

# **SYSTEMS APPRAISAL FEEDBACK REPORT**

in response to the *Systems Portfolio* of

## **JACKSON COMMUNITY COLLEGE**

September 28, 2006



**Academic  
Quality Improvement  
Program**

The Higher Learning Commission **NCA**

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## **EXECUTIVE SUMMARY FOR JACKSON COUNTY COMMUNITY COLLEGE**

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

### **Category 1 Helping Students Learn**

There are two areas where JCC could make some improvements:

Communication — several sections of Category 1 are so brief that it is difficult to determine precisely how the college is addressing the Category questions. See 1P1, 1P4-1P5, 1R1, and 1I1; and Improving Processes — It is apparent that the college has developed several extensive processes and may find it useful to design and implement a regular assessment of the various processes to make them more efficient as well as effective. This would help the college implement continuous improvement principles throughout its process development. See 1P2-1P3, 1P5, 1P8, 1P10. Referring to 1C2 it is unclear how the “five goals” are integrated into specific courses and enable the transformation of mission and vision into action. (Systems Portfolio page 2-3).

### **Category 2 Accomplishing Other Distinctive Objectives**

The short-term nature of several objectives suggests that JCC has the opportunity to consider developing institutional, longer-term goals that could create a stronger role and identity within the Jackson community. Collection of data, its accurate analysis, and the comparative nature of data are skills JCC has an opportunity to improve upon.

### **Category 3 Understanding Students' and Other Stakeholders' Needs**

There is much potential for JCC to utilize the tools currently in place to measure, analyze, and realize information collected in a timely manner to aid supporting and enhancing the students' and stakeholders' needs. JCC provides much of its data for stakeholder satisfaction in the form of sample surveys and could strengthen this Category by providing outcome data such as success within disciplines, numbers of students transferring and succeeding at four-year institutions, numbers of students pursuing immediate employments and kinds of employment and salaries, and graduation trends. JCC has an opportunity to tie its processes and measures for stakeholders more closely to its targeted groups and to its ADOs.

### **Category 4 Valuing People**

JCC has devoted much attention to establishing and managing its processes which relate to valuing people; the data presented indicated that these efforts have been

received in a positive manner. The data present suggests employees are reasonably satisfied with their work environment. Some statements about valuing people appear more as generalizations than specific results data, close analysis, and commitment to improving identified challenges.

Regarding the portfolio as a tool for communicating to its stakeholders, JCC could find it helpful to expand its explanations in some areas with more detail. Some examples include: 4C3, 4P7, and 4P10. JCC expresses confidence in the area of valuing people but provides little examination of processes and systems to improve related issues such as use of adjunct faculty, analysis of personnel evaluation, recognition systems, and motivation factors.

### **Category 5 Leading and Communicating**

It appears that “leadership development” has not been a high priority at JCC. Several sections in this category provide only brief summaries, there is little indication of having actually collected any assessment data. The creation of a leadership plan that both includes leadership assessment and addresses administrative succession across JCC would support improvement initiatives and is critical to JCC’s sustaining its quality improvement initiatives.

### **Category 6 Supporting Institutional Operations**

JCC has indicated goals within its Strategic Plan which could be reviewed to reflect the current levels of funding. Decreased state funding and declining student enrollment increase the importance of presenting compelling evidence for financial capacity and institutional health and viability.

### **Category 7 Measuring Effectiveness**

It appears that JCC developed an extensive infrastructure that is designed to collect, analyze, and use data to manage the organization. However, despite the elaborate framework, there are few results to share with stakeholders. From the paucity of data supplied in the portfolio it is impossible to determine if JCC has a working system or simply the means to implement an effective system. There exists an opportunity to strengthen general statements relating to institutional and departmental processes and results: identify clearly the processes used, how they function, how they are able to yield data, and how these results aid the institution to improve its effectiveness. Increased sophistication in reliability and validity of data will lead to better decision making.

### **Category 8 Planning Continuous Improvement**

JCC needs to provide greater specificity about how the strategic plan is being used. The intent of the plan clearly has been recognized; however, there is a lack of specific information available to reflect clear accomplishments for each of the sections. The planning process has stopped short of providing solid evidence for the overall effectiveness of that planning or explaining how the process works to improve overall continuous planning effectiveness.

JCC's continuous improvement systems appear completely top down with very little opportunity for input from various stakeholder groups.

### **Category 9 Building Collaborative Relationships**

Identifying existing collaborative relationships provides a foundation for prioritizing and aligning key collaborations and for identifying other potential collaborations as well as analyzing needs and creating measures that demonstrate results and improvement in key collaborative relationships. Opportunity exists to create a robust set of processes for involving relationship partners, faculty, staff, administrators, students, and stakeholders in developing and setting targets for institutional improvement priorities.

JCC may want to explore more fully how strategic planning priorities, goals, and objectives contribute to continuous improvement as measured by results specific to creating, prioritizing, and maintaining key collaborative processes.

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

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## **ELEMENTS OF Jackson County Community College's FEEDBACK REPORT**

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

It is important to remember that the Systems Appraisal Team had only your *Systems Portfolio* to guide their analysis of your institution's strengths and opportunities for improvement. Consequently, their report may omit important strengths — if you were too modest to stress them in your *Systems Portfolio*, or if your discussion and documentation of them was unconvincing. Similarly, the team may have pointed out areas of potential improvement that are already receiving the institution's attention. Again, the team used its best judgment in identifying improvement opportunities. If some of these areas of potential improvement are now strengths rather than opportunities because of your own focused efforts, that is all to your credit. If the team was unsure about an area, we urged it to err on the side of giving your institution the best possible advice about where investing your efforts might pay off. If some of their advice comes after the fact, after you've already tackled an area, no harm is done.

**Executive Summary.** Summative statements agreed upon by the Systems Appraisal Team based upon the institution's achievements and challenges in regards to each of the nine AQIP Categories. Strategic challenges for the institution are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

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

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

**Category Feedback:** The Report's feedback on each of AQIP's nine Categories specifically identifies strengths and opportunities for improvement. An **S** or **SS** identifies strengths, with the

double letter signifying important achievements or capabilities upon which to build. Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. Comments, which are keyed to your *Systems Portfolio*, offer brief analysis of each strength and opportunity. Organized by Category, and presenting the team's findings in detail, this section is the heart of the Report. At the end of the list of strengths and opportunities for each Category is the team's consensus assessment of the institution's stage of development on that particular Category. This section consists of a series of statements reflecting the reviewers' assessment of the institution's current status in relation to critical quality characteristics: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback, and systematic processes for improvement of the activities that the Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

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## **STRATEGIC AND ACCREDITATION ISSUES**

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

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

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

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

It appears that JCC does not have a systematic process for identifying leadership candidates, ensuring they are receiving the training and development they need to be prepared for future leadership positions, and ensuring that the vision, mission, and values are passed on to future leaders. The creation of a leadership plan that both includes leadership assessment and addresses administrative succession across JCC would support improvement initiatives and is critical to JCC's sustaining its quality improvement initiatives.

A refined strategic planning process, connected to an institutional assessment initiative, that enables a more participatory and all-inclusive bottom-up approach can be developed with an appropriate level of involvement of the Board of Trustees and Administrators. Such an inclusive process can help to ensure a strong future for the institution.

JCC states that it has faced significant difficulty in obtaining comparative data from similar institutions. As benchmarking plays a significant role in quality improvement, it is essential that the institution find ways to overcome this omission. JCC can make greater use of their involvement in the AQIP process to develop contacts with similar institutions for benchmarking purposes.

The one point that emerged, to one degree or another, emerged in almost all categories – the lack of data to support the statements and explanations in some sections of the portfolio. Consequently results were lacking, or interpretation questioned, in several categories. This lack of detail in the explanations of process make it very difficult for stakeholders to gain a clear understanding of what the college may be achieving, or how to support areas that need improvement. In a word, there appears to be need for greater *transparency and accuracy* by the institution to its various constituencies.

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## USING THE FEEDBACK REPORT

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

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

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

Within a year following the Systems Appraisal, an institution participates in another AQIP Strategy Forum, where the focus will be on what the institution has learned from its Appraisal (and from its other methods of identifying and prioritizing improvement opportunities, and what it

has concluded are its major strategic priorities for the next few years. AQIP's goal is to help an institution to clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities through Action Projects that will make a difference in institutional performance.

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## CRITICAL CHARACTERISTICS ANALYSIS

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

### Item Critical Characteristic

- 01a JCC Carnegie Classification: Undergraduate Instructional at the Associate's Level was established in 1928.
- 01b In 1964, JCC became a prototypic comprehensive community college.
- 01c JCC is currently funded under a charter millage that was passed in 1964; since the 1960s, there have been 13 millage defeats. Two recent millage requests failed to pass in 2003 and 2004.
- 01d JCC's Strategic Plan: 2005-2006 through 2009-2010 includes the following goals: **Goal 1** Assist students in the achievement of academic goals. **Goal 2** Provide meaningful levels of services to students and employers. **Goal 3** Increase the College's attention to diversity. **Goal 4** Implement systems that improve the College's connections with the community. **Goal 5** Investigate and implement alternative funding strategies.
- 01e JCC has determined two basic areas of focus: to facilitate transfer to four-year institutions, and to focus on high demand occupations.
- 01f The College has developed five groupings of its students: transfer, career, at-risk, on-line, and minorities.
- 01g The primary institutional mission is to assist learners in identifying and achieving their educational goals.

- 01h JCC, although it only receives tax support from one county, services a three-county area and has two service centers located away from the main campus; JCC is the only community college in Jackson, Hillsdale and Lenawee Counties. During the past 40 years, the College has experienced little financial support from the community, and more recently by the State of Michigan.
- 01i JCC is focused on five areas they consider to be mission critical and envisions itself as a community college with superior delivery of service and support of ever improving instructional excellence.
- 01j JCC monitors the needs of the business community and develops training and educational partnerships with employers in the tri-county area.
- 02a JCC offers AA, AS, AGS, and AAS degrees and 55 different certificates and programs of study.
- 03a JCC offers web-based distance education in partnership with 26 other community colleges with the Michigan Community College Association Virtual Learning Collaborative (MCCAVLC).
- 03b JCC's student base enrolls 9,410 unduplicated students annually. Sixty-four percent of the students are female and the average age of the students is 27.
- 04a JCC is involved in five academic partnerships to facilitate the transfer process, each with a designated JCC administrator.
- 04b Foote Health System and JCC represent the area's first formalized "corporate university."
- 04c Partnerships with high schools are organized to transition from secondary to postsecondary education with six career pathways.
- 05a JCC employs 235 people full-time and 284 part-time. Full-time staffing includes 32 administrators, 93 faculty, and 110 staff. Part-time include 239 faculty and 45 staff. There are 91.4% full-time faculty holding postgraduate degrees in their teaching field; 14% hold doctorates. The ratio of adjuncts to full-time faculty is about 2:6:1. The average age of full-time employees is 46.
- 05c JCC faculty and classified staff members have collective bargaining rights.
- 06a JCC has undertaken to create a campus master plan for new and remodeled facilities.
- 06b JCC has been accredited through NCA since its first year of eligibility in 1933.

- 07a The College sees the four-year institutions in the area as its chief competitors; five private four-year institutions are located in the tri-county service area.
- 08a Growth opportunities have been identified as: greater number of transfer students completing general education coursework, improving general education to enhance retention and persistence, expansion of allied health programs, Enrollment Management Plan, enrollment growth in online coursework and Lenawee County, identifying quality initiatives, improved relationships with the community and debt capacity.
- 08b Critical vulnerabilities are identified as: lack of dependable funding and community support, recruiting quality fulltime employees and adjuncts, selecting mission critical areas in the market, loss of institutional memory through retirement, increasing costs of technology and deferred maintenance projects.
- 08c A key area of vulnerability is the continued lack of financial support; JCC lacks dependable state financial support, has insufficient local tax support and lacks general community support.
- 08d Expansion in health care education is seen as an important niche opportunity;
- 08e Development of an Enrollment Management Plan is seen as way to possibly increase enrollment, manage retention, and improve graduation rate.

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## CATEGORY FEEDBACK

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

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## AQIP CATEGORY 1: HELPING STUDENTS LEARN

*Helping Students Learn* identifies the shared purpose of all higher education organizations, and is accordingly the pivot of any institutional analysis. This Category focuses on the teaching-

learning process within a formal instructional context, yet also addresses how your entire institution contributes to helping students learn and overall student development. It examines your institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas.

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

***Item Critical Characteristic***

- 01a JCC Carnegie Classification: Undergraduate Instructional at the Associate's Level was established in 1928.
- 01d JCC's Strategic Plan: 2005-2006 through 2009-2010 includes the following goals: **Goal 1** Assist students in the achievement of academic goals. **Goal 2** Provide meaningful levels of services to students and employers. **Goal 3** Increase the College's attention to diversity. **Goal 4** Implement systems that improve the College's connections with the community. **Goal 5** Investigate and implement alternative funding strategies.
- 01e JCC has determined two basic areas of focus: to facilitate transfer to four-year institutions, and to focus on high demand occupations;
- 01f The College has developed five groupings of its students: transfer, career, at-risk, on-line, and minorities.
- 01i JCC is focused on five areas they consider to be mission critical and envisions itself as a community college with superior delivery of service and support of ever improving instructional excellence.
- 01g The primary institutional mission is to assist learners in identifying and achieving their educational goals.
- 02a JCC offers AA, AS, AGS, and AAS degrees and 55 different certificates and programs of study.
- 03a JCC offers web-based distance education in partnership with 26 other community colleges with the Michigan Community College Association Virtual Learning Collaborative (MCCAVLC).

- 04a JCC is involved in numerous academic partnerships to facilitate the transfer process, each with a designated JCC administrator.
- 04c Partnerships with high schools are organized to transition from secondary to postsecondary education with six career pathways.
- 08a Growth opportunities have been identified as: greater number of transfer students completing general education coursework, improving general education to enhance retention and persistence, expansion of allied health programs, Enrollment Management Plan, enrollment growth in online coursework and Lenawee County, identifying quality initiatives, improved relationships with the community and debt capacity.
- 08d Expansion in health care education is seen as an important niche opportunity;

**Here are what the Systems Appraisal Team identified as Jackson County Community College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 1, Helping Students Learn.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
1C1a	S	Jackson Community College (JCC) has identified 15 Associate Degree Outcomes (ADOs) as critical student competencies for all degree graduates. The ADOs create a framework for supporting course design and assessment. Established in 1994 as the critical student competencies for all degree graduates, the ADOs have come to define the general education expectations through identification of Learning Objectives for each. These ADOs are appropriate for students that transfer to four-year institutions.
1C1b	O	The ADOs appear to be a mixture - learning <i>outcomes</i> [ADOs 1A, 1B, 2,3, and others appear to be a listing of learning <i>goals</i> i.e., ADOs 8,9,11.] JCC would find it helpful to identify more precisely the learning outcomes for all ADOs.
1C2a	S	JCC has developed an academic philosophy statement that is aligned with its mission, vision, and five strategic goals.
1C2b	O	It is not clear that JCC follows through systematically to ensure that alignment occurs between teaching/learning practices and the organizational mission and philosophy.

- 1C3a S The three key instructional areas employ multiple delivery methods in their teaching and technology application is increasing at JCC through “smart” classrooms and smarthinking.com., computer labs and web connections.
- 1C3b S JCC identifies three key instructional areas: transfer programs, occupational programs, and foundation studies. All three key instructional areas may employ multiple delivery methods including traditional lecture/discussion, on-line courses, field placements, clinicals, science laboratories, and small group collaborative learning activities.
- 1C3e S Academic support services are provided for tutoring, special assistance, testing for course placement, academic intervention, and developmental education curriculum support.
- 1C4a S Twenty-four courses now assess student outcomes for understanding and appreciation of multiculturalism.
- 1C4-1C5 S ADO 14 and the current strategic plan support attention to diversity. Commitment to intellectual freedom, inquiry, and respect for individual differences is supported through the college philosophy, the Student Code of Conduct, and the Academic Honesty Policy.
- 1C5 O JCC provides a series of official statements regarding intellectual honesty and freedom. It is unclear that JCC assesses student perceptions of this institutional practice as well as student learning and practice in this area.
- 1P1a S JCC has institutionalized the Carver Policy Governance Model requiring the development of policies which identify organizational outcomes. Participants in the processes include Board of Trustees, faculty, advisory committees and external auditors.
- 1P1b S The JCC Board of Trustees approves the ADOs. The Assessment Committee establishes learning objectives and success criteria for courses, faculty, departments, and advisory committees to review programs.
- 1P1c O A more detailed explanation of this process could provide stakeholders with a better understanding of how the process works.
- 1P2a SS JCC has developed a thorough process for designing new programs and courses. Creation, revision or deletion of programs of study can be put forth by anyone by following the Program Review guidelines.

- 1P2b O JCC may find it useful to conduct a regularly scheduled assessment of the process for creating new courses and programs in order to ensure that the process can improve and remain effective.
- 1P3d S All students are assessed for course placement and specific department admission requirements reflect empirical covariance with defined outcome ability levels of successful students.
- 1P3e O A more detailed description of the student placement process could aid stakeholders in understanding how the institution manages this process.
- 1P4a S JCC communicates student preparation and learning objectives through the college catalog, program-specific guide sheets, and individual course syllabi, using advisors for program placement.
- 1P4b O The portfolio suggests that JCC places a good deal of reliance on its “Course Placement” process to determine student preparation and communicate expectations. An explanation of this “process” to stakeholders could help students and stakeholders understand more precisely how it works.
- 1P5a SS Faculty may refer students to the Center for Student Success (CSS) either as a course requirement or as an extra credit option, increasing the likelihood that students will use the service.
- 1P5b S JCC aligns its programs with Michigan’s six career pathways, screens course placement, provides non-credit preparatory work, supports students through the CSS, reviews applicants for occupational programs, has in place an Early Alert System for students facing challenges, and provides a Project Success Day for helping students learn study skills.
- 1P6a S The Annual Professional Responsibilities Plan (APRP) submitted by full-time faculty is a process to help faculty carry out an extensive self-evaluation of the performance and development needs.
- 1P6b O The adjunct faculty need an evaluation process.
- 1P6c OO The “self-evaluation” for faculty appears to be in need of a thorough reexamination. As described in the portfolio, the faculty is left to determine their own professional development needs and whether to take action for improvement.
- 1P7 OO Beyond building a schedule, it remains unclear what the course delivery system is and how delivery balances student and institutional needs.

- 1P8a S JCC uses Program Review of Occupation Education (PROE), five-year course and program review, Curriculum Committee monitoring of the currency of courses and the Assessment Committee's advice about assessment.
- 1P9a OO The CSS, in addition to providing academic resources for students, manages students or faculty. This may affect the perception of the service as helpful either for students or faculty, and affect the use of the service.
- 1P9b S JCC has developed a detailed and comprehensive process for determining students' needs.
- 1P9c S Plans are in place to address strengthening the introductory experience for students and providing first-year course work that is tied more closely to student preparedness.
- 1P9d OO Regarding faculty needs, it appears as though JCC may have a significant opportunity to identify and address faculty development needs. The portfolio explanation suggests the faculty have not been fully included in a continuous improvement process.
- 1P10a S JCC's belief that student participation in social and educational opportunities enhances student learning is reflected in the students' development of problem solving, leadership, team building and communication skills. A multitude of opportunities that support curricular goals are available to students.
- 1P10b O JCC may find it useful to assess the co-curricular process. Though several examples of programs are included, it is not clear the number of students who participate, or, given the type of institution JCC is, any indication of the number of students for which these programs would be appropriate.
- 1P10c O Service learning and civil engagement are opportunities to connect more fully to the community by students, faculty, and administration. At this time these opportunities appear limited to students, as opposed to connecting for all constituencies.
- 1P11c S The current assessment plan at JCC emerged as part of a faculty-driven initiative to improve student learning.
- 1P11d O It would appear as though JCC could benefit from a closer examination or development of a process for *use* of assessment data. There is a process

for *reporting* of results, however, it is not clear there is a means for ensuring the data are being used to improve student learning.

- 1P12a S JCC monitors student success at seven transfer institutions, surveys employers for satisfaction with graduates, and uses licensing and certification to determine how well prepared students are for further education or employment.
- 1P12b O JCC may find it useful to design additional methods for determining employer satisfaction with JCC's students [i.e., online surveys.]
- 1P13 O JCC uses the Collegiate Assessment of Academic Proficiency (CAAP) to improve programs and student assessment to measure success in courses and programs, specifically in reading, mathematics, critical thinking, scientific reasoning, and essay writing. JCC indicates CAAP is important to demonstrating that JCC students perform foundational skills comparable to other two-year institutions. The sampling, however, of 990 freshmen and sophomore students involved in the assessment, show mostly comparable or moderately lower or higher scores in the skills areas. JCC has an opportunity to continue CAAP assessment and to build trend data that will demonstrate clearly how its students compare in the five skill areas with students from other two-year institutions.
- 1R1a O Results for the assessment of all 16 categories of Associate Degree Outcomes (ADOs) show a favorable trend. Scores for the two downward trending ADOs, ADO#11 and ADO#12 have been reversed. However, all available course assessment information is based on secondary data or classroom data. JCC may wish to explore the possibility of utilizing some nationally available normed assessment tools to gain comparative data for the ADOs.
- 1R1g O JCC has an opportunity to explain the results student outcomes have reported and how they are determined for the 332 courses used for its college-wide assessment.
- 1R1h OO The information provided in Figures 1-3 and 1-4 suggest that JCC students are performing at a level generally higher than expected, however, it is not clear how the baseline figures were selected. For example considering ADO 14, multiculturalism, it is not clear what the scores mean. It may be useful to find a more transparent means for stakeholders to understand the assumptions as well as learning outcomes JCC is attempting to attain.

- 1R2a S JCC uses GPA to determine transfer success and reports that JCC transfer students average 3.10, above the GPA of 3.02 for all transfer students at reporting institutions, and above 3.00 for native students.
- 1R2b S The phone survey to employers of JCC students is a useful way to determine the degree of satisfaction of one important stakeholder group.
- 1R2c OO The results of the Employer Survey only represent approximately 10% of all employed graduates across the past six years. JCC has an opportunity to expand the number of students giving permission to have their supervisors surveyed, and to expand the meaningfulness of its employer survey.
- 1R3b OO The baseline data used to determine student success relies heavily on grades as key evidence. JCC may find it useful to design a reporting system that is more specific and more revealing of student learning. If grades remain as the key “reporting” system, then showing the relationship between grades and learning outcomes is essential.
- 1R3c OO JCC has used Early Alert to increase the number of students involved in CSS, and to increase the percentage of those in CSS with a 2.0 GPA or higher. Changes in the early student intervention policies have resulted in a significant increase in both how early in the semester and how many at-risk students are identified and contacted to receive academic help. In the fall of 2005 only 110 of 848 students contacted signed into the Center for Student Success (CSS) or used tutors. Opportunity exists to get students who are referred to CSS to enroll.
- 1R4a O Students with lower GPAs do not appear to transfer to four-year colleges in Michigan, indicating a need for tracking where students do go after completing their programs at JCC. This will increase the possibility of determining needed services not currently being provided.
- 1R4b S JCC nursing graduates’ pass rates have average 96.7% for LPN and 90.7% for RN, over the past five years.
- 1R4c SS JCC’s teacher education program was recognized by the Phi Theta Kappa International Honor Society as one of the top ten programs.
- 1I1b O JCC has an opportunity to identify needed targets for improvement.
- 1I2a S Targets for improvement are set at the institutional, program and course level. Faculty set targets in program review and course assessment.

- 112b            O        The graduation of first time full-time degree seeking students is five percentage points below, 13%, the stated Perkins goal,18%.

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## **AQIP CATEGORY 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES**

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

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

***Item    Critical Characteristic***

- 01d    JCC's Strategic Plan: 2005-2006 through 2009-2010 includes the following goals: **Goal 1** Assist students in the achievement of academic goals. **Goal 2** Provide meaningful levels of services to students and employers. **Goal 3** Increase the College's attention to diversity. **Goal 4** Implement systems that improve the College's connections with the community. **Goal 5** Investigate and implement alternative funding strategies.
- 01e    JCC has determined two basic areas of focus: to facilitate transfer to four-year institutions, and to focus on high demand occupations.
- 01f    The College has developed five groupings of its students: transfer, career, at-risk, on-line, and minorities.
- 01g    The primary institutional mission is to assist learners in identifying and achieving their educational goals.
- 01i    JCC is focused on five areas they consider to be mission critical and envisions itself as a community college with superior delivery of service and support of ever improving instructional excellence
- 01j    JCC monitors the needs of the business community and develops training and educational partnerships with employers in the tri-county area.

- 04a JCC is involved in five academic partnerships to facilitate the transfer process, each with a designated JCC administrator.
- 04c Partnerships with high schools are organized to transition from secondary to postsecondary education with six career pathways.
- 05a JCC employs 235 people full-time and 284 part-time. Full-time staffing includes 32 administrators, 93 faculty, and 110 staff. Part-time include 239 faculty and 45 staff. There are 91.4% full-time faculty holding postgraduate degrees in their teaching field; 14% hold doctorates. The ratio of adjuncts to full-time faculty is about 2:6:1. The average age of full-time employees is 46.
- 08a Growth opportunities have been identified as: greater number of transfer students completing general education coursework, improving general education to enhance retention and persistence, expansion of allied health programs, Enrollment Management Plan, enrollment growth in online coursework and Lenawee County, identifying quality initiatives, improved relationships with the community and debt capacity.
- 08b Critical vulnerabilities are identified as: lack of dependable funding and community support, recruiting quality fulltime employees and adjuncts, selecting mission critical areas in the market, loss of institutional memory through retirement, increasing costs of technology and deferred maintenance projects.
- 08c A key area of vulnerability is the continued lack of financial support; JCC lacks dependable state financial support, has insufficient local tax support and lacks general community support.
- 08d Expansion in health care education is seen as an important niche opportunity;
- 08e Development of an Enrollment Management Plan is seen as way to possibly increase enrollment, manage retention, and improve graduation rate.

**Here are what the Systems Appraisal Team identified as Jackson County Community College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 2, Accomplishing Other Distinctive Objectives.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
2C1b	O	The short-term nature of several objectives suggests that JCC has the opportunity to consider developing institutional, longer-term goals that could create a stronger role and identity within the Jackson community.

2C1 a	S	Five distinctive objectives are identified in the Strategic Plans from 2005-2006 and 2009-2010. They relate to diversity, improving connections with the community, the AQIP Action Project to assimilate adjunct faculty into the academy, cultural enrichment and support of information technology.
2C1c	S	The George Potter Center provides service and connection to the community.
2C1d	S	JCC has evidenced a long history of support for the use of technology in the support of learning.
2C2b	O	JCC has the opportunity to develop a longer-term vision from the programs indicated in this section.
2C2a	O	JCC indicates its Other Distinctive Objectives are aligned with its strategic plan, but does not indicate the process whereby the plan is being implemented or what measures it will use to report its progress.
2C2c	S	Service learning for students is an important initiative at JCC.
2C2d	S	JCC has started an ambitious long term initiative with CIP resulting in scholarship availability for selected community HS students. JCC's College Incentive Program is designed to identify at-risk students in elementary and secondary schools in order to provide support, with the promise of two years' free tuition.
2C2e	O	JCC primarily limits service to students instead of engaging in a philosophy of community service for all members of the college.
2C3b	O	JCC has an opportunity to connect its Other Distinctive Objectives to its Associate Degree Outcomes (ADOs) and to indicate how each activity impacts these 15.
2C3c	O	Implementation data for several community outreach programs is not available. Follow through for the college partnerships with the community are critical to changing the public opinion of the college.
2P1a	S	Each distinct objective is determined through a broad-based participatory approach the institution utilizes for development of the Strategic Plan. The institution continues to align itself with the CPIs, Board of Trustees ENDS policies and related measures, and encompasses efforts such as the AQIP and CQIN processes to move the plan forward.

- 2P1b O JCC has an opportunity to demonstrate how its Critical Performance Indicators measure the College's overall well being.
- 2P1d O JCC has few strategies focused on staff, board, or administrative connection to the community, relying too heavily on student engagement to address key findings of the GAP report.
- 2P1e OO At JCC, 72% of the faculty is adjunct, historically low paid, and disengaged from the college community culture. This is a limited use of a key resource that may impact the perceived quality of learning and the relationship with the community; JCC has not formulated a clear solution to the disengagement and poor utilization of adjunct faculty. JCC is challenged to include a 72% adjunct faculty into the life of the College.
- 2P1g O JCC rents the Potter Center to community groups; however, it rarely sponsors events, establishing an observer rather than participant culture of engagement within the community.
- 2P2 S Communications regarding the five objectives are dispersed through a variety of avenues to the broader community
- 2P3 O Apart from administrators, chairs, and deans, JCC has an opportunity to develop processes for determining faculty and staff needs relative to its Other Distinctive Objectives.
- 2P4a O Although a complex process of objective review is evident, limited information is provided as to how participant feedback is incorporated in adjusting either the objectives or their support processes.
- 2P4b SS The Strategic Plan is revised and updated each year at the June SPMG Meeting. The process includes assessment data, active measurement or assessment of progress, and is then evaluated by the SPMG.
- 2P4c O It is unclear what measures are used for the Departmental Performance Indicators (DPIs) or the Critical Performance Indicators (CPIs). Without these measures, it's unclear how JCC decides that outcomes have been successful.
- 2R1a O The "Gap" report suggests that there has been a significant lack of ownership for many years.

- 2R1c O Community Connections and Cultural Enrichment are identified as Other Distinctive Objectives for JCC. Data collections regarding these initiatives can provide the opportunity for these objectives to have established goals and create ownership.
- 2R1d S Satisfaction of adjunct faculty has increased in the areas of adequate lead time for preparation, technology help, and sufficient supplies and materials for their courses.
- 2R1e O Cultural Enrichment has provided limited data without results being indicated. Providing information on offerings and past attendance would provide information that could lead to results.
- 2R1f SS JCC commissioned the GAP report acknowledging the need for awareness of a problem and a need to collect data for addressing the risks associated with the issues.
- 2R1i O JCC is challenged to reduce the gap between JCC and the community as reflected in the last two millages; receiving only 37 percent and 39 percent an obvious gap exists between this and the 80 to 83 percent of voters who say JCC is doing a good job.
- 2R1j O JCC has an opportunity to determine how technology helps to accomplish student learning and how it improves support services.
- 2R1k OO The JCC Board lacks community based collaboration initiatives reinforcing the perception that JCC is not engaged in the community.
- 2R2 O JCC has no comparative results regarding the objectives related to diversity, community connectedness, assimilation of adjuncts and cultural enrichment.
- 2R2b OO Some data exists to compare JCC to national norms with the IT Budget Trends in Higher Education and Education Core Data Service; however, this evidence is not provided for guidance in Initiating necessary actions.
- 2R2 OO JCC has an opportunity to collect data from other Michigan institutions to determine how well it is measuring up in accomplishing Other Distinctive Objectives.
- 2I1 O Measuring, reporting, examining, and analyzing data is essential to JCC setting new goals.

- 211            S        Mechanisms to support adjunct faculty have been put into place. They include: adjunct coordinator, secretarial and faculty support, access to electronic communication and professional development activities.
- 212            O        JCC is challenged to find new funding for its Cultural Enrichment Cultural/Hub Center and to build a trends data base for it.

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

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

**Here are the Key Critical Characteristics of Jackson County Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 3, Understanding Students' and Other Stakeholders' Needs:**

***Item    Critical Characteristic***

- 01c    JCC is currently funded under a charter millage that was passed in 1964; since the 1960s, there have been 13 millage defeats. Two recent millage requests failed to pass in 2003 and 2004.
- 01d    The College Strategic Plan is actively reviewed by all stakeholders on a quarterly basis to ensure that goals are being met.
- 01e    JCC has determined two basic areas of focus: to facilitate transfer to four-year institutions, and to focus on high demand occupations.
- 01f    The College has developed five groupings of its students: transfer, career, at-risk, on-line, and minorities.
- 01g    The primary institutional mission is to assist learners in identifying and achieving their educational goals.

- 01h JCC services a three-county area and has two service centers located away from the main campus.
- 01i JCC is focused on five areas they consider to be mission critical and envisions itself as a community college with superior delivery of service and support of ever improving instructional excellence.
- 01j JCC monitors the needs of the business community and develops training and educational partnerships with employers in the tri-county area.
- 01l JCC physical facilities have expanded to serve a tri-county area with two off-campus centers that include a new technologically advanced JCC@VoTech that opened in 2003.
- 03a JCC offers web-based distance education in partnership with 26 other community colleges with the Michigan Community College Association Virtual Learning Collaborative (MCCA VLC).
- 04a JCC is involved in five academic partnerships to facilitate the transfer process, each with a designated JCC administrator.
- 04b Foote Health System and JCC represent the area's first formalized "corporate university."
- 04c Partnerships with high schools are organized to transition from secondary to postsecondary education with six career pathways.
- 08a Growth opportunities have been identified as: greater number of transfer students completing general education coursework, improving general education to enhance retention and persistence, expansion of allied health programs, Enrollment Management Plan , enrollment growth in online coursework and Lenawee County, identifying quality initiatives, improved relationships with the community and debt capacity.
- 08b Critical vulnerabilities are identified as: lack of dependable funding and community support, recruiting quality fulltime employees and adjuncts, selecting mission critical areas in the market, loss of institutional memory through retirement, increasing costs of technology and deferred maintenance projects.
- 08c A key area of vulnerability is the continued lack of financial support; JCC lacks dependable state financial support, has insufficient local tax support and lacks general community support.

**Here are what the Systems Appraisal Team identified as Jackson County Community College's most important strengths and opportunities for improvement relating to**

**processes encompassed by Category 3, Understanding Students' and Other Stakeholders' Needs.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
3C1a	S	The Strategic Plan places special emphasis on five groupings of its students: transfer, career, at-risk, on-line, and minorities. JCC's other primary stakeholders are identified as: transfer institutions, employers, high schools, college employees, and accrediting, funding and regulatory agencies.
3C1b	OO	Communities in which campuses are located are important stakeholder groups not addressed in the document. This suggests an important opportunity for JCC to pursue, especially because of the theme that has emerged through the portfolio and the "Gap" study - the need to establish stronger relationships with the "community" or communities that JCC services.
3C2	O	JCC has an opportunity to align its long-term goals of affordability, location, flexibility, instruction, faculty ability, technology, and safety with its institutional goals of learning, service, diversity, community, and funding.
3C2a	S	Long-term goals are identified as affordable tuition, convenient availability and location of classes, flexible scheduling, diverse methods of instruction, competency of teachers, accessibility to technology assistance and service, ease of registration, financial aid and a campus that is safe and attractive.
3C2b	S	Short-term expectations are identified for targeted students and other stakeholders.
3C2c	O	JCC has an opportunity to align its long-term goals of affordability, location, flexibility, instruction, faculty ability, technology, and safety with its institutional goals of learning, service, diversity, community, and funding.
3P1a	S	Changing student needs are identified through a variety of surveys, focus groups, student advising, program review and scheduling information. Periodic and systemic collection of data provides the opportunity to evaluate the institution's effectiveness at anticipating and meeting student needs.

3P1b	O	JCC has an opportunity to develop a systematic process for identifying, analyzing, and responding to stakeholders' needs.
3P1,3P3, 3P7	S	JCC uses a variety of data collection methodologies and formal and informal processes to help it understand, evaluate, and anticipate its changing stakeholders' needs.
3P2	S	JCC builds and maintains relationships with its students both in the classroom and in co-curricular settings as identified through the specific processes summarized in Figure 3-3.
3P3a	S	JCC provides examples of department involvement with stakeholders to assure the sharing of information with and between external stakeholders as well as determining what it needs to do to adequately prepare their stakeholders. Building and maintaining relationships with each stakeholder category is important to engage them in the on-going relationship.
3P3b	O	Although JCC uses numerous formal and informal processes for identifying the changing needs of stakeholders, there does not appear to be a systematic approach to analyze and respond to the identified needs of some stakeholder groups.
3P4	O	JCC has an opportunity to identify students as key stakeholders.
3P5b	S	The use of the College Incentive Program (CIP) and the FYS provides a tool for maintaining an accurate and timely understanding of students' learning needs.
3P5	O	JCC has an opportunity to involve current students as stakeholders in its monitoring of developing patterns of student and employer needs.
3P6	S	The College has a formal process for documenting and responding to complaints in a timely manner using the appropriate academic and administrative offices. Evidence suggests an effective feedback loop exists.
3P7	S	JCC maintains and utilizes satisfaction instructions for each target population looking for specific measures that are reviewed and evaluated by specific entities.
3R1a	S	At present, JCC administers four satisfaction surveys (three to current students and one to graduates) and utilizes their withdrawal report to

- determine satisfaction with the institution and reasons for withdrawal. Benchmarking has begun with the surveys and withdrawal report.
- 3R1b S Graduates indicate high levels of satisfaction in JCC services averaging between 80%-90% satisfaction.
- 3R1c O The trends in the PULSE results are generally downward in six of the seven categories. JCC offers no analyses or explanation of the trends.
- 3R1d O JCC has an opportunity to describe its sampling methodologies in order to demonstrate that the satisfaction levels reported represents its student body.
- 3R2a S Project Success day engaged 970 students in 45 work sessions with an 88.9% satisfaction rating.
- 3R2b O Academic college-wide events don't attract significant numbers of students with the exception of Project Success Day which has a 10% participation rate. JCC is beginning to obtain benchmarks for student participation, Project Success Day, and the FYS.
- 3R2-3R4 OO Data for the key processes of attrition, retention and transfer are not presented. In addition, the data presented do not appear to cover the key processes noted in the Process questions.
- 3R3a S JCC has identified the number of "dual enrolled" high school students, the reasons for the falling numbers of students, and has created a plan for addressing the problem.
- 3R3b S Of the 31 employer groups responding to the satisfaction survey, 90.3% rated the employee preparation as good or excellent.
- 3R3c O Although 74.4% of 25 JCC freshman and sophomore courses transfer as direct equivalents at senior institutions, there is no discussion concerning either the disposition of the remaining 25.6% or how these percentages compare to other Michigan colleges and universities that participate in the articulation program.
- 3R3d O JCC has the opportunity to provide trend data for its stakeholders.
- 3R4 O JCC provides limited evidence for transfer success and satisfaction and can strengthen this by showing transfer patterns and trends within disciplines.

3R5	O	JCC acknowledges its need to build comparison data beyond that provided by the PACE survey.
3I1a	S	The institution has contracted with a social worker to address potential student emotional problems.
3I1b	S	The organization has obtained a student database to assist in tracking student participation for retention.
3I1c	O	JCC indicates improvement in tracking recruitment and retention, services, and enhancement of eServices system; it has an opportunity to identify concrete short-term and long-term targets for improving its stakeholder relations and services.
3I2	S	JCC indicates that its strategic plan includes specific Improvement priorities for high school, online, and college employee stakeholder groups.

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#### **AQIP CATEGORY 4: VALUING PEOPLE**

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

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

***Item    Critical Characteristic***

01d    JCC's Strategic Plan: 2005-2006 through 2009-2010 includes the following goals: **Goal 1** Assist students in the achievement of academic goals. **Goal 2** Provide meaningful levels of services to students and employers. **Goal 3** Increase the College's attention to diversity. **Goal 4** Implement systems that improve the College's connections with the community. **Goal 5** Investigate and implement alternative funding strategies.

- 01f The College has developed five groupings of its students: transfer, career, at-risk, on-line, and minorities.
- 01g The primary institutional mission is to assist learners in identifying and achieving their educational goals.
- 01h JCC, although it only receives tax support from one county, services a three-county area and has two service centers located away from the main campus; JCC is the only community college in Jackson, Hillsdale and Lenawee Counties. During the past 40 years, the College has experienced little financial support from the community, and more recently by the State of Michigan.
- 01i JCC is focused on five areas they consider to be mission critical and envisions itself as a community college with superior delivery of service and support of ever improving instructional excellence.
- 01j JCC monitors the needs of the business community and develops training and educational partnerships with employers in the tri-county area.
- 03a JCC offers web-based distance education in partnership with 26 other community colleges with the Michigan Community College Association Virtual Learning Collaborative (MCCAVLC).
- 05a JCC employs 235 people full-time and 284 part-time. Full-time staffing includes 32 administrators, 93 faculty, and 110 staff. Part-time include 239 faculty and 45 staff. There are 91.4% full-time faculty holding postgraduate degrees in their teaching field; 14% hold doctorates. The ratio of adjuncts to full-time faculty is about 2:6:1. The average age of full-time employees is 46.
- 05c JCC faculty and classified staff members have collective bargaining rights.
- 08b Critical vulnerabilities are identified as: lack of dependable funding and community support, recruiting quality fulltime employees and adjuncts, selecting mission critical areas in the market, loss of institutional memory through retirement, increasing costs of technology and deferred maintenance projects.
- 08c A key area of vulnerability is the continued lack of financial support; JCC lacks dependable state financial support, has insufficient local tax support and lacks general community support.

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

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
4C1a	S	The Executive Vice President at JCC presides over both the Student Services and academic affairs to strengthen student learning and to allocate significant resources to Foundational Studies Center for Student Success and to Nursing and Allied Health areas.
4C2a	O	JCC's dependence on part-time employees is documented across the institution. This reliance on part-time faculty, staff and student workers raises concern for continuity of instruction, provision of services and loss of institutional memory. Difficulty to integrate part-time employees into the climate is acknowledged.
4C2b	OO	JCC has the opportunity to address salaries, location and use of part-time faculty in its work environment and job classification as it rises to challenges presented by collective bargaining, decreased state funding and millage failures.
4C3	O	Although JCC uses enrollment forecasting to determine future needs, JCC could find it helpful to provide more detail regarding demographic trends and expected needs for the future. The brief explanation makes it difficult for stakeholders to understand accurately the future needs of the college.
4C4a	S	JCC provides ten professional development days per year for faculty. Technical training is provided for all faculty/staff on an ongoing basis at no cost to employees.
4C4b	O	There is no indication that JCC implements professional training and development programs within the context of a faculty/staff professional development plan.
4P1a	O	JCC could strengthen its description of its process for identifying credentials, skills, and values required for employees by specifying what its Faculty of the Future profile identifies as critical areas.
4P2a	SS	JCC has a strong commitment to and history of retaining employees. The overall turnover rate is 0.01%.

- 4P2b O JCC has an opportunity to create a plan for changes in personnel in addition to under-represented groups.
- 4P3a O JCC has an opportunity to address processes by which it encourages collaboration, cooperation, and team building, organizational learning and skill sharing in addition to communicating values, high achievement, and professional responsibility plans.
- 4P3b O The impact of the collective bargaining units is not articulated.
- 4P4a S JCC has developed a strong institutional new employee orientation system focused at the “organizational” level.
- 4P4b O An opportunity exists to place more emphasis on orientation at the department/programmatic level.
- 4P5a S Faculty are provided training on how to use students in service learning projects embedded within courses.
- 4P5b O JCC has an opportunity to explain how it prepares all personnel to contribute to a culture of continuous improvement and how their roles and responsibilities contribute to success.
- 4P7 O Recognition occurs inconsistently across the institution. This structure does not allow all employees an opportunity to be recognized, rewarded or compensated.
- 4P8, 4P10,4I1 O Results of the 2005 PACE Survey indicate the need to improve the relationship with the broader community. JCC has a greater opportunity to use the results of the PACE Survey to establish priorities.
- 4P9 O JCC has an opportunity to develop a system for managing the elements of its health and safety planning as a comprehensive system.
- 4P10 O JCC has an opportunity to identify multiple measures of how it values people. Multi-measures will provide a rich source of comparisons and overlaps.
- 4R1a S The NILIE survey results indicate that JCC employees generally feel positive about their work experience.
- 4R1b O JCC still needs to present results in areas such as health and safety, well-being, and overall institutional impact of employees.

- |         |   |   |
|---------|---|---|
| 4R2-4R3 | O | JCC has an opportunity to develop processes and results for demonstrating the productivity and effectiveness of its employees. The lowest scores on the PACE Survey satisfaction items were consistently from the classified and technical staff members. |
| 4R3a    | O | An opportunity may exist to develop data regarding “productivity” beyond the “perceptions” of faculty and staff.  |
| 4R4a    | O | JCC provides comparative PACE data but no other results and trends in relation to valuing people.   |
| 4R4b    | O | In each category listed in Fig. 4-4 there was a reduction from 2004-2005. This reduction in satisfaction was not investigated, but was assumed to be the result of the lack of contract with that group of employees.                                     |
| 4I1     | S | JCC uses PACE to target improvements in the six lowest scored items.  |
| 4I2a    | O | The absence of specific targets for valuing people indicates the feedback loop from process to results to improvement has not been fully realized.  |

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## **AQIP CATEGORY 5: LEADING AND COMMUNICATING**

*Leading And Communicating* addresses how your institution’s leadership and communication structures, networks, and processes guide your institution in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment. It examines your institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction setting, future opportunity seeking, decision making, use of data, leadership development and sharing, succession planning, measures, analysis of results, and efforts to continuously improve these areas.

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

***Item    Critical Characteristic***

- |     |  |
|-----|--|
| 01d | JCC’s Strategic Plan: 2005-2006 through 2009-2010 includes the following goals: <b>Goal 1</b> Assist students in the achievement of academic goals. <b>Goal 2</b> Provide meaningful levels of services to students and employers. <b>Goal 3</b> Increase the College’s attention to diversity. <b>Goal 4</b> Implement systems that improve the College’s connections with the community. <b>Goal 5</b> Investigate and implement alternative funding strategies. |
|-----|--|

- 01j JCC monitors the needs of the business community and develops training and educational partnerships with employers in the tri-county area.
- 04a JCC is involved in five academic partnerships to facilitate the transfer process, each with a designated JCC administrator.
- 06a JCC has undertaken to create a campus master plan for new and remodeled facilities.
- 08a Growth opportunities have been identified as: greater number of transfer students completing general education coursework, improving general education to enhance retention and persistence, expansion of allied health programs, Enrollment Management Plan, enrollment growth in online coursework and Lenawee County, identifying quality initiatives, improved relationships with the community and debt capacity.
- 08b Critical vulnerabilities are identified as: lack of dependable funding and community support, recruiting quality fulltime employees and adjuncts, selecting mission critical areas in the market, loss of institutional memory through retirement, increasing costs of technology and deferred maintenance projects.
- 08e Development of an Enrollment Management Plan is seen as way to possibly increase enrollment, manage retention, and improve graduation rate.

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

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
5C1	S	Communication and shared governance is directed by identified and formal structures for leadership. Decisions and policy approval are communicated both up and down the organizational system.
5C2	S	The Board of Trustees, Strategic Plan Monitoring Group, Executive Council, AQIP Coordinating team, CQIN team, and Faculty Academic Council participate in annual reviews and modifications of the strategic plan and budget aligned with JCC's mission, vision, and values.
5C3a	S	JCC is guided by a set of value statements which drives and affects the institutional policies and practices.

- 5C3b O JCC has the opportunity to determine the degree to which the faculty, staff, students, and stakeholders perceive that JCC adheres to their stated values.
- 5P1a S JCC uses a strategic plan to establish directions and performance that are aligned with its vision, mission, and values. JCC uses environmental scanning to monitor changing student and stakeholder needs.
- 5P1b O JCC has the opportunity to assess the degree to which various activities do in fact align with the organizational vision.
- 5P2 S JCC reviews and adjusts its targets and actions taken for improvement, using environmental scanning and professional awareness to contribute to the identification of opportunities. Performance on each of the Critical performance indicators is displayed on the Balanced Scorecard and on the Dashboard.
- 5P3a S Shared decision-making which allows for initiatives, concerns, and decisions to be discussed at various levels appears to be in place and functioning. Monitoring through the Strategic Plan Monitoring Group allows funds, staff involvement and other resources to be systematically allocated.
- 5P3b O JCC has an opportunity to explain how it uses collaborative, and shared processes effectively to shape policy, determine actions, and make informed decisions.
- 5P4 O JCC has an opportunity to refine and explain how its strategic planning, dashboard, and critical performance indicators contribute to improved decision-making.
- 5P5 O JCC identifies an extensive list of methods for communicating with students and stakeholders and has the opportunity to explain how the processes are used throughout the system.
- 5P7, 5P9 O Representation and shared governance appear to be values the institution desires as represented by their use of the PACE model. The opportunity to elaborate on the decision-making process should include more than a formal communication flow structure.
- 5P8 OO JCC lacks a formal administrative succession plan. A solid and thoughtful succession plan would support and sustain a culture of continuous improvement.

- 5P9, 5R1-5R2 OO JCC has an opportunity to supplement PACE survey data with other more comprehensive and refined methods of assessing leadership performance and development.
- 5I1, 5I2 S JCC has taken the first step in improving processes and systems (e.g. aggregate evaluation and recognition of faculty and administrators, faculty and staff satisfaction, and others) by determining concerns in multiple areas.

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## **AQIP CATEGORY 6: SUPPORTING INSTITUTIONAL OPERATIONS**

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

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

***Item Critical Characteristic***

- 01c JCC is currently funded under a charter millage that was passed in 1964; since the 1960s, there have been 13 millage defeats. Two recent millage requests failed to pass in 2003 and 2004.
- 01d JCC's Strategic Plan: 2005-2006 through 2009-2010 includes the following goals: **Goal 1** Assist students in the achievement of academic goals. **Goal 2** Provide meaningful levels of services to students and employers. **Goal 3** Increase the College's attention to diversity. **Goal 4** Implement systems that improve the College's connections with the community. **Goal 5** Investigate and implement alternative funding strategies.
- 01g The primary institutional mission is to assist learners in identifying and achieving their educational goals.
- 01h JCC, although it only receives tax support from one county, services a three-county area and has two service centers located away from the main campus; JCC is the only community college in Jackson, Hillsdale and Lenawee Counties. During the past 40

years, the College has experienced little financial support from the community, and more recently by the State of Michigan.

- 01i JCC is focused on five areas they consider to be mission critical and envisions itself as a community college with superior delivery of service and support of ever improving instructional excellence.
- 05a JCC employs 235 people full-time and 284 part-time. Full-time staffing includes 32 administrators, 93 faculty, and 110 staff. Part-time includes 239 faculty and 45 staff. There are 91.4% full-time faculty holding postgraduate degrees in their teaching field; 14% hold doctorates. The ratio of adjuncts to full-time faculty is about 2:6:1. The average age of full-time employees is 46.
- 08a Growth opportunities have been identified as: greater number of transfer students completing general education coursework, improving general education to enhance retention and persistence, expansion of allied health programs, Enrollment Management Plan, enrollment growth in online coursework and Lenawee County, identifying quality initiatives, improved relationships with the community and debt capacity.
- 08b Critical vulnerabilities are identified as: lack of dependable funding and community support, recruiting quality fulltime employees and adjuncts, selecting mission critical areas in the market, loss of institutional memory through retirement, increasing costs of technology and deferred maintenance projects.
- 08c A key area of vulnerability is the continued lack of financial support; JCC lacks dependable state financial support, has insufficient local tax support and lacks general community support.
- 08e Development of an Enrollment Management Plan is seen as way to possibly increase enrollment, manage retention, and improve graduation rate.

**Here are what the Systems Appraisal Team identified as Jackson County Community College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 6, Supporting Institutional Operations.**

***Item S/O Comment***

- 6C1 S JCC identifies student and administrative support services and provides a chart indicating the service, person to whom responsibility is assigned, a list of processes, and indicators for reporting results in processes. A “facility master and major maintenance plan” directs limited resources to strategic planning initiatives.

- 6C2 S JCC uses the strategic plan to identify funding investments and collects data using standard report forms for support areas (Fig.6.2).
- 6P1 S JCC places increasing attention on support services and uses multiple data collection methods, including surveys, formal and informal focus groups, feedback mechanisms, and strategic planning to identify both student and administrative support service needs. JCC employs data warehousing processes and makes data-informed decisions.
- 6P2a O Opportunity exists to explain what methods JCC uses to determine the needs of off-campus stakeholder groups.
- 6P2b O Undependable state financial support and insufficient local tax makes raising non-traditional sources of revenue a strategic planning priority (6C1) and affects JCC's ability to realize established goals and objectives within the strategic plan.
- 6P3 O JCC has an opportunity to explain how it manages student and administrative services on a day-to-day basis and how its quarterly and annual reports encourage knowledge sharing, innovation, and empowerment.
- 6P4 O JCC has focused on building a data warehouse, using Critical Performance Indicators, the Dashboard and Balanced Scorecard. Opportunity exists to explain how support areas manage support processes on a day-to-day basis and how information is used to improve services.
- 6P5 O JCC has an opportunity to demonstrate that its data-gathering process, using formal and informal surveys, is timely and consistent by establishing a standardized timetable.
- 6R1 O In addition to showing overall student satisfaction trends, JCC has an opportunity to use the PULSE student satisfaction survey to demonstrate trend changes in satisfaction ratings for key services and to gauge improvement in them.
- 6R2a S JCC is exploring alternative funding through employee, alumni and local business contributions.
- 6R2b OO In addition to providing information about revenue sources, JCC has an opportunity to provide evidence concerning patterns of financial capacity and indicators of institutional health and viability.
- 6R2c O Opportunity exists to show how JCC has sustained student and administrative support service processes despite a decline in state funding and the lowest

property millage rate in the state. The presence of strong support services could help to justify the increase in tuition rates.

- 6R2d O JCC should explore whether the increase in tuition contributed to the decreased headcount of 7.2% between 2003-2004 and an additional decrease in 2005. Did more contract hours billing between 2003 and 2004, not enrollment, contribute to increased tuition revenues?
- 6R3 OO JCC has an opportunity to demonstrate how its results in student and support services compare with those of other institutions.
- 6I1 S JCC is exploring non-traditional sources of revenue through the Office of Development and is using its Alumni Association to assist in fund raising efforts such as the major capital campaign and mini-campaigns. Business and industry partnerships are also being pursued.
- 6I2 O The student desire for more personal involvement and improved academic advising provides JCC with identified areas that could be improved by changes in processes and may not require additional funding.

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## AQIP CATEGORY 7: MEASURING EFFECTIVENESS

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

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

***Item Critical Characteristic***

- 01d JCC's Strategic Plan: 2005-2006 through 2009-2010 includes the following goals: **Goal 1** Assist students in the achievement of academic goals. **Goal 2** Provide meaningful levels of services to students and employers. **Goal 3** Increase the College's attention to

- diversity. **Goal 4** Implement systems that improve the College's connections with the community. **Goal 5** Investigate and implement alternative funding strategies.
- 01e JCC has determined two basic areas of focus: to facilitate transfer to four-year institutions, and to focus on high demand occupations;
- 01f The College has developed five groupings of its students: transfer, career, at-risk, on-line, and minorities.
- 01g The primary institutional mission is to assist learners in identifying and achieving their educational goals.
- 01i JCC is focused on five areas they consider to be mission critical and envisions itself as a community college with superior delivery of service and support of ever improving instructional excellence.
- 01j JCC monitors the needs of the business community and develops training and educational partnerships with employers in the tri-county area.
- 04a JCC is involved in five academic partnerships to facilitate the transfer process, each with a designated JCC administrator.
- 04b Foote Health System and JCC represent the area's first formalized "corporate university."
- 04c Partnerships with high schools are organized to transition from secondary to postsecondary education with six career pathways.
- 06a JCC has undertaken to create a campus master plan for new and remodeled facilities.
- 06b JCC has been accredited through NCA since its first year of eligibility in 1933.
- 07a The college sees the four 4-year, five 2-year, and numerous online institutions in the area as its competition.
- 08b Critical vulnerabilities are identified as: lack of dependable funding and community support, recruiting quality fulltime employees and adjuncts, selecting mission critical areas in the market, loss of institutional memory through retirement, increasing costs of technology and deferred maintenance projects.

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

<b>Item</b>	<b>S/O</b>	<b>Comment</b>
7C1a	S	A common database, Colleague, for multiple functions exists allowing access and usability with high reliability.
7C1-2b	S	JCC has developed an extensive infrastructure for collecting, analyzing, and disseminating data for possible use by several groups or departments.
7C1, 7C2c	S	Data to support decisions has been a focus of improvement and JCC is working toward development of a comprehensive data warehouse.
7C1d	S	JCC's Balanced Scorecard has aligned five strategic goals and reports results on Critical Performance Indicators.
7C1e	S	JCC's managerial and operational measures are aligned with the CPIs and Board of Trustees ENDS policies.
7C1f	O	Several separate databases, foundation, IR, Assessment, IT, with customized functionality exist. These are single purpose systems and while integration with Colleague is not critical, it could increase efficiency and reduce poor data integrity.
7C2a	S	There are nine strategic measurements encompassing the breadth of the organization. They include: learning, academic needs and student satisfaction, transfer rate and performance, satisfaction, retention and graduation, cost effectiveness, stewardship, governance and regulatory review, and employee development.
7C2b	O	The nine key strategic measures do not appear to be aligned consistently with the institution's five strategic goals.
7C2c	O	The graduate rate for JCC is only 13%.
7P1a	O	JCC describes what drives data selection; however, a description of how the data is selected or how the data is managed, or used to improve student learning is lacking.
7P1b	O	JCC has the opportunity to build on the data collection infrastructure by expanding and deepening the effort to ensure the widespread use of accurate data in managing and leading the college.
7P1c	O	JCC has an opportunity to proactively identify data including student learning data for improved management of the college instead of relying

- on past institutional practice or habit driving information collection and dissemination.
- 7P2a O It's not clear what processes units and departments use to determine data needs, or how they use data to improve effectiveness.
- 7P3a S JCC appears to have laid the foundation to implement a system for benchmarking evaluation of its processes in the future.
- 7P3b O JCC notes both sources for comparative data and criteria for determining which areas to benchmark; however, there is no information available concerning the priorities, the processes it uses to determine its needs and priorities for data, and methods for selecting comparative information and data.
- 7P4a S JCC reviews trend data relative to critical performance indicators, analyzing gaps, and creating action plans to address areas where improvement is needed.
- 7P4-7P5b O Although JCC utilizes information and data throughout the organization to analyze overall performance, there is no evidence concerning the methods used to reach conclusions from the data.
- 7P5a O JCC has an opportunity to ensure that departments and units accurately analyze information and data and align their decisions with institutional goals for student learning and institutional objectives.
- 7P5b O The widespread publication of information at JCC provides the opportunity for units to ensure that data and information from processes for which they are responsible is shared and used in guiding improvements and in meeting desired outcomes.
- 7P6a O JCC has an opportunity to address the overall effectiveness of its information system and related processes and how it ensures continuing effectiveness.
- 7P6b O JCC has the opportunity to ensure that IT uses do more to advance the efficacy of administrative computing through the Strategic Plan.
- 7P7a O JCC has the opportunity to increase the number of students who are administered a satisfaction survey and to measure effectiveness through their identified questioning process.

- 7R1a            O     JCC has the opportunity to provide training to increase the satisfaction of IT users who currently find the database complicated and cumbersome.
- 7R1b            O     The well developed data management infrastructure has very little evaluative data for determining its effectiveness as a tool for managing and leading the college.
- 7R2a            O     JCC has an opportunity to acquire comparison data with other institutions in system accessibility, reliability, confidentiality, timeliness or user friendliness of information and data, and satisfaction ratings.

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## **AQIP CATEGORY 8: PLANNING CONTINUOUS IMPROVEMENT**

*Planning Continuous Improvement* examines your institution's planning processes and how your strategies and action plans are helping you achieve your mission and vision. It examines your institution's processes and systems related to institutional vision; planning; strategies and action plans; coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; measures; analysis of performance projections and results; and efforts to continuously improve these areas.

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

***Item    Critical Characteristic***

- 01c     JCC is currently funded under a charter millage that was passed in 1964; since the 1960s, there have been 13 millage defeats. Two recent millage requests failed to pass in 2003 and 2004.
- 01d     JCC's Strategic Plan: 2005-2006 through 2009-2010 includes the following goals: **Goal 1** Assist students in the achievement of academic goals. **Goal 2** Provide meaningful levels of services to students and employers. **Goal 3** Increase the College's attention to diversity. **Goal 4** Implement systems that improve the College's connections with the community. **Goal 5** Investigate and implement alternative funding strategies.
- 01e     JCC has determined two basic areas of focus: to facilitate transfer to four-year institutions, and to focus on high demand occupations.
- 01f     The College has developed five groupings of its students: transfer, career, at-risk, on-line, and minorities.

- 01g The primary institutional mission is to assist learners in identifying and achieving their educational goals.
- 01h JCC, although it only receives tax support from one county, services a three-county area and has two service centers located away from the main campus; JCC is the only community college in Jackson, Hillsdale and Lenawee Counties. During the past 40 years, the College has experienced little financial support from the community, and more recently by the State of Michigan.
- 01i JCC is focused on five areas they consider to be mission critical and envisions itself as a community college with superior delivery of service and support of ever improving instructional excellence.
- 01j JCC monitors the needs of the business community and develops training and educational partnerships with employers in the tri-county area.
- 04a JCC is involved in five academic partnerships to facilitate the transfer process, each with a designated JCC administrator.
- 04b Foote Health System and JCC represent the area's first formalized "corporate university."
- 04c Partnerships with high schools are organized to transition from secondary to postsecondary education with six career pathways.
- 06a JCC has undertaken to create a campus master plan for new and remodeled facilities.
- 06b JCC has been accredited through NCA since its first year of eligibility in 1933.
- 07a The college sees the four 4-year, five 2-year, and numerous online institutions in the area as its competition.
- 08a Growth opportunities have been identified as: greater number of transfer students completing general education coursework, improving general education to enhance retention and persistence, expansion of allied health programs, Enrollment Management Plan, enrollment growth in online coursework and Lenawee County, identifying quality initiatives, improved relationships with the community and debt capacity.
- 08b Critical vulnerabilities are identified as: lack of dependable funding and community support, recruiting quality fulltime employees and adjuncts, selecting mission critical areas in the market, loss of institutional memory through retirement, increasing costs of technology and deferred maintenance projects.

- 08c A key area of vulnerability is the continued lack of financial support; JCC lacks dependable state financial support, has insufficient local tax support and lacks general community support.
- 08d Expansion in health care education is seen as an important niche opportunity;
- 08e Development of an Enrollment Management Plan is seen as way to possibly increase enrollment, manage retention, and improve graduation rate.

**Here are what the Systems Appraisal Team identified as Jackson County Community College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 8, Planning Continuous Improvement.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
8C1	S	Jackson Community College (JCC) envisions being the college of choice for the communities its serves and is striving to become the best community college in the State of Michigan. Policies, practices, decision-making and leadership are operationalized to support learning and there is a framework for developing and utilizing other elements within the strategic plan.
8C2	S	Several indirect (secondary) goals related to student learning have been identified.
	O	There is no (primary) goal specifically related to assurance of student learning in coursework. JCC has an opportunity to address this directly.
	O	Service goals have not included alumni, employees or other external stakeholders.
8C3	SS	JCC identifies five goals and related objectives in its 2005-06 to 2009-10 Strategic Plan.
8P1a, 8P2	O	JCC’s planning process flows only from the Board of Trustees downward throughout the organization. Any goal modification coming from the top is then expected to guide the work of the Academic Departments with no apparent possible reversal of the process.
8P1b	S	JCC identifies several strategic planning processes, including annual department goals (goals are established within departments and linked to the Strategic Plan).

- 8P1c O There appears to be no accountability mechanism for assessment within each department of the college (academic and non-academic) to measure success of the goals and strategies that are set.
- 8P2a S There is support for goals through resource allocation.
- 8P2b O Opportunity exists to explain how JCC selects short and long term strategies based on its review of concerns and needs at the state and local levels, and empowers individual departments that currently develop goals at the "local" level but get approved only through the strategic planning committee.
- 8P3a S Committees use the Dashboard data site to discuss and evaluate planning process goals and the tactics necessary to achieve goals.
- 8P3b & 8P4 S A dashboard was created to track critical performance indicators and is accessible to all. Progress is communicated through the Executive and Academic Councils.
- 8P3c O Opportunity exists to explain how JCC develops action plans that support overall institutional strategies for continuous improvement.
- 8P4a O JCC has an opportunity to provide a model for how coordination and alignment of planning processes and overall institutional strategies and action plans occur.
- 8P4b O Although it is noted that coordination and alignment of planning processes occurs in both a top down and bottom up manner, no evidence is provided to support anything but a top down system exists.
- 8P5a O JCC has an opportunity to demonstrate how it involves internal stakeholders in the selection of measures and the setting of performance projections in a top down system.
- 8P5b O JCC has an opportunity to integrate the Michigan Mandated Outcomes into their existing performance process.
- 8P6a S Mission critical priority setting is included in the budget process.
- 8P6b O Although departments submit staffing, budget needs, and recommendations, and submit annual reports, opportunity exists to evolve a fully participatory decision-making process.
- 8P7 O JCC identifies ways in which faculty, staff, and administrator capabilities can be developed and nurtured; however, no process is evident whereby

it can be ensured this occurs, or that it improves overall institutional strategies and action plans.

- 8P8a-8R1 OO JCC has an opportunity to develop measures of the effectiveness of its system(s) for planning continuous improvement. The status report on strategic planning goals summarizes progress but provides no measures of the effectiveness of the planning processes themselves. Accurate benchmark data from a variety of similar institutions would prove valuable in measuring the effectiveness of JCC's systems.
- 8P8b O JCC has developed methodology to determine progress toward specific goals; however, the methods used to measure these are far too general in nature. JCC has an opportunity to develop processes for analysis of performance indicator data allowing for interventions within the organization assuring continuous improvement on those indicators over time.
- 8R1 O Progress towards the various Strategic Planning goals is summarized in a status report / table yet no information is provided concerning the effectiveness of the planning process. There is an opportunity for further interpretation of the PACE survey as numeric totals in every item for students went down from 05-06.
- 8R2 O The progress report on strategic planning indicates goals and tactics which are deeply or fully deployed, on-going, at start-up or underway but provides no revised projections for performance.
- 8R3 OO Although JCC has identified several peer institutions, no comparative data has been gathered.
- 8R4 S The college appears to have aligned the budget with the institutional strategic plan, even during resource restrictions.
- 8R4 O Opportunity exists to provide evidence beyond statements that JCC's systems planning is effective and contributes to ongoing institutional improvement.
- 8I1 O JCC uses its strategic planning process to improve current processes. The institution has an opportunity to improve its data collection process in how it affects change and continuous improvement, not just collection of data for the sake of collection.
- 8I2a S JCC identifies targets for improvement as a result of its progress reports and results but has an opportunity to explain how its sets targets, why it

targets specific priorities, as well as how it communicates its performance projections.

- 8I2b            O        JCC has recognized the opportunity to include students in the decision-making process.

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## **AQIP CATEGORY 9: BUILDING COLLABORATIVE RELATIONSHIPS**

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

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

***Item    Critical Characteristic***

- 01c    JCC is currently funded under a charter millage that was passed in 1964; since the 1960s, there have been 13 millage defeats. Two recent millage requests failed to pass in 2003 and 2004.
- 01d    JCC's Strategic Plan: 2005-2006 through 2009-2010 includes the following goals: **Goal 1** Assist students in the achievement of academic goals. **Goal 2** Provide meaningful levels of services to students and employers. **Goal 3** Increase the College's attention to diversity. **Goal 4** Implement systems that improve the College's connections with the community. **Goal 5** Investigate and implement alternative funding strategies.
- 01e    JCC has determined two basic areas of focus: to facilitate transfer to four-year institutions, and to focus on high demand occupations.
- 01f    The College has developed five groupings of its students: transfer, career, at-risk, on-line, and minorities.
- 01g    The primary institutional mission is to assist learners in identifying and achieving their educational goals.

- 01h JCC, although it only receives tax support from one county, services a three-county area and has two service centers located away from the main campus; JCC is the only community college in Jackson, Hillsdale and Lenawee Counties. During the past 40 years, the College has experienced little financial support from the community, and more recently by the State of Michigan.
- 01i JCC is focused on five areas they consider to be mission critical and envisions itself as a community college with superior delivery of service and support of ever improving instructional excellence.
- 01j JCC monitors the needs of the business community and develops training and educational partnerships with employers in the tri-county area.
- 03a JCC offers web-based distance education in partnership with 26 other community colleges with the Michigan Community College Association Virtual Learning Collaborative (MCCAVLC).
- 04a JCC is involved in five academic partnerships to facilitate the transfer process, each with a designated JCC administrator.
- 04b Foote Health System and JCC represent the area's first formalized "corporate university."
- 04c Partnerships with high schools are organized to transition from secondary to postsecondary education with six career pathways.
- 05c JCC faculty and classified staff members have collective bargaining rights.
- 06a JCC has undertaken to create a campus master plan for new and remodeled facilities.
- 08b Critical vulnerabilities are identified as: lack of dependable funding and community support, recruiting quality fulltime employees and adjuncts, selecting mission critical areas in the market, loss of institutional memory through retirement, increasing costs of technology and deferred maintenance projects.
- 08c A key area of vulnerability is the continued lack of financial support; JCC lacks dependable state financial support, has insufficient local tax support and lacks general community support.
- 08d Expansion in health care education is seen as an important niche opportunity.

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

<b>Item</b>	<b>S/O</b>	<b>Comment</b>
9C1/9C2	S	JCC has developed a comprehensive listing of organizations for collaborative relationships and has provided a rationale for establishing those relationships.
9P1a	S	JCC appears to have a broad and strong mechanism for creating, prioritizing, and building both formal and informal collaborative relationships. One example of how redefining the JCC mission allowed for a new focus on allied health is the positive relationship with Foote Health University.
9P1b	O	JCC has an opportunity to move beyond stating what mechanisms it uses to create, prioritize, and build relationships to explaining how it uses processes to create continuous improvement results.
9P2	O	JCC depends totally on surveys to gather satisfaction data concerning its collaborative relationships. It has an opportunity to evolve multiple means of ensuring that collaborative partnership needs are being met. Correlation of satisfaction data with other types of information will allow for improvement.
9P3a	O	JCC describes its strategic planning processes as participatory and based on dialogue, debate, and collaboration, yet much of the process as described evidences characteristics of top-down management and reliance upon Board and administrative-decided priorities and state-driven performance indicators. The actual process might hinder relationship building.
9P3b	O	Internal satisfaction data from staff creates an opportunity for JCC to assure the "inclusive culture" continues, as well as make any needed improvements.
9P4, 9R1	O	JCC has the opportunity to expand beyond the PACE survey and data gathered from transfer students as measures of building collaborative relationships.
9R1a	S	The relationship with Foote Health is mutually beneficial to both organizations.
9R1b	O	JCC has the opportunity to: collect data on perceived value the transfer institution places on JCC students and learning and study online

enrollment patterns with MCCAVLC to assure correct program mix offerings in the face to face environment allowing cost cutting efficiencies.

- 9R2a      OO      JCC has at this time no comparative data collected to measure the results of its key relationships with other organizations. There is a significant opportunity for JCC to collect data on partnerships, both for satisfaction as well as outcome data. Refinement of the resources for the initiatives as well as on ongoing relationship management will benefit the school.
- 9R2b      O      JCC has an opportunity to benchmark data in all areas with other institutions in the area, as well as compare themselves to institutions with perceived high quality through AQIP or Baldrige.
- 9I1-9I2      O      JCC has an opportunity to improve its current processes for building collaborative relationships, analyzing those processes, using them to set targets for improvement priorities, and expand community outreach beyond students to staff and faculty through a role modeling initiative.