprehensive review of the *Criteria* and each Core Component to ascertain whether you presented compelling evidence that your institution complies with each of these Commission expectations.

The Systems Appraisal team concluded that Joliet Junior College has presented evidence that it complies with each of the Five *Criteria for Accreditation* and each of their Core Components. Although the Systems Appraisal does not in itself constitute a review for continued accreditation, the team's conclusion upon reviewing your Portfolio against the Criteria will serve as a telling piece of evidence during the Commission's next scheduled AQIP review of your institution for Reaffirmation of Accreditation.

Issues Affecting Future Institutional Strategies. The Systems Appraisal Team identified the following strategic issues to assist Joliet Junior College in prioritizing and taking action on the important broad challenges and opportunities it faces. From these you may discover your vital immediate priorities, shaping strategies that can lead to a quantum leap in the performance of your institution. Implementing these strategies may call for specific actions, so AQIP's expectation that your institution be engaged in three or four vital Action Projects at all times will help encourage your administrators, faculty, and staff to turn these strategic goals into real accomplishments. Knowing that Joliet Junior College will discuss these strategic issues, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified:

> While there are numerous ways in which new programs and courses may be identified, there appears to be no final approval by the Senior Leadership Team. This may have planning and budgeting consequences. New courses and programs appear to be more of a focus than program review, which takes place on a 5-year cycle. Program review can be an important factor in the planning and budgeting process.

> Joliet Junior College uses multiple methods for securing data in areas such as student learning, accomplishing other distinctive objectives, understanding student and stakeholder needs, and measuring effectiveness. The establishment of data trends and patterns of comparison with peer institutions would provide information that would support data-informed decision-making to drive institutional improvements.

> While the college has many strong methods of measurement in multiple areas, such as stakeholder needs and employee development, processes for planning and implementing changes resulting from the data are not defined in the portfolio.

With 90% of JJC graduates continuing to live and work in the district upon graduation, there is an opportunity to continue to build and nourish partnerships with business, industry, community, and through workforce development. This also provides an excellent opportunity for marketing and communication, activities necessary to maintain a strong presence within the community.

USING THE FEEDBACK REPORT

The AQIP *Systems Appraisal Feedback Report* is intended to initiate action for improvement. It is therefore important that the Report produced by the Systems Appraisal Team stimulate review of organizational processes and systems. Though decisions about specific actions are each institution's, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement. At the next Strategy Forum an AQIP institution attends, its peers will examine in detail how it is using the feedback from its Systems Appraisal.

An organization needs to examine its Report strategically to identify those areas that will yield greatest benefit if addressed. Some key questions that may arise in careful examination of the Report may be: How do the team's findings challenge our assumptions about ourselves? Given our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned?

How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP's core values, encouraging involvement, learning, collaboration and integrity. Based solely upon an organization's *Systems Portfolio*, the Report reflects a disciplined, external review of what an organization says about itself. The report should help an organization identify ways to improve its *Systems Portfolio* so it functions better to communicate accurately to internal and external audiences. But the Report's chief purpose is to help you to identify areas for improvement, and to act so that these areas actually improve. These improvements can then be incorporated into an updated *Systems Portfolio*, guaranteeing that future Systems Appraisals will reflect the progress an institution has made.

Within a year following the Systems Appraisal, an institution participates in another AQIP Strategy Forum, where the focus will be on what the institution has learned from its Appraisal (and from its other methods of identifying and prioritizing improvement opportunities, and what it has concluded are its major strategic priorities for the next few years. AQIP's goal is to help an institution to clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities through Action Projects that will make a difference in institutional performance.

CRITICAL CHARACTERISTICS ANALYSIS

The purpose of this section is to identify what team members understood to be the critical and distinguishing characteristics of your institution. They are the shared understanding of the most important aspects of Joliet Junior College, its current dynamics and the forces surrounding it, and its internal momentum and aspirations, at least as team members understood them. This section also demonstrates that the Systems Appraisal Team recognized and knew what makes Joliet Junior College distinctive. Should you find some characteristics that you think are critical and missing from this list, you may want to clarify and highlight these items when you revise your *Systems Portfolio* and other literature explaining your institution to the public.

Item   Critical Characteristic

O1   Joliet Junior College, the nation's first community college, has a clearly articulated mission and vision, and has identified six goals that embrace student success (including minorities and underrepresented populations) and addresses high school to college preparation/readiness, institutional sustainability, improved partnerships, use of technology, and programs that address market needs. Core values demonstrate a respect for integrity, collaboration, innovation, humor, and quality embraced in the institutional acronym "RICH in Quality."

O2   Educational offerings at Joliet Junior College demonstrate a comprehensive community college program with twelve academic departments and credit programs that lead to Associate degrees and certificates, including occupational, as well as transfer programs. The institution also offers a wide range of non-credit programs to serve individuals needing specific non-credit services such as Adult Basic Education, Adult Secondary

Education, English as a Second Language, lifelong learning, and customized training, among others.

O3a   The fall 2008 student enrollment base (at an all time high) of Joliet Junior College includes over 14,000 individuals, with minorities representing 29% of the student body. Minority population is projected to continue to increase with the growth led by a 20% increase in the Hispanic or Latino population by 2010 and 74% by 2015.

O3b   JJC's credit enrollment has risen steadily over the past 10 years from 17,661 in 1999 to 25,268 in 2008, while the non-credit enrollment has steadily declined from 23,248 to 14,425. The credit enrollment growth is attributed to an increased demand for online classes, dual credit enrollment, and a shift from non-credit to credit course offerings, K-12 enrollment growth, and an overall population increase in the district. Non-credit decline is due to budget restraints that limit non-credit offerings. Most of the students are from the 10 surrounding cities with 59% being female and 43% being full-time.

O4a   Joliet Junior College holds numerous memberships in state and national organizations that complement the college's mission, vision, and values. Included are the Continuous Quality Improvement Network (CQIN) and the Academic Quality Improvement Program (AQIP) of the Higher Learning Commission. Overall accreditation is maintained through the North Central Association, along with specific program certifications and licenses from other governing agencies.

O4b   The institution has a history of collaborative efforts/partnerships with business, industry, and economic development entities. Examples include Workforce Development, community organizations such as the district Chambers of Commerce, hospitals, and consortia such as the South Metropolitan Higher Education. Consortium collaborators also include Governors State University, and the Illinois Consortium for International Studies and Programs.

O4c   JJC currently provides technical assistance to over 1,000 businesses per year and collaborates with organizations to provide professional development for members of surrounding communities (i.e., the Pharmacy Technician Program with MRxl Corporation). Education-to-Careers is a dual enrollment program providing the opportunity for high school students to gain up to two years college credit while still in

high school. Ninety-three percent of the students participating in the program earn a high school diploma, compared to 82% of the district's high school students.

O5   College faculty and staff are represented by five different bargaining units, including representation for faculty, clerical staff, food service workers, campus police, and physical plant employees.

O6a   Joliet has four campuses and eleven extension centers located throughout the district. Consequently, the institution places significant focus on communications and ensuring that all employees have an opportunity for input as well as relevant knowledge of the strategic initiatives and their part in achieving organizational goals. Technology accessibility, as well as its major role in this communications process, and the organizational structure in a multi-campus/satellite center becomes even more important.

O6b   JJC maintains 764,000 square feet of usable space, the second largest in the state community college system. It has approximately 60 net Assignable Square Feet per full-time equivalent (FTE) student, lower than the state average of 87 ASF. Facilities maintenance/expansion will need to be viewed in light of changes in JCC's district infrastructure and lagging tax base.

O7   As the only community college in its 1442 square mile district, the institution endeavors to work in a partnership environment with those students attending simultaneously or transferring to the two service district non-profit, four-year colleges. The institution also works closely with the high schools in the district with an increasing focus on dual enrollment courses for high school students.

O8a   JJC identifies five potential opportunities and/or vulnerabilities: increased costs associated with technology, as well as providing access among campuses and satellite centers; challenges in providing a quality learning environment and support services in the face of reduced state funding; rapid population and enrollment growth; an increase in the number of students from historically underrepresented populations; and regional economic and labor market shifts, coupled with programmatic shifts.

O8b   JJC projects high demand for its programming based on three factors: geographic location; low price; and programmatic offerings, especially in quality learning

experiences, services to the community, and economic development within the service area.

CATEGORY FEEDBACK

In the following sections, each of which deals with strengths and opportunities for improvement for one of the nine AQIP Categories, selected *Critical Characteristics* are again highlighted, those the Systems Appraisal Team believed were critical keys to reviewing that particular AQIP Category. The symbols used in these "strengths and opportunities" sections for each Category stand for *outstanding strength* (SS), *strength* (S), *opportunity for improvement* (O) and *pressing or outstanding opportunity for improvement* (OO). The choice of symbol for each item represents the consensus evaluation of the Systems Appraisal Team members, and deserves your thoughtful consideration. Comments marked SS or OO may need immediate attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

AQIP CATEGORY 1: HELPING STUDENTS LEARN

Helping Students Learn identifies the shared purpose of all higher education organizations, and is accordingly the pivot of any institutional analysis. This Category 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. It examines your institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Joliet Junior College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 1, Helping Students Learn:

Item   Critical Characteristic

O1   Joliet Junior College, the nation's first community college, has a clearly articulated
        mission and vision, and has identified six goals that embrace student success (including
        minorities and underrepresented populations) and addresses high school to college
        preparation/readiness, institutional sustainability, improved partnerships, use of
        technology, and programs that address market needs. Core values demonstrate a
        respect for integrity, collaboration, innovation, humor, and quality embraced in the
        institutional acronym "RICH in Quality."

O2   Educational offerings at Joliet Junior College demonstrate a comprehensive community
        college program with twelve academic departments and credit programs that lead to
        Associate degrees and certificates, including occupational, as well as transfer programs.
        The institution also offers a wide range of non-credit programs to serve individuals
        needing specific non-credit services such as Adult Basic Education, Adult Secondary
        Education, English as a Second Language, lifelong learning, and customized training,
        among others.

O3a   The fall 2008 student enrollment base (at an all time high) of Joliet Junior College
        includes over 14,000 individuals, with minorities representing 29% of the student body.
        Minority population is projected to continue to increase with the growth led by a 20%
        increase in the Hispanic or Latino population by 2010 and 74% by 2015.

O3b   JJC's credit enrollment has risen steadily over the past 10 years from 17,661 in 1999 to
        25,268 in 2008, while the non-credit enrollment has steadily declined from 23,248 to
        14,425. The credit enrollment growth is attributed to an increased demand for online
        classes, dual credit enrollment, and a shift from non-credit to credit course offerings, K-
        12 enrollment growth, and an overall population increase in the district. Non-credit
        decline is due to budget restraints that limit non-credit offerings. Most of the students
        are from the 10 surrounding cities with 59% being female and 43% being full-time.

O4b   The institution has a history of collaborative efforts/partnerships with business, industry,
        and economic development entities. Examples include Workforce Development,
        community organizations such as the district Chambers of Commerce, hospitals, and
        consortia such as the South Metropolitan Higher Education. Consortium collaborators

also include Governors State University, and the Illinois Consortium for International Studies and Programs.

O6a   Joliet has four campuses and eleven extension centers located throughout the district. Consequently, the institution places significant focus on communications and ensuring that all employees have an opportunity for input as well as relevant knowledge of the strategic initiatives and their part in achieving organizational goals. Technology accessibility, as well as its major role in this communications process, and the organizational structure in a multi-campus/satellite center becomes even more important.

O8a   JJC identifies five potential opportunities and/or vulnerabilities: increased costs associated with technology, as well as providing access among campuses and satellite centers; challenges in providing a quality learning environment and support services in the face of reduced state funding; rapid population and enrollment growth; an increase in the number of students from historically underrepresented populations; and regional economic and labor market shifts, coupled with programmatic shifts.

O8b   JJC projects high demand for its programming based on three factors: geographic location; low price; and programmatic offerings, especially in quality learning experiences, services to the community, and economic development within the service area.

Here are what the Systems Appraisal Team identified as Joliet Junior College's most important strengths and opportunities for improvement relating to processes encompassed by Category 1, Helping Students Learn.

Item	*S/O*	*Comment*
1P1a	S	In response to feedback on its 2005 Systems Portfolio, JJC has joined the Assessment Academy of the Higher Learning Commission to identify and assess student learning objectives for general education and has appointed a faculty assessment coordinator. Currently the institution evaluates learning on four levels: classroom, program, institution, and external mandates.

1P1b	O	Although course objectives are aligned with the requirements of the IAI and ICCB, it is unclear if and/or how some course objectives align with departmental and college-wide learning goals, especially those courses that are not part of specific degree requirements.
1P2	S	The institution has a well-defined, seven-step process for new course development, review and approval, including input from both internal and external stakeholders.
1P3	S	Multiple measures are used to determine student preparation for courses and programs, including placement exams, advising, AP courses, CLEP tests, specialized and course proficiency exams, and auditions and portfolios.
1P6	S	Evaluation of teaching effectiveness occurs for all adjunct, tenure-track, and tenured faculty through course evaluations, student evaluations, formal assessment, and general research.
1P7	S	Course scheduling that meets stakeholder needs is based upon multiple assessments, including student goals as listed on enrollment forms, satisfaction surveys, comments from instructor evaluations, enrollment patterns, staffing, and space availability.
1P8	S	Learning assessment at JJC is defined by institutional goals and objectives as well as IAI articulation requirements, and the assessment plans for courses and programs are posted on the college web site.
1P9	S	Student needs for learning support are met through a multitude of efforts, including advising, tutoring, library collaborations, and developmental support systems. Faculty development for effective teaching includes a variety of seminars and training.
1R1a	S	JJC has collected and analyzed a rich assortment of assessment data about student performance, including transfer rates, occupational placement rates, licensure pass rates, and graduation rates.

1R1b	O	The institution has an opportunity to identify and develop additional indicators of student learning outcomes, including direct measures of learning and employer satisfaction.
1R2a	S	JJC has collected and analyzed data on student engagement in learning through the CCSSE, which allows benchmarking its performance with its peer group.
1R2b	O	The institution has an opportunity to improve its assessment of student learning with the results of the 2008 CCSSE survey and the use of more direct measures of learning. In addition, it is not clear how JJC uses these data to drive institutional improvements.
1R3	O	Although there has been an increase in distance learning, there is some ambiguity about the rate of increase and there is little evidence of how distance learning has affected student learning or course completion.
1I1	O	Although JJC has identified several opportunities for improvement, it is not clear how the data on student learning have led to these improvements and it is not clear how the Action Projects are linked to organizational improvement targets.

AQIP CATEGORY 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

Accomplishing Other Distinctive Objectives addresses the processes that contribute to the achievement of your institution's major objectives that complement student learning and fulfill other portions of your mission. Depending on your institution's character, it examines your institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Joliet Junior College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 2, Accomplishing Other Distinctive Objectives:

Item   Critical Characteristic

O1   Joliet Junior College, the nation's first community college, has a clearly articulated mission and vision, and has identified six goals that embrace student success (including minorities and underrepresented populations) and addresses high school to college preparation/readiness, institutional sustainability, improved partnerships, use of technology, and programs that address market needs. Core values demonstrate a respect for integrity, collaboration, innovation, humor, and quality embraced in the institutional acronym "RICH in Quality."

O2   Educational offerings at Joliet Junior College demonstrate a comprehensive community college program with twelve academic departments and credit programs that lead to Associate degrees and certificates, including occupational, as well as transfer programs. The institution also offers a wide range of non-credit programs to serve individuals needing specific non-credit services such as Adult Basic Education, Adult Secondary Education, English as a Second Language, lifelong learning, and customized training, among others.

O3b   JJC's credit enrollment has risen steadily over the past 10 years from 17,661 in 1999 to 25,268 in 2008, while the non-credit enrollment has steadily declined from 23,248 to 14,425. The credit enrollment growth is attributed to an increased demand for online classes, dual credit enrollment, and a shift from non-credit to credit course offerings, k-12 enrollment growth, and an overall population increase in the district. Non-credit decline is due to budget restraints that limit non-credit offerings. Most of the students are from the 10 surrounding cities with 59% being female and 43% being full-time.

O8a   JJC identifies five potential opportunities and/or vulnerabilities: increased costs associated with technology, as well as providing access among campuses and satellite centers; challenges in providing a quality learning environment and support services in the face of reduced state funding; rapid population and enrollment growth; an increase in the number of students from historically underrepresented populations; and regional economic and labor market shifts, coupled with programmatic shifts.

Here are what the Systems Appraisal Team identified as Joliet Junior College's most important strengths and opportunities for improvement relating to processes encompassed by Category 2, Accomplishing Other Distinctive Objectives.

Item	*S/O*	*Comment*
2P1a	S	JJC identifies three distinct objectives beyond Helping Students Learn: Campus Safety, Environmental Health and Safety, and Environmental Sustainability. The objectives arise in response to a number of external and internal influences: recent social events (especially on-campus violence at other colleges), growing environmental awareness, mandates from governing bodies, and other influences including bargaining units, Workers' Compensation, insurance requirements, and accident/incident reports. In setting up its Health and Safety initiatives, the institution has partnered with the county health department to coordinate emergency response when needed. Improving the sustainability process has been elevated by the institution to the level of an AQIP Action Project, bringing it to the forefront for process improvement.
2P1b	O	JJC has an active environmental sustainability committee linked to Illinois Green University objectives. To date, there is no apparent connection between environmental sustainability and academic programming. JJC has the opportunity to link the environmental sustainability work, including data and management planning, to student work in a range of classes, thereby increasing student preparation for employers interested in the environmental implications of their work. Furthermore, the institution has created a "green" initiative, identifying it as a Quality Action Project in April 2008.
2P1c	S	JJC has adopted the National Incident Management System—resulting in closer interaction with local emergency and health agencies and allowing for common language and procedures among all agencies.
2P2	S	JJC has a comprehensive emergency communications plan, including notices, 911 calling, intercom and email systems, and text messaging.

These measures are well defined and take into consideration the needs of students, employees, and community stakeholders.

2P3a S JJC reports a comprehensive range of actions in regards to the safety needs of faculty and students—both in anticipation of and in response to those needs.

2P3b O While focus groups are used to learn of students' needs, it is unclear how faculty and staff safety needs are determined. There is an opportunity here to elaborate on the processes used to get input from the faculty and staff on their understanding of the objectives.

2P4 S JJC reviews and assesses its objectives for campus safety through mandated processes, student and other stakeholder feedback, as well as internal measures conducted by the campus police. JJC has identified a number of quantitative and qualitative measures for environmental health and safety, including specific materials and processes with on-going cycles of assessment/review. JJC measures progress for environmental sustainability through the task completion, including trends in several key areas: reduced usage of resources, lowered costs, increased rates of recycling, and reuse of resources.

2P5 O JJC collects measures of environmental health and safety through accident/injury reports as well as regular maintenance of emergency equipments. The Institution would benefit from a more comprehensive identification of the measures it is collecting regularly in this area.

2R1 O Data in this area would be more useful if it identified how activities have occurred as a direct result of the overall objectives. The institution does not yet have tracking data to report for its environmental sustainability effort, and it is not clear what measures will be used to track these results.

2R2 O From the data reported in the portfolio, it is difficult to compare JJC's results in campus safety since the institution reports total numbers of incidents on its campus against total numbers of incidents in all other

Illinois community colleges. A report of averages might be more useful. Accident data displayed in Figures 2.1, 2.2, 2.3, and 2.4 represents only a snapshot of information rather than trends that could reflect improvements or comparisons to other higher education organizations.

2R3   S   The institution accepts responsibility for the safety of its students and staff as well as for its role as a steward of the environment. As it accepts responsibility, it acknowledges the need to be accountable in its reports to students and other stakeholders. Further, it recognizes the need to be socially relevant within its operating environments and to initiate change as necessary.

2I1   S   Beyond Helping Students Learn, JJC identifies three distinct objectives: Campus Safety, Environmental Health and Safety, and Environmental Sustainability. These objectives are integrated into its overall planning system—which will help sustain the objectives as central initiatives and not merely as ancillary activities.

2I2   O   Other than a reference to operational planning processes, it is not clear how the institution sets targets for improvements and communication.

AQIP CATEGORY 3: UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS

Understanding Students' and Other Stakeholders' Needs examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification, student and stakeholder requirements, analysis of student and stakeholder needs, relationship building with students and stakeholders, complaint collection, analysis, and resolution, determining satisfaction of students and stakeholders, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Joliet Junior College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems

Portfolio section covering Category 3, Understanding Students' and Other Stakeholders' Needs:

Item   Critical Characteristic

O1   Joliet Junior College, the nation's first community college, has a clearly articulated mission and vision, and has identified six goals that embrace student success (including minorities and underrepresented populations) and addresses high school to college preparation/readiness, institutional sustainability, improved partnerships, use of technology, and programs that address market needs. Core values demonstrate a respect for integrity, collaboration, innovation, humor, and quality embraced in the institutional acronym "RICH in Quality."

O2   Educational offerings at Joliet Junior College demonstrate a comprehensive community college program with twelve academic departments and credit programs that lead to Associate degrees and certificates, including occupational, as well as transfer programs. The institution also offers a wide range of non-credit programs to serve individuals needing specific non-credit services such as Adult Basic Education, Adult Secondary Education, English as a Second Language, lifelong learning, and customized training, among others.

O3a   The fall 2008 student enrollment base (at an all time high) of Joliet Junior College includes over 14,000 individuals, with minorities representing 29% of the student body. Minority population is projected to continue to increase with the growth led by a 20% increase in the Hispanic or Latino population by 2010 and 74% by 2015.

O3b   JJC's credit enrollment has risen steadily over the past 10 years from 17,661 in 1999 to 25,268 in 2008, while the non-credit enrollment has steadily declined from 23,248 to 14,425. The credit enrollment growth is attributed to an increased demand for online classes, dual credit enrollment, and a shift from non-credit to credit course offerings, k-12 enrollment growth, and an overall population increase in the district. Non-credit decline is due to budget restraints that limit non-credit offerings. Most of the students are from the 10 surrounding cities with 59% being female and 43% being full-time.

O4b   The institution has a history of collaborative efforts/partnerships with business, industry, and economic development entities. Examples include Workforce Development,

community organizations such as the district Chambers of Commerce, hospitals, and consortia such as the South Metropolitan Higher Education. Consortium Collaborators also include Governors State University, and the Illinois Consortium for International Studies and Programs.

O4c   JJC currently provides technical assistance to over 1,000 businesses per year and collaborates with organizations to provide professional development for members of surrounding communities (i.e., the Pharmacy Technician Program with MRxl Corporation). Education-to-Careers is a dual enrollment program providing the opportunity for high school students to gain up to two years college credit while still in high school. Ninety-three percent of the students participating in the program earn a high school diploma, compared to 82% of the district's high school students.

O6a   Joliet has four campuses and eleven extension centers located throughout the district. Consequently, the institution places significant focus on communications and ensuring that all employees have an opportunity for input as well as relevant knowledge of the strategic initiatives and their part in achieving organizational goals. Technology accessibility, as well as its major role in this communications process, and the organizational structure in a multi-campus/satellite center becomes even more important.

O7   As the only community college in its 1442 square mile district, the institution endeavors to work in a partnership environment with those students attending simultaneously or transferring to the two service district non-profit, four-year colleges. The institution also works closely with the high schools in the district with an increasing focus on dual enrollment courses for high school students.

O8a   JJC identifies five potential opportunities and/or vulnerabilities: increased costs associated with technology, as well as providing access among campuses and satellite centers; challenges in providing a quality learning environment and support services in the face of reduced state funding; rapid population and enrollment growth; an increase in the number of students from historically underrepresented populations; and regional economic and labor market shifts, coupled with programmatic shifts.

O8b   JJC projects high demand for its programming based on three factors: geographic location; low price; and programmatic offerings, especially in quality learning

experiences, services to the community, and economic development within the service area.

Here are what the Systems Appraisal Team identified as Joliet Junior College's most important strengths and opportunities for improvement relating to processes encompassed by Category 3, Understanding Students' and Other Stakeholders' Needs.

Item	*S/O*	*Comment*
3P1	S	Environmental scanning takes place regularly, both internally and externally, covering student surveys data from COMPASS and placement tests, input from program advisory councils, etc., the results of which are analyzed and used in specifically appropriate planning areas. Results of monitoring placement and course success data led to a new level of instruction in the developmental area.
3P2	S	Student relations are cultivated through college clubs, student government, adult learner luncheons, faculty involvement, continuing education with business/industry and marketing of course materials to individuals, business, industry, and families. Dual enrollment for high school students has particularly experienced growth through the high school/community college connections.
3P2	O	While the portfolio provides methods for maintaining student relationships, there is no description of the processes in place to analyze the successes and needs for improvement in doing so.
3P3	S	Given its large and diverse service area, JJC identifies, analyzes, and addresses changing stakeholder needs through a number of means. The college conducts regular environmental scans and community surveys as well as various meetings, high school contacts, and educational programming.
3P3	O	Despite the range of activities addressing stakeholders' needs, it is not clear how the evidence gathered strategically affects success, policy and decision making.

3P5-6	O	Determining new student and stakeholder groups is a major opportunity to create an even broader stakeholder group to support JJC.
3P6	O	While JCC maintains clear procedures for handling complaints, and the college carefully distinguishes between academic and non-academic complaints in these procedures, response to complaints may need to be more formalized and demonstrate specific improvements. Although the college acknowledges complaints from "other stakeholders," these persons are largely within the existing college community. It is not clear how the college addresses complaints from external stakeholders.
3P7	O	Measures are described to determine student and other stakeholder satisfaction. Processes to analyze data and drive stakeholder satisfaction improvements are not defined.
3R1a	S	JJC relies on CCSSE as a primary tool to assess student satisfaction. The college reports high levels of satisfaction in the areas of academic advising/planning, skill labs and computer labs. These correlate with the students' reports of the importance of these areas—each one scoring above the median.
3R1b	O	Using CCSSE results, the college also reports its lowest levels of satisfaction in job placement, child care, and services to students with disabilities. These results might be an area for improvement given students ranked the first and third above the median in importance.
3R1-2	O	It is unclear if a systematic plan exists to utilize information from surveys such as CCSSE or college-wide performance trends to determine performance improvement.
3R3a	S	JCC uses a wide variety of tools with internal and external measures to gather data about stakeholder needs and satisfaction.
3R3b	O	It is not clear how JJC will respond to any negative results concerning stakeholder or community satisfaction.
3R4	S	The portfolio reports several positive results concerning stakeholder and community satisfaction with the institution.

3R5	S	Through the ICCB and the use of national surveys, JCC has developed a number of comparative measures to help it in identifying areas that may need improvement for both internal and student constituents.
3I1-3I2	O	There is no description of how the data are used for improving the identified needs of students and other stakeholders or what process is used to determine priorities and establish targets.

AQIP CATEGORY 4: VALUING PEOPLE

Valuing People explores your institution's commitment to the development of your employees since the efforts of all of your faculty, staff, and administrators are required for institutional success. It examines your institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Joliet Junior College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 4, Valuing People:

Item   Critical Characteristic

O1   Joliet Junior College, the nation's first community college, has a clearly articulated mission and vision, and has identified six goals that embrace student success (including minorities and underrepresented populations) and addresses high school to college preparation/readiness, institutional sustainability, improved partnerships, use of technology, and programs that address market needs. Core values demonstrate a respect for integrity, collaboration, innovation, humor, and quality embraced in the institutional acronym "RICH in Quality."

O5   College faculty and staff are represented by five different bargaining units, including representation for faculty, clerical staff, food service workers, campus police, and physical plant employees.

O6a   Joliet has four campuses and eleven extension centers located throughout the district. Consequently, the institution places significant focus on communications and ensuring that all employees have an opportunity for input as well as relevant knowledge of the strategic initiatives and their part in achieving organizational goals. Technology accessibility, as well as its major role in this communications process, and the organizational structure in a multi-campus/satellite center becomes even more important.

O7   As the only community college in its 1442 square mile district, the institution endeavors to work in a partnership environment with those students attending simultaneously or transferring to the two service district non-profit, four-year colleges. The institution also works closely with the high schools in the district with an increasing focus on dual enrollment courses for high school students.

Here are what the Systems Appraisal Team identified as Joliet Junior College's most important strengths and opportunities for improvement relating to processes encompassed by Category 4, Valuing People.

Item	*S/O*	*Comment*
4P1	S	JJC has a clearly described, multi-step process in place for identifying, recruiting, hiring and orienting full-time faculty, administrators, and other personnel, such as support staff, clerical, campus police, building & grounds, and food services personnel. The college maintains and uses a rich data set to help it plan for new positions to meet strategic or operational needs. JJC also provides a variety of organizational learning and training programs for its personnel, including a tuition waiver for JJC courses that enhance human capital and directly relate to their employment. Ethical practices are clearly defined in the Board Policies manual and Employee Handbook.

4P2a	S	Joliet Junior College has been proactive in hiring a Diversity Manager to help accommodate changing demographics that will affect the pool of possible employees at the college in the future.
4P2b	O	It would benefit JJC to develop and follow a clear process to retain talented people, allowing it to sustain a leadership role in the marketplace and providing linkages to JJC's mission and strategic plan. The institution has a retention plan that assists in identifying and keeping faculty making positive contributions.
4P3	S	JJC demonstrates a commitment to employee development and retention by providing a variety of job training opportunities.
4P4	S	Each division and department creates opportunities for training and development, and uses curriculum needs to determine needs changes in delivery system, technology changes and professional upgrades. Professional development for both full-time and adjunct faculty is effectively focused at JJC, as demonstrated by programs like a required new faculty seminar, bi-annual Great Teachers Seminar and an adjunct faculty seminar. Diversity and leadership training are provided, and succession planning and development of internal talent all are considered when planning for employee development.
4P6	O	The portfolio does not describe how needed improvements in its employee recognition program will be identified or implemented. There is an opportunity to add professional development to the evaluation process, helping to instill in all employees life-long learning.
4P7	O	The portfolio does not clarify the process for allocating monetary awards for special projects and activities. JJC has an opportunity to gain by developing a transparent procedure for awarding and evaluating such support.
4P8	O	The 2008 PACE survey had a low response rate (25.8%), so data from a single year are not clearly instructive. It will be important for the institution

to repeat the survey at a future date to seek comparative data, and allow it to identify trends.

4R1   OO   JJC offered the PACE survey in April 2008 to determine employee perceptions of the institutional climate and the levels of employee satisfaction. The results indicate a low type 3 consultative system, suggesting that the institution has not yet achieved a collaborative rating and is below the national average in several categories. PACE survey results show that 40% of employees do not feel valued. It is unclear how the institution has analyzed these results and what type of improvement plan will be implemented. It would benefit the institution to provide an improvement plan for meeting and exceeding the comparison data.

4 R3   O   The institution would benefit from a strategic analysis of benefits gained per investment, resulting either in being more competitive with peers or being better able to frame the competitive advantage gained through its higher costs.

4I1   S   JCC has devoted two AQIP Action Projects during 2004-2007 directly on valuing people, strengthening aspects of professional development and campus communication. Priorities of those projects are aligned with institutional mission, goals and vision. PACE survey results are being used to assess employees, capturing variables such as trends, changes, and engagement of employees in institutional issues and strategic initiatives.

AQIP CATEGORY 5: LEADING AND COMMUNICATING

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. It examines your institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations,

direction setting, future opportunity seeking, decision making, use of data, leadership development and sharing, succession planning, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Joliet Junior College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 5, Leading and Communicating:

Item   Critical Characteristic

O1   Joliet Junior College, the nation's first community college, has a clearly articulated mission and vision, and has identified six goals that embrace student success (including minorities and underrepresented populations) and addresses high school to college preparation/readiness, institutional sustainability, improved partnerships, use of technology, and programs that address market needs. Core values demonstrate a respect for integrity, collaboration, innovation, humor, and quality embraced in the institutional acronym "RICH in Quality."

O6a   Joliet has four campuses and eleven extension centers located throughout the district. Consequently, the institution places significant focus on communications and ensuring that all employees have an opportunity for input as well as relevant knowledge of the strategic initiatives and their part in achieving organizational goals. Technology accessibility, as well as its major role in this communications process, and the organizational structure in a multi-campus/satellite center becomes even more important.

Here are what the Systems Appraisal Team identified as Joliet Junior College's most important strengths and opportunities for improvement relating to processes encompassed by Category 5, Leading and Communicating.

Item   S/O   Comment

5P1   S   JJC operates with a decentralized organizational culture. That structure focuses on building a sustainable learning environment that is aligned with the JJC master plan, which in turn, is aligned with the mission, vision, values and needs of the college. Committee responsibilities encourage

faculty and staff involvement and appear to be clearly defined such that they avoid overlap and/or conflicting decisions.

5P2	S	JJC reports that it seeks future opportunities through operational planning processes and organizational structure. The college identifies examples of operational planning processes (e.g., AQIP activities, goals set by the president and Board of Trustees, development of institutional priorities).
5P4	O	JJC does not describe an overarching communication strategy and/or processes that are focused on advancing student learning.
5P5	O	With the exception of a few meetings and one focus group, communication strategies identified in the portfolio are one-way. An overall communication strategy for receiving information from, and informing employees about their roles would strengthen institutional function.
5P6	S	JJC reports using three principal tools to communicate a sense of shared mission, vision, values, and performance expectations. The Marketing Office focuses internally. The college uses the budgeting process to align requests with strategic goals. Human Resources communicates a shared sense of institutional culture through direct contacts with new employees and through publications related to ethics, social responsibilities, and involvement.
5P8	OO	Leadership development currently is *ad hoc* and dependent on the interests of departments, divisions and individuals and the unique situation within which each works. Leadership succession was identified in the 2006 Systems Appraisal as a priority; it remains a priority in 2009.
5R1	O	The results of the PACE survey identify the college as having a low consultative culture. The institution ranks lower in how information is shared, communication, and overall levels of decision-making. There is a need for more effective information-sharing and collaborative decision-making across campus. It also would benefit the institution to provide more than one metric for communicating and evaluating decision making.

5I1   O   JJC has determined that a high priority for 2010 will be college
                   communication and leadership development, but it is not clear how these
                   improvement initiatives will be developed or implemented.

AQIP CATEGORY 6: SUPPORTING INSTITUTIONAL OPERATIONS

Supporting Institutional Operations addresses the variety of your institutional support processes
that help to provide an environment in which learning can thrive. It examines your institution's
processes and systems related to student support, administrative support, identification of
needs, contribution to student learning and accomplishing other distinctive objectives, day-to-
day operations, use of data, measures, analysis of results, and efforts to continuously improve
these areas.

**Here are the Key Critical Characteristics of Joliet Junior College that were identified by
the Systems Appraisal Team as most relevant for its interpretation of its Systems
Portfolio section covering Category 6, Supporting Institutional Operations:**

Item   Critical Characteristic

O1   Joliet Junior College, the nation's first community college, has a clearly articulated
        mission and vision, and has identified six goals that embrace student success (including
        minorities and underrepresented populations) and addresses high school to college
        preparation/readiness, institutional sustainability, improved partnerships, use of
        technology, and programs that address market needs. Core values demonstrate a
        respect for integrity, collaboration, innovation, humor, and quality embraced in the
        institutional acronym "RICH in Quality."

O3a   The fall 2008 student enrollment base (at an all time high) of Joliet Junior College
        includes over 14,000 individuals, with minorities representing 29% of the student body.
        Minority population is projected to continue to increase with the growth led by a 20%
        increase in the Hispanic or Latino population by 2010 and 74% by 2015.

O6a   Joliet has four campuses and eleven extension centers located throughout the district.
        Consequently, the institution places significant focus on communications and ensuring
        that all employees have an opportunity for input as well as relevant knowledge of the

strategic initiatives and their part in achieving organizational goals. Technology accessibility, as well as its major role in this communications process, and the organizational structure in a multi-campus/satellite center becomes even more important.

O6b   The 2,100 plus computer workstations serving a ratio of three computers per FTE student are aligned with the Illinois community college average and are on a four-year replacement cycle. JJC provides open access in computer labs 14 ½ hours per week day and 6 – 8 hours per day on weekends. There are 54 hours a week of Help Desk service; the course management system is Angel. Ninety-eight percent of classrooms have projection and 40% of the classrooms are equipped with a computer. There is remote accessibility for network files using Citrix and the MIS system uses Colleague.

O8a   JJC identifies five potential opportunities and/or vulnerabilities: increased costs associated with technology, as well as providing access among campuses and satellite centers; challenges in providing a quality learning environment and support services in the face of reduced state funding; rapid population and enrollment growth; an increase in the number of students from historically underrepresented populations; and regional economic and labor market shifts, coupled with programmatic shifts.

Here are what the Systems Appraisal Team identified as Joliet Junior College's most important strengths and opportunities for improvement relating to processes encompassed by Category 6, Supporting Institutional Operations.

Item	*S/O*	*Comment*
6P1-2	S	JJC uses multiple methods, both internal and external, to identify the changing needs of student groups and other key stakeholder groups. The college relies on statistical data drawn from surveys, environmental scans, and placement tests. Informal evidence is also supplied through student government, clubs and organizations, as well as student-faculty interactions. The combination should provide a useful base of both empirical and anecdotal evidence, and can be useful for regional and national comparisons. Table 6.1 presents detailed information (including

indicators of success) as well as responsible personnel to ensure that these initiatives are addressed and documented. These data also are useful in comparing institutional change and/or improvement from year to year.

6P3	S	JJC has developed comprehensive and well articulated systems to manage key services on a daily basis and has a variety of measures that can be used to monitor the health and/or improvement in those processes.
6P4	S	JJC documents student support information through communication targeted directly to students.
6P5	S	Student services include multicultural services as well as specific services for the growing Latino population of the area. These services tie back to stated opportunities/threats in the college's service area. Divisional goals, both operational and strategic, are tied to the budgeting process.
6P5a	O	At a time when technology's use in education is increasing, the institution is faced with the need to continue to upgrade its networking and security connections.
6R2	S	Administrative support services at JJC have repeatedly been recognized for their effectiveness. These performance results include an AA+ bond rating, balanced budgets for 36 years, no audit citations, and being one of only 14 colleges in the nation to receive the GFOA Budget Award, as well as an award of Excellence for accounting practices. In comparison with other state community colleges, JCC spends more on instructional costs than other comparable institutions, operates on less per resident tax base, and maintains its administrative costs lower than the state average.
6R2a	O	Overall, CCSSE results place JJC in line with its cohort group, although job placement, career counseling, financial aid, and academic advising provide opportunities for JJC to determine where additional services could be helpful.

6R3	O	JJC will benefit from the comparative data of student satisfaction that will show trends and patterns of improvement.
6I1-6I2	S	JCC reports improved efforts in the areas of organizational realignment to foster communication, support, and oversight of departmental functions. Increased staffing, including a new dean structure in student services, provided students with better and more efficient services. The college has strengthened communication with students and other stakeholders through a variety of print and technological activities. JJC has developed a master plan that demonstrates its realigned administrative services and describes its future campus configuration and plans. A video describing this plan has been developed and is being disseminated via the website, DVD, and YouTube, to inform and generate input and support from key stakeholders.

AQIP CATEGORY 7: MEASURING EFFECTIVENESS

Measuring Effectiveness examines how your institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines your institution's processes and systems related to collection, storage, management, and use of information and data – at the institutional and departmental/unit levels; institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Joliet Junior College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 7, Measuring Effectiveness:

Item   Critical Characteristic

O1   Joliet Junior College, the nation's first community college, has a clearly articulated mission and vision, and has identified six goals that embrace student success (including minorities and underrepresented populations) and addresses high school to college

preparation/readiness, institutional sustainability, improved partnerships, use of technology, and programs that address market needs. Core values demonstrate a respect for integrity, collaboration, innovation, humor, and quality embraced in the institutional acronym "RICH in Quality."

O6a   Joliet has four campuses and eleven extension centers located throughout the district. Consequently, the institution places significant focus on communications and ensuring that all employees have an opportunity for input as well as relevant knowledge of the strategic initiatives and their part in achieving organizational goals. Technology accessibility, as well as its major role in this communications process, and the organizational structure in a multi-campus/satellite center becomes even more important.

O8a   JJC identifies five potential opportunities and/or vulnerabilities: increased costs associated with technology, as well as providing access among campuses and satellite centers; challenges in providing a quality learning environment and support services in the face of reduced state funding; rapid population and enrollment growth; an increase in the number of students from historically underrepresented populations; and regional economic and labor market shifts, coupled with programmatic shifts.

Here are what the Systems Appraisal Team identified as Joliet Junior College's most important strengths and opportunities for improvement relating to processes encompassed by Category 7, Measuring Effectiveness.

Item	*S/O*	*Comment*
7P1	S	Joliet Junior College uses a multi-step "Model of Institutional Effectiveness" to measure institutional effectiveness that is aligned with the institutional mission and priorities, ICCB measures, and external reporting needs. The model drives the selection, management, and use of information and data.
7P2	S	The college uses a PSDA (Plan-Do-Study-Act) process to look at data needs of departments and to improve quality. In conjunction with the

OIR&E (Office of Institutional Research and Effectiveness), there is an established system for requesting information/research.

7P5   S   Joliet Junior College effectively integrates its data collection and analyses with the strategic planning process, the annual budget, required reporting, and performance appraisal, thereby aligning strategies with institutional goals and priorities.

7P6   S   The college has implemented security, backup, and privacy systems to help insure the integrity of the data, including the creation of a Chief Information Security Officer.

7R1,7R2,7I1

        O   JCC uses a number state and national sources, such as CCSSE and ICCB reports, to develop measures and perform comparative analysis. There is some question as to how these measures are communicated out to appropriate constituents and what improvements to processes are being conducted based on the measures.

AQIP CATEGORY 8: PLANNING CONTINUOUS 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. It examines your institution's processes and systems related to institutional vision; planning; strategies and action plans; coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; measures; analysis of performance projections and results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Joliet Junior College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 8, Planning Continuous Improvement:

Item   Critical Characteristic

O1   Joliet Junior College, the nation's first community college, has a clearly articulated mission and vision, and has identified six goals that embrace student success (including minorities and underrepresented populations) and addresses high school to college preparation/readiness, institutional sustainability, improved partnerships, use of technology, and programs that address market needs. Core values demonstrate a respect for integrity, collaboration, innovation, humor, and quality embraced in the institutional acronym "RICH in Quality."

O3b   JJC's credit enrollment has risen steadily over the past 10 years from 17,661 in 1999 to 25,268 in 2008, while the non-credit enrollment has steadily declined from 23,248 to 14,425. The credit enrollment growth is attributed to an increased demand for online classes, dual credit enrollment, and a shift from non-credit to credit course offerings, k-12 enrollment growth, and an overall population increase in the district. Non-credit decline is due to budget restraints that limit non-credit offerings. Most of the students are from the 10 surrounding cities with 59% being female and 43% being full-time.

O6a   Joliet has four campuses and eleven extension centers located throughout the district. Consequently, the institution places significant focus on communications and ensuring that all employees have an opportunity for input as well as relevant knowledge of the strategic initiatives and their part in achieving organizational goals. Technology accessibility, as well as its major role in this communications process, and the organizational structure in a multi-campus/satellite center becomes even more important.

O8a   JJC identifies five potential opportunities and/or vulnerabilities: increased costs associated with technology, as well as providing access among campuses and satellite centers; challenges in providing a quality learning environment and support services in the face of reduced state funding; rapid population and enrollment growth; an increase in the number of students from historically underrepresented populations; and regional economic and labor market shifts, coupled with programmatic shifts.

O8b   JJC projects high demand for its programming based on three factors: geographic location; low price; and programmatic offerings, especially in quality learning experiences, services to the community, and economic development within the service area.

Here are what the Systems Appraisal Team identified as Joliet Junior College's most important strengths and opportunities for improvement relating to processes encompassed by Category 8, Planning Continuous Improvement.

Item	*S/O*	*Comment*
8P1a	S	JJC has developed a detailed planning process, functioning through three inter-related processes. First, the college engages in strategic planning which describes the college's mission (what it does), its vision (what it aspires to be), and its intent (strategic goals). Second, the college engages in operational planning, (action plans, strategic planning monitoring/evaluation, communications, budgeting, critical issue analysis, and environmental scanning). Third, the college engages in programmatic planning on the departmental level. All planning processes are linked to the budget cycle, which is clearly described in an annual calendar.
8P1b	O	The portfolio does not document how JJC aligns its planning with the Illinois Community College Board.
8P3	S	JJC has identified eight primary action plans in several areas: academic, assessment, enrollment management, financial, human resources, marketing, master and capital improvement plans, and technology. Further, the college describes processes for revision, progress, and communication of each action plan.
8P4	O	While, the programmatic planning process provides a clear means by which JJC can coordinate planning processes and strategies with individual departments/units, the strategic planning process does not clearly describe any linkage between the portion of academic programs that interfaces directly with students (i.e., faculty, departments) and the planning process.
8P7	O	Although JJC clearly demonstrates an awareness of the need to align planning with employee capabilities, the strategies it offers as evidence are inconclusive. The college could benefit from a more precise description of how planning and employee capabilities are linked.

8R1	O	JJC employees rate their perceived input into planning processes comparatively low; however, they also report being familiar with the overall strategic goals of the college. Results for the evaluation of key performance indicators are mixed. The college has clearly identified opportunities for possible improvement in short-term priorities. However, as the college notes, short-term priorities are automatically opportunities by their very nature. The Key Performance Results as illustrated in Table 8.6 would benefit the institutional prioritization if represented by actual data and trends.
8R3	S	JJC compares itself on national levels using the PACE survey and CCSSE survey. In addition, it compares itself on a state level through data it includes in its Performance Report. Projections indicate significant growth and change in the demographics and economics of the service area.
8R4	O	JJC reports that it has conducted all activities identified in its planning calendar but can still improve in programmatic/departmental planning. Employees do not find a clear link between planning and action. In addition, they do not perceive that work is guided by clear administrative processes. It is unclear how the institution's measures of effectiveness of its planning system compare with the performance results of other higher education organizations.
8I1	O	A listing of documented improvements that are currently being implemented based on the results gathered though measures would better present a picture of progress.
8I2	O	The strategic planning process is critical because of JJC's location, partnerships, increase in minority populations, and fiscal, academic and student service needs.

AQIP CATEGORY 9: BUILDING COLLABORATIVE RELATIONSHIPS

Building Collaborative Relationships examines your institution's relationships – current and potential – to analyze how they contribute to the institution's accomplishing its mission. It examines your institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Joliet Junior College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 9, Building Collaborative Relationships:

Item   Critical Characteristic

O1   Joliet Junior College, the nation's first community college, has a clearly articulated mission and vision, and has identified six goals that embrace student success (including minorities and underrepresented populations) and addresses high school to college preparation/readiness, institutional sustainability, improved partnerships, use of technology, and programs that address market needs. Core values demonstrate a respect for integrity, collaboration, innovation, humor, and quality embraced in the institutional acronym "RICH in Quality."

O2   Educational offerings at Joliet Junior College demonstrate a comprehensive community college program with twelve academic departments and credit programs that lead to Associate degrees and certificates, including occupational, as well as transfer programs. The institution also offers a wide range of non-credit programs to serve individuals needing specific non-credit services such as Adult Basic Education, Adult Secondary Education, English as a Second Language, lifelong learning, and customized training, among others.

O4a   Joliet Junior College holds numerous memberships in state and national organizations that complement the college's mission, vision, and values. Included are the Continuous Quality Improvement Network (CQIN) and the Academic Quality Improvement Program (AQIP) of the Higher Learning Commission. Overall accreditation is maintained through

the North Central Association, along with specific program certifications and licenses from other governing agencies.

O4b   The institution has a history of collaborative efforts/partnerships with business, industry, and economic development entities. Examples include Workforce Development, community organizations such as the district Chambers of Commerce, hospitals, and consortia such as the South Metropolitan Higher Education. Consortium Collaborators also include Governors State University, and the Illinois Consortium for International Studies and Programs.

O4c   JJC currently provides technical assistance to over 1,000 businesses per year and collaborates with organizations to provide professional development for members of surrounding communities (i.e., the Pharmacy Technician Program with MRxl Corporation). Education-to-Careers is a dual enrollment program providing the opportunity for high school students to gain up to two years college credit while still in high school. Ninety-three percent of the students participating in the program earn a high school diploma, compared to 82% of the district's high school students.

O7   As the only community college in its 1442 square mile district, the institution endeavors to work in a partnership environment with those students attending simultaneously or transferring to the two service district non-profit, four-year colleges. The institution also works closely with the high schools in the district with an increasing focus on dual enrollment courses for high school students.

Here are what the Systems Appraisal Team identified as Joliet Junior College's most important strengths and opportunities for improvement relating to processes encompassed by Category 9, Building Collaborative Relationships.

Item   *S/O*   *Comment*

9P1   S   Based on a core value of collaboration, JJC has a well-structured and wide-reaching process for developing and maintaining collaborative relationships with peers and with important institutional stakeholders, including educational institutions and associations, governmental agencies, businesses, and community organizations. This process allows

departments and colleges to develop articulation agreements, non-credit offerings, and curricular offerings that meet the needs of its collaborators and stakeholders.

9P2   O   Several strategies are in place to provide input and feedback from key internal stakeholders and thus ensure that collaborative needs are being met. While it is reasonable that these strategies may differ from one collaboration to another, the portfolio does not clarify how the college selects and adapts a given set of strategies to suit a given collaboration.

9P4   O   JJC has a planning process that is strongly tied to quantitative performance measures (e.g., tuition, allocation of state funds, grants received). Data describing those measures are used to support and influence resource allocation and planning. However, performance measures for collaborative relationships apparently do not include such financial data. Reporting financial data as part of the assessment of collaborative relationships would broaden performance assessment and increase the institution's ability to judge resource allocation.

9R1   S   JJC measures the effectiveness of collaborative relationships through multiple methods such as participation, student transfer rates, occupational placement, continuing education participation and business and industry feedback. The results demonstrate that collaborative relationships impact the college positively in terms of increased enrollment, transfers, and area employment.

9R2   S   Results of dual enrollment, transfer rates, occupational placement, continued enrollment, and business/industry training workshops and courses demonstrate growth in all areas with the knowledge that 90% of JJC graduates continue to stay and work in the district upon graduation. At the same time, JJC must plan for a population increase that will continue to call for more services to underrepresented populations.

9I2   O   There is limited comparative data to provide information on improvements in collaboration. JJC would benefit from analyzing additional trend data from other collaborative relationships, such as employers, other higher

education institutions, workforce centers. JJC recognizes the opportunity to develop clear linkages between processes and student success; it is not clear, however, how this relates to Category 9 regarding collaborative relationships.