



JWC Institutional Effectiveness

Annual Appraisal of Institutional Effectiveness

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Review of Report Methodology

A Brief Word of Clarification for Board Members

This is the first time the JWC Board has been given this annual appraisal. This is largely due to coming into compliance with the following accreditation standards (all but the last three JWC is currently not in compliance with):

The Visiting Team recommends that the Board receive input from alumni and public interests in formulating its Long Range Plan (6.2a).

The Visiting Team recommends that the Institution use a Board approved budget which incorporates input from grassroots personnel, gives priority to learning experience needs, and is driven by the priorities of the long-range Strategic Plan (17.5a).

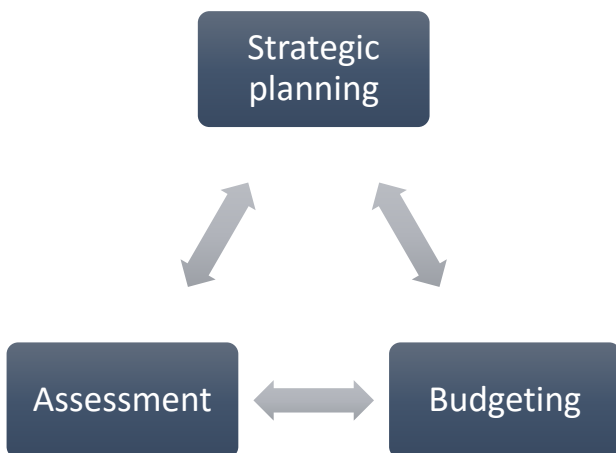
The Visiting Team recommends that results of the evaluation of student learning be provided to stakeholders and made available to the public in an easy to understand format (19.7).

The Visiting Team recommends that the Institution include the financial resources required for meeting the goals of the Strategic Plan, that the Board approve the plan, and that goals be listed in priority order for each area of the Institution (20.1.a,b,d).

Assessment results and reviewed, analyzed and possible new goals are discussed to implement changes. (19.9)

Institution systematically evaluates its fiscal condition and financial management of the financial operation including appropriate internal and external mechanisms which ensure financial stability. (19.12)

Institution utilizes the results of these activities for financial planning. (19.13)

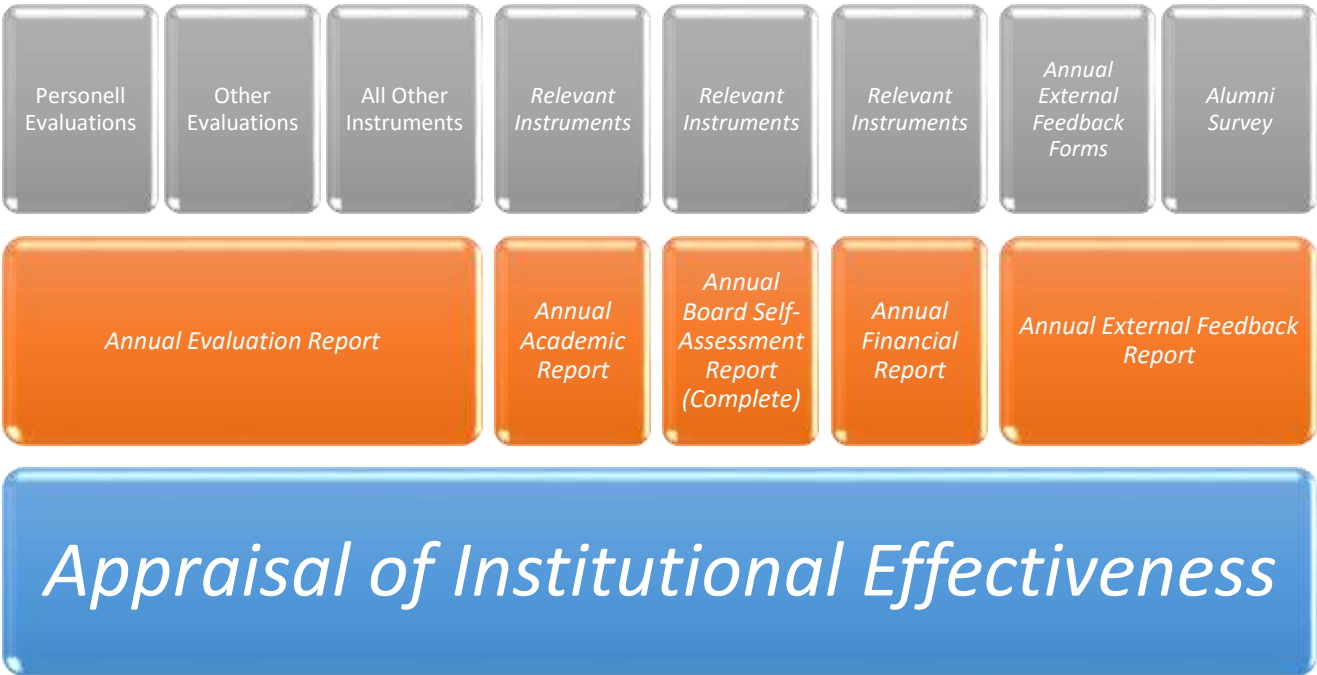


The short story is, accreditation (logically) requires that three elements of leadership—(a) strategic planning, (b) budgeting, and (c) collecting/analyzing assessment data—be completed interdependently and in integration. The rationale is that plans should not be made in a vacuum, and that the budget and planning should reflect what the college has found out about itself.

This means that to achieve and maintain full accreditation, the Board and President (and institution as a whole) must always act on this three-legged stool (e.g., there cannot be budgeting without reference to the strategic plan, planning without reference to assessment data, etc.). Further, *there must be documentation proving that this process is occurring.* (This would occur via Board minutes.)

Since the Board only meets four times a year, *the Board President must ensure that this Report be in-hand and utilized at every Board meeting.* That way, there is no question that whenever planning and budgeting come up, there is reference to assessment data, which can then be documented in Board meeting minutes.

Having said that, the basic annual self-assessment cycle works as follows:



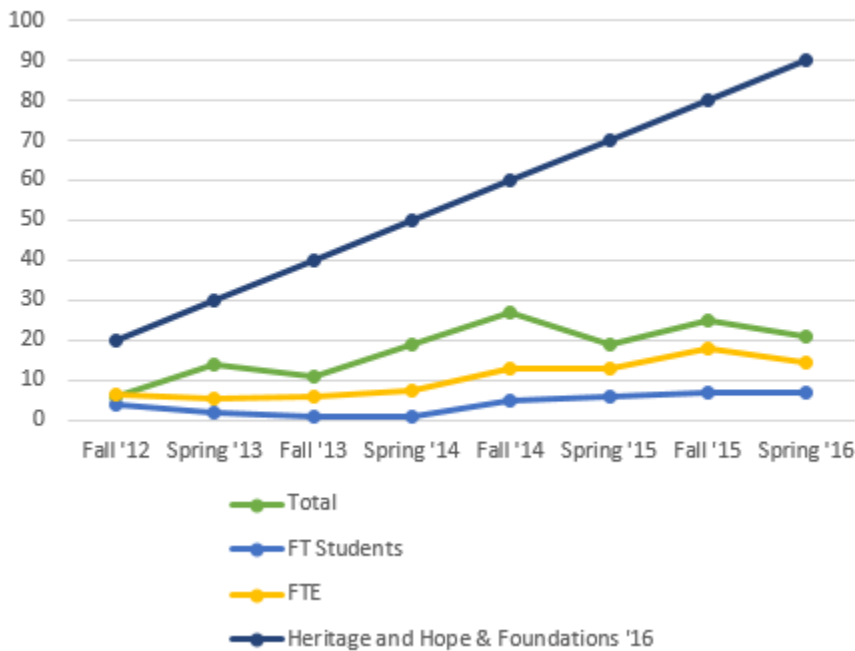
The first portion of the Appraisal (this report) will be made *publicly* available, in compliance with accreditation standards (see above). The “Analysis and Recommendations” portion, along with the appended five reports (see orange items above)—that is the Appraisal in its entirety—will be released *internally*.

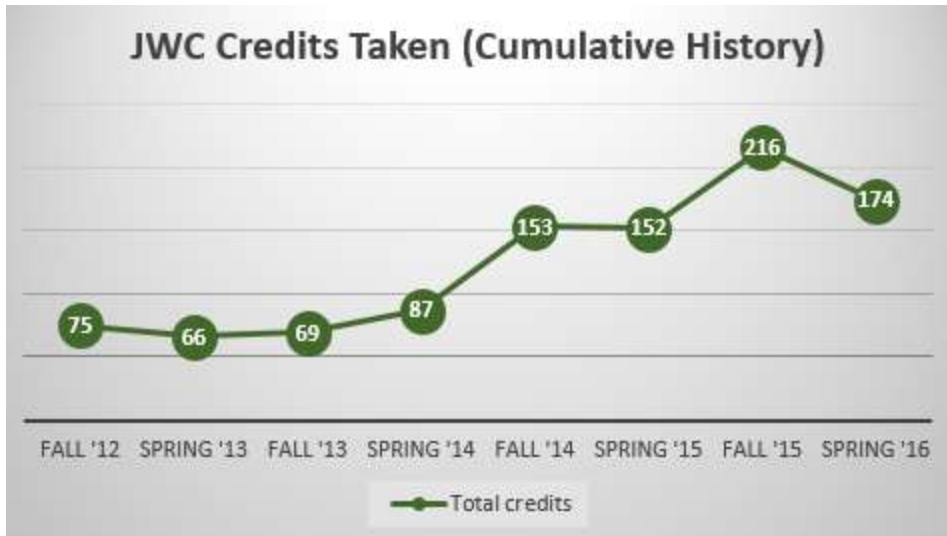
Report Summary

Annual Academic Report

1. Two of three benchmarks for student enrollment and course enrollment have been met. The third, “there has been a net increase in student body” has not been met.
2. All faculty benchmarks have been met.
3. All items on the academic assessments checklist have been met.
4. All benchmarks for institutional integration have been met, except the average annual credits per-full-time faculty, which averaged 8 (instead of between 18-30). However, this should be compensated by the fact of administrative dual-roles associated with current full-time faculty.

JWC Enrollment (Cumulative History)





Annual Evaluation and Assessment Report

All benchmarks have been met for each category

1. Institutional Objectives: 98%
2. Mission and Values Assessment: 97.5%
3. Character Assessments: 98%
4. Faculty Teaching: 100%
5. Curricular Assessments: N/A (pending until later)
6. Facility Assessment: 80%
7. Student Services Assessment: 76%
8. Admissions Assessment: 85%
 - a. Most cited #1 reasons for attending JWC: (1) Because it is a Christian institution; (2) local/convenient; (3) affordable; (4) academic programs
 - b. Least cited reasons for attending JWC: (1) because of relatives who attend; (2) because others attended and have liked it; (3) because it is “classics-based”
 - c. All institutional benchmarks have been met, with exception to the success of JWC’s networking base for admissions.

Altogether, then, the highest performing average is “Faculty Teaching” and “institutional objectives.” The lowest average is “Student Services,” closely followed by “Facilities.”

Annual Financial Report

1. This cycle’s fiscal report records data from Fiscal Year 2015 (Aug 1 2014-31 July 2015).
2. The net worth benchmark (a positive number) has been met.
3. The other two benchmarks (income exceeding expenses, and at least a third of income from tuition) has not been met.