

# Jackson Community College Systems Portfolio

## Institutional Overview

### 01 Distinctive Institutional Features

Jackson Community College (JCC) is a publicly supported institution with the Carnegie Classification: Undergraduate Instructional at the Associate's Level.

Established as Jackson Junior College in 1928, the College was located in downtown Jackson, Michigan. In 1962 voters of Jackson County created Jackson Community College as a county-wide district, and in 1964 passed a charter millage that still funds the College today. Rapid enrollment growth in the 1960s, coupled with new occupational programs, led to the creation of a new campus some six miles south of the city. JCC rapidly became the prototypic comprehensive community college, attempting to become all things to all people.

The institution is changing from a comprehensive institution to a niche College that has a specialized market, focusing on particular types of educational outcomes, with superior delivery in services and support of mission critical areas. JCC is replacing a legacy of rapid expansion with a college that strategically invests its valued resources where they will do the most good.

This focus is reflected in JCC's *Mission* and *Vision* statements which are broadly oriented toward individual learning. The Board of Trustees approved this mission statement in December 2005.

**Mission:** Jackson Community College is an institution of higher education whose mission is to assist learners in identifying and achieving their educational goals.

Figure O-1: Mission

Prompted in part by thirteen consecutive millage defeats since the late sixties and facilitated by a commitment to quality improvement, the College has refocused its mission on its community's most important educational needs—that is, transfer courses and high demand occupations (e.g., Nursing and Allied Health) — and in those opportunities where the College can make the greatest difference, (e.g., Foundation Studies for the at-risk student population whose career goals are uncertain and whose study skills need strengthening).

The JCC Board of Trustees approved the vision statement below in April 2005.

**Vision:** Jackson Community College is the learning college of choice for the communities it serves because it exceeds the expectations of all stakeholders.

Figure O-2: Vision

Currently the Board and College community have drafted the following New Vision statements, which are still under discussion:

“Jackson Community College is a world-class institution of higher learning where learners succeed and community needs are met. In fulfilling this Vision, Jackson Community College:

- Maintains high academic standards through
  - Excellence in instruction,
  - State-of-the-art technologies, and
  - Superior customer service;
- Is concerned about and attends to the complex needs of learners;
- Reaches out to traditional and non-traditional students to promote the value of higher learning;
- Encourages and empowers faculty to use innovative and creative teaching styles in the classroom;
- Provides opportunities for an enjoyable and meaningful learning and working environment; and
- Serves as a community resource for other institutions, organizations and constituents.”

In focusing on these mission-critical areas, JCC envisions itself as a community college with superior delivery of service and support of ever improving instructional excellence.

Significantly, the Strategic Plan specifically targets JCC's needs, focuses expertise on accomplishing the goals and strategies, and guides identification and development of the College's distinctive educational purposes.

Listed below are the goals identified from the former Strategic Plan 2002- 05 and the current Strategic Plan 2005-06— 09-10. Comparing these goals highlights JCC's changing focus, completion of some goals, and continuous growth and improvement. For instance, two more recent millage failures in 2003 and 2004 have led to the establishment of new goals 4 and 5.

<b>Strategic Plan 2002-05</b>	
<b>Goal 1</b>	Expand and improve our efforts to help students achieve their educational goals.
<b>Goal 2</b>	Provide exceptional services and enriching experiences.
<b>Goal 3</b>	Establish and sustain an open, diverse and inclusive environment that is respectful of all persons.
<b>Goal 4</b>	Develop and implement systems of continuous improvement.
<b>Goal 5</b>	Effectively allocate and utilize existing resources and identify and develop new resources.

Figure O-3: Strategic Plan 2002-05

The goals were revised to address areas where JCC's performance is weak or needs continued attention. College stakeholders identified opportunities for growth and response to other needs that were not measured by Critical Performance Indicators (CPIs).

<b>Strategic Plan: 2005-06 through 2009-2010</b>	
<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.

Figure O-4: Strategic Plan 2005-06 through 2009-2010

Designed and embraced through a participatory process by administrators, faculty, staff and other stakeholders, the Strategic Plan is actively reviewed by all stakeholders on a quarterly basis to ensure that goals are being met. The Strategic Plan dovetails with JCC's continuing consideration of the market which leads the College to focus on the following students and their programs which are most crucial to College purposes.

<b>Targeted Students at JCC</b>	
<b>Transfer students:</b>	students intending to transfer to a four year college or university
<b>Career students:</b>	students acquiring job skills or an occupational degree/certificate
<b>At-risk students:</b>	students requiring academic support services
<b>On-line students:</b>	students enrolled in Internet distance learning classes
<b>Minority students:</b>	students belonging to selected racial and/or ethnic groups

Figure O-5: Target Students

Initiatives aimed to provide support for and services to each of these student groups have increased. For example:

#### *Transfer students*

- Continually updating and monitoring guide sheets to ensure seamless transfer
- Designation of a program coordinator for transfer students in teacher education
- Increased training in advising by faculty for transfer students in academic programs and placement of faculty advisors in some transfer programs

#### *Career students*

- Nursing and Allied Health new faculty hires
- On-line programs in Allied Health
- Revitalized Manufacturing Technology (Business and Industry Support Center - BISC)
- Accelerated Business Degree Program with Siena Heights University
- Foote Health University - comprehensive training and continuing education to Foote Health System's staff

#### *At-risk students*

- Creation of the Office of Foundation Studies and the Center for Student Success
- A new dean, new director, two faculty hires

#### *On-Line students*

- Michigan Community College Association Virtual Learning Consortium (MCCAVLC) partnership
- On-going Distance Learning workshops
- Start-up of the first accredited diagnostic medical sonography, vascular sonography and echo-cardiography on-line programs in the country

#### *Minority Students*

- Establishment of the Office of Multi-cultural Relations
- Director of Multi-cultural Relations hire
- Professional Development Day focus on diversity
- Creation of the College-wide Council for Inclusion and Diversity

Improvement structures include a network of academic committees and teams encompassing broad participation and representation from all academic departments, quality improvement teams for support staff, maintenance and custodial teams, and other departments throughout the organization.

Other distinctive features include the Board of Trustees' use of the Carver Policy Governance Model, a long-term trustee with over 40 years of service to the institution, low turnover of employees, and fine arts programming.

JCC physical facilities have expanded to serve a tri-county area with two off-campus centers, including a new technologically advanced JCC@VoTech opened in 2003. The College monitors the needs of the business community and develops training and educational partnerships with employers in the tri-county area. The completion of science lab renovations in Fall 2005, planning for a new Information and Technology Center building and the renovation of Center for Health Professions began in 2005; construction begins in 2006 and 2007 respectively. All point to JCC's continued focus on career, transfer, and health profession students, as well as increased attention to technology support in helping students learn.

## 02 Scope of Offerings

Students can earn an Associate in Arts Degree (AA), an Associate in Science Degree (AS), an Associate in General Studies Degree (AGS), or an Associate in Applied Science Degree (AAS).

The AA and AS degrees are recommended primarily for students planning to transfer to a four-year college or university. The AGS degree is a program of study adapted to students' needs, interests, and capacities to do college work. The AAS degree is recommended for students planning to enter an occupation upon graduation from the College. JCC offers fifty-five certificates and programs of study.

Students can earn a Certificate of Completion by meeting the requirements prescribed in an approved program of study with a minimum 30 hours of college credit. Students are also offered "Skill Set Credentials" that are a coordinated set of courses whose purpose is to enable them to quickly achieve a specific occupational goal. Student educational opportunities are available for training in occupational skills, for essential self-identified learning experiences, and for working with experts in fields of interests through seminars and workshops.

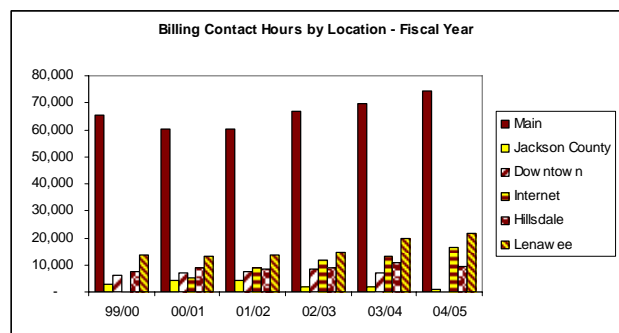
## 03 Student Base, Needs, Requirements

The main campus is in Jackson County, Michigan. Extension centers are located in Hillsdale and Lenawee Counties. JCC offers web-based distance education in conjunction with the Michigan Community College Association Virtual Learning Collaborative (MCCA-VLC). Figure O-6 summarizes the student enrollment across all locations by

numbers of billing contact hours generated over six academic years.

The student base reflects these elements:

- JCC is a commuter college which enrolls unduplicated 9,410 students annually. An ever-increasing percent of students enroll on-line, currently 18.7%. 64.5% of the students attend part-time.
- Students enroll with a variety of goals. 26% intend to transfer to another college or university 45% seek an Associate's Degree, 22% take courses for personal enrichment and others enroll for occupational goals not requiring a degree or certificate.
- 64% are women, and 8.9% identify themselves as members of specific racial or ethnic groups.
- The average age is 27; 43% are under 22, 44% are between 22 and 40, and 13% are older than 40.
- JCC enrolls just over one in every five of the total high school graduates in the fall following their graduation from schools in the tri-county service area.
- An Enrollment Management plan tailored to each of the three counties in the College's service area is under development.
- The College's investments in the main campus, Internet programs, and the new JCC@VoTech complex are reflected in increased enrollments over the past four years.



Source: JCC IR Office: hystbyloc-mkt.xls

Figure O-6: Billing Contacts Hours by Location

JCC students' needs are varied. Transfer students need articulation agreements with four-year institutions that ensure seamless transfer. Career students require training in current workplace knowledge, skills, and abilities. At-risk students need courses and support services that address their academic underpreparedness and lack of resources for college work. On-line students need college courses equal to those offered face to face as well as college support services tailored to non-

residential learning experiences. Minority students require a sense of belonging and a respect and appreciation for the diversity they bring to campus.

#### 04 Collaborations, Needs, Requirements

Five of the most important collaborative or partnership arrangements that exist between JCC and other organizations include:

- JCC Transfer Partnerships with 4-year institutions include Spring Arbor University, Siena Heights University, and Eastern Michigan University, three of the most popular transfer destinations for JCC students;
- MCCA VLC is a partnership with 26 other Michigan community colleges for on-line courses, programs and degrees. This partnership has invested time and resources into assessment, teaching and learning strategies and training workshops;
- JCC@VoTech is a working arrangement between the Lenawee County Intermediate School District and JCC in building the new \$4.6 million JCC Center on the Lenawee Intermediate School District campus. This partnership promotes a sharing of facilities, equipment, staff, and the development of a seamless curriculum;
- JCC's partnership with Foote Health System provides training and professional development for all hospital employee groups. This represents the area's first formalized "corporate university" – an enhanced training and continuing education operation, rather than a degree-granting organization – and operates under the name of "Foote Health University;"
- Partnerships with high schools, whose students are organized into six career pathways, aid transitions from secondary to postsecondary education. The pathways are 1) Arts & Communication, 2) Business, Management, Marketing & Technology, 3) Engineering, Manufacturing & Industrial Technology, 4) Health Services, 5) Human Services, and 6) Natural Resources & Agriscience. Within each career pathway, students choose between certificate and associate degree programs designed to provide skills for immediate employment or job advancement, and transfer programs for students who plan to pursue advanced degrees.

These partnerships demand JCC's continued and consistent communication in articulating current and changing mutual responsibilities, goals, and

assessment. Each partnership has a designated JCC administrator.

#### 05 Faculty and Staff Base

- JCC employs 235 people full-time and 284 part-time. 39.6% of full-time people are faculty, 46.8% are classified and technical staff and 13.6% are administrators. The ratio of adjuncts to full-time faculty is about 2.6:1. See Table O5.1.
- 54% of the JCC full-time employees are women. 26% of the full-time men and women are 40 years old or younger; the average age of full time employees is 46.
- 91.4% of the full-time faculty have postgraduate degrees in their teaching field; 14% hold doctorates.
- 66% of the full-time classified and technical staff are technicians, 9% are maintenance, 14% are secretarial, and 11% are skilled tradesmen.
- Faculty and classified/technical staff members have collective bargaining rights.

	Administra- tion	Faculty	Classified- Technical
Full-Time	32	93	110
Part-Time	0	239	45

Source: Q: IR | fact book & related\employee count trends.xls  
Figure O-7: JCC Fall 2005 Employees

#### 06 Facilities, Equipment and Technologies, Regulatory Environment

JCC is the only community college in Jackson, Hillsdale and Lenawee Counties, which together comprise its service area. It receives tax support from Jackson County alone. Students residing in Hillsdale and Lenawee Counties pay out-of-district tuition rates. The College operates on its initial 1964 Jackson County millage, the lowest rate of all Michigan community colleges. The current JCC property tax on a \$100,000 home is \$59 per year, generating only 14% of the College's total revenue stream.

The College maintains 14 buildings with a combined floor space of over 500,000 square feet. The main campus has three classroom and laboratory buildings, a field house, a campus services building and a theatre and administrative office complex. A new facility in Lenawee County has replaced a smaller center and has seen a subsequent increase in enrollments.

The College has contracted with architectural firm, Duce Simmons Associates to create a campus master plan for new and remodeled facilities. Equipment and technologies are updated on a regular basis. Equipment is funded through annual Instructional Equipment Board set-aside funds. Technologies are overseen by the Information Technology Department.

Public Act 338, the Michigan Community College Act, authorizes the College to award 2-year Associate's Degrees and also certificates or diplomas. The act further defines other requirements and constraints on community colleges.

The North Central Association, through the Higher Learning Commission (HLC), has accredited the College since its first year of eligibility in 1933. The College joined HLC's Academic Quality Improvement Project (AQIP) during the 2002-03 academic year. In addition, The Association of Collegiate Business Schools and Programs, The Commission for Accreditation of Allied Health Education Programs, the National Automotive Technicians Educational Foundation and the National League for Nursing accredit occupational programs at JCC.

Other agencies with regulatory influence on college programs include the Federal Aviation Administration, the Michigan Commission on Law Enforcement Standards, the Michigan Correctional Officers Training Council, The Michigan State Board of Nursing and the US Department of Labor Bureau of Apprenticeship & Training.

The College adheres to Federal Department of Education guidelines regarding student loans. The College is also subject to all federal, state and local health and safety requirements.

## 07 Competitive Environment

Five private four-year colleges and universities are located in JCC's tri-county service area (Baker College, Siena Heights University, Spring Arbor University, Adrian College, and Hillsdale College).

Four public universities are within 55 miles of JCC's service area (Michigan State University, University of Michigan, Eastern Michigan University, and Western Michigan University).

Five two-year colleges border JCC's service area (Kellogg Community College, Lansing Community College, Washtenaw Community College,

Monroe Community College, and Owens Community College in Ohio).

Numerous colleges, universities, or proprietary vendors with on-line courses or training regularly market in JCC's service area (New Horizons, Phoenix University, E-Learning, and Jackson Area Manufacturing Association).

## 08 Opportunities and Vulnerabilities

Some of the most important opportunities for growth and improvement at Jackson Community College are:

- Greater number of full time transfer students completing general education courses
- Improving the design of general education to enhance retention and persistence
- Expansion of programs in health care (including on-line courses) and other program development
- Increased recruitment and retention of students through implementation of an Enrollment Management Plan
- Enrollment growth, especially in Lenawee County and in on-line courses
- Quality initiatives
- Improved linkages with the community
- Debt capacity

JCC's most critical vulnerabilities are:

- Lack of dependable state financial support
- Insufficient local tax support
- Lack of community support
- Lack of ties to business and industry
- Losing competitive equity in the human marketplace to recruit quality employees
- Attracting and retaining qualified adjunct faculty, especially at centers in Lenawee and Hillsdale Counties
- Accurately selecting specialized markets that represent the most strategic mission critical areas
- Loss of institutional memory with the retirement of increasing numbers of senior faculty, administrators and staff members
- Ever-increasing costs associated with technology essential to the mission
- A large number of deferred maintenance projects

