2020-2023
Strategic Plan

Presented by Thomas P. Miller & Associates
October 2019

JOLIET JUNIOR COLLEGE
— 1901 —

Joliet Junior College
Strategic Plan 2020-2023

VISION

Joliet Junior College is the first choice for working, learning, and cultivating pathways to prosperity.

MISSION

Joliet Junior College inspires learning, strengthens communities, and transforms lives.

GOALS & OBJECTIVES

ACADEMIC EXCELLENCE

Strategic Goal 1: Enhance the learning experiences of students to prepare them for educational, career, and personal success.

- **Objective 1:** Increase instructor commitment to the assessment of student learning
- **Objective 2:** Increase the college's commitment to professional development of faculty & staff

STUDENT SUCCESS AND SUPPORT

Strategic Goal 2: Provide exceptional and accessible services to students as they explore and pursue their personal, academic, and career goals through the college's guided academic pathways.

- **Objective 1:** Increase access and accelerate enrollment by streamlining operations as they relate to the student experience and academic readiness and intervention
- **Objective 2:** Increase student persistence and retention by offering more comprehensive daytime, evening, and weekend campus engagement opportunities
- **Objective 3:** Strengthen student satisfaction for support services
- **Objective 4:** Enhance student experience through co-curricular engagement outside the classroom

EFFECTIVENESS

Strategic Goal 3: Strengthen operational effectiveness.

- **Objective 1:** Maximize efficiency in business process
- **Objective 2:** Implement ERP

PERCEPTION

Strategic Goal 4: Elevate the perception of the college.

- **Objective 1:** Increase positive perceptions among prospective students and parents
- **Objective 2:** Increase positive perceptions among business, industry, and community partners

CULTURAL COMMITMENT

Strategic Goal 5: Pursue excellence in equity, engagement, and inclusion.

- **Objective 1:** Increase satisfaction and morale of the college community by providing intentional opportunities to grow, engage, and prosper
- **Objective 2:** Increase efforts to recruit, employ, and retain candidates/employees representative of the diverse population of the college
- **Objective 3:** Narrow the equity gap in student and employee populations by strengthening diversity and inclusion efforts within the college

OUTREACH

Strategic Goal 6: Improve the coordination of external outreach.

- **Objective 1:** Improve coordination when working with community-based organizations, school districts, university partners, county and state workforce investment agencies, and business & industry
- **Objective 2:** Strengthen relationships with community-based organizations, school districts, university partners, county and state workforce investment agencies, and business & industry
- **Objective 3:** Increase consistent messaging to external partners

JOLIET JUNIOR COLLEGE
— 1901 —

Joliet Junior College
Strategic Plan 2020-2023

GOALS & KEY PERFORMANCE INDICATORS

ACADEMIC EXCELLENCE

Strategic Goal 1: Enhance the learning experiences of students to prepare them for educational, career, and personal success.

- **Key Performance Indicator 1:** Percent of students who did not earn at least one credit in the first fall term
- **Key Performance Indicator 2:** VFA main cohort fall, first time in college
- **Key Performance Indicator 3:** Percent of students who successfully reached semester credit hour thresholds

STUDENT SUCCESS AND SUPPORT

Strategic Goal 2: Provide exceptional and accessible services to students as they explore and pursue their personal, academic, and career goals through the college's guided academic pathways.

- **Key Performance Indicator 1:** Fall-to-fall retention
- **Key Performance Indicator 2:** Community College Survey of Student Engagement (CCSSE) support for learners

EFFECTIVENESS

Strategic Goal 3: Strengthen operational effectiveness.

- **Key Performance Indicator 1:** One hundred process efficiencies implemented
- **Key Performance Indicator 2:** Implement ERP on budget in three years

PERCEPTION

Strategic Goal 4: Elevate the perception of the college.

- **Key Performance Indicator 1:** Prospective students (to be determined upon completion of brand study)
- **Key Performance Indicator 2:** Parents of prospective students (to be determined upon completion of brand study)
- **Key Performance Indicator 3:** Community (to be determined upon completion of brand study)

CULTURAL COMMITMENT

Strategic Goal 5: Pursue excellence in equity, engagement, and inclusion.

- **Objective 1:** Increase satisfaction and morale of the college community by providing intentional opportunities to grow, engage, and prosper
- **Objective 2:** Increase efforts to recruit, employ, and retain candidates/employees representative of the diverse population of the college
- **Objective 3:** Narrow the equity gap in student and employee populations by strengthening diversity and inclusion efforts within the college

OUTREACH

Strategic Goal 6: Improve the coordination of external outreach.

JOLIET JUNIOR COLLEGE
—1901—

Strategic Plan Committee Members

The following members of the President's Cabinet and Strategic Planning Committee as well as the Deans participated in the strategic planning process:

- Stephanie Braun
- Malinda Carter
- Kristin Ciesemier
- Judy Connelly
- Dennis Doyle
- Pamela Dunn
- Erin Farmer
- Yolanda Farmer
- Deanna Fisk
- Randy Fletcher
- Robert Galick
- Randall Graves
- Amy Gray
- Karen Greaves
- Michael Hernandez
- Panagiota Katralis
- Angela Kaysen-Luzbetak
- Albert Kennedy
- Bridgett Larkin-Beene
- Mary Beth Luna
- Richard Lyman
- Robert Morris
- Kristin Mulvey
- Amy Murphy
- Joseph Offermann
- Amanda Quinn
- Maria Anna Rafac
- Janice Reedus
- Kelly Rohder-Tonelli
- Lori Schahrer
- Paul Schroeder
- James Serr
- Michael Sullivan
- Cynthia Vasquez-Barrios
- Sonya Williams
- Patricia Zuccarello

Additional faculty, adjunct faculty, staff, students, and community partners participated in the planning process through the facilitated sessions and the survey tools that were administered.

Special thanks to President Dr. Judy Mitchell for her active participation, guidance, and support throughout the strategic planning process.

Introduction

Established in 1901, Joliet Junior College is known as the first public community college founded in the United States. The College serves more than 38,000 students each year, employing a student-focused approach that prioritizes innovation and quality. As the College continues to build and enhance its reputation, a clear and strategic vision and plan for the future is more important than ever.

This strategic plan builds off past plans to ensure the College is positioned for continuous growth in the years to come – developing strategic goals, objectives, and tactics that will drive the institution through 2023. With this, the College has also enhanced the mission and vision statements to be more reflective of the work that Joliet Junior College is doing and strives toward.

Components of the Plan

The mission statement represents a concise explanation of the College's reason for existence; its purpose and overall intention, while the vision statement creates a mental image of the ideal state the College hopes to achieve as it looks forward. The strategic goals highlighted in this plan are broad primary outcomes that target instruction and services, operational processes, community perceptions and awareness, employee culture, and external outreach.

Within these goals are measurable steps that must be taken to achieve those goals, or objectives, as well as tools and timelines used to pursue the objectives associated with the strategic goals, or tactics.
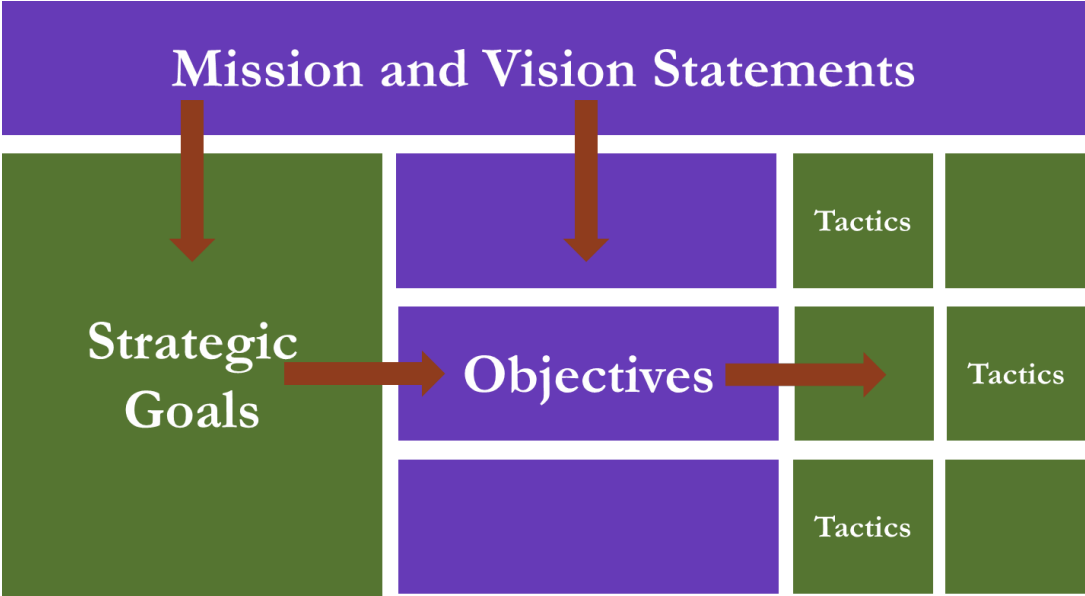
All of these components encompass the strategic plan presented herein and will help drive the College's decision-making processes over the next several years.

Strategic Planning Process

In early 2019, Joliet Junior College (JJC) hired Thomas P. Miller & Associates (TPMA) to facilitate a collaborative strategic planning process for the next three-year strategic plan. This plan builds from the foundation laid by the 2016 -2019 strategic plan, outlining a clear vision and direction for the future. TPMA facilitated a process to help redesign the college's mission and vision statements, strategic goals, and objectives. The college's values remained the same from the previous plan and are outlined on the following page.

Through this process, TPMA gathered feedback from a variety of stakeholders to help inform the content of the strategic plan – using surveys and in-person stakeholder engagement sessions. TPMA first facilitated a project launch meeting, convening the strategic planning committee, President's Cabinet, and Deans Council to discuss the current strategic plan and begin discussions around the next strategic plan's concepts. Following the launch, TPMA distributed three separate surveys to 1) JJC students; 2) JJC community partners; and 3) JJC staff, faculty, and adjunct faculty. The surveys were designed in collaboration with JJC leadership and sought to gather feedback from each group on various pieces of the current strategic plan (mission, vision) as well as the future strategic plan (goals).

Occurring parallel to the surveys, TPMA staff members facilitated on-site stakeholder engagement sessions at the College. Separate sessions were held with students, staff, faculty, adjunct faculty, deans, President's Cabinet members, employers, and community members as well as the President. These sessions were tailored to the group but overall, sought to gather more in-depth feedback – addressing the mission, vision, priorities, and goals for the strategic plan.

Upon conclusion of the surveys and in-person stakeholder engagement sessions, TPMA developed the SWOT Analysis Report (attached as an appendix). The SWOT Analysis Report helped guide the facilitated session with the strategic planning committee and President's Cabinet, providing a framework with which to work during the session. The session sought to identify the mission and vision statements as well as strategic goals. A final session with the same group helped finalize strategic goals and identify objectives and tactics within the strategic goals, with a finalized draft strategic plan submitted in August 2019 to guide the College's efforts over the next several years.

Following TPMA's engagement, JJC further revised the plan's strategic goals and objectives as well as finalized some metrics and Key Performance Indicators that would drive the plan forward in collaboration with the strategic planning committee as well as other relevant stakeholder groups. The plan herein reflects JJC's strategic plan components, finalized by JJC and leveraging TPMA's process.

Mission Statement

Joliet Junior College inspires learning, strengthens communities, and transforms lives.

Vision Statement

Joliet Junior College is the best choice for working, learning, and cultivating pathways to prosperity.

Values

Respect and Inclusion

JJC advocates respect and inclusion for every individual by demonstrating courtesy and civility in every endeavor. JJC pledges to promote and recognize the diverse strengths of its employees and students, and to value and celebrate the unique attributes, characteristics, and perspectives of every individual.

Integrity

JJC sees integrity as an integral component of all work done at the College. JJC employees demonstrate responsible, accountable, and ethical professionalism. JJC models open, honest, and appropriate communication.

Collaboration

JJC promotes collaborative relationships as part of the scholarly process, including partnerships within the institution and with other learning communities. JJC supports the personal and professional growth of employees and is committed to the advancement and support of intellectual growth, regardless of employment position at the College.

Humor and Well-being

JJC recognizes humor as a means for employees and students to achieve collegial well-being, development of strong work teams, and self-rejuvenation. JJC provides a healthy environment where creativity, humor, and enjoyment of work occur, including recognizing and celebrating success.

Innovation

JJC supports and encourages innovation and the pursuit of excellence. JJC values, respects, and rewards both creative risk-taking and the enthusiastic pursuit of new ideas with foresight and follow-through.

Quality

JJC supports quality in the workplace and its educational programming by continually reflecting, evaluating, and improving on programs and services. JJC is built upon a foundation of quality programs and services, while also implementing continuous improvement in order to ensure excellence.

Sustainability

JJC recognizes that true sustainability involves a commitment to environmental, social, and economic improvement. JJC encourages planning, solutions, and actions that provide benefits for students, employees, and the community.

Academic Excellence

Strategic Goal 1: Enhance the learning experiences of students to prepare them for educational, career, and personal success

Key Performance Indicator: Percent of students who did not earn at least one credit in the first fall term

Key Performance Indicator: VFA main cohort fall, first time in college

	FY18	FY19
Baseline	19.2%	19.7%
Benchmark	15.5%	16.5%
Target	18.0%	

Key Performance Indicator: Percent of students who successfully reached semester credit hour thresholds (24 for part-time and 42 for full-time) by the end of the second academic year

	FY18	FY19
Baseline	29.4%	31.3%
Benchmark	40.0%	41.5%
Target	36.0%	

Objective 1: Increase instructor commitment to the assessment of student learning

Metric: Percentage of programs that have used assessment data to make course and curriculum/program change

1. **Transfer disciplines (reported in Annual Program Update)**
   - Percentage of courses that assessed course learning outcomes
   - Percentage of courses with course learning outcomes (CLO) meeting expectation
2. **CTE programs (reported in Annual Program Update)**
   - Percentage of program learning outcomes (PLO) assessed
   - Percentage of PLO meeting expectation

Objective 2: Increase the college's commitment to professional development of faculty and staff

Metric: Evaluate the extent to which faculty transfer the knowledge, skills, and attitudes they learned in professional development into practices in the classroom

Student Success and Support

Strategic Goal 2: Provide exceptional and accessible services to students as they explore and pursue their personal, academic, and career goals through the college's guided academic pathways

Key Performance Indicator: Fall-to-fall retention

Baseline	42.6% (2017/2018)
Target	45.0%

Key Performance Indicator: Community College Survey of Student Engagement (CCSSE) support for learners

Baseline	49.7%
Top Performing Benchmark	60.9%
Target	53.0%

Objective 1: Increase access and accelerate enrollment by streamlining operations as they relate to the student experience and academic readiness and intervention

Objective 2: Increase student persistence and retention by offering more comprehensive daytime, evening, and weekend campus engagement opportunities

Metric: Fall-to-fall retention rates (semester retention data by term disaggregated by enrollment status and demographics)

Metric: Student life activity counts and co-curricular offerings

Objective 3: Strengthen student satisfaction for support services

Metric: CCSSE Q12 – Satisfaction with services (1 = Not at all, 2 = Somewhat, 3 = Very)

1. **Academic advising/planning**
   - **Baseline:** 1.37
   - **Benchmark for large colleges:** 1.34
2. **Career counseling**
   - **Baseline:** 1.35
   - **Benchmark:** 1.23

3. **Job placement**
   - **Baseline:** 1.02
   - **Benchmark:** 0.93
4. **Tutoring**
   - **Baseline:** 1.32
   - **Benchmark:** 1.36
5. **Financial aid advising**
   - **Baseline:** 1.35
   - **Benchmark:** 1.32
6. **Student organizations**
   - **Baseline:** 1.16
   - **Benchmark:** 1.16
7. **Transfer advising/planning**
   - **Baseline:** 1.24
   - **Benchmark:** 1.27

Objective 4: Enhance student experience through co-curricular engagement outside the classroom

Metric: CCSSE Q10c – How many hours do you spend in a typical 7-day week participating in college-sponsored activities?
   - **Mean:** 0.29
   - **Benchmark:** 0.30

Metric: CCSSE Q12i – How satisfied are you with student organizations?
   - **All Mean:** 1.16
   - **Benchmark:** 1.16

Metric: CCSSE Q12i – How important are student organizations?
   - **All Mean:** 1.81
   - **Benchmark:** 1.87

Effectiveness

Strategic Goal 3: Strengthen operational effectiveness

Key Performance Indicator: One hundred (100) process efficiencies
implemented

Key Performance Indicator: Implement ERP on budget in three years

Objective 1: Maximize efficiency in business processes (ensure each business unit has meaningful data to inform decisions)

Metric: One hundred (100) process efficiencies implemented

Objective 2: Implement ERP

Metric: TBD

Perception

Strategic Goal 4: Elevate the perception of the college

Key Performance Indicator: Prospective students (to be determined upon completion of brand study)

Key Performance Indicator: Parents of prospective students (to be determined through brand study)

Key Performance Indicator: Community (to be determined through brand study)

Objective 1: Increase positive perceptions among prospective students and parents

Metric: Brand study and the resulting perception measures

Objective 2: Increase positive perceptions among business, industry, and community partners

Metric: Brand study and the resulting perception measures

Cultural Commitment

Strategic Goal 5: Pursue excellence in equity, engagement, and inclusion

Key Performance Indicator: Walker study – Overall campus climate

Baseline	70.9%
Target	80.0%

Key Performance Indicator: Walker study – Extent to which everyone feels a sense of belonging

Baseline	56.8%
Target	65.0%

Key Performance Indicator: Number of internal promotions

Objective 1: Increase satisfaction and morale of the college community by providing intentional opportunities to grow, engage, and prosper

Metric: TBD

Objective 2: Increase efforts to recruit, employ, and retain candidates/employees representative of the diverse population of the college

Metric: TBD

Objective 3: Narrow the equity gap in student and employee populations by strengthening diversity and inclusion efforts within the college

Metric: TBD

Outreach

Strategic Goal 6: Improve the coordination of external outreach

Objective 1: Improve coordination when working with community-based organizations, school districts, university partners, county and state workforce investment agencies, and business & industry

    Metric: TBD

Objective 2: Strengthen relationships with community-based organizations, school districts, university partners, county and state workforce investment agencies, and business & industry

    Metric: TBD

Objective 3: Increase consistent messaging to external partners

    Metric: TBD

Implementation Recommendations

As Joliet Junior College moves into implementation of the 2020-2023 Strategic Plan, TPMA recommends the following:

Form Strategic Goal Committees

As the College begins the strategic plan implementation process, JJC should first form strategic goal committees. This helps ensure that there is a plan for meeting the goals, objectives, and tactics over the next several years. The strategic goal committees can include a variety of stakeholders, including staff, faculty, adjunct faculty, College leadership, external partners (where appropriate), and students, so that all perspectives are incorporated into decision-making processes.

Once the members of the committee are identified, roles and responsibilities as well as frequency of meetings should be discussed and documented. JJC should also consider the ideal number of individuals for each committee and ensure that participation expectations are thoroughly communicated. It will be important to establish ground rules early in the committee's formation so that the committees are set up for success.

Step-by-step considerations for forming committees are listed below:

1. Identify ideal number of individuals for each committee (aggregate and by stakeholder group – e.g., two staff, one student, three faculty)
2. Outline general expectations for committee (around participation, meeting frequency, etc.)
3. Reach out to potential committee members requesting their participation
4. Convene all committee members to discuss participation and expectations
5. Separate committees convene to finalize roles and responsibilities as well as communication plans, frequency of meetings, and immediate action items
6. Committees meet regularly, sharing progress on tactics, objectives, and goals to larger committee group per an identified schedule

Assign Champions

To ensure that progress on the plan's goals, objectives, and tactics is made, each committee should consider nominating a champion that would be responsible for leading the committee meetings, helping finalize decisions, and facilitating progress sharing. Prior to formation of the committees, the roles of the champions should be discussed and communicated to all potential committee members, and the committee's first order of business should be to finalize the champion.

These champions could also serve as the liaison between the College's leadership and the committee to ensure that progress is shared with leadership regularly and the action items taken by the committee to meet the strategic plan's objectives, tactics, and goals are reflective of the College's values, mission, and vision.

Make a Communication Plan

Once the committees are formed and champions are identified, a communication plan should be developed to ensure that progress is shared throughout the strategic plan period. The communication plans should align across the committees as well as with the College's plan for community-wide information sharing, and should address the following questions:

- Who is going to be the key spokesperson who will take the lead on communicating the plan's progress?
- What are the goals of the communication (e.g., increasing awareness, increasing participation, increasing buy-in, motivating staff)?
- Who is the target audience (e.g., JJC students, staff, faculty, and external partners)?
- How often and when should progress be communicated?
- How should progress be communicated (i.e., through what forums, in what form)?
- What resources are available for communicating and how should they be used?

Consider Interactive Dashboards for Report-Out

JJC staff and faculty noted consistently the challenges associated with data management in that data is stored in different ways for different departments. In order to effectively communicate the plan's progress, these data will need to be managed and updated easily. Considering interactive dashboards could help the committees manage the data associated with their goal as it could all be housed together and populated in real-time. Interactive dashboards could also help the College's leadership with communicating progress, as all of the data related to the plan could be more easily accessible. To use interactive dashboards, though, the College needs to consider the following:

- How will these dashboards duplicate existing data management and storage efforts?
- How will dashboard permissions be distributed (i.e., who can access what information and where)?
- How will these dashboards be set up in a way that reduces the burden on staff?
- What resources and software already exist that can be used to house these data (e.g., ERP)?
- What are the expectations and responsibilities of the committee members related to this dashboard (e.g., how often should data be updated and by whom)?

The committees and College leadership should examine potential data management options early in the process to ensure that data is available for updates and progress can be more easily, and more regularly, monitored.

Appendices

- SWOT Analysis

SWOT Analysis
May 2019

Submitted to:

JOLIET
JUNIOR COLLEGE
1901

Submitted by:

THOMAS P. MILLER & ASSOCIATES

Background and Purpose

In early 2019, Joliet Junior College (JJC) hired Thomas P. Miller & Associates (TPMA) to facilitate the strategic planning process for the 2020 -2023 Strategic Plan. As part of the process, TPMA presents this Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis report, serving as a summary of the feedback received from stakeholders to date. The SWOT Analysis highlights high-level, emerging themes to help inform and focus future strategic plan development.

The SWOT Analysis captures internal strengths and weaknesses as well as external opportunities (i.e., factors that JJC can capitalize on/use to its advantage) and threats (i.e., factors that could jeopardize/impede JJC's success). Next in the process is for TPMA and JJC to begin work finalizing revised mission and vision statements, and goals, priorities, and action items for the upcoming strategic plan.

Overview of Methodology

TPMA gathered feedback from a variety of stakeholders to inform the content of this SWOT analysis – using surveys and in-person stakeholder engagement activities. Through both data sources, TPMA gathered feedback from a total of 822 JJC stakeholders. An overview of these data sources is provided below:

Stakeholder Surveys: TPMA administered three separate surveys to 1) JJC students; 2) JJC community partners; and 3) JJC staff, faculty, and adjunct faculty. The surveys were designed in collaboration with JJC leadership and put onto SurveyMonkey for administration. The surveys sought to gather feedback from each group on various pieces of the current strategic plan (mission, vision) as well as the future strategic plan (goals). JJC staff sent the survey links to each stakeholder group, and it was at the staff's discretion as to whether reminder emails were sent. Upon close of the surveys, TPMA exported and analyzed the data. Quantitative findings from the survey are provided in the appendix of this report, while qualitative findings were used to supplement and complement findings presented in this analysis. Response numbers for each survey are provided below:

Students: 309	Community partners: 124	Staff, faculty, adjunct faculty: 251	TOTAL: 684

In-Person Engagement Activities: In addition to stakeholder surveys, TPMA facilitated in-person stakeholder engagement activities at JJC. Over the course of two business days, TPMA hosted separate sessions for staff, faculty, adjunct faculty, students, deans, President's Cabinet members, employers, and community members as well as the president. These sessions were tailored to the group but overall, the sessions sought to gather more in-depth feedback, addressing the mission, vision, priorities, and goals for the strategic plan and SWOT components. Through these activities, TPMA met with 138 individuals. The findings from these sessions were analyzed using a theming approach to inform the SWOT Analysis and will be used to inform the upcoming strategic plan.

Overview of Findings

S | Strengths ★

- Resource Availability
- Outreach Efforts
- Student-Focused Approach
- Accessibility and Affordability
- Career Pathways and Programs

W | Weaknesses ✕

- Communication
- Diversity
- Employee Engagement and Culture
- Workload Management
- Business and Workflow Processes

O | Opportunities

- Image and Awareness
- Shifting Student Needs
- Evolving Higher Education
- Diversity
- Articulation and Four-Year Partnerships

T | Threats

- State Funding
- Enrollment
- College Perception
- Increased Competition
- Misaligned or Competing Goals

★ Strengths

Resource Availability

Across stakeholder groups, individuals consistently noted the availability and value of JJC's existing resources as a strength. These resources include, but are not limited to, JJC's staff and faculty, funding and fundraising (and how funds are managed responsibly), physical facilities (expanded and enhanced buildings and safe and clean campus), and community partners.

Outreach Efforts

JJC stakeholders noted increased and strengthened outreach efforts in recent years to potential students, in that more targeted recruitment and marketing has been leveraged to not only recruit more students but more diverse students. Efforts to recruit partners have also been enhanced, to help strengthen the college's relationship with and presence in th e community.

Student-Focused Approach

JJC stakeholders consistently noted the college is becoming more student-focused in that student needs and perspectives are being considered in many college decisions. While stakeholders noted a need to further build off this approach and practice it consistently throughout the college, stakeholders reported progress has been made in this area.

Accessibility and Affordability

A consistent theme that surfaced in sessions and surveys was the accessibility and affordability of the college. Stakeholders noted the college has made great strides in making programs more accessible to different student populations (e.g., individuals with barriers to education, veterans, and individuals with disabilities). With this, stakehold ers frequently noted that the college's affordability was a significant strength that encourages students to enroll, making the college accessible for those who could not afford college otherwise.

Career Pathways and Programs

JJC has worked to ensure the college offers strong and rigorous academic programs and pathways to careers that provide students with what they need to succeed in the workforce. Many stakeholders noted the quality of the programs, with students and employers especially noting the confidence they had in the education received from JJC.

✕ Weaknesses

Communication

Inconsistent and insufficient communication was noted by all stakeholder groups as an area of weakness at JJC. Stakeholders noted inconsistencies with communication across college departments as well as from the top-down (leadership to faculty, staff, and adjuncts to students). Poor communication, stakeholder groups noted, has led to instances of miscommunication, confusion, and goal and expectation misalignment.

Diversity

There is a need to prioritize diversity across the college – among staff, faculty, and leadership. According to stakeholders, the JJC community should better reflect the student population coming to JJC, and the college should more intentionally support diversity efforts.

Employee Engagement and Culture

Creating a culture that helps JJC attract and retain talent was noted as a need by most stakeholder groups. Not only would an improved culture reflect positively on the work people are doing (e.g., more efficiency and effectiveness), but it would also create buy-in for change/growth in that employees would more likely trust and support changes/innovations.

Workload Management

Many of JJC's internal stakeholder groups agreed there is a lack of appropriate workload management at the college in that work is not evenly distributed, employees are taking on too many job responsibilities, and there is a lack of cross-departmental collaboration (which only exacerbates the workload management challenges).

Business and Workflow Processes

Stakeholders regularly reported inefficient and redundant business and workflow processes across the college. For instance, stakeholders noted approval processes are slow (e.g., for budgets, professional development), procedures are duplicative, governance structures are disjointed, data availability and management (as well as the technology to support these structures) are insufficient, and there is a lack of consistent accountability.

Opportunities

Image and Awareness

As the college continues to prioritize a shift in community image and awareness of the college (including satellite campuses), so does an opportunity to increase JJC's footprint and impact in the region. A shift in image and awareness could have positive impacts on the college (e.g., enrollment, partnerships).

Shifting Student Needs

What students need and seek from their post-secondary education has shifted in recent years (e.g., online, affordable, short-term programs). JJC has an opportunity to stay ahead of this trend by prioritizing innovation to further incentivize students to enroll and complete.
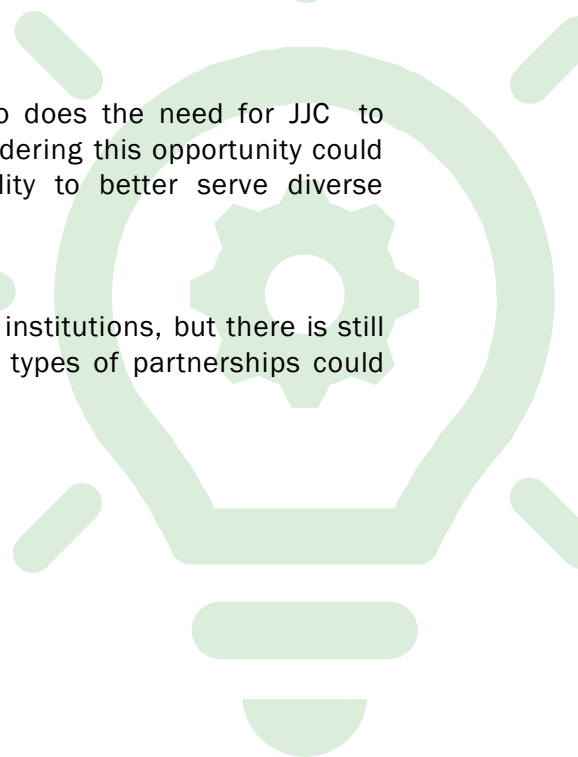
Evolving Higher Education

Higher education institutions have seen an evolution in how they operate in recent years including focusing on partnerships and community relationships, student-centered approaches, data-informed decision making, and enhanced data management to promote college and student success. Capitalizing on these trends and using them to help make decisions for the future will be beneficial.

Diversity

As the incoming student population becomes more diverse, so does the need for JJC to reflect that population in its staff, faculty, and leadership. Considering this opportunity could have positive impacts on the college, including on i ts ability to better serve diverse populations.

Articulation and Four-Year Partnerships

JJC has been working to strengthen relationships with four-year institutions, but there is still a need to further enhance these efforts moving forward. These types of partnerships could lead to more programming and pathway opportunities for JJC.

⚠️ Threats

State Funding

State funding cuts to higher education are anticipated to continue. JJC must continue to diversify its funding portfolio and plan for further reductions to its state funding.

Enrollment

As the economy continues to improve, enrollment in post-secondary education continues to decline. Declines in enrollment trends have affected revenue and program success across the nation. With this, JJC must continue to monitor nationwide and statewide trends and plan proactively.

College Perception

There is an ongoing misperception that JJC does not offer an education that is as valuable as an education received from a four-year institution, reflecting perception challenges experienced by community colleges across the nation. This threat could affect enrollment, revenue, partnerships, and other areas of the college.

Increased Competition

As higher education continues to evolve, so does the competition for students from many universities, colleges, trade schools, and for-profit institutions. JJC will need to continue evolving in order to compete with the other higher education options.

Misaligned or Competing Goals

JJC must continually balance the goals of the region, partners, staff, faculty, stud ents, and the college's leadership and board. However, if these goals are significantly misaligned or competing, this could hinder progress as it could be difficult to move forward in a productive way.

Appendix: Stakeholder Surveys – Quantitative Findings

The most frequent responses are bolded and in violet throughout.

JJC Students

What is your current class status?

Class Status	Frequency
Freshman	113 (36.57%)
Sophomore	98 (31.72%)
None of the Above	98 (31.72%)
TOTAL	309

To what extent do you agree with the following statements about JJC's mission statement?

Statements	Strongly Disagree	Disagree	Hard to Decide	Agree	Strongly Agree	TOTAL
Reflects the college's goals and objectives	6 (2.64%)	9 (3.96%)	19 (8.37%)	117 (51.54%)	76 (33.48%)	227
Does not align with my current perceptions of JJC.	65 (28.63%)	97 (42.73%)	27 (11.89%)	25 (11.01%)	13 (5.73%)	227
Inspires me to do my best at JJC.	8 (3.54%)	20 (8.85%)	42 (18.58%)	86 (38.05%)	70 (30.97%)	226
Does not convey the right image of the college to the community.	88 (38.77%)	92 (40.53%)	21 (9.25%)	17 (7.49%)	9 (3.96%)	227
Differentiates JJC from their competitors.	12 (5.31%)	25 (11.06%)	78 (34.51%)	72 (32.30%)	38 (16.81%)	226
Not easily understood.	79 (34.96%)	104 (46.02%)	25 (11.06%)	14 (6.19%)	4 (1.77%)	226

Of the 13 students that commented, several stated that they believed the mission statement has never really been discussed or is unimportant. Other respondents noted that the mission statement is too long. Regarding pieces of the mission statement, several respondents cited that there is a need for more accommodations for low-income and non-traditional students as well as individuals with disabilities.

To what extent do you agree with the following statements about JJC's vision statement?

Statements	Strongly Disagree	Disagree	Hard to Decide	Agree	Strongly Agree	TOTAL
Reflects where the college is headed – their aspirations.	11 (5.73%)	13 (6.77%)	32 (16.67%)	80 (41.67%)	56 (29.17%)	192
Does not align with my current perceptions of JJC.	53 (27.89%)	69 (36.32%)	36 (18.95%)	27 (14.21%)	5 (2.63%)	190
Inspires me to do my best at JJC.	10 (5.26%)	24 (12.63%)	44 (23.16%)	60 (31.58%)	52 (27.37%)	190
Does not convey the right image of the college to the community.	58 (30.37%)	75 (39.27%)	31 (16.23%)	19 (9.95%)	8 4.19%)	191
Differentiates JJC from their competitors.	12 (6.28%)	32 (16.75%)	57 (29.84%)	53 (27.75%)	37 (19.37%)	191
Not easily understood.	74 (38.74%)	62 (32.46%)	22 (11.52%)	27 (14.14%)	6 (3.14%)	191

Of the 10 students that commented, several noted that the vision statement is arrogant and generic. Other respondents reported that the JJC is not the first choice for many because potential students may not consider community college as an option, while another respondent noted that JJC is the only option for some students.

To what extent, if any, has your perception of JJC changed since your initial enrollment into the college?

Perception	Frequency
My perception is better.	86 (50.59%)
My perception has not changed.	70 (41.18%)
My perception is worse.	14 (8.24%)
TOTAL	170

JJC Community Partners

I am a:

Answer Choices	Frequency
For-profit business/employer	38 (30.65%)
Non-profit	25 (20.16%)
Government entity	30 (24.19%)
Academic partner (K-12, post-secondary)	30 (24.19%)
Coalition/Organization	1 (0.81%)
TOTAL	124

How long have you been engaged/partnered with JJC?

Answer Choices	Frequency
Less than 1 year	10 (8.20%)
1 year to less than 5 years	25 (20.49%)
5 years to less than 10 years	34 (27.87%)
10 years to 20 years	22 (18.03%)
More than 20 years	31 (25.41%)
TOTAL	122

To what extent do you agree with the following statements about JJC's mission statement?

Statements	Strongly Disagree	Disagree	Hard to Decide	Agree	Strongly Agree	TOTAL
Aligns with my current perceptions of JJC.	2 (1.82%)	0 (0.00%)	8 (7.27%)	55 (50.00%)	45 (40.91%)	110
Does not inspire me to continue working with JJC.	45 (41.67%)	49 (45.37%)	6 (5.56%)	5 (4.63%)	3 (2.78%)	108
Conveys the right image of the college to the community.	1 (0.92%)	0 (0.00%)	2 (1.83%)	68 (62.39%)	38 (34.86%)	109
Does not differentiate JJC from their competitors.	14 (12.84%)	34 (31.19%)	41 (37.61%)	16 (14.68%)	4 (3.67%)	109
Captures JJC's goals and objectives.	1 (0.91%)	0 (0.00%)	9 (8.18%)	69 (62.73%)	31 (28.18%)	110
Not easily understood.	45 (41.67%)	50 (46.30%)	7 (6.48%)	4 (3.70%)	2 (1.85%)	108

Of the 9 community partners that provided comments, most cited the following regarding the college's mission statement: does not outline goals or objectives, should be shorter, not unique, and sounds choppy.

To what extent do you agree with the following statements about JJC's vision statement?

Statements	Strongly Disagree	Disagree	Hard to Decide	Agree	Strongly Agree	TOTAL
Aligns with my current perceptions of JJC.	2 (1.96%)	8 (7.84%)	35 (34.31%)	42 (41.18%)	15 (14.71%)	102
Does not inspire me to continue working with JJC.	27 (26.47%)	47 (46.08%)	17 (16.67%)	10 (9.80%)	1 (0.98%)	102
Conveys the right image of the college to the community.	2 (1.96%)	4 (3.92%)	24 (23.53%)	52 (50.98%)	20 (19.61%)	102
Does not differentiate JJC from their competitors.	9 (8.82%)	39 (38.24%)	35 (34.31%)	18 (17.65%)	1 (0.98%)	102
Reflects where the college is headed – their aspirations.	2 (1.96%)	5 (4.90%)	23 (22.55%)	52 (50.98%)	20 (19.61%)	102

Of the 13 that provided comments, most cited that the vision statement is incomplete, too vague and short, and should specify what "first choice" means. Others noted that the vision statement should be more aspirational.

To what extent, if any, has your perception of JJC throughout your partnership?

Perception	Frequency
My perception is better.	68 (68.69%)
My perception has not changed.	27 (27.27%)
My perception is worse.	4 (4.04%
TOTAL	99

JJC Staff, Faculty, and Adjunct Faculty

Please select your position within the college:

Position	Frequency
Staff	162 (64.80%)
Faculty	64 (25.60%)
Adjunct Faculty	24 (9.60%)
TOTAL	250

How long have you been in this position?

Answer Choices	Frequency
Less than 1 year	30 (11.95%)
1 year to less than 5 years	88 (35.06%)
5 years to less than 10 years	42 (16.73%)
10 years to 20 years	65 (25.90%)
More than 20 years	26 (10.36%)
TOTAL	251

Can you recite the college's mission statement?

Answer Choices	Frequency
Yes	33 (13.25%)
Somewhat	108 (43.37%)
No	108 (43.37%)
TOTAL	249

To what extent do you agree with the following statements about JJC's mission statement?

Statements	Strongly Disagree	Disagree	Hard to Decide	Agree	Strongly Agree	TOTAL
Appropriately reflects our college's values.	2 (0.87%)	12 (5.24%)	23 (10.04%)	121 (52.84%)	71 (31.00%)	229
Not applicable to my work.	104 (46.64%)	69 (30.94%)	18 (8.07%)	19 (8.52%)	13 (5.83%)	223
Conveys the right image of our college to the community.	0 (0.00%)	4 (1.75%)	17 (7.46%)	124 (54.39%)	83 (36.40%)	228
Does not capture JJC's goals and objectives.	71 (31.42%)	107 (47.35%)	25 (11.06%)	21 (9.29%)	2 (0.88%)	226
Differentiates us from our competitors.	7 (3.06%)	45 (19.65%)	110 (48.03%)	47 (20.52%)	20 (8.73%)	229
Does not drive the work of the college.	46 (20.54%)	101 (45.09%)	38 (16.96%)	33 (14.73%)	6 (2.68%)	224
Inspires me to do my best work at JJC.	12 (5.26%)	28 (12.28%)	48 (21.05%)	95 (41.67%)	45 (19.74%)	228
Not easily understood.	46 (20.18%)	112 (49.12%)	31 (13.60%)	35 (15.35%)	4 (1.75%)	228

Of the 43 that provided comments, most noted that the mission statement had meaningful pieces but was too long/wordy. Respondents cited that a more concise mission statement would be more impactful for the college.

To what extent do you agree with the following statements about JJC's vision statement?

Statements	Strongly Disagree	Disagree	Hard to Decide	Agree	Strongly Agree	TOTAL
Reflects where our college is headed – our aspirations.	10 (4.42%)	34 (15.04%)	31 (13.72%)	104 (46.02%)	47 (20.80%)	226
Not applicable to my work.	77 (35.16%)	87 (39.73%)	28 (12.79%)	19 (8.68%)	8 (3.65%)	219
Conveys the right image of our college to the community.	10 (4.46%)	23 (10.27%)	41 (18.30%)	103 (45.98%)	47 (20.98%)	224
Not easily understood.	69 (30.94%)	89 (39.91%)	27 (12.11%)	20 (8.97%)	18 (8.07%)	223
Differentiates us from our competitors.	14 (6.25%)	43 (19.20%)	75 (33.48%)	66 (29.46%)	26 (11.61%)	224
Does not drive the work of the college.	39 (17.57%)	94 (42.34%)	46 (20.72%)	31 (13.96%)	12 (5.41%)	222
Inspires me to do my best work at JJC.	16 (7.11%)	41 (18.22%)	44 (19.56%)	89 (39.56%)	35 (15.56%)	225
Does not guide the college's decision making.	43 (19.28%)	68 (30.49%)	62 (27.80%)	35 (15.70%)	15 (6.73%)	223

Of the 47 that responded with a comment, most respondents reported that the vision statement was not clear enough. Many respondents noted that the phrasing "first choice" is confusing not only to staff, but students and the community. Respondents suggested revisions such as "Joliet Junior College will be your best choice" and "Joliet Junior College is an affordable stepping stone."

To what extent do you agree with the following statements about the college's strategic priorities/goals?

Statements	Strongly Disagree	Disagree	Hard to Decide	Agree	Strongly Agree	TOTAL
Helps meet our college's goals.	3 (1.39%)	13 (6.02%)	28 (12.96%)	127 (58.80%)	45 (20.83%)	216
Does not align with JJC's mission/vision/values.	59 (27.31%)	117 (54.17%)	28 (12.96%)	11 (5.09%)	1 (0.46%)	216
Practical, given college resources and capacity.	3 (1.39%)	10 (4.63%)	46 (21.30%)	130 (60.19%)	27 (12.50%)	216
Not applicable to my work at JJC.	76 (35.19%)	105 (48.61%)	23 (10.65%)	11 (5.09%)	1 (0.46%)	216
Goals are measurable/ quantifiable.	5 (2.30%)	36 (16.59%)	60 (27.65%)	90 (41.47%)	26 (11.98%)	217
Not easily understood.	38 (17.76%)	128 (59.81%)	27 (12.62%)	16 (7.48%)	5 (2.34%)	214
Comprehensive (in that all priorities/goals are captured).	9 (4.15%)	32 (14.75%)	64 (29.49%)	89 (41.01%)	23 (10.60%)	217
Does not drive the work of the college.	43 (19.82%)	108 (49.77%)	32 (14.75%)	28 (12.90%)	6 (2.76%)	217

Of the 39 that responded to this question with a comment, most noted that that goals may not necessarily align with all departments across the college and could be more student focused. Other respondents emphasized a need for more actionable and measurable steps that can be taken to meet the strategic goals, as there is a lack of clarity around what staff and faculty need to do in order to achieve the goals. Regarding goals that are missing, respondents noted the following areas: safety, student learning, academic excellence, professional development, performance management, and security.