

## Category Two: Other Distinctive Objectives

### Context for Analysis

#### 2C1

In addition to Helping Students Learn, other explicit institutional objectives appear in the 2005-06 – 2009-10 Strategic Plan:

- Increasing the College’s attention to diversity
- Implementing systems that improve the College’s connections with the community through:
- responding to community concerns as expressed in the Gap Report;
- and creating new partnerships and programs: Adult Literacy Program; Accelerated Business Degree; Automotive, Manufacturing, Nursing and Allied Health, and Prestige, JAMA, and JCC Partnerships; creation of Entrepreneurship Program and Service Learning opportunities and connections
- Assimilating Adjunct faculty into the Academy (AQIP Action Project )

Other distinctive objectives that contribute to JCC’s unique identity include:

*Cultural enrichment “hub/center” for the Community.*

The George Potter Center at JCC is comprised of the most versatile and complete performing arts complex in the area. Viewed separately, each of the three theatres is well designed, constructed and equipped. Viewed as an entire arts complex, the educational and entertainment possibilities are broad. George Potter Center houses three theatres—a 1200 seat Music Hall; 470 seat Theatre, and a 120 seat black box theatre. Providing performing arts opportunities is one of the ways that JCC connects with our community. The George Potter Center welcomes about 15,000 to its productions each year, drawing residents from the South Central Michigan area as well as visitors from around the region.

As a hub JCC promotes other activities which demonstrate an outreach to a diverse community that extends across age, ethnic, and cultural fields. Most of these activities are sponsored by external organizations with JCC serving as the host facility. Others are sponsored by JCC. All of these activities are held in locations other than the George Potter Center.

**Other Community Outreach Activities**  
Annual JCC Martin Luther King, Jr. Dinner

Rose Run
3-on-3 Basketball League
Access to Democracy Project
AMERICAN RED CROSS BLOOD DRIVE
Bible Study
Blue Bird Festival Set up
Career Fair
Center Stage
Chamber of Commerce 96th Annual Meeting
Circus Extreme
CMSA Outdoor Soccer
Day of the Dead
Disc Golf Tournament
Diversity Council
Foot Health University Retreat
Founding Brothers-Library Programs
JCC Gay Straight Alliance
Golden Wedding Anniversary Picnic
Society of Manufacturing Engineers
Home Builders Expo
Huron Valley Rocket Society
Jackson Citizen Patriot Snowflake Chili Cook Off
Jackson Jazz Ensemble
Jackson YMCA Hundred Dollar Duathlon
JR ROTC
MI Space Modeling--Space Center North Lawn
Michigan Royalty on Parade
MICUP
MONROE RIDE CONTROL WORKSHOP
Multiple Sclerosis Walk Registration
MSU Geriatric Center Video Conference
Napoleon HS Project Graduation
National Electric Code Update
NCLEX-PN Review
Phi Theta Kappa
Poetry Reading
POLLOCK VIEWING
Rose Festival's Craft Show
Safe Haven Video Conference
Shakespeare Festival
Snowflake Chili Cook-off
STATE AUTOMOTIVE EXAM
South West Little League
Tae Park Tae Kwon Do International Tournament
TECH EXPO 2005
UM Genesis
United Way's Victory Circle Celebration
Young Adult Catholic Group

Figure 2-1: Community Outreach Activities

JCC supports local fundraisers for the MS Society, Alzheimer’s Association, Relay for Life, Red Cross, Foote Hospital Pink Ball with ticket donations, and area high school after-prom efforts by providing gift baskets with JCC apparel and school supplies.

*Early history and continued support of Information Technology use and equipment.*

In 1984, JCC became one of the first community colleges in the nation to offer instruction in computer mediated classrooms. Faculty in the Language, Literature and Arts Department developed pedagogies for using computer technology in real and virtual classrooms. JCC faculty were leaders in the Apple Community Alliance and the League for Innovation, partnering with colleges and universities around the nation. JCC was among the first to team-teach with colleagues nationally over computer networks. As computer usage increased, technology was centrally housed in Information Technology (IT). Construction of a new Information and Technology Center is expected to begin Spring 06 with completion expected in May 07. In order to improve accessibility to data, to offer user-friendly access, and to stay in the forefront of academic computing, the College is currently implementing a wireless network throughout the main campus.

**2C2**

The flow chart below shows the correlation between JCC’s distinctive objectives and alignment of mission, vision and values to operational plans.

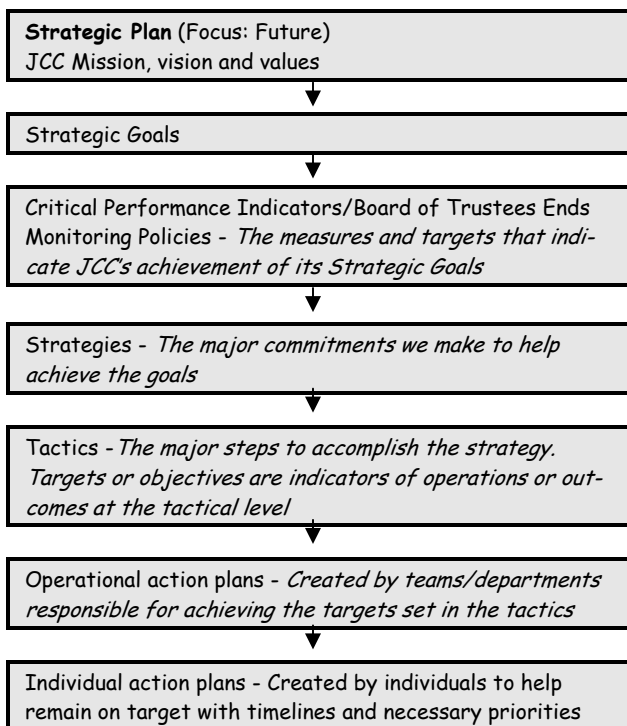


Figure 2-2: Strategic Plan process  
AQIP Category Two – Other Distinctive Objectives

JCC’s objectives connect to our vision as a community which encourages diversity among learners. Increasing the College’s attention to diversity promotes JCC’s organizational value of Inclusion.

JCC’s new vision statement, still under consideration, “Jackson Community College is a world-class institution of higher learning where learners succeed and community needs are met” emphasizes community connections.

Implementing systems that improve the College’s connections with the community aligns with JCC’s mission of supporting the economic development of the community and vision of serving as a community hub with connections to other institutions and organizations.

Creation of new partnerships and programs enhances JCC’s mission to enable learners to become employed, advance in a variety of occupations, and to become or remain productive employees. These partnerships also contribute to values of interdependence and professionalism. The development of the Entrepreneurship Program supports JCC’s Mission objective to provide learning opportunities that enable learners to develop the skills of entrepreneurship. Service Learning directly corresponds to the JCC value of active student participation in their own learning (interdependence) and service—student learning from service activity through focused educational opportunities and course content as well as students and staff connected with each other, the institution and the community. Service Learning also underscores JCC’s vision as a learning college that generates active learning and provides learners with collaborative/cooperative learning opportunities.

Assimilating Adjunct faculty into the Academy links to both JCC’s vision and values. JCC honors teaching that produces the greatest learners and is a community of learners who respect each other as full partners in the learning process. Values of caring, quality, inclusion, service, and professionalism are central to this action project and institutional objective.

Cultural Enrichment for the Community aligns with JCC’s mission to provide programs and services that enrich cultural, occupation and other intellectual interests of learners and the community.

JCC’s early history and continued advancement of Information Technology Equipment and Support connects with JCC’s Vision Statement of employing technology extensively in the learning process

and supporting that technology. Technology support has been increased and improved, as evidenced by the numbers of computers, computer labs, computer classrooms, and multimedia-enabled classrooms/labs located in each by building and centers. A new building centralizing computer classrooms and IT support is under construction and due to open Spring 2007.

Because of increasing use of technology across the campuses, a Solution Center was created to provide a knowledge-based support system to maintain client productivity. In fulfilling its mission, the JCC Solution Center provides information to assist clients with the completion of their work, identifies knowledge needed to maintain client productivity, and delivers knowledge-based support via web, email, or telephone.

The Information Technology Liaison Group holds open meetings regularly to discern stakeholder needs and to communicate technology changes. Distance Learning holds workshops for integrating technology into pedagogically sound classroom environments, and provides technology training and assistance.

### **2C3**

#### *Increasing the College's attention to diversity*

This tactic within the Strategic Plan encompasses improving student learning, recruiting and retaining students, hiring and retaining employees. It is the focus of the CQIN 2005 team's initiative to improve significantly the College's performance in this area. Additionally, this goal addresses the College Incentive Program (CIP), which identifies at-risk students in the sixth grade and provides support through high school with the promise of two years of free tuition at JCC.

#### *Implementing systems that improve the College's connections with the community*

This objective focuses on increasing understanding of community members' attitudes and needs with respect to the College, its services, and prospective services and, based on this, defining a comprehensive marketing plan designed to improve public opinion about JCC's image, needs, and its fit within the community. Implementation of an adult literacy program, an ESL program targeted to Spanish-speaking adults, Community Partnerships with Foote Health University to improve Allied Health and Nursing Programs, and academic programs and partnerships with the ISD Career Center in automotive and manufacturing, implementation of the Entrepreneurial Program directly complement processes and systems for

Helping Students Learn. Service Learning strengthens and enhances students' experiential learning and promotes application and job training while learning course material. Service Learning provides increased opportunities for student-employer contact, (e.g., internships, job-shadowing, informational interview), helping to promote community connections.

In 2005 JCC re-established a formal alumni association to reach out to its graduates and those who have earned substantial portions of their academic credits at JCC.

The Business and Industry Support Center (BISC) was established in 2005 specifically to reach out to employers in the region. It provides customized courses and serves as a gateway for adult learners to gain skills and credentials.

#### *Assimilating Adjunct faculty into the Academy*

This **AQIP Action Project**, begun in 2004, was initiated to create an atmosphere of inclusion for adjunct faculty to increase understanding of JCC initiatives, programs, and policies that strengthens communication between all faculty and students.

#### *Cultural Enrichment Hub/Center for the Community*

Performing arts have the power to bring together diverse groups of people, with varying backgrounds and experiences, and unite them in aesthetic entertainment experiences. The arts help to create a caring community and improve the quality of life. JCC art disciplines (Music, Theatre, Visual Arts, Dance) and Programs (Certificates in Video Production, Technical Theatre, and Studio Art) benefit from the superb facilities and provide artistic productions for the community. Students in the arts through opportunities to exhibit and perform, learn hands-on applications, participate in service learning, gain experience in problem-solving, group work, and creative expression.

This facility also supports JCC initiative to increase its relationship with the community through rentals to educational institutions and community groups.

#### *Information Technology Equipment and Support*

Student access to computer technologies enhances all areas of student learning and preparation for the 21<sup>st</sup> century workplace. Particularly crucial are students' access to institutional e-mail accounts, access to class materials on-line, distance learning classes, and computer labs as well as instructional delivery systems and programs.

**2P1**

The distinctive objectives outlined above are determined through the Strategic Plan and its processes. JCC has had a successful Strategic Plan in place since 2002-03. The plan was developed through a broad-based participatory approach during the winter of 2002 and monitored quarterly in the three fiscal years of the plan's life. It was formally modified every year to reflect changing conditions. Results included meeting or exceeding the targets established and identifying and measuring a series of Critical Performance Indicators (CPIs) that form the basis for measuring the College's overall well-being. The College is data-driven in its decision making and focuses on measurable end results represented by the CPIs.

In developing this Strategic Plan, the College continues to align itself with the CPIs, the Board of Trustees' ENDS policies and related measures, and encompasses efforts such as the AQIP and CQIN processes to propel it forward. Developing this plan began with a thorough review of the status of the key measures in comparison with its goals. From this comparison, the Board of Trustees identified five strategic goals and the measures they would review for each. The President invited faculty, support staff, administrators, students, and external stakeholders as a core team to develop the strategies and tactics necessary to fulfill the goals established by the Board. The team met weekly or bi-weekly from February through April 2005. It communicated formally with various stakeholder groups and sponsored a College-wide Town Hall meeting April 30, 2005 to elicit feedback from the College community. The new Strategic Plan formally began on July 1, 2005. This process continues.

*Diversity*

The Strategic Plan 2005-6—2009-10 specifically addresses diversity in Goal Three "Increase the College's attention to diversity." In particular this goal focuses on curriculum, minority employee and student recruitment, and supporting the JCC College Incentive Program (CIP) which provides free tuition for economically disadvantaged sixth graders who graduate from high school.

This strategic goal was created in response to data that showed that the percentage of JCC minority employees and students fell below the percentage in the service area.

*Community Connections*

Because of forty years of unsuccessful millage attempts including two recent ones, the Board of Trustees commissioned a report to discover why there appeared to be a disconnect with the community. This Gap report, chaired by and consisting of community members, held focus groups of representative constituents around the county asking for perceptions of JCC. The results, entitled **the Gap Report**, were compiled and presented to the Board of Trustees.

The processes of creating new partnerships and programs which further link JCC to the community are detailed in Category Nine.

*Adjunct Faculty*

JCC has had a heavy reliance on adjunct faculty. 72% of the faculty are adjuncts and they have been historically low-paid, in the lowest third percentile of all Michigan community college adjuncts. Additionally they were not included in the life of the College. When all employees were surveyed (as part of the AQIP) about their concerns at JCC training, the number one issue was the need to improve the situation of adjuncts. Consequently, inclusion of adjuncts became the first of JCC's AQIP action projects.

*Cultural Hub*

This is one of the distinctive features that contribute to JCC's unique identity. The George Potter Center facility is the only one in the tri-county area where national traveling shows can be and are regularly performed. The theatres are used extensively by the community for events sponsored by high schools, community theater, and special productions. The College also makes its other campus facilities available for community use.

*Early History and Continued Support of Technology*

This early history and continued support of technology is another unique aspect of JCC. As computer usage increased, computer technology has been supported through instructional equipment funds which are an annual mandated Board set aside. Construction of a new Information and Technology Center begins Spring 06 with completion expected in May 07.

**2P2**

Expectations regarding these objectives are discussed and communicated to the primary respon-

sible parties and collaborators during the development and quarterly reviews of the Strategic Plan. Communication to the broader community is dispersed through:

- The president’s Fall and Winter Convocations, Town Hall Meetings, Coffee and Conversation Sessions with the President
- Academic Integrity Committees
- Deans
- Department and Program Discipline Meetings
- Staff Meetings
- Marketing Publications, such as *News from Jackson Community College*
- Various Media (newspaper, radio, television)
- E-Mail Updates and Web Announcements - JCC’s Home page
- Newsletters
- Student Organization Meetings
- Classroom Announcements
- Phone System—Broadcast Voice Mail Messaging
- Strategic Plan Monitoring Group (SPMG) Quarterly Review

**2P3**

Department chairs recommend to the administration their priorities for faculty positions. Chairs apprise deans of staff and other needs; deans compile requests and forward them to the Executive Vice President.

Each tactic for achieving objectives of the Strategic Plan includes an estimate of the cost of implementing the tactic, identified by broad ranges of cost.

Minimal:	\$5,000 or less
Moderate:	\$5001 - \$15,000
High Moderate:	\$15,001 - \$25,000
High:	over \$25,000

The resource impacts for each tactic are included in the Strategic Plan. Budget decisions and financial allocations are based on the decisions of the President and Vice Presidents. The resource impacts are included in the Strategic Plan as well.

**2P4**

Quarterly monitoring meetings of the SPMG are held at the end of September, December, March and June. The plan is revised and updated at the June meeting of the SPMG each year. Each tactic includes an assessment date. Active measurement or assessment of progress is reported by the per-

son(s) who have primary responsibility and is evaluated by the SPMG.

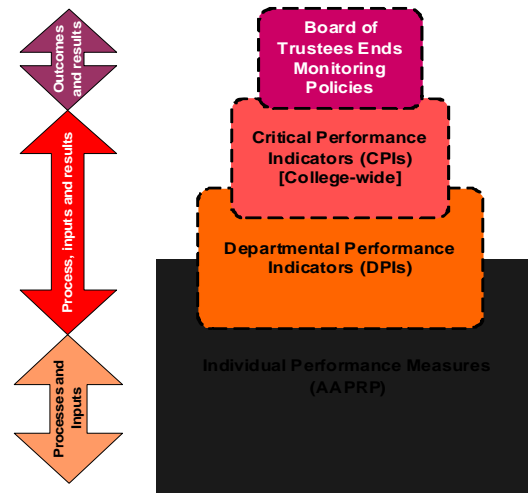


Figure 2-3: Performance indicators as a part of the Strategic Plan

JCC has a well-established set of Board of Trustees ENDS monitoring policies and a more recently established set of College-wide Critical Performance Indicators. Each department or unit within the College develops measures of its performance based on its operational plans and/or its contributions toward improvements in the College’s overall CPIs or Board ENDS policies. Similarly, individuals develop their own goals for professional evaluation which are included on their APRPs. All of these fit together as shown in the model above.

While there is overlap, there is not a perfect fit between each level. For example, some of the Board of Trustees ENDS policies are not only measured by the Board of Trustees, they are wholly enacted by the Board. There are others though that have a great deal of cross-over to the CPIs, including Student Services Ends, which measures—among other things—the retention and persistence of students. These are CPIs as well. Moving down the chart, the same pattern of overlap or uniqueness exists, but with increasing levels of detail farther down the model. Typically, individual and departmental performance measures are quite detailed and specific.

The arrows on the left side of the diagram point to the nature of the measures. The higher up on the diagram, the more exclusively outcome-oriented the measures are. Farther down, the measures include some processes and increasingly some inputs.

**2P5**

<b>Objectives</b>	<b>Measures</b>
<b>Diversity 3.1.0</b>	CPIs: student learning regarding diversity and multiculturalism; retention and class success by students of color; involvement of students in variety of co-curricular/multi-cultural groups; increased numbers of student diversity by program of study Board ENDS: ACCESS
<b>Diversity 3.2.0</b>	CPIs: Number and percentage of full-time employees of color (minorities) Board ENDS: ACCESS
<b>Diversity 3.30</b>	CPI: Number and Percentage of Students of Color Board ENDS: ACCESS
<b>Diversity 3.4.0</b>	CPI: Number and percentage of CIP students graduating from high school, enrolling at JCC and persisting through goal completion at JCC Board ENDS: ACCESS
<b>Community Connections 4.1.0; 4.2.0; 4.5.0</b>	CPIs: Community Awareness Surveys, Focus Groups; Results from the Enterprise Group Community Advisory Committee (Gap Report).
<b>Service Learning 2.1.0; 4.6.0</b>	CPIs: Students involved in service learning and employees involved in volunteer activities; employer satisfaction with graduates and community satisfaction with JCC Board Ends: Employer Assessment of Students; Client Assessment of Programs & Services; Institutional Relevance.
<b>Adjunct faculty</b>	Adjunct satisfaction survey. AQIP Adjunct Action Project.
<b>Cultural Arts Facilities</b>	Board ENDS: Market Driven Program
<b>Informational Technology</b>	CPIs: IT Satisfaction Survey. HEAT (Help Desk Expert Automation Tool); Service Changes, Upgrades

Figure 2-4: Strategic Plan objectives and measures

For progress on each of these objectives, link to the [Strategic Plan Quarterly Updates](#).

**Results**

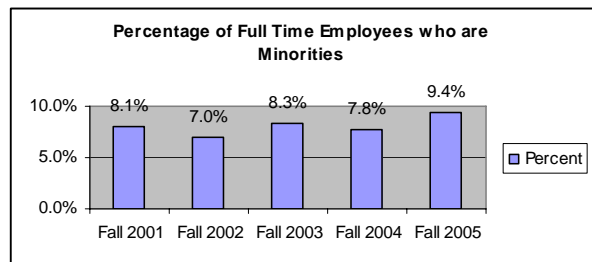
**2R1**

The explicit institutional objectives outlined in Context and Processes are new because they were first articulated in the 2005-06—09-10 Strategic Plan which is just months into the five year plan. Consequently, results are sketchier than other areas in the Systems Portfolio.

*Diversity*

The College has increased its minority recruitment efforts through an ongoing relationship with the president of the NAACP, as well as coordinated efforts between the offices of Human Resources and Multicultural Relations. This year's Continuous Quality Improvement Network (CQIN) team has focused on this initiative and continues to discuss ways in which to increase faculty, staff and administrative diversity. Efforts are being undertaken to increase the College's employment of minority applicants for jobs and to increase the perception of JCC as a minority

friendly employer. The College has recently hired five minority applicants, and the overall percentage of full-time employees who are people of color is now 9.4%, the highest in five years for which measures are available. The JCC regional population is approximately 9% minority; thus JCC's full time employees at 9.4% exceed this level.



Source: Human Resources, 2005

Figure 2-5: Percentage of Full Time Employees who are minorities

A Human Resources representative meets with individual search committees prior to the interview process. This new initiative is monitored for success. In addition, the CQIN team continues to explore ways in which to advance knowledge and awareness of employees who serve on search committees.

JCC has not begun to evaluate the effectiveness of hiring processes; however the CQIN plan which calls for regular meetings between the Directors of HR and Office of Multicultural Relations is being implemented. A formal evaluation of this process is scheduled for late 2006.

The new Director of the Office of Multicultural Relations (OMR) began working in the middle of fall 2005 semester; he is collecting information on best practices and is working with the Enrollment Management team on recruiting and retaining students of color.

Student organizations such as the Gay Straight Students Alliance already existed to support diversity, and the new OMR Director involves students in planning and carrying out various events, including the annual Martin Luther King Dinner.

Increased attention to diversity is advanced through the new **General Education Associate Degree Outcome** on diversity to be fully implemented in courses and programs in Fall 07. This ADO focuses on understanding and respecting the diversity and interdependence of the world's peoples and cultures. The learning objective describes students' ability to "Demonstrate an understanding of the value of individuals and groups different from one's own (e.g., gender, race, creed, ethnicity, class, sexual orientation) and a willingness to interact with people whose backgrounds differ from one's own." Also important is their ability to "Define and recognize examples of ethnocentrism, stereotyping, oppression, and dominant-group privilege."

Students in the College Incentive Program (CIP) report satisfaction with JCC connections and CIP student retention rates are equivalent to similar students. See 3P5 for further information about CIP.

#### *Community Connections*

Efforts to understand citizens' expectations are occurring through several means, including presentations, focus groups, meetings of citizen advisory committees, and work within the broader community. Presentations to civic, governmental and religious groups are receiving positive

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reactions. While public approval ratings (percentage of voters who say JCC is doing a good job) are 80–83 % on surveys, "yes" votes on the last two millages were 37% and 39% respectively.

Study results of the Gap Report confirm there is indeed a perceived gap between Jackson Community College and the Jackson County community. This was validated in nine of ten focus groups, including two that were comprised of JCC students, and JCC staff/faculty, which rendered the following statistical breakdown: 48 focus group participants (73%) either strongly agreed/agreed a gap exists, 13 participants (20%) strongly disagreed/disagreed a gap exists, and 5 (7%) were neutral on the issue.

Three predominant themes emerged from the study.

#### **Counterproductive Board Dynamics**

These were characterized under the general sub-themes of:

- poor communication
- lack of trust and accountability
- perceived arrogance and defensiveness
- lack of responsiveness to community needs

Other concerns related to the board dynamics as a whole and, to a much lesser degree, the administration. These included how they:

- packaged their messages about millage increases
- reacted to criticism of the College
- reacted to failed millage proposals
- raised or/should raise funds
- determined who speaks for the College

The perception is that these Board dynamics also make it extremely challenging for the president to exercise appropriate leadership and in general are seen as counterproductive for the College as a whole.

#### **Lack of Focus & Marketing**

The College's strategy or vision is not apparent to or understood by the community. Marketing appears non-existent, particularly at the high school level, and similarly, advertising is seen as minimal and ineffective. This suggests the College does a poor job of developing and managing its image and brand in the eyes of the community.

#### **Lack of Community Engagement**

At issue here is the perception that JCC leadership is not visible in the community. JCC Board and

administrators are viewed as non-participants in key community events and as disengaged in important community organizations and/or initiatives. As a result, they are not seen as an integral in shaping and influencing Jackson’s future.

**Conclusion**

These three predominant themes, underpinned by the extensive input collected at the focus group sessions from a broad array of Jackson County residents, suggest that the reason for **The Gap** can be summed up in three simple words, “lack of ownership.” Across the community, while negative feelings and concerns currently exist around JCC, solid recognition remains of the multi-faceted value of the College and the potential impact it can and should have on Jackson’s future.

To address the issues raised, the new Director of Multicultural Relations speaks with community groups, including Jackson High School students and the NAACP. The Director of Institutional Research and Planning participated in final review of the Community Report Card, an effort of several human services organizations designed to gauge Jackson County citizens’ expectations and the levels of service and other phenomena.

Employees have been more actively participating in community service since this strategic goal was introduced. Forty-seven employees have contrib-

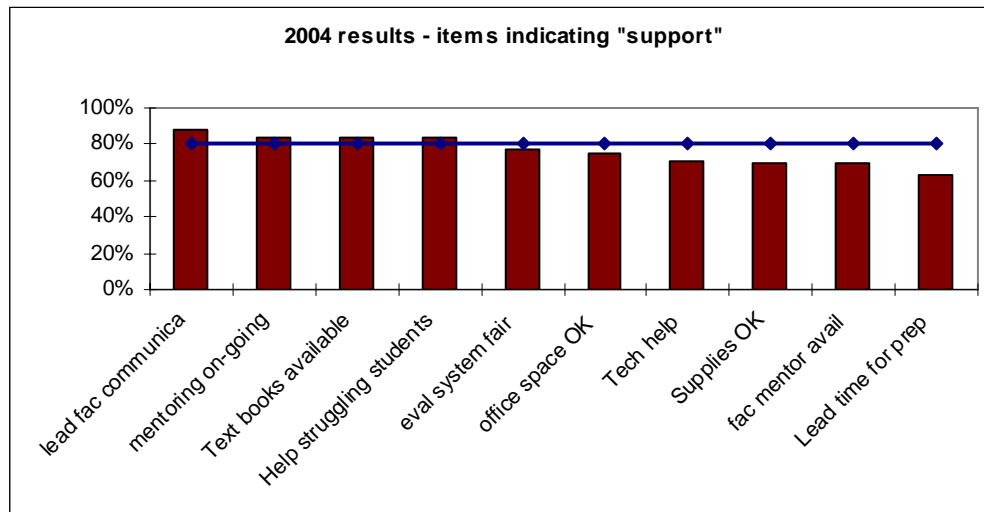
uted over 371 hours of community service from October to December 2005.

Since Fall 2004, JCC students have participated in 16,643 hours of Service Learning. In Fall 2005 alone, 483 students participated in 8,407 hours of Service Learning, involving 31 sections (21 courses) and 17 instructors.

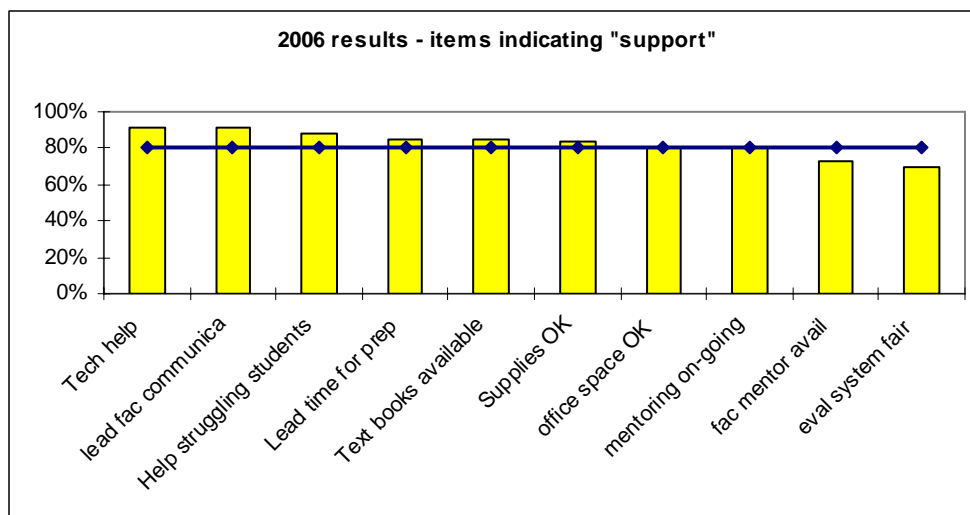
For results of JCC’s Business and Industry Support Center (BISC) partnerships and programs in the community, see 9R1.

*Adjunct Faculty*

- Pilot was conducted in 2005 to determine next steps.
- AQIP Action Project Team’s recommendations were implemented, beginning with the creation of Adjunct Faculty Coordinator position.
- Satisfaction Surveys were conducted at the conclusion of the Pilot and again recently.
- Results of these **two satisfaction surveys** held two years apart indicate that adjunct faculty have increased satisfaction in several areas. The top three areas of improvement were adequate lead time for preparation (63% to 85%), technology help (71% to 91%), and sufficient supplies and materials for their courses (70 to 84%)



Source: Action Project Team 1, 2004  
 Figure 2-6: Adjunct faculty satisfaction survey



Source: Action Project Team 1, 2006  
 Figure 2-7: Adjunct faculty satisfaction survey

### Cultural Enrichment Hub/Center

In 2004-05, thirteen major performances drew 12,576 visitors to the Music Hall, averaging 967 per performance. With the addition of the in-school attendance for our Educational Outreach performances for elementary and middle school children and the two performances for children on weekends, the performing arts schedule for this department drew an attendance of 25,056 last season.

The George Potter Center continues to provide numerous cultural opportunities for the tri-county area it serves. However, the College has decreased the amount it has subsidized the Performing Arts so that they have become more self-sufficient.

### Technology

The College held focus groups of current and prospective students and received feedback on the proposed new web site, ease of navigation, and pertinency of information for parents and high school students.

IT currently reports CPI data to Institutional Research which in turn reports this information on the balanced score card.

Information Technology provides annual satisfaction surveys to JCC employees and students (**IT Satisfaction Survey and Winter Lab Survey**) resulting in feedback about the importance and satisfaction levels of current IT services.

Highlights of the survey include the following. Respondents expressed overall satisfaction with professional staff and student consultants in the Solution Center and the labs. Solution Center problem descriptions were satisfactory (94%), but

there is a lower level of agreement with the priority level assigned (58%). Training was used by nearly 64% of respondents, and 55% said it was sufficient for their needs.

Employees rated Groupware and computer repair services as their highest priorities. Considered least important were color printing, wireless networks, and virtual classrooms. The greatest satisfaction occurs with web access for personal use, shared folders on the network, current software, and Groupware. Lowest levels of satisfaction are for color printing, Colleague User Interface, and wireless networks.

New services were also surveyed. Remote access, personal digital assistants (PDAs) and tablet computers were reviewed for importance, and of these, a solid majority (80%) felt that remote access from home was important. PDAs and tablet computers ranked far lower, with about one-third of respondents ranking these as important or highly important.

### 2R2

JCC has no comparative results in the areas of diversity, community connectedness, assimilation of adjuncts (Only one other Michigan community College has an adjunct faculty coordinator), and community cultural hub. However, IT participates in the National Survey of Computing and Information Technology in American Higher Education which provides IT Budget trends. IT anticipates a report in 2006. As a member of Educause JCC awaits results from the Core Data Service 2006 Summary Report which also provides IT Funding data for higher education.

**2R3**

This question is addressed in responses to the context and process sections of this category.

**Improvement**

**2I1**

With regard to the Strategic Plan, establishing benchmarks and goal setting are vital. The process includes a feedback loop. Each set of measures involves reporting, examining, and analyzing the results. Based on the results, the individual, department, or College makes improvements and sets goals for a new cycle.

*Diversity*

An entire goal of the 2005-06—2009-10 Strategic Plan is devoted to the issue of diversity. Four strategies are associated with this goal: a curriculum that promotes diversity, increased efforts in recruitment of minority employees, increased efforts in recruitment of minority students, and oversight of the College Incentive Program (CIP) students.

*Community Connections*

Because all three themes identified in the Gap Report—counterproductive Board dynamics, lack of focus and marketing, and lack of community engagement—are highly actionable, this is a unique, once-in-a-generation opportunity for JCC leadership to drive some real and lasting change that will enhance the future of the College, and ultimately, the economic future of the broader Jackson County community.

The College has increased the number of direct mail pieces Jackson County residents receive, including topics of programs, spotlights of students, alumni, faculty and Board members. These pieces address the misconceptions regarding tuition costs and expenditures of Jackson County tax dollars.

The College has increased its efforts to showcase information about JCC's engagement in the community. Featured stories in the news included Service Learning and employees participating in Habitat for Humanity.

Other collaborative efforts continue to be discussed with area community colleges, including public service announcements on the importance and relevance of community colleges as a whole to the economic impact on the state.

The President and the Board of Trustees hosted local elected officials, state senators and representatives on campus to discuss current legislation

and successes as a result of the legislative delegation working together with the College President.

The President and JCC Board hosted Jackson County High School Superintendents to receive feedback on our efforts, ask for suggestions for improvement and inform each school board superintendent how well their graduates were doing at JCC. Follow up letters were mailed to both those in attendance and those who could not attend offering a presentation from the President of JCC to their respective school boards.

*Adjunct Faculty*

Improvements included:

- Adjunct Faculty Coordinator (part time) to facilitate assimilation of new adjunct faculty
- Extended support to adjunct faculty via building secretaries and tech support
- Adjunct access to electronic communication maintained throughout academic year
- Increased participation in professional development opportunities
- Centralized location for information
- Tier System recommendation is pending contract negotiations.

Because of the positive impact of the part-time adjunct coordinator, requests for making this a full-time position have been made in the 2006-07 budget.

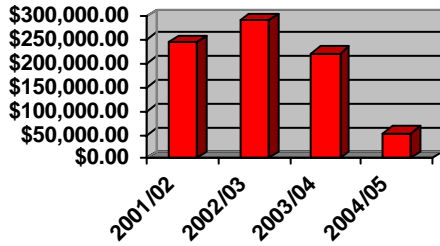
**2I2**

The Strategic Plan delineates benchmarks for completion of tactics with timelines and responsible parties. At the end of the Strategic Plan timeline, the cycle begins again. See Category 5 for ways this information is communicated.

*Cultural Enrichment Hub/Center*

Due to financial constraints and need for a balanced budget, JCC could no longer afford to underwrite the cultural programming at the George Potter Center. Over the last three years JCC subsidy has reduced significantly.

Year	JCC Subsidy
01/02	\$244,560.27
02/03	291,438.86
03/04	221,585.80
04/05*	54,241.96



Source: Business Office, 2005. \*still waiting on some receivables  
 Figure 2-8: Subsidy supporting Cultural Events

The College is working on creative ways to develop the performing arts program as a means of building stronger ties to the business community in the areas of corporate sponsorship and innovative ways of using tickets/dinners as an employee recognition/reward program, customer appreciation opportunities as well as ways to cultivate prospective clients.

*Technology*

In Fall 05, the Informational Technology Department began creation of reports based on work requests, project data, and implementation results. All IT work request data are gathered in the Help Desk Expert Automation Tool (HEAT). This tool is used to gather work request information for all IT service. IT conducts a trend analysis on the

number of work requests opened and closed per month. This data is reported to Institutional Research monthly. The target is set to 1 (one work request closed per one work request opened). This analysis is new so IT does not have data comparisons but will in the next fiscal year.

IT’s open work request target is 100 (100 work requests open at any given time). This goal was set by the President in December 2005. IT has a Service Level Agreement in place that provides priority targets (priority E – 4). These priorities are assigned on how the work/service is affected. IT is developing a report that shows the average turn around time for each priority.

Another link shows the service changes/upgrades made within a year: This **Annual Report**, or year in review, gives a detailed account of services IT has started or enhanced in order to improve the technology and customer service provided to end users.

IT communicates and receives recommendations from end users through IT Liaisons Committee and the Administrative Computing/Colleague Team.