Strategic Planning Days
Summary and Emerging Themes

JOLIET JUNIOR COLLEGE

JANUARY 2015
# Table of Contents

Introduction ........................................................................................................................................... 2  
Purpose .................................................................................................................................................. 2  
Executive Summary ................................................................................................................................. 3  
Opening Sessions .................................................................................................................................... 4  
  Mission Statement ................................................................................................................................. 4  
Faculty and Staff Strategic Focus Sessions ............................................................................................ 4  
  Vision Statement .................................................................................................................................. 4  
  Mission Statement ................................................................................................................................. 5  
Community and Business/Industry Strategic Focus Sessions ................................................................ 5  
  Public Perceptions ............................................................................................................................... 5  
  Current Engagement ............................................................................................................................. 6  
“Student Success” .................................................................................................................................. 6  
Emerging Themes ..................................................................................................................................... 7  
  Public Perceptions/Outreach ............................................................................................................... 7  
  Internal Processes/Practices ................................................................................................................... 8  
  Data Systems ....................................................................................................................................... 8  
  Internal and External Collaboration ..................................................................................................... 9  
  Employer Engagement ......................................................................................................................... 10  
Appendix A. List of Strategic Planning Committee Members .................................................................. 11  
Appendix B. Strategic Planning Day Schedule ....................................................................................... 12  
Appendix C. Mission and Vision Statements .......................................................................................... 13  
Appendix D. Employer Engagement Best Practices ............................................................................... 14
INTRODUCTION

Purpose
The Joliet Junior College Strategic Planning Committee, along with President Debra Daniels, collaborated with the Thomas P. Miller and Associates (TPMA) project team to conduct a series of Strategic Planning Days from January 7 to January 9, 2015. The purpose of these Strategic Planning Days was to gather intelligence from a number of internal and external stakeholders including: faculty/staff, representatives from the community, and local businesses/industries to inform the priorities and drive the direction of the Strategic Plan. The Strategic Planning Days offered a forum for a variety of stakeholders to discuss Joliet Junior College’s mission and vision statements, external stakeholder relationships and perceptions of the College, key challenges and opportunities of the institution, strategic priorities and goals, and stakeholder involvement in the strategic planning process. An updated list of Strategic Planning Committee members can be found in Appendix A.

A summary of the Joliet Junior College Strategic Planning Days follows below, and includes discussion around the following themes:

- Opening Sessions
- Faculty and Staff Strategic Focus Sessions
- Community and Business/Industry Strategic Focus Sessions
- Emerging Themes
- “Student Success”
EXECUTIVE SUMMARY

Through a series of strategic focus sessions with internal and external stakeholders held January 7 to January 9, 2015, the TPMA team identified five emerging themes that Joliet Junior College (JJC) could address in Strategic Plan development and implementation. Five emerging themes identified as the most important priorities by stakeholders included: public perceptions/outreach, internal processes/practices, data systems, internal and external collaboration, and employer engagement. The emerging themes listed above provide the framework to which the Strategic Plan will be structured.

During the Project Launch meeting on December 8, 2014, the TPMA team and Strategic Planning Committee discussed establishing student success as the strategic framework and single, overarching goal of the Strategic Plan. However, the Strategic Planning Day sessions revealed that this framework may not fully encompass JJC’s needs for the Strategic Plan. The TPMA team has redirected focus to a number of priorities that address a broad range of the College’s needs and opportunities. A complete schedule for the Strategic Planning Days can be found in Appendix B.

The staff and faculty strategic focus sessions revealed that JJC’s vision statement should be reevaluated. The consensus was that the current vision statement does not accurately capture JJC as it would appear in a future aspirational state. Common concepts to incorporate into JJC’s vision statement arose from the focus sessions and include: sustainability, innovation, continued excellence, and experiential learning.

Staff and faculty were generally satisfied with the mission statement currently in place at JJC. However, faculty and staff suggested incorporating the following concepts into the mission statement: acknowledgment of students, academic excellence, sustainability, and relevant/in-demand programs. An explanation of mission and vision statements can be found in Appendix C.

Community and business/industry representatives reported positive perceptions of JJC as well as good relationships with the institution. Business/industry representatives sought greater involvement and partnerships with JJC and offered suggestions on what improved employer engagement might look like.

The results from these strategic focus sessions as well as a discussion around the emerging themes is described in greater detail below.

SUMMARY OF EMERGING THEMES

Public Perceptions/Outreach
- Build pipeline of skilled workers in the community through awareness of the College’s services
- Improve outreach strategy to allow JJC to “tell its story”
- Counteract stigma of community colleges through outreach/education

Internal Process/Practices
- Streamline advising process
- Implement systematic and interdisciplinary communication standards
- Ensure staff, faculty, and administrative accountability

Data Systems
- Ensure systems/data are accessible and transparent
- Restructure data systems for efficient analysis of student and college metrics
- Establish ways to capture, define, and track data for all students

Internal and External Collaboration
- Create formal, streamlined system for consistency and efficiency
- Shared governance
- Appoint an employer liaison in College

Employer Engagement
- Encourage community involvement in JJC’s growth and evolution
- Develop proactive relationships with local business and industry groups
- Consider more demand-driven education
OPENING SESSIONS

Mission Statement
Joliet Junior College faculty and staff proposed a number of changes to the current mission statement during the opening sessions. Although most faculty and staff agreed that the mission statement conveyed appropriate messages about the College, they recommended the addition of concepts/words including: innovation, commitment, accessibility, inspiration, students, empowerment, diversity, community, and career exploration. Faculty and staff felt these concepts and words were missing from the current mission statement and that these changes could convey the meaningful relationship that JJC wants to build/maintain with students and the community.

Faculty and staff also offered a number of recommendations regarding words/concepts to remove from the current mission statement. These suggestions included removing affordable, lifetime of learning, and enriches as they are dated and misleading words. For instance, faculty and staff agreed that the word “affordable” as the first word of the mission statement conveys that JJC’s only concern is being a “cheap” education for students. Faculty and staff also recommended the mission statement be more concise and energetic.

The opening sessions revealed that faculty and staff are passionate about contributing and assisting in institutional change through the implementation of the next Strategic Plan. The inclusivity of the process allows for an encompassing Strategic Plan that addresses the opportunities and suggestions reported by faculty and staff.

FACULTY AND STAFF STRATEGIC FOCUS SESSIONS

Vision Statement
Joliet Junior College faculty and staff agreed that the vision statement does not accurately capture JJC as it would appear in a future aspirational state. Joliet Junior College’s vision statement is, by definition, not a vision statement. A vision statement outlines where an organization aims/aspires to be or achieve in the future, while a mission statement outlines how the institution will get to where it wants to be in the future. The differences between a mission and a vision statement are outlined in Appendix C. The strategic focus sessions generated a number of recommendations for improvements to the institution’s vision statement. Concepts and words that faculty and staff recommend adding to the vision statement include: sustainability, community, continued excellence, experiential learning, and innovation. These concepts and words, according to faculty and staff, would more accurately convey JJC’s future aspirations as a competitive educational institution in the region.

Joliet Junior College’s identity as the nation’s first public community college was a source of division among faculty and staff in the strategic focus sessions. Some faculty and staff members believed that emphasizing JJC’s status as the first community college provides “inherent credibility to the institution” and “credence to the longevity of the college.” Other individuals thought that being the “oldest” has its own negative connotations and may act as a deterrent to potential students whom do not recognize the value in heritage. Others observed that JJC’s emphasis on its identity as the first community college conveys the concept of history, rather than future, for a vision statement. Overall, faculty and staff from the strategic focus sessions were divided on the importance of emphasizing JJC’s identity as the nation’s first public community college in the vision statement.
There were also differing opinions among faculty and staff members regarding JJC as a “junior” college. The strategic focus sessions revealed that some faculty and staff believed “junior” was not pertinent to today’s students. Faculty indicated that students do not acknowledge the “junior” in Joliet Junior College so taking it out would not be a crucial component to the Strategic Plan. Other faculty and staff argued that the “junior” makes JJC seem “second best; second string” and argued that students recognize “junior” as such. These faculty and staff suggested changing the institution to Joliet Community College. Overall, JJC faculty and staff were divided on the importance of removing “junior” from Joliet Junior College.

The strategic focus sessions generated a number of recommendations to improve JJC’s vision statement. These faculty and staff recommendations stemmed from the desire to convey JJC as a quality institution with renowned programs, dedicated faculty and staff, positive relationships with the community, and countless opportunities for students to succeed. JJC has the opportunity to capitalize on the positive perceptions faculty and staff have of the institution to transform many components of the College through the implementation of the Strategic Plan.

**Mission Statement**

The strategic focus sessions revealed that faculty and staff generally approved of JJC’s mission statement. However, the groups proposed minute changes that they believed would enhance the value of the mission statement for the community and stakeholders. For instance, one faculty member proposed removing the word “affordable” from the mission statement and replacing it with “cost-effective.” Other faculty suggested switching the two mission statement sentences and finding ways to more accurately depict JJC’s goals through incorporation of students and sustainability. References to diversity and community were also common recommendations by JJC faculty and staff in the strategic focus sessions.

Overall, Joliet Junior College faculty and staff agreed that the mission statement accurately communicated many of the College’s values. One staff member indicated that the mission statement was all-encompassing and conveys that JJC has a lot to offer as an educational institution. Faculty reported that JJC’s mission statement portrayed the institution as a “place for everyone.” Although there are opportunities for growth, faculty and staff generally supported the institution’s mission statement and approved of the message that the statement was sending to its audience.

**COMMUNITY AND BUSINESS/INDUSTRY STRATEGIC FOCUS SESSIONS**

**Public Perceptions**

Strategic focus sessions with the TPMA team revealed that community leaders and business/industry members perceived Joliet Junior College positively. One business member indicated that they “like that JJC is a place for everyone; young and old.” JJC graduates hired by local employers are qualified, talented, and dedicated to their work. Community and business/industry members indicated that JJC is a great place for career exploration and a quality education. Local high schools may tend to push students to attend four-year institutions after graduation, but community and business/industry members reported that JJC is an “anchor institution for student referrals.”

Strategic focus sessions with community and business/industry members indicated that students typically enroll at JJC because it is cheaper than four-year institutions. However, community and business/industry members expressed that there is a stigma among young students that JJC is “below/less” than a four-year
institution. Although community and business/industry members did not share that stigma, they reported that students generally gravitate toward other schools because they are larger. Community and business/industry members advised JJC to work to shift these stigmas to show “how great JJC is and what they have to offer their students.”

Current Engagement
Joliet Junior College engages the community in a number of ways. Through advisory boards, creation of industry-relevant programs, and partnerships with local high schools, JJC has developed a number of community partnerships. However, business/industry and community members indicated a need to strengthen and establish more partnerships in the community. Joliet Junior College could establish more proactive relationships with community and business/industry members by connecting and reaching out to community members and involving them in educational decisions (i.e., creating career pathways and industry-relevant programs/demand-driven education). JJC could modify the current process of developing the curriculum for certificates and credentials to accommodate employer needs. As suggested in the Project Launch Summary Report, it might be useful for JJC to utilize employers for guidance on grouping courses that teach in-demand skill sets into a credential rather than creating credentials and adding course content afterwards. Employers can provide the insight needed for JJC to offer more industry-relevant and demand-driven education at their institution (explained further below). Community members suggested approaching companies and marketing the opportunities that JJC has to offer these companies.

In establishing a proactive relationship with employers and community members, JJC could streamline career pathways and strengthen the local talent pipeline. Business/industry representatives reported a need for basic and soft skills in the workforce and suggested JJC reinforce these skills throughout the student’s education and in the curriculum. Immersing students in work culture was also a suggestion from business/industry representatives. The strategic focus sessions with business/industry leaders revealed that if JJC trained students with the appropriate skills, local employers would pull students directly from JJC programs to hire. Community and business/industry members indicated that they would be interested in developing, or strengthening, partnerships with JJC. Community and business/industry representatives have provided Joliet Junior College with opportunities to create a pipeline of skilled workers and career pathways as well as strengthen relationships with community members.

“Student Success”
Strategic focus sessions revealed that faculty and staff did not support the notion of a single, overarching goal of student success for JJC’s Strategic Plan, a concept that was originally developed in the Project Launch Meeting on December 8, 2014. Joliet Junior College faculty and staff emphasized that JJC is a multi-faceted institution that cannot be appropriately captured through a single, ambiguous goal subject to multiple interpretations. Questions of meaning, measurability and relevance were common themes in strategic focus sessions with JJC faculty and staff. One staff member emphasized, “How do you buy into something you cannot define?” When prompted for the meaning of student success, there were differing responses among faculty and staff. One faculty member indicated that student success refers to understanding, implementing, and practicing sound educational practices, while another faculty member indicated that student success is the student’s personal definition of success. There were concerns around measuring and tracking this idea of student-defined success as well as the State’s definition of student success, which does not match any of the definitions above. Overall, there was a general
consensus around terms that are ambiguous and unmeasurable serving as the framework for JJC’s Strategic Plan.

Joliet Junior College faculty and staff argued that student success would be a natural by-product of accomplished strategic priorities and goals. For instance, once data systems are streamlined and efficient, student success can be measured and tracked. If student success is measured and tracked, internal process and practices could improve through recognition of internal or external operations that may be hindering student success. Improving these processes could reverse the hindrance and improve student success. This process leads to the same outcome: student success, which can be achieved through improved internal and external operations outlined above.

EMERGING THEMES

The themes that emerged from the strategic focus sessions and opening sessions held with faculty, staff, community, and business/industry leaders are described in greater detail below.

Public Perceptions/Outreach

Through a strategic discussion with the TPMA team, internal and external stakeholders concluded that JJC’s community outreach strategy could be enriched. According to internal and external stakeholders, the current outreach strategy does not accurately depict JJC’s renowned programs and countless opportunities for students to succeed. In order to compete in a growing and dynamic market, JJC must capitalize on and publicize the resources and opportunities the community college can provide to potential students and employers. One faculty referenced JJC as the region’s “best-kept secret.” A strategic outreach plan that efficiently advertises JJC’s opportunities could positively influence community perceptions and involvement with the College. Moreover, increased community and employer involvement and investment with JJC could build a more systematized pipeline of skilled students.

Overall, employers and business leaders viewed JJC positively, but highlighted room for growth in the College’s outreach strategies. JJC is viewed as an institution conducive to career exploration, continuing education, and academic excellence. However, local employers and community members emphasized a desire for JJC to publicize “what makes their institution so great.” Community members and industry leaders sought a proactive relationship with JJC that encourages greater collaboration and partnerships. JJC has an opportunity to develop more meaningful partnerships with industry leaders and community members due to the College’s positive perceptions that are already in place.

As the nation’s first public community college, JJC has a history of innovative and visionary practices that could attract students and employers if promoted appropriately. JJC has nationally renowned programs, state-of-the-art facilities, and offers a technologically advanced education; all of which could attract employers and students. JJC has an opportunity to alter stigmas commonly associated with community colleges through an outreach plan that could increase student enrollment, employer partnerships, and community investment. One staff member emphasized the need for JJC to “tell its story” through an outreach plan that incorporates testimonials and redesigned brochures, pamphlets, and JJC websites. Community group members indicated interest in partnerships with JJC, but were unaware of the programs and facilities that were relevant to their organizations and potential students to whom they could gain access. Additionally, the skill sets that are necessary for students to obtain jobs in the community are not communicated by JJC because of deficient outreach. This division perpetuates the gap that currently exists in effective training, industry needs in the community, and the establishment of a
pipeline of skilled workers. JJC has an opportunity to revolutionize their outreach strategy into one that could distinguish JJC from other regional competitors.

**Internal Processes/Practices**

The strategic focus sessions with faculty and staff revealed that JJC could improve their internal processes/practices. As expressed in the Project Launch Meeting in December 2014, the College’s academic advising activities are disparate and a common, standardized process for all students does not exist. Faculty and staff reported that enrollment is a cumbersome process for students because the process is led by faculty that may not understand all of the programs at the College. Currently, the College takes a “one size fits all” approach to advising, and faculty believe that it is not a universal process. Faculty and staff agree that each student’s experience should be customized at JJC to fit their educational needs. Faculty and staff also expressed that advising should be a mandatory process for students to complete, regardless of student enrollment status. One staff member indicated that their personal educational experience at JJC could have been improved upon if they had an advisor to guide them. Students rely upon faculty and staff to guide them through their educational experience. Streamlining the advising process could be a way to ensure that students are receiving the appropriate guidance throughout their time at JJC.¹

To create a streamlined advising process and to increase communication throughout the College, faculty and staff reported a need for interdisciplinary communication standards. According to faculty and staff, frequent administrative changes (i.e. frequent turnover in administrative personnel) have created inherent challenges in communication between administration and other institutional personnel. Establishing interdisciplinary communication standards could create more fluid institutional operations. Frequent communication between departments, rather than just within departments, could also alleviate this division between departments. Faculty also expressed interest in being recognized for their non-academic accomplishments. Communicating the importance of both group performance as well as individual performance throughout the College could break down the division between departments and help support more fluid institutional operations.

Faculty and staff indicated the need for accountability at Joliet Junior College. In order to streamline the advising processes and interdisciplinary communication standards, as well as improve other aspects of the institution, all JJC personnel must be held accountable. Faculty and staff expressed that they would want to be held more accountable in ensuring that strategic priorities and goals are accomplished throughout the period of the Strategic Plan. Most faculty and staff felt that in order to create inclusive involvement in the strategic priorities and goals of the College, all personnel must be held accountable for their role in Strategic Plan implementation.

**Data Systems**

Faculty and staff emphasized the importance of access to meaningful metrics, as data is key to tracking student success and connecting interventions (e.g. tutoring and referrals to community services) to outcomes (e.g. retention and completion). As reported in the Project Launch Meeting, faculty and staff in

---

¹ An article entitled, *Student Support Services at Community Colleges: A Strategy for Increasing Student Persistence and Attainment*, written by Michelle Cooper from the Institute for Higher Education Policy, highlights the need for effective student support services at community colleges, which will ultimately increase students’ success in their college education. Retrieved from: [http://www2.ed.gov/PDFDocs/college-completion/04-student-support-services-at-community-colleges.pdf](http://www2.ed.gov/PDFDocs/college-completion/04-student-support-services-at-community-colleges.pdf)
the strategic focus sessions indicated that many of the processes used to collect and analyze data are fragmented between departments. Faculty and staff reported an inability to capture, define, and track data on student and institutional outcomes within and between departments at JJC.

The need for a coherent system of data entry, retrieval, analysis, and sharing emerged strongly in strategic focus sessions. Faculty, staff, and administration agree that JJC’s data systems need to be restructured to create streamlined and efficient systems for student and college outcomes reporting. Faculty and staff cited a number of examples where student outcomes reporting was hindered due to siloed data systems throughout the institution. For instance, faculty indicated the inability to track students if they transfer to a four-year institution and stated that students intending to take leisure courses or courses to continue their education as adult learners are not reported as completers. Because of this, student outcomes are skewed as the institution’s current practices do not fully capture student intentions and diverse definitions of student success. As the Strategic Planning process moves forward, the TPMA team will be conducting more research to understand the data challenges that exist at JJC.

Additionally, faculty reported that institutional learning outcomes are inputted and measured through faculty self-reports. Faculty sought accountability for their reporting and data outcomes as they are genuinely interested in student progress and/or barriers that exist. Faculty want data systems that allow for objective, measurable, and reportable outcomes consistent throughout the entire institution. Restructuring these systems will be a way to obtain meaningful outcomes that can be directly linked to resource allocation and presented to faculty and staff for improvements or changes.

Internal and External Collaboration

The need for improved collaboration, both internal and external, emerged as a common theme from the strategic focus sessions with faculty, staff, community leaders, and business/industry representatives. When collaborating internally or with outside organizations/stakeholders, JJC should consider developing a formal, streamlined system to appropriately route and direct inquiries. Internal and external stakeholders indicated that a formal system could alleviate the time spent locating appropriate institutional contacts for various internal processes. A system of operations for contacting different departments for various tasks would help streamline communication as well as bridge the gap between faculty and administration. This is especially true for external stakeholders as they are not aware of the available contacts at JJC. Business/industry members indicated a need for an employer liaison staff position at JJC. Typically, employers are contacted unsystematically regarding partnerships or other educational contributions from different departments at JJC. Some employers are interested in developing a relationship with JJC but are not aware of their options (i.e., how they can partner with JJC and whom to contact to start the process). An employer liaison could increase JJC’s partnership and articulation opportunities, which could feed into increased student enrollment at JJC (i.e., established career pathways that could increase student interest in programs). This position could also serve the function of being a Work-Based Learning Coordinator for the demand-education piece described below.

Faculty and staff also indicated a need for a common understanding of shared governance at JJC. As stated above, faculty and administration have a gap in mobility of information. This model of support, equity, and accountability could provide JJC faculty and administration with the tools necessary to improve internal operations. Because much of the administration is relatively new to the institution, a system of shared governance could help administration and faculty establish a new system based on past operations. Understanding where the institution has been could help faculty and administration
understand and recognize where they need to go as an educational institution. A system of shared governance would allow all JJC personnel to feel appreciated and freely share their opinions regarding internal operations.

**Employer Engagement**

Community and business/industry representatives indicated an interest in greater employer engagement initiatives at JJC. Employers who have been engaged with JJC were satisfied with their involvement in educational decisions and the relationships formed with the institution. However, many business/industry representatives were not aware of the opportunities that JJC offered and how they could get involved with the institution. One community member emphasized that JJC should capitalize on the diverse job opportunities that are available in the area to create career pathways with local employers. Community and business/industry representatives urged JJC to involve the entire community in their educational decisions, growth, and progress to enhance inclusion. If the community feels invested, community representatives stated, they are likely to offer more support (i.e., financially and academically).

In order to increase partnerships and begin involving the community in JJC’s growth and evolution, JJC will need to establish proactive relationships with local employers and community members. Community and business/industry representatives emphasized that JJC must seek out opportunities to engage employers and the community through enhanced outreach strategies, outlined above, as well as increased opportunities for employers to engage JJC (i.e., through demand-driven education, facility tours, etc.). Employers were pleased with the idea of partnering with JJC and want to inform JJC about the industry-relevant skills that are necessary for JJC’s students to succeed in the workforce. Establishing and/or strengthening these partnerships could increase JJC’s competitiveness by providing JJC with the industry knowledge that could set them apart from other educational institutions in the region.

Demand-driven/industry-relevant education was a common theme that emerged in the community and business/industry strategic focus sessions. Business/industry representatives expressed their interest in partnering with JJC to fulfill their need for demand-driven education. Rather than traditional classroom learning, students would learn real-world, hands-on workforce experience. For instance, Advanced Manufacturing Technician demand-driven programs allows students real-world workforce experience while also earning a wage; thus, lowering student’s education expenses (Toyota AMT model, *Appendix D*). To some extent, JJC is utilizing local employers for apprenticeship opportunities, but business/industry representatives from the strategic focus sessions urged JJC to strengthen and expand this aspect of their institution. Many employers indicated that students entering the workforce lack the basic skills to succeed at their job. Employers are reluctant to hire these students because of the lack of real-world experience that classroom-only education cannot offer. Once JJC has greater involvement with local employers and community members, they can begin to transform their educational delivery into demand-driven education. Providing students with real-world workforce experience would benefit employers, JJC, and the future workforce population by establishing a pipeline of talented and skilled workers.

*Employer engagement and demand-driven education best practices are outlined in Appendix D.*
APPENDIX A. LIST OF STRATEGIC PLANNING COMMITTEE MEMBERS

Below is an updated list of Strategic Planning Committee members:

Strategic Planning Committee

- Bridgett Larkin-Beene, Director of Career Services
- Stephanie Braun, Director of Academic Intervention and Accommodation Services
- Daniela Broderick, Department Chair of Fine Arts
- Judith Connelly, Manager of Employee Relations
- Dennis Doyle, Professor of Social and Behavioral Sciences
- Randall Graves, Patrol Officer for Campus Police
- Judith Knapp, Salad Bar Attendant in Food Services
- Mary Beth Luna, Interim Dean of Health Professions and Emergency Services
- Rick Lyman, Manager of Construction and Facility Planning
- Jeff May, Vice Chairperson for the Board of Trustees
- Amy Murphy, Director of Corporate and Community Services
- Joseph Offerman, Director of Institutional Research and Effectiveness
- Greg Pakieser, Technical Department Chair
- Maria Anna Rafac, Professor of Architecture, Engineering, and Construction Management
- Janice Reedus, Director of Business and Auxiliary Services
- Paul Schroeder, Lab Assistant in Nursing Department
- Jim Serr, Executive Director of Information Technology
- Patricia Shue, Secretary of Mathematics
- Paige Vanderhyden, Director of Workforce Development
# Appendix B. Strategic Planning Day Schedule

The schedule for the Strategic Planning Days held January 7 to January 9, 2015 is listed below.

<table>
<thead>
<tr>
<th>Wednesday, January 7, 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30am – 12:00pm</td>
</tr>
<tr>
<td>1pm – 2:30pm</td>
</tr>
<tr>
<td>3pm – 4pm</td>
</tr>
<tr>
<td>4pm – 5pm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thursday, January 8, 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30am – 8:30am</td>
</tr>
<tr>
<td>9:30am – 10am</td>
</tr>
<tr>
<td>10:30am – 11:30am</td>
</tr>
<tr>
<td>1:30pm – 2:30pm</td>
</tr>
<tr>
<td>3pm – 4pm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Friday, January 9, 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30am – 9:30am</td>
</tr>
<tr>
<td>10am – 11am</td>
</tr>
<tr>
<td>11:15am – 12pm</td>
</tr>
</tbody>
</table>
**APPENDIX C. MISSION AND VISION STATEMENTS**

Below is a table illustrating the difference between mission and vision statements.

<table>
<thead>
<tr>
<th>About</th>
<th>Mission Statement</th>
<th>Vision Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A Mission statement talks about HOW you will get to where you want to be. Defines the purpose and primary objectives related to your customer needs and team values.</td>
<td>A Vision statement outlines WHERE you want to be. Communicates both the purpose and values of your business.</td>
</tr>
<tr>
<td>Answer</td>
<td>It answers the question, “What do we do? What makes us different?”</td>
<td>It answers the question, “Where do we aim to be?”</td>
</tr>
<tr>
<td>Time</td>
<td>A mission statement talks about the present leading to its future.</td>
<td>A vision statement talks about your future.</td>
</tr>
<tr>
<td>Function</td>
<td>It lists the broad goals for which the organization is formed. Its prime function is internal; to define the key measure or measures of the organization's success and its prime audience is the leadership, team and stakeholders.</td>
<td>It lists where you see yourself some years from now. It inspires you to give your best. It shapes your understanding of why you are working here.</td>
</tr>
<tr>
<td>Change</td>
<td>Your mission statement may change, but it should still tie back to your core values, customer needs, and vision.</td>
<td>As your organization evolves, you might feel tempted to change your vision. However, mission or vision statements explain your organization's foundation, so change should be kept to a minimum.</td>
</tr>
<tr>
<td>Developing a statement</td>
<td>What do we do today? For whom do we do it? What is the benefit?</td>
<td>Where do we want to be going forward? When do we want to reach that stage? How do we want to do it?</td>
</tr>
<tr>
<td>Features of an effective statement</td>
<td>Purpose and values of the organization: Who are the organization's primary &quot;clients&quot; (stakeholders)? What are the responsibilities of the organization towards the clients?</td>
<td>Clarity and lack of ambiguity: Describing a bright future (hope); Memorable and engaging expression; realistic aspirations, achievable; alignment with organizational values and culture.</td>
</tr>
</tbody>
</table>

APPENDIX D. EMPLOYER ENGAGEMENT BEST PRACTICES
Below is a brief summary of current employer engagement and demand-driven education best practices and resources that JJC can utilize and incorporate into Strategic Plan development and implementation.

Advanced Manufacturing Technician (AMT) Programs
Advanced Manufacturing Technician (AMT) programs offer students cutting-edge curriculum, paid work experience with local employers, and the opportunity to learn highly sought-after business principles and best practices from a world-class manufacturing company: Toyota. Below are some examples of current AMT programs across the country.

Toyota AMT Program at Vincennes
➤ Link: http://www.vinu.edu/toyota

Toyota AMT Program at Bridge Valley
➤ Link: http://www.bridgevalley.edu/toyota-amt

Toyota AMT Program at Alamo College
➤ Link: http://alamo.edu/toyota/

Toyota AMT Program at Itawamba Community College

North Carolina Community Colleges Workforce Learning Summit – Best Practices for Employer Engagement & Demand-Driven Education in North Carolina
In North Carolina, a collaborative effort of community colleges highlighted their best practices and innovations that have moved several community colleges’ missions forward. Major themes of the best practices and innovations shared at the Workforce Learning Summit included:

- Career pathways and awareness
- Employer engagement
- Workforce education and training solutions
- College affordability and access
- Work-based learning
- Connecting jobseekers and jobs

➤ Link: http://www.nccommunitycolleges.edu/align4ncworks/innovations

Best practices and program descriptions from a select number of North Carolina community colleges are described below:

Cape Fear Community College: Customized Training for GE Hitachi
Cape Fear Community College worked closely with GE Hitachi to provide training based on the company’s needs. GE Hitachi had felt comfortable with training their own employees on the equipment, but needed help with general training on technical manufacturing/industrial skills. A needs assessment revealed that all staff needed industrial technology skills. Not only was a skilled trainer needed, but the training was needed on-site and on the company’s schedule (a 24/7 operation).
Customized Training was provided through 29 classes, with day, evening and graveyard shifts. Training was provided on company time, a great advantage to the employees. Managers came to classes and provided feedback to instructors to help tweak training as needed.

Innovation or Best Practice

Cape Fear Community College's partnership with GE Hitachi is a best practice due to the college's responsiveness, flexibility in service delivery and engagement of the whole college in customized training.

Some lessons learned:

- Communication and feedback from both managers and students are critical.
- A very skilled, experienced trainer is needed to understand the industry and gain respect from students/employees.
- It is important not to tell companies what they need; need must be defined by them.

Carteret Community College: Partners for Healthcare Workforce Development

In order to meet workforce demands for mid-level healthcare workers in the region, a partnership was established to identify the needs of the healthcare sector, provide assistance to the college for training programs, and guide and support traditional and non-traditional students through the education and employment process.

Innovation or Best Practice

Adopting the Pathways to Prosperity framework provides the structure to replicate the process for other workforce sector initiatives.

The major components are:

- Utilizing regional workforce development boards to identify workforce needs for the area
- Ensuring an evolving career information and advising system to enable students to make informed choices about educational career paths
- Developing career pathways with clear structure, timeline and requirements for progression from secondary through post-secondary education
- Identifying and leveraging funding resources to allow students to participate in training programs and for support of high school and college programs
- Partnering with local employers who are committed to providing learning opportunities and supporting the transition of students into the workforce

Nash Community College: Developing an Effective K-20+ Pipeline

Nash Community College’s best practice is built on the relationship the college has with its K-12 partner, the Nash-Rocky Mount Public Schools (NRMPS). President Obama stated that although there are three million jobs available in the U.S., there are not enough skilled workers to fill them. Nash Community College worked with NRMPS and Cummins Rocky Mount Engine Plant to develop the IAM (Industrial & Advanced Manufacturing) Academy, a Career and Technical Education pathway that laid out a specific
and detailed educational plan for students to follow from the 9th grade through college graduation and onto a successful career in manufacturing.

Innovation or Best Practice

The ability of Nash County education partners to build an effective pipeline of workers for its area’s advanced manufacturers has relied on the creation of a clear career/educational pathway, an easy-to-follow and understand program of study, with an equally clear communication plan. The communication plan focuses on parents with a five-step plan and shows that students can choose to pursue a related bachelor’s degree after they earn an associate’s degree. The communications plan also gives students and parents career information about jobs available in the area, including identification of local employers, specific job titles and typical entry-level wages. The use of a high energy video adds excitement as well.

Some lessons learned:

- Parents have to be given an easy to understand pathway and educational plan.
- To fill the skills gap and be able to build a large enough pipeline, it is important to reach down to start work at the K-12 level.
- As partners, “never say no.”

Central Piedmont Community College: Building Talent Pipelines through Registered Apprenticeship

Registered apprenticeship is a unique way for companies to attract and retain talent for in-demand occupations. In the mid-1990s, eight companies formed Apprenticeship 2000, a consortium that pooled resources to recruit potential apprentices from local high schools to help with their respective skilled labor shortages. Since the consortium is closed to additional companies, CPCC developed Apprenticeship Charlotte, for those companies outside the consortium who want to partner with the College and have registered apprentices. As the educational partner, CPCC developed strong working relationships with companies, assisting with students’ enrollment and registration, and developing courses relevant to their needs.

Innovation or Best Practice

CPCC’s apprenticeship partnerships have been recognized nationally and demonstrate how apprenticeships and other work-based learning can be used with high school students, community college students, incumbent workers and jobseekers approaching companies through their own recruitment processes.

CPCC’s cites as innovative the flexibility of the apprenticeship and related learning content, class schedules and approaches based on the needs of participating employers.
Blue Ridge Community College - Changing the Misconceptions of Manufacturing Careers
In 2011, the National Manufacturing Institute found that American manufacturers were unable to fill 600,000 skilled positions, even as unemployment numbers hovered at historic levels. As the economy recovers, across our nation, our state and in our service area, we are experiencing a manufacturing skilled labor shortage… the Skills Gap challenge. Through innovative partnerships among local manufacturers, Blue Ridge Community College, Henderson County Public Schools and the Henderson County Partnership for Economic Development, local manufacturers are stepping up to own this skills gap problem, then moving collectively to develop solutions. This best practice addresses what Henderson County is doing as a community to change perceptions about what it’s like to work in today’s manufacturing.

- http://www.madeinhendersoncounty.com/

Other Resources for Employer Engagement, and Demand-Driven Education Strategies
The U.S. Chamber of Commerce Foundation (USCCF) is engaging employers and their partners across the country in developing a new demand-driven approach—talent pipeline management—to close the skills gap. Through extending lessons learned from innovations in supply chain management, this is a call for employers to play a new and expanded leadership role as “end-customers” of education and workforce partnerships.

- Link: http://www.uschamberfoundation.org/talent-pipeline-management

There is a current gap that exists between the skills and knowledge of the current and projected workforce and the demands of jobs expected to grow most rapidly during the next decade in the United States. Community colleges are ideally positioned to help close that gap. This brief was created to spur dialogue among state and institutional leaders to identify and disseminate policies and practices proven effective in meeting workforce and education challenges.

- Link: https://www2.ed.gov/about/offices/list/ovae/pi/cclo/brief-4-employer-engagement.pdf

The NGA Center for Best Practices issues a brief regarding the importance of education and skills in science, technology, engineering, and mathematics (STEM) in a global economy increasingly focused on high-growth, technology-driven occupations. A number of states have built powerful and productive STEM education and skills strategies to address these shortages. As highlighted in this Issue Brief, community colleges can play an important role in governor-led statewide STEM initiatives.

- Link: Stem workforce PDF

John Colburn, Executive Director of Skills for America’s Future, discusses the commitment to expanding opportunities for American workers and enhancing the competitiveness of US employers. The Skills for America’s Future announces new initiatives including: expanding regional partnerships, laying groundwork for Fall Apprenticeship Competition, and encouraging greater employer-community college engagement.