



AQIP | Systems Portfolio

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INSTITUTIONAL OVERVIEW

Jackson College, originally founded in 1928 as Jackson Junior College, is a public 2-year college that enrolls more than 8,500 students annually. The College is located in south central Michigan, serving the counties of Jackson, Lenawee and Hillsdale.

MISSION, VISION, VALUES

Annually, the College's Board of Trustees reviews, affirms and/or makes modifications to the mission, vision, and values (MVV) statements. The current MVV statements are as follows:

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

Vision: Jackson College is a world-class institution of higher education where learners succeed and community needs are met.

Values: Integrity, Caring, Quality, Inclusion, Service, Leadership

NUMBERS & TYPES OF STUDENTS, FACULTY AND STAFF

JC's enrollment in Fall 2013 was 5,665; of those, 42% attended full-time, 58% attended part-time. Sixty-two percent (62%) of students were female, 16% were students of color, 32% were under the age of 20, 31% were between the ages of 20 and 24, 12% were between the ages of 25 and 29, and 25% were 30 or older.

Jackson College employed 407 faculty (87 full-time, 320 adjunct), 106 staff (82 full-time, 24 part-time) and 42 (39 full-time and 3 part-time) administrators as of November 2013. Fifty-nine percent (59%) of the College's employees are female, 7% are persons of color, and 72% are over the age of 40.

LEVEL & SCOPE OF ACADEMIC OFFERINGS

The College offers more than 115 associate's degrees and certificate programs and 450 courses in general education, occupational education, and developmental education. In 2012-13, the college conferred 1,198 degrees, certificates, concentrations and skill sets; 85% of all awards conferred were in occupational education programs.

Students interested in transferring to a four-year college or university can take general education courses and/or complete a transfer program (Associate in Arts, Associate in Science) at Jackson College. To ensure a smooth transition to a university, JC has articulation agreements with more than 25 colleges and universities under the Michigan Transfer Agreement.

Occupational education programs at Jackson College are designed to provide skills for immediate employment or job advancement. Students can pursue skill sets, concentrations, certificates, or associate in applied science degrees in a variety of career paths including nursing and allied health, business and accounting, computer technology, automotive, and corrections.

For underprepared students, the college offers developmental education reading, writing, mathematics and first-year seminar courses to assist students in gaining the necessary skills needed to be successful in college-level courses.

CAMPUS LOCATIONS & DISTANCE DELIVERY PROGRAMS

Jackson College's Central Campus is located six miles south of the city of Jackson. Additional locations include the W. J. Maher Campus located on the north side of Jackson, the JC@LISD TECH Center (Adrian, MI), and the Clyde LeTarte Center (Hillsdale, MI). In addition, JC offers more than 135 courses online and at least 50% of the courses can be completed online for more than 50 of the College's degrees and certificates.

KEY CAMPUS PROGRAMS & RESOURCES

Jackson College is one of a handful of two-year colleges in the state of Michigan that offers on-campus housing. The College also offers intercollegiate athletics in men's and women's cross-country, men's and women's basketball, men's and women's soccer, men's and women's golf, women's softball, men's baseball, and women's volleyball.

The State of Michigan recently authorized community college's to offer baccalaureate degrees in select fields. Under this authorization, Jackson College is pursuing plans to offer a bachelor's degree in Energy Systems. The College developed the curriculum, completed the HLC Site Visit in January 2014, and received final approval from HLC to launch the program beginning in the Fall 2014 semester.

QUALITY IMPROVEMENT JOURNEY

Jackson College's quality journey dates back to the 1990s as a founding member of the Continuous Quality Improvement Network (CQIN), an organization that the College continues to be affiliated with today. This early work in the College's quality journey influenced the college-wide decision to participate in the AQIP accreditation pathway. JC has been an AQIP institution since 2003 and completed its first Systems Portfolio in 2006.

From the time our first Systems Portfolio was submitted to the time the College completed our second in 2010, many positive cultural changes were underway. The College's culture evolved into one that was more data driven and process oriented. Investments were made to increase Institutional Research and Information Technology; the College undertook two Action Projects related to improving the quality culture; and we were selected as one of the seven Michigan community colleges to participate in the Achieving the Dream initiative.

The College's work with Achieving the Dream was a truly transformational experience; one that brought multiple academic and non-academic departments together, breaking down silos for one common goal: Total Commitment to Student Success (TCS²). This data-driven approach to student success incorporated all of the tenets of good process improvement efforts. JC's Achieving the Dream team worked collaboratively to identify student success initiatives based on best practice research and analyzing internal data. Once initiatives were implemented as pilots, the team would evaluate the outcomes to determine if the initiative was successful, how it could be improved, and how to successful pilots could be brought to scale. The College launched an Action Project on improving the success of at-risk students in conjunction with our work on Achieving the Dream.

The College continued to capitalize on this momentum after submitting our second Systems Portfolio in 2010. There were initiatives to identify and document key systems and processes across all departments, track key process metrics at a department level, and improve our benchmarking capabilities. The College's committee structure was redesigned to better align with the key performance areas identified on the strategic plan and balanced scorecard and committee membership included a mix of faculty, staff, and administrators across all areas of the College.

From 2008-2011, the College experienced unparalleled growth in enrollment. With this growth came some growing pains when it came to providing exemplary customer service to our students. Student Services identified the need to improve the front door experience for students, launching an AQIP Action Project in fall 2011. All Student Services functions were brought together to work collaboratively on addressing the issue. Team members were divided into five workgroups: improving the customer experience, process documentation, identification and usage of key student support service metrics, and teamwork, training, communication and recognition of Student Services staff. The results from student and employee survey indicated improved satisfaction. Process efficiencies and improved camaraderie were realized as a result of the Action Project.

The College's quality journey has hit a bit of a rough patch as of late. After unprecedented growth, JC has experienced significant enrollment declines the last two years. This has had an adverse impact on the College's budget and has led to early retirement packages, staff and administrator layoffs, and other employees voluntarily leaving the College for other opportunities. Many employees who remain are in new roles at the College due to the bumping process outlined in the College's bargaining agreement with staff while many other employees have taken on additional responsibilities as a result of employee attrition. To further complicate matters, faculty members have been working without a labor agreement for nearly a year.

Although the College has faced some significant challenges as of late, these challenges have only reinforced the need for quality systems. During these times of uncertainty and change, the need for standards and structure within the College's key systems and processes is even more critical to weather the storm. As is well-known, there is no end to continuous improvement, just a consistent goal of improving the College to meet customer requirements, advance the mission, and expand quality effectiveness, in the services of students and the community.

CATEGORY 1 ♦ HELPING STUDENTS LEARN

INTRODUCTION

Helping students learn is first, and foremost, why we are here. Jackson College's mission, vision, values and beliefs are aligned with the College's commitment to student success. The College's processes for *Helping Students Learn* exhibit a range of maturity levels. Processes related to the Associate Degree Outcomes (ADOs) are well aligned and integrated. College-wide rubrics have been developed by faculty for all ten ADOs and faculty develop assessments for their specific courses that are aligned with these rubrics and report assessment outcomes through a centralized data collection survey tool. While faculty members collect ADO data at a course level, there is an opportunity for increased participation in reporting assessment outcomes through the data collection tool in order to better understand student's mastery of the ADOs from a college-wide perspective. Program specific outcomes are explicitly aligned with external accrediting standards, particularly in nursing and allied health programs offered at JC.

Jackson College's program review process was recently revised and implemented. The new process is much more aligned and integrated. The new program review process includes standardized process, results, and improvement questions adapted from AQIP and the Malcolm Baldrige National Quality Award. It also includes a standardized set of program specific metrics that all programs/disciplines receive at the beginning of the review process.

The College's processes related to supporting underprepared students are integrated with the creation of the Foundation Studies academic department and Foundation Studies committee. Faculty work collaboratively with peers across academic departments to create student success initiatives that not only increase student success in developmental education courses but also accelerate the time students spend in developmental education. The College's blended writing courses have been very successful and JC faculty members have presented their success on this initiative at several conferences.

The College's processes related to responsive academic programming are becoming more aligned. Many courses are offered in an online format and processes and procedures are in place to ensure that the content and assessment of online courses is the same as the face-to-face format. However, course success rate in online courses are often lower than those offered face-to-face and the College currently has an Action Project aimed at improving the success of online courses. The College is also creating more opportunities for competency based education for our students.

Processes for designing new courses and programs as well as discontinuing programs and courses are becoming more systematic and the College continues to work to align these processes with its mission, learning outcomes, student and stakeholder needs, budget and data-informed decision-making processes.

PROCESSES

1P1. How do you determine which common or shared objectives for learning and development you should hold for all students pursuing degrees at a particular level? Whom do you involve in setting these objectives?

Response addresses Core Component 3B

Jackson College (JC) determines the shared objectives for learning and development that are required for all students pursuing degrees through faculty, administration, and external stakeholder involvement. Jackson College's General Education facilitates the development of an informed and educated person who recognizes and respects the diversity of communities, thinks critically, and is proficient at fundamental skills. Because JC's vision includes a variety of educational, cultural, and economic goals, the general education requirements involve both traditional intellectual pursuits and practical skill development. JC was an early pioneer in the effort to assess student learning in ways that shaped continuous improvement. In 2004, the College launched an AQIP Action Project to evaluate and revise the College's Associate Degree Outcomes (ADO) based on the needs of students and external stakeholders. As a result of that work, the College's ADOs were revised and are shown in figure 1.1. The ADOs are scheduled for another review beginning in fall 2014. Faculty members across multiple programs and disciplines developed extensive rubrics for each ADO. All General Education courses, and most non-General Education courses, use ADO rubrics to articulate learning objectives specific to the course. As the general education requirements are designed to ensure breadth and depth of knowledge, they are met through carefully designed programs of study. Programs of study help students meet these goals by addressing each of the skill areas identified in the ADOs. ADO assessment data is collected and reported

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annually for each course. This effort is supported and facilitated by the Assessment Committee and administration. ADOs are reviewed by faculty and members of the Assessment Committee on an annual basis to ensure continuous improvement of student learning.

FIGURE 1.1: ASSOCIATE DEGREE OUTCOMES (ADO)

Associate Degree Outcomes	Learning Objectives
1. Writing Clearly, Concisely & Intelligibly	Understand that the writing process has several stages that may be repeated. Use the process to respond to the rhetorical demands of purpose and audience and use evidence to support central ideas.
2. Speaking Clearly, Concisely & Intelligibly	Communicate effectively; use evidence to support central ideas and select the delivery methods best suited to purpose and audience.
3. Demonstrate Computational Skills & Mathematical Reasoning	Apply arithmetic skills and mathematical reasoning by solving problems, documenting process, interpreting results and evaluating the reasonableness of outcomes.
4. Scientific Reasoning	Demonstrate 1) quantitative and abstract reasoning in solving complex scientific and technological real-world problems, 2) knowledge of and ability to apply the scientific process, and 3) understanding of the connections between scientific concepts and technological developments, their impact on society, and the cultural and historical contexts in which they emerge.
5. Understanding Human Behavior & Social Systems	Demonstrate knowledge of the principles governing human behavior and human systems, including historical and cultural perspectives.
6. Understanding & Appreciating Aesthetic Experience & Artistic Creativity	Recognize the basic elements, structures, and processes of various artistic and creative endeavors and the value of the arts in human experience.
7. Critical Thinking	Demonstrate critical thinking through questioning, interpreting, analyzing, evaluating, inferring from and synthesizing information to solve problems in a variety of settings.
8. Personal & Ethical Responsibility	Demonstrate consideration of personal, (e.g. health and finances) interpersonal, legal, moral and ethical perspectives, imagining consequences and acknowledging accountability for outcomes through the application of reason, research and reflection.
9. Working in Small Groups	Demonstrate through practice the ability to work collaboratively with others to solve problems, achieve goals or complete tasks and to evaluate the roles and contributions of all participants. Understand the value of individual service to the functioning of the group, family, community and world.
10. Diversity	Demonstrate an understanding of the values of individuals and groups different from one's own (e.g. gender, race, ethnicity, class, sexual orientation) and a willingness to interact with people whose backgrounds differ from one's own. Define and recognize examples of ethnocentrism, stereotyping, oppression and dominant-group privilege.

1P2. How do you determine your specific program learning objectives? Whom do you involve in setting these objectives?

Response addresses Core Component 3B & 4B

The specific program learning objectives for each program are determined by faculty utilizing an environmental scanning process. Environmental scanning includes researching best practices and considering input of advisory committees, licensing and accrediting bodies, transfer institutions, and professional organizations. Data for program level outcomes is collected and reviewed on an annual basis. Improvement or adjustments to class activities are incorporated into the

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curriculum as a result of the outcomes data. All faculty, full- and part-time, are responsible for collecting and reporting assessment data.

In addition, all courses and programs at JC are reviewed by the Curriculum Committee. The committee has established evaluation methods to ensure programs are of the highest quality. Program coordinators and lead course-level faculty in each program area update curricula and learning objectives on a regular basis, based on input from advisory committees and program-specific accrediting agencies to ensure it is meeting current and emerging needs. Each course and program of study undergoes a comprehensive program review process every five years. Curricula, materials, and required equipment essential for student goal attainment are reviewed as a part of the program review process. Program review outcomes are used to update and enhance program curricula.

1P3. How do you design new programs and courses that facilitate student learning and are competitive with those offered by other organizations?

New programs and courses that facilitate student learning and are competitive with those offered by other organizations are designed via New Program Proposals, and New Course Proposals which utilize Experimental Course Approval, New Course Approval, and New Course Taxonomy. New program and course proposal processes guide those initiating the proposal through the necessary logistics of providing sufficient evidence to the Curriculum Committee. Proposals must include evidence of environmental scanning and include quantitative research documenting the needs or demands of stakeholders, institutional alignment, resource impact, associated risks, gainful employment information, and benchmarking with similar programs. The Curriculum Committee, comprised of faculty representatives from each academic department, key student support administrators, and academic deans, is responsible for reviewing proposals and approving new programs and courses.

1P4. How do you design responsive academic programming that balances and integrates learning goals, students' career needs, and the realities of employment market?

Response addresses Core Component 1C, 4A, & 3A

The development of new programs, curricula, and courses originate from a variety of sources. Faculty, academic administrators, senior leadership, the Board of Trustees, and advisory committees are all attuned to emerging trends at the local, regional, national, and international level. JC incorporates labor market data and trends, including projected demand for current programs and earning potential, into its program review and enrollment trends processes. The College also uses Economic Modeling Specialists International (EMSI) Analyst software to evaluate growing and declining occupations requiring post-secondary certificates or associate's degrees in the region when identifying potential new programs to pursue. When possible, JC pursues and maintains specialized accreditation for its career programs to further validate that the College's programming adequately prepares students for the employment market.

JC provides competency-based education options, credit-by-exam, and accepts transfer credit from accredited institutions to meet the needs of our diverse student body. The College evaluates all of the credit that it transcripts and has policies in place to ensure and maintain the integrity and quality of our courses and programs.

JC also offers dual enrollment options for high school students with the motivation to excel and complete college-level courses while still in high school. To ensure consistency and quality of all JC courses, all delivery formats for a particular, including dual enrolled courses, course must contain and assess for the same learning objectives.

The College works to ensure that our courses and programs are appropriate to the degree or certificates awarded. This is further reinforced through the College's participation in the Michigan Transfer Network sponsored by the Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO). JC has a dedicated webpage where students can search course equivalencies at many colleges across the state. Additionally the College participates in the Michigan Transfer Agreement, which is designed to facilitate transfer from community colleges to baccalaureate degree-granting colleges and universities. It provides the transferability of up to 30 semester credit hours to meet many of the general education requirements at participating Michigan four-year colleges and universities.

1P5. How do you determine the preparation required of students for the specific curricula, programs, courses, and learning they will pursue?

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The preparation required of students for the specific curricula, programs, courses, and learning they will pursue is determined at several points during the student's experience at JC. To assure that all incoming students are prepared for collegiate-level work, JC utilizes ACT®, SAT®, Compass®, and Accuplacer® to assess and appropriately place each student according to their reading, writing, and math skills. Students placing in Foundation Studies coursework, JC's developmental level, must successfully complete required courses before moving into the College curriculum. To further ensure that students are not placed into courses for which they are unprepared, JC lists Foundation Studies courses as prerequisites on most college-level course offerings. JC utilizes recommendations from the publishers of the assessments along with information from peer institutions and the success of our own students to establish and/or revise its guidelines for appropriately placing students into courses.

Departments establish prerequisites for courses based on student success data. Preparation for students within JC's accredited programs, and those requiring licensure exams, are consistent with and responsive to the demonstrated needs and expectations of the various stakeholders that are served by the individual program. Beyond nationally accepted standards, stakeholders include, but are not limited to, current students, graduates, faculty, employers, and the tri-county communities.

For second admit programs such as nursing and allied health, specific admission criteria are established and must be met by student applicants. Admission criteria for these programs are based on research of the academic qualities that are predictive of success in the programs, recommendations from accrediting agencies specific to each program, benchmarking with peer institutions and information about the success of past students. Examples of the admission criteria for the nursing program are: GPA in prerequisite courses, scores on a standardized admission assessment test; and a limit to the number of course failures/repeats on the applicant's transcript. In addition, publications by external communities of interest groups, such as the National League for Nursing Educational Competencies for Associate Degree Nursing Programs, the American Nurses Association Nursing Professional Scope and Standards of Practice, the Michigan Board of Nursing Administrative Rules and the National Association for Practical Nurse Education and Service Standards all provide guidance in the development and evaluation of the nursing curricula. Input is also sought from the Nursing Advisory council, clinical partners, and colleagues from the natural and social sciences, and humanities.

1P6. How do you communicate to current and prospective students the required preparation and learning and development objectives for specific programs, courses and degrees or credentials? How do admissions, student support, and registration services aid in this process?

Response addresses Core Component 2B

Jackson College uses several methods to communicate the required preparation and learning and development objectives for specific programs, courses, and degrees to current and prospective students including websites, course syllabi, advising sessions, new student orientation, and the first-year seminar (FYS) course.

The College's website includes course catalogs that are updated annually and program guide sheets outlining the specific requirements for all academic programs, including second-admit nursing and allied health programs, information on program costs, and program-specific accrediting relationships. Additionally, course learning objectives, including ADOs, are contained on course syllabi, which are provided to all students enrolled in the course and are also available on the College's website.

JC's academic advisors specialize in particular programs of study and assist students with the creation of an electronic Student Education Plan (SEP) which allows students to plan sequences of coursework over several semesters. The plan outlines the student's declared program of study, anticipated completion date, status summary, and completion requirements, organized by ADOs and program-specific requirements.

Every new student entering JC must attend a mandatory new student orientation session that includes sessions on college policies, academic programs, college life activities, the financial aid process (including information on satisfactory academic progress), tips on being a successful college student, and college and academic support services.

In addition, a first-year seminar course is required for those new students placing into one or more developmental education courses. This course focuses on developing study strategies, teamwork and problem solving skills, with an emphasis on academic and personal growth. As a result of the College's FYS course revision, beginning in the fall 2013

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semester academic advisors and FYS faculty are working more collaboratively. Advisors attend the third class meeting to promote advising services and introduce students to expectations for their advising session, schedule all students for an advising appointment where the advisors will work with students to build and education plan. Part of this meeting includes career planning assignments from FYS classes. Students complete a survey after meeting with their advisor to assess the experience.

1P7. How do you help students select programs of study that match their needs, interests, and abilities?

Response addresses Core Component 3D

JC students receive assistance in selecting programs of study that match their needs, interests, and abilities by way of the FYS course, Navigating College and Life. This two-credit course is required for all students placing into one or more developmental education courses, which accounts for approximately 80% of all new students. The course is broken into three components, one of which is career and educational planning. Students are led through an online career assessment, My Next Move by O*Net. Based on their declared interests and abilities, they are provided a multitude of career options to further explore. Students also explore their personal values, their personality type (Jung Typology), and their learning style to further consider as they begin to select their top three career choices. Students are encouraged to choose their top three career choices and must complete a 'decision chart' where they compare these career choices. Students then meet with their academic advisor to develop a Student Education Plan (SEP) based on their top career choice(s) so students have a clear vision and plan for their future.

1P8. How do you deal with students who are underprepared for the academic programs and courses you offer?

JC's processes in this area are robust and well designed (SS), as the College's last Systems Appraisal recognized. JC created a Foundation Studies academic department comprised of developmental reading, writing, and math faculty and who work collaboratively to improve the success of our underprepared students. The College also provides assistance to underprepared students in the Center for Student Success (CSS) and has an early alert system designed to identify and provide support to students needing help in their classes. Through our work on national initiatives and federal grants such as Achieving the Dream, Title III projects, and TRiO Student Support Services, the College continues to be committed to enhancing the success of underprepared students.

Foundation Studies department offers developmental reading, writing, and math courses as well as the first-year seminar course. The College's Foundation Studies Committee, comprised of faculty from all academic departments, student services and institutional effectiveness staff, meets eight times a year to review student success interventions, student success related policies, and committee goals focusing on a few specific areas each year. The Center for Student Success accommodates underprepared students by offering non-credit preparatory work, study strategy workshops, and tutoring. Students who utilize tutors are required to complete a study strategy self-assessment and a learning styles inventory.

Additionally, JC utilizes an early alert system to assist in the identification of underprepared students. While instructors can refer a student to the Center for Student Success at any time, there are three times per semester, instructors electronically report on the progress of each student. Students identified by their instructors as someone who could benefit from additional assistance are referred to the Center for Student Success.

JC has been an Achieving the Dream college since 2007, which focuses on student success and data driven decision making. Based on institutional data analysis to identify JC's at-risk student groups, best practices were researched and intervention strategies were designed and implemented to improve success of at-risk students. Currently, two strategies are showing great promise when it comes to improving the success of underprepared students and accelerating the time JC students spend in developmental education: Blended Courses and Rapid Review Math (RRM). Based on the Community College of Baltimore County's Accelerated Learning Program (ALP), Blended Courses allow developmental writing students to co-enroll in college-level writing at the same time with the goal being successful completion of both the developmental and college-level writing courses at the end of the semester. Similarly, any student placing into the two-levels below college math are placed into a three-week review course (RRM). At the end of the three week course, students take course placement again. Based on their new course placement score along with instructor

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recommendations, students are either placed up into the one-level below math course for the remaining 12 weeks of the semester or remain in the two-level below college math course.

JC's TRiO Student Support Services program serves 140 students who have a need for academic support and are a low-income individual, a first-generation college student, or an individual with disabilities. The TRiO program is designed to increase the graduation rate of eligible students, increase the transfer rate to four-year institutions, and improve the financial and economic understanding of students in areas such as basic personal income, household budgeting, financial planning, and basic money management skills.

1P9. How do you detect and address differences in students' learning styles?

A critical component of JC's FYS course is the introduction of the VARK (Visual, Auditory, Reading/Writing, and Kinesthetic) learning styles questionnaire to all students. Each FYS instructor undergoes training to continually reinforce the practice of individual learning styles within this course and for equipping students to utilize the tools and strategies of VARK in other courses they take. In addition, the Center of Student Success offers the minority of students who do not take FYS to undergo the VARK assessment and learn these strategies. Finally, all new faculty members are required to take the Instructional Skills Workshop, forty hours of pedagogical training and reflection that relies heavily upon the VARK and multiple intelligences.

1P10. How do you address the special needs of student subgroups (e.g., handicapped students, seniors, commuters)?

Response addresses Core Component 1C

The special needs of student subgroups are addressed in a variety of ways at JC. Student subgroups at Jackson College include 1) students with physical, intellectual, and/or emotional disabilities, 2) working adults, 3) students who are parents or pregnant, 4) veteran or active duty service men and women, and 5) students of color.

For the subgroup of students with documented disabilities, JC's Center for Student Success (CSS) works with students to develop a class-specific accommodation plan that is updated every semester. CSS communicates the plan to the student's instructors and arranges accommodations and services including note takers, texts in alternative formats, test taking accommodations (extended testing time, oral testing, etc.), sign language interpreters, visual magnification equipment and other assistive technologies. CSS uses PowerPath, a screening tool, to identify special needs from engagement to intervention through a five-step process. PowerPath assesses attention challenges, and visual and hearing stresses. Other physical and intellectual disabilities must be diagnosed by medical professionals. CSS notifies faculty of students needing accommodations in the classroom. Additionally, campus buildings have been built or modified to meet the facility requirements of the Americans with Disabilities Act.

For the subgroup that includes students who are working adults, JC in partnership with Siena Heights University, has introduced an accelerated business degree program. The program is specifically designed to meet the needs of working adults who are balancing family, work, and life by providing accelerated courses offered in a hybrid format, with an online component and class meetings scheduled one evening per week and Saturdays. Students in the program are able to complete a Bachelor's Degree in Business Administration within three years. The program uses a cohort learning model, which allows students to move through the program at the same pace while encouraging a collaborative learning environment. In addition to this program, JC offers many of its courses online which provides students with similar flexibility.

For student subgroups that include students who are parents or are pregnant, JC has a nationally accredited and licensed child care center on campus to meet the needs of students with children. Child care is available year round on JC's Central campus from 6:00 a.m. to 6:00 p.m. Monday through Friday. The center, operated by ABC Academy, offers preschool, infant/toddler care, a summer day camp program, and before and after school care for children up to twelve years of age. Admittance to the center is prioritized to JC students first and JC employees next; the remaining openings may be filled by the general public. JC also makes accommodations for students who are pregnant as required by Title IX.

For the student subgroup that includes students who are veterans or active duty men and women, JC has a designated academic advisor to meet with the students on an individual basis. The advisor reviews program requirements, veteran

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and active duty service member responsibilities with regard to educational benefits, provides communications to Veterans and active duty service members with regard to changes in benefits, and acts as the School Certifying Official to the Veterans Administration. JC is also working with a Department of Veteran Service Officer to provide meeting times and a centralized location to address other needs and possible benefits the veterans and active duty service members may be eligible for not including educational benefits.

For the student subgroup that includes students who are African-American, JC has a group focused on African-American males called Men of Merit and on African-American female students called Sisters of Strength. These groups focus on encouraging these particular at-risk populations to stay in college, advance academically and serve their communities. There are three phases of mentoring for these groups: the groups are mentored by professionals in the Jackson community; they have peer mentoring; and they mentor youth in the Jackson community. There are weekly meetings held with guest speakers.

Jackson College has a host of additional programs and events that focus on sharing and celebrating a variety of cultures (Native American, Latino, Asian, Middle Eastern, etc.) with the campus and Jackson community. Some of which are mentioned here: Lunch Around the World (international event celebrating many cultures) and Native American Month Celebration, Juneteenth (Emancipation Proclamation Historical Observance), Hispanic Heritage Month Celebration, Sweet Expressions (international event celebrating World Languages Day), Black History Month Celebration, Jackson College Martin Luther King Celebration.

1P11. How do you define, document, and communicate your institution your expectations for effective teaching and learning?

Response addresses Core Component 2D & 2E

We define, document, and communicate the College's expectations for effective teaching and learning in a variety of ways. All faculty members, including adjuncts, are encouraged to complete the Instructional Skills Workshop and On-Course Training. The Instructional Skills Workshop brings together best practices in education and a proven process that fosters personal growth and reflection about the teaching/learning process, lesson development, assessment skills, team building, and feedback skills. The On-Course training focuses on learner-centered strategies which empower students to become active, responsible, successful learners.

Adjunct instructor orientation provides specific guidelines for effective teaching and learning in addition to discipline and program-sponsored workshops. Orientation sessions are offered each semester, on all campuses, and are also offered online for those unable to attend in person.

JC's documented expectations for effective teaching and learning are included within the expectations of regular faculty evaluations. All full-time faculty are responsible for submitting an Annual Professional Responsibilities Plan (APRP) to their supervising dean. Elements of this evaluation process include effectiveness of teaching and advising students, currency of course assessments, contributions to the department and institutional development, and documented use of student evaluations. Additionally, per the Academic Freedom section outlined in the faculty labor agreement, the College is committed to the freedom of expression and the pursuit of truth in teaching and learning.

All adjunct faculty are evaluated every fall and winter semester by their students. This course/instructor evaluation includes statements regarding communication skills, practical application, organization, attention to all learning styles, active learning, instructor knowledge, exam content, relevance, timely feedback, fair interactions, and care for success. The statements are rated by students on a five point scale. The results of these evaluations are reviewed by the supervising dean and the department chair and/or lead faculty for the course being taught. The adjunct faculty member also receives a summary of the evaluation so the information can be used to identify areas needing improvement.

The College has an Academic Honesty policy that covers academic dishonesty, plagiarism, and cheating. Faculty communicates these expectations in their course syllabi to students. Library staff members are available to assist students on how to navigate the library and the resources available to them including sessions on how to evaluate web sites, fundamentals of research, and an overview of the tools available to students at our library, as well as customized sessions based on instructor requests.

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1P12. How do you build an effective and efficient course delivery system that addresses both students' needs and your institution's requirements?

Response addresses Core Component 3A

JC's primary method for building an effective and efficient course delivery system that addresses both students' needs and college requirements is through its annual scheduling process. The College has a variety of course delivery methods including face-to-face, hybrid, and online, which are offered during the day, night, and on the weekend. JC's annual schedule includes an entire academic year: fall, winter, and spring/summer semesters. The following considerations are used when determining course offerings: enrollment trends, delivery methods, timeframes, instructor availability, elective options, program requirements, course sequencing, partnerships, and locations. As a result of a continuous improvement initiative utilizing value stream mapping, the annual scheduling process was redesigned in 2007. This continues to provide the basis of our work and incremental improvements are made to the scheduling process each year.

To ensure consistency and quality of all JC courses, all delivery formats for a particular course must contain and assess for the same learning objectives. Before a new or existing course can be offered in a distance learning format, it must be vetted through the Distance Learning Course Proposal Process.

1P13. How do you ensure that your programs and courses are up-to-date and effective?

Response addresses Core Component 4A

To ensure that programs and courses are up-to-date and effective, they are monitored by the College's Academic Council and Curriculum Committee via course and program reviews. Each college program and discipline is required to go through the program review process every five years. The College's program review process was revised in 2012 by a cross-functional team comprised of faculty, academic deans, and institutional effectiveness staff (figure 1.2). All programs are provided a data packet at the beginning of the process that includes student learning and success outcomes, enrollment trends, employment placement rates, cost per billing contact hour trends, stakeholder satisfaction, and process effectiveness results. The revised program review requires teams to answer process questions related to leadership, student learning, process effectiveness, budget, workforce, and stakeholder focus and to integrate the learnings from the data contained in the data packets. These questions are adapted from the AQIP Systems Portfolio and Malcolm Baldrige National Quality Award. JC also utilizes regulations of external licensing agencies and transfer institutions, in addition to advisory committees, to guide course and program relevance. At the conclusion of the program review process, programs and disciplines are required to identify three action projects to work on over the next five years and they are expected to provide annual updates to Academic Council, indicating progress on action project implementation and revisions to be made to the program.

Additionally, the College surveys all recent graduates to gauge their satisfaction with the instruction and experiences they received while enrolled at JC how their JC experience has prepared them for employment and/or transfer to four-year institutions.

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FIGURE 1.2: ACADEMIC PROGRAM REVIEW PROCESS

	Phase I	Phase II	Phase III	Phase IV	Phase V
Steps	<ul style="list-style-type: none"> Kick-off meeting Overview of program review process and timeline Complete/update course reviews Identify program review team prior to Phase II meeting 	<ul style="list-style-type: none"> Data gathering Environmental scan Review balanced scorecard and data packs Schedule and hold focus groups with identified stakeholders 	<ul style="list-style-type: none"> Analyze data and information gathered in Phase II Plan based on data and information analysis Draft program review Identify potential action plans Check-in meeting with Deans 	<ul style="list-style-type: none"> Finalize program review Identify action plans Present executive summary to Dean's and Academic Council 	<ul style="list-style-type: none"> Implement action plans Monitor progress Provide annual updates on action plan
Timeline	August	September	October/November	January-April	Biannually

JC's course review process ensures consistency and currency of taxonomies, official course outlines, course syllabi, learning outcomes, assessment plans, and course success rates. JC organizes advisory committees for each occupational area to remain relevant with the changing skills, competencies, and emerging technology required of students to successfully complete a specified curriculum. Advisory committees are composed of business, industry, and healthcare representatives who advise the College on the content of applicable curricula given their knowledge of the future direction of their respective workforce. Members of the advisory committees also engage in activities to promote their respective curricula. Activities include serving as mentors, hosting career fairs, and providing opportunities for job shadowing, and many times, advisory committee members ultimately employ our graduates.

1P14. How do you change or discontinue programs and courses?

Programs and courses are changed or discontinued by completing the program change request form and submitting it to Curriculum Committee for review. This form guides those initiating the request through the necessary logistics of providing sufficient evidence to the committee so that members can make an informed decision regarding the change or discontinuation request. Such logistics include rationale, resource impact, advisory committee support, quantitative research documenting needs or demands of stakeholders, institutional alignment, and associated risks to other programs or disciplines. The Curriculum Committee then has the responsibility to review and approve modifications to a program or course based on research provided within the request.

1P15. How do you determine and address the learning support needs (tutoring, advising, placement, library, laboratories, etc.) of your students and faculty in your student learning, development, and assessment processes?

Response addresses Core Component 3D

The College determines and addresses the learning support needs of our students and faculty in our student learning, development, and assessment processes in a variety of way. The College's Center for Student Success provides free drop in tutoring for students in many of our high enrollment courses. Students wishing to become a tutor must meet certain eligibility requirements and if selected, are encouraged to complete the tutor certification program based on professional tutoring standards. Because so many of our students struggle with math, there is a dedicated Math Lab within the Center for Student Success and many of our developmental math courses use supplemental instruction (SI). Student SI leaders attend all class lectures to assist faculty with small group work and lead regularly scheduled study sessions outside of class.

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Since 2005, JC has had a mandatory assessment and placement policy in place that applies to all new degree-seeking students to provide information for the student and academic advisors in selecting courses and services that will best enhance the students' chances for success.

Our academic advisors specialize in particular programs of study and provide students with appropriate information, make referrals to campus resources, and support students in achieving their goals. JC advisors are available by appointment and also have walk-in hours where no appointment is necessary on certain days and times.

JC's Atkinson Library supports student learning through its services and resources. The facility offers students ample study space, including nine multimedia breakout rooms each equipped with technology to support research and study. An Information Commons computer lab provides access to computing and printing services in the library as well. Computer labs are also available at the College's other extension center locations. Through its print and digital collections, the Library makes available quality resources (books, magazines, journals, and databases) to assist students with research. Librarians and library staff help students locate and use these resources and services with the Library website serving as the gateway for accessing materials and assistance.

The College provides its students and faculty with state-of-the-art learning spaces that are equipped with the latest technology and software to support effective teaching and learning. Our Nursing programs have incorporated SimMan® into its curriculum in order to provide students with more hands-on training and experiences in a safe and controlled environment. And our science labs are equipped with plastinated human cadavers to enhance the learning experiences for students in human biology and anatomy and physiology courses.

1P16. How do you align your co-curricular development goals with your curricular learning objectives?

Response addresses Core Component 3E

The College sponsors a wide variety of co-curricular activities including Student Government and other registered student organizations, work-study and practicum opportunities, and leadership experiences. Several academic programs include opportunities for students to work in jobs within their field of study. Opportunities include internships, externships, practicums, and clinical experiences that are aligned with the College's ADOs and course learning objectives.

Service learning is actively built into the curriculum and pedagogy across all departments and in student life and these experiences are also aligned with the College's ADOs. The following highlights just a few of the active service learning experiences available to JC students:

- Writing Fellows and Composition: Service learning projects focus on primary research and restoration projects. To date, more than 100 oral histories have been gathered and preserved at local museums. Students learn about research, writing, organizing collections, and building displays while working with library and museum professional in the College's tri-county service area. Students gain a greater understanding of the interconnectedness of community and history.
- Health Wise Screening: Each year, about 150 community members visit Jackson College for free health screenings. The annual event is a partnership with Allegiance Health. Allied Health and Nursing students, supervised by faculty and local health professionals, do many screenings including: bone density, blood pressure, EKG, diabetes, cholesterol, vascular, glucose and hearing. Students apply what they are learning in their classes and experience serving the public.
- Culinary: Three times each semester, culinary students prepare and host a dinner for local agencies, non-profits, and charities. Through this service, students experience working with an agency to plan locations and menus, prepare and serve dinner, and interact with diners. Over the past five years, culinary students have raised more than \$30,000 for local non-profit organizations.
- Phi Theta Kappa (PTK) Honor Society: PTK provides students the opportunity for leadership and service development. Jackson College's PTK chapter has been recognized as a Five Star status, the highest category local chapters can achieve. The Phi Theta Kappa Honors in Action and College Projects contribute to students' academic scholarship and research, community engagement, and service learning. Their most recent project was to promote college completion. PTK students visited first-year seminar classes and other events to share their

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college struggles and successes. They obtained 700 signatures on the Commit to Complete banner which was part of an initiative to encourage JC students to graduate.

- Alternative Break Interest Group (ABIG): ABIG began at Jackson College several years ago and students have traveled various parts of the United States to assist various community and environmental groups. For many of our students, this is their first experience outside of Jackson, MI. In 2011, ABIG became a two-part sociology course. Student enroll in Service Exploration & Social Issues in the fall to plan the trip, raise funds, and do local service learning similar to what they will encounter on their ABIG trip. In the winter semester, students enroll in Service in Action. They learn more about the area and the communities they will serve, complete written assignments, participate in the ABIG service trip, reflect on the learning, and present their experiences to campus and community groups.
- US-Brazil Connect: Jackson College joined with two other community colleges and the nation of Brazil as part of the US-Brazil Connect program. Students now have a platform for global service learning. They apply to participate then enroll in a two-part humanities course that prepares them for experiencing another culture and for tutoring Brazilian students to improve English language skills. Students connect online with other community college students participating in the program and with Brazilian students, providing about four hours per week of online tutoring to Brazilians over the course of four months. In the summer, they spend four weeks as fellows in Brazil to tutor students in English. When they return, students present to college and community groups about their experiences.

1P17. How do you determine that students to whom you award degrees and certificates have met your learning and development expectations?

JC assures learning and development expectations are met by incorporating the College's ten ADOs into all associate degree programs and applicable courses. Thus, students earning an associate degree have the knowledge, skills, and abilities defined within the ADOs. For certificate programs, students are not required to meet all ten ADOs but must successfully complete a college writing and math course in addition to their program specific requirements. The College also examines external reviews of accreditation self-study reports and site visits to ensure that accredited programs meet the competencies and skills required. Additionally, programs work with their advisory committees to ensure graduates have the necessary knowledge, skills, and abilities to be successful employees. Finally, transfer rates to four-year institutions as well as success at the transfer institutions are tracked.

1P18. How do design your processes for assessing student learning?

Address Core Component 4B

JC's current assessment efforts address the need to systematically measure student achievement at three levels: course, program or discipline, and college-wide general education. At each level, the strategy for measurement is appropriately adapted to the learning environment and expectations held for student performance. Assessment is conducted during class time, at the conclusion of programs of study, and at important stages of the academic cycle on a year by year basis.

Within the structure of each course, student learning is frequently measured. The measures vary (tests, homework, research papers, laboratory evaluations, etc.) based on the nature of the course and the specific course objectives for student learning. Typically, faculty assess more than once for each learning objective identified in the official course outline and these assessments provide guidance to faculty on the student learning and informs continuous improvement efforts.

Each program has unique expectations of student achievement in terms of knowledge, skills, and abilities, and each program measures them in a highly articulated fashion. Where appropriate, such strategies as capstone courses, portfolios, summative performance measures, and external validation measures such as licensure exams and transfer experiences, may all play a role. Assessment outcomes at the program or discipline level are reported as part of the program review process.

Assessment of the College's ADOs is embedded in most JC courses. The Assessment Committee drafted templates of rubrics for the specification of learning outcomes and their assessment for each ADO at both the developing and proficient level. While the specifications of student competencies associated are consistent, the strategies for

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assessment and success criteria are adapted for each course. At least once each year, faculty members report their assessment of student progress toward their degree outcomes, at either the developing or proficient level, for each course.

RESULTS

1R1. What measures of your students' learning and development do you collect and analyze regularly?

The following measures of student learning and development are routinely collected and analyzed by the College:

- Associate Degree Outcomes
- Course success rates
- Fall-to-winter retention
- Fall-to-fall retention
- Graduation rates
- Transfer rates
- Awards conferred
- Pass rates for external licensing and certification exams
- Job placement rates
- Survey of recent graduates and employers
- GPA at transfer institutions
- CCSSE & SENSE survey instruments
- Noel-Levitz Student Satisfaction Inventory

1R2. What are your performance results for your common student learning and development objectives?

Across all ten Associate Degree Outcomes, JC students consistently meet or exceed the expected outcomes established by faculty in their courses as highlighted in green in the charts below (see figure 1.3).

FIGURE 1.3: ASSOCIATE DEGREE OUTCOMES

ADO 1: Writing Clearly, Concisely and Intelligibly

Skills & Behaviors	2010-11				2011-12				2012-13			
	# Students Meeting Criteria	# Students Assessed	% Students Meeting Criteria	% Expected	# Students Meeting Criteria	# Students Assessed	% Students Meeting Criteria	% Expected	# Students Meeting Criteria	# Students Assessed	% Students Meeting Criteria	% Expected
Process	1,810	2,054	88%	81%	1,189	1,370	87%	84%	1,147	1,288	89%	82%
Purpose & Audience	1,790	2,074	86%	81%	1,213	1,427	85%	81%	1,163	1,310	89%	82%
Organization & Development	1,747	2,035	86%	81%	1,158	1,370	85%	84%	1,166	1,310	89%	82%
Meaning/Understanding	1,723	2,063	84%	81%	1,201	1,427	84%	80%	1,155	1,296	89%	82%
Use of Sources & Documentation	1,600	2,029	79%	80%	1,093	1,338	82%	80%	1,057	1,255	84%	82%
Language	1,757	2,058	85%	80%	1,123	1,360	83%	80%	1,107	1,276	87%	82%

ADO 2: Speaking Clearly, Concisely and Intelligibly

Skills & Behaviors	2010-11				2011-12				2012-13			
	# Students Meeting Criteria	# Students Assessed	% Students Meeting Criteria	% Expected	# Students Meeting Criteria	# Students Assessed	% Students Meeting Criteria	% Expected	# Students Meeting Criteria	# Students Assessed	% Students Meeting Criteria	% Expected
Sense of Purpose	486	512	95%	91%	210	211	100%	99%	516	565	91%	90%
Organization & Development	482	512	94%	91%	210	211	100%	99%	516	565	91%	90%
Audience	484	512	95%	92%	210	211	100%	93%	502	529	95%	88%
Language	596	647	92%	84%	320	343	93%	93%	575	603	95%	85%
Non-Verbal & Listening	601	647	93%	85%	319	343	93%	88%	585	623	94%	87%
Delivery	614	654	94%	86%	322	343	94%	86%	559	593	94%	84%

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ADO 3: Demonstrate computational skills and mathematical reasoning

Skills & Behaviors	2010-11				2011-12				2012-13			
	# Students Meeting Criteria	# Students Assessed	% Students Meeting Criteria	% Expected	# Students Meeting Criteria	# Students Assessed	% Students Meeting Criteria	% Expected	# Students Meeting Criteria	# Students Assessed	% Students Meeting Criteria	% Expected
Mathematical Concepts & Tools	3,466	4,139	84%	78%	2,900	3,559	81%	77%	531	628	85%	85%
Language of Mathematics	2,893	3,874	75%	76%	2,668	3,233	83%	75%	39	44	89%	80%
Problem Solving & Mathematical Modeling	2,063	2,564	80%	77%	2,461	2,891	85%	77%	514	559	92%	87%
Connections	2,030	2,635	77%	75%	1,914	2,223	86%	78%	74	93	80%	85%

ADO 4: Scientific Reasoning

Skills & Behaviors	2010-11				2011-12				2012-13			
	# Students Meeting Criteria	# Students Assessed	% Students Meeting Criteria	% Expected	# Students Meeting Criteria	# Students Assessed	% Students Meeting Criteria	% Expected	# Students Meeting Criteria	# Students Assessed	% Students Meeting Criteria	% Expected
Science & Society	528	613	86%	69%	85	94	90%	75%	423	512	83%	83%
Basic Concepts & Fundamental Principles	584	661	88%	79%	74	96	77%	74%	533	746	71%	76%
Scientific Inquiry	503	581	87%	83%	221	276	80%	74%	371	416	89%	88%
Scientific Communication	600	662	91%	82%	93	106	88%	74%	396	482	82%	81%
Quantitative Reasoning	525	661	79%	67%	258	318	81%	74%	679	794	86%	78%

ADO 5: Understanding Human Behavior & Social Systems

Skills & Behaviors	2010-11				2011-12				2012-13			
	# Students Meeting Criteria	# Students Assessed	% Students Meeting Criteria	% Expected	# Students Meeting Criteria	# Students Assessed	% Students Meeting Criteria	% Expected	# Students Meeting Criteria	# Students Assessed	% Students Meeting Criteria	% Expected
Meaning/Understanding	984	1,259	78%	74%	1,049	1,150	91%	81%	734	838	88%	77%
Analysis & Interpretation	931	1,110	84%	77%	423	491	86%	85%	669	775	86%	78%
Engagement	807	1,064	76%	75%	336	380	88%	78%	628	741	85%	76%
Evaluation of Methodology	685	884	77%	77%	810	886	91%	85%	565	653	87%	78%
Systems Thinking	719	937	77%	76%	387	513	75%	74%	663	762	87%	75%

ADO 6: Understanding & Appreciating Aesthetic Experience & Artistic Creativity

Skills & Behaviors	2010-11				2011-12				2012-13			
	# Students Meeting Criteria	# Students Assessed	% Students Meeting Criteria	% Expected	# Students Meeting Criteria	# Students Assessed	% Students Meeting Criteria	% Expected	# Students Meeting Criteria	# Students Assessed	% Students Meeting Criteria	% Expected
Meaning/Understanding	229	264	87%	77%	585	675	87%	83%	529	594	89%	83%
Analysis & Interpretation	222	264	84%	77%	598	663	90%	83%	518	591	88%	83%
Engagement	234	264	89%	77%	610	668	91%	83%	521	594	88%	83%
Evaluation	233	264	88%	77%	592	649	91%	82%	506	571	89%	83%
Appreciation	230	264	87%	77%	595	657	91%	82%	505	572	88%	83%

ADO 7: Critical Thinking

Skills & Behaviors	2010-11				2011-12				2012-13			
	# Students Meeting Criteria	# Students Assessed	% Students Meeting Criteria	% Expected	# Students Meeting Criteria	# Students Assessed	% Students Meeting Criteria	% Expected	# Students Meeting Criteria	# Students Assessed	% Students Meeting Criteria	% Expected
Curiosity	3,386	3,811	89%	81%	2,669	2,950	90%	83%	2,064	2,296	90%	79%
Understanding & Using Emotion	2,801	3,280	85%	79%	1,259	1,495	84%	80%	1,145	1,372	83%	78%
Evaluating Evidence & Assumptions	2,928	3,470	84%	81%	1,830	2,601	70%	78%	1,354	1,621	84%	82%
Understands Conclusions, Implications & Consequences	2,741	3,242	85%	78%	1,631	2,332	70%	75%	1,279	1,522	84%	77%
Problem Solving	5,917	6,828	87%	77%	4,375	5,492	80%	78%	2,891	3,327	87%	79%

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ADO 8: Personal & Ethnical Responsibility

Skills & Behaviors	2010-11				2011-12				2012-13			
	# Students Meeting Criteria	# Students Assessed	% Students Meeting Criteria	% Expected	# Students Meeting Criteria	# Students Assessed	% Students Meeting Criteria	% Expected	# Students Meeting Criteria	# Students Assessed	% Students Meeting Criteria	% Expected
Personal Responsibilities	780	849	92%	90%	651	701	93%	87%	626	650	96%	88%
Community Responsibilities	556	581	96%	91%	507	540	94%	85%	551	578	95%	85%
Problem Solving	278	285	98%	82%	396	426	93%	86%	181	188	96%	91%

ADO 9: Working in Small Groups

Skills & Behaviors	2010-11				2011-12				2012-13			
	# Students Meeting Criteria	# Students Assessed	% Students Meeting Criteria	% Expected	# Students Meeting Criteria	# Students Assessed	% Students Meeting Criteria	% Expected	# Students Meeting Criteria	# Students Assessed	% Students Meeting Criteria	% Expected
Participating	1,356	1,440	94%	82%	1,494	1,656	90%	83%	1,442	1,552	93%	83%
Making Collective Decisions	1,152	1,231	94%	88%	1,394	1,599	87%	80%	1,146	1,248	92%	80%
Supporting Team Members	1,743	2,085	84%	85%	1,853	2,085	89%	83%	1,584	1,702	93%	83%
Managing Conflict	1,251	1,370	91%	86%	1,251	1,370	91%	84%	715	787	91%	84%
Evaluating	1,727	1,945	89%	90%	1,727	1,945	89%	84%	1,321	1,517	87%	84%

ADO 10: Diversity

Skills & Behaviors	2010-11				2011-12				2012-13			
	# Students Meeting Criteria	# Students Assessed	% Students Meeting Criteria	% Expected	# Students Meeting Criteria	# Students Assessed	% Students Meeting Criteria	% Expected	# Students Meeting Criteria	# Students Assessed	% Students Meeting Criteria	% Expected
Knowledge of and regard for groups with which one identifies	246	256	96%	88%	444	472	94%	87%	631	672	94%	80%
Knowledge of and regard for individuals from groups other than one's own	557	604	92%	82%	579	631	92%	84%	594	636	93%	82%
Understanding of and regard for diversity	248	256	97%	88%	477	509	94%	86%	629	672	94%	80%
Interaction with individuals from groups other than one's own	581	624	93%	85%	574	622	92%	84%	402	423	95%	84%

Overall, JC's course success rates have been stable over the last five years. However, there are disparities in course success rates between college-level courses (Arts & Science, Occupational Education), distance learning, and developmental courses (Foundation Studies), which include reading, writing, and math (see figure 1.4). Based on these disparities, the College has undertaken two AQIP Action Projects aimed at improving student success in developmental education and distance learning courses.

FIGURE 1.4: COURSE SUCCESS RATES - GRADE 2.0 OR HIGHER

	2008-09	2009-10	2010-11	2011-12	2012-13
Overall	75%	73%	73%	73%	74%
Arts & Science	75%	73%	74%	74%	75%
Occupational Education	81%	80%	79%	79%	80%
Foundation Studies	59%	57%	56%	57%	61%
Distance Learning	70%	66%	66%	66%	66%

The College regularly reviews the retention rates of our students. Nearly three-quarters of students enrolled in a fall term return the subsequent winter semester but less than one-half of those same students return to JC the following fall (see figure 1.5).

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FIGURE 1.5: RETENTION RATES

	2008-09	2009-10	2010-11	2011-12	2012-13
Fall-to-Winter Retention Rate	73%	75%	72%	73%	73%
Fall-to-Fall Retention Rate	50%	48%	45%	44%	46%

The percent of first-time, full-time degree-seeking students who graduate or transfer within three years is displayed in figure 1.6.

FIGURE 1.6: GRADUATION & TRANSFER RATES

	2008-09	2009-10	2010-11	2011-12	2012-13
Graduation Rate	14%	10%	13%	11%	13%
Transfer Rate	27%	27%	23%	31%	29%

The number of degree, certificates, concentrations, and skill sets awarded each academic year at JC is displayed in figure 1.7. In 2012-13, 60% of the awards conferred were at the associate's degree level.

FIGURE 1.7: AWARDS CONFERRED

Degree Type	2008-09	2009-10	2010-11	2011-12	2012-13
Associate in Arts, Associate in Science, or Associate in General Studies (60+ credits)	193	168	187	197	197
Associate in Applied Science (60+ credits)	415	471	511	515	526
Certificate (30-59 credits)	164	157	228	292	263
Concentration (16-29 credits)	47	56	52	85	97
Skill Set (less than 16 credits)	49	116	99	139	115
Total	868	968	1,077	1,228	1,198

1R3. What are your performance results for specific program learning objectives?

Students in our nursing and allied health programs take licensure/credential exams that are aligned with the program learning objectives and program specific accreditation requirements. Our students perform very well on these standardized assessments each year.

FIGURE 1.8: LICENSURE PASS RATES

Program	2009-10	2010-11	2011-12	2012-13
Nursing – RN	95%	93%	95%	96%
Nursing – LPN	100%	100%	100%	100%
General Sonography	100%	92%	100%	93%
Medical Assisting	81%	92%	100%	97%
Radiography	100%	95%	94%	94%
Respiratory Care	100%	100%	96%	100%
EMT	85%	80%	85%	67%
Medical Coder/Biller	--	--	100%	100%

Job placement rates of recent JC occupational education graduates are acquired through the College's annual graduate follow-up survey. Overall job placement rates have been at or above 80% for our occupational education graduates. Those graduates who report they are working in a job related to their JC program of study has fallen, likely due to a result of the sluggish economy. Job related placement rates continue to be strong for nursing and allied health graduates during this time period. For example, nursing graduates have reported job related placement rates between 95%-100% over the last four years.

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FIGURE 1.9: JOB PLACEMENT RATES

	2009-10	2010-11	2011-12	2012-13
Job Placement Rates	80%	80%	81%	84%
Job Placement Rates - Related	70%	64%	57%	62%

1R4. What is your evidence that the students completing your programs, degrees and certificates have acquired the knowledge and skills required by your stakeholders (i.e., other educational institutions and employers)?

For many of our occupational education programs that maintain program level accreditation, surveying employers of our recent graduates is a requirement. At times the College has facilitated employer focus groups to gain insight on the strengths and areas of opportunity with respect to the knowledge and skills of our graduates. The results of the most recent employer surveys from our nursing, respiratory care, and medical assisting programs are highlighted below (see figure 1.10).

FIGURE 1.10: EMPLOYER SURVEY RESULTS

Nursing Employer Survey Results - 2013	Score (1-strongly disagree to 5-strongly agree)
Provider of Care	
Utilizes the nursing process to provide care to a variety of clients	4.40
Practices within the legal and ethical definition of the Nurse Practice Act and adheres to the ANA Code of Ethics	4.40
Demonstrates professional, caring behavior when interacting with clients and the health care team	4.50
Demonstrates critical thinking abilities in the provision of all care activities	4.00
Manager of Care	
Communicates effectively with members of the health care team	4.30
Demonstrates the leadership role in a nursing system	3.70
Manages nursing care activities	4.30
Delegates appropriately to licensed and unlicensed providers	3.70
Coordinates discharge plans with the health team	3.80
Member of the Profession	
Demonstrates understanding of the legal and political processes that impact patient and health care	4.20
Behaves in a professional manner at all times	4.40
Overall Satisfaction	
I am satisfied with the Jackson College graduates	4.40
Jackson College graduates are an asset to this facility	4.40
I will continue to recommend hiring Jackson College graduates	4.50

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Respiratory Care Employer Survey Results - 2013	Score (1-strongly disagree to 5-strongly agree)
Knowledge Base	
Has a solid professional knowledge base	4.55
Has a solid medical knowledge base	4.64
Accurately interprets pertinent clinical information from medical records and physical findings	4.36
Recommends appropriate therapeutic interventions based on physiological data and patient assessment information	4.27
Makes sound clinical judgments	4.27
Clinical Proficiency	
Is proficient in the clinical skills required on the job	4.36
Can effectively perform an overall patient assessment	4.55
Competently performs the therapeutic procedures and modalities required on the job	4.36
Competently performs the diagnostic procedures required on the job	4.27
Behavioral Skills	
Has effective oral communication skills	4.36
Has effective written communication skills	4.27
Behaves in an ethical and professional manner	4.27
Functions effectively as a member of the healthcare team	4.27
Accepts supervision and works effectively with supervisory personnel	4.27
Is self-directed and responsible for his/her own actions	4.00
Arrives to work prepared and on time	4.45
Contributes to a positive environment in the department	4.27
Displays respect for beliefs and values of all persons regardless of cultural background, religion, age or lifestyle	4.36
Overall Satisfaction	4.18

Medical Assisting Employer Survey Results - 2012	Score (1-strongly disagree to 5-strongly agree)
Cognitive Domain	
The graduate has a medical assisting knowledge appropriate to his/her level of training	4.86
Psychomotor Domain	
The graduate is able to collect pertinent data accurately from charts and patients	4.86
The graduate is able to perform appropriate diagnostic and medical procedures as directed	4.86
Affective Domain	
The graduate uses good judgment with functioning in the ambulatory healthcare setting	5.00
The graduate communicates effectively in the healthcare setting	5.00
The graduate conducts himself/herself in an ethical and professional manner	5.00
The graduate functions effectively as a member of the healthcare team	4.86
The graduate accepts supervision and works effectively with supervisory personnel	4.86
The graduate is self-directed and responsible for his/her own actions	4.86

CATEGORY 1 ♦ HELPING STUDENTS LEARN

The graduate arrives to work prepared and on time	5.00
The graduate contributes to a positive environment in the department	5.00
Overall Satisfaction	4.57

Though Michigan public colleges and universities do not operate as a state system, all community colleges and public universities have started submitting student record data as part of a statewide P-20 data system initiative. As this student record system becomes more robust, more reports will become available and be fully populated. One recently published report allows community colleges to view the average GPA of students transferring to four-year public colleges and universities. Three of JC's top six public four-year transfer institutions have average GPA data available for the 2011-12 academic year (see figure 1.11).

FIGURE 1.11: AVERAGE GPA AT TRANSFER INSTITUTION

	2011-12
Eastern Michigan University (n = 87)	2.72
Michigan State University (n = 13)	2.91
University of Michigan (n = 32)	3.38

1R5. What are your performance results for learning support processes (advising, library and laboratory use, etc.)?

JC administers the Survey of Entering Student Engagement (SENSE) to better understand what entering students experience their first few weeks on campus. The College's improvement efforts around mandatory new student orientation, redesigning FYS, and the role of academic advising plays in both of these activities are aligned with best practice research on retention and completion. The College's efforts are paying off as incremental improvement of JC's scores occurred on each of the survey items related to the Clear Academic Plan & Pathway SENSE benchmark (see figure 1.12).

FIGURE 1.12: SENSE ADVISING RELATED SURVEY ITEMS

SENSE Benchmark – Clear Academic Plan & Pathway % Strongly Agree or Agree Responses	2011		2012	
	JC	SENSE Cohort	JC	SENSE Cohort
I was able to meet with an academic advisor at times convenient for me.	67%	61%	70%	62%
An advisor helped me to select a course of study, program, or major	62%	60%	64%	61%
An advisor helped me to set academic goals and to create a plan for achieving them	38%	39%	43%	41%
An advisor helped me to identify the courses I needed to take during my first semester	79%	70%	84%	71%
A college staff member talked with me about my commitments outside school (work, children, dependents, etc.) to help me figure out how many courses to take	21%	26%	26%	29%

JC uses the Noel-Levitz Student Satisfaction Inventory to assess student satisfaction on a variety of items. Survey items related to library, laboratory and tutoring services are highlighted in figure 1.13. Survey items are rated on a scale of 1 (least satisfied) to 7 (most satisfied).

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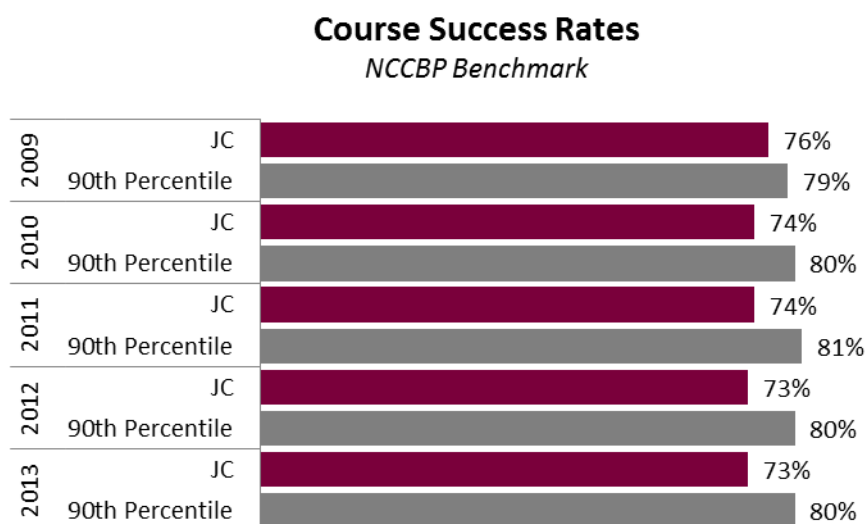
FIGURE 1.13: NOEL-LEVITZ LIBRARY, LABORATORY, & TUTORING RELATED SURVEY ITEMS

Noel-Levitz (NL) Student Satisfaction Inventory: Academic Services Scale	2010		2014	
	JC	NL Cohort	JC	NL Cohort
Library resources and services are adequate	5.64	5.59	5.72	5.70
There are a sufficient number of study areas on campus	5.20	5.38	5.71	5.51
Library staff are helpful and approachable	5.62	5.51	5.68	5.62
Computer labs are adequate and accessible	5.24	5.57	5.69	5.66
The equipment in the lab facilities is kept up to date	5.76	5.43	5.70	5.50
Tutoring services are readily available	5.77	5.41	5.72	5.55
Academic support services adequately meet the needs of students	5.40	5.26	5.38	5.35

1R6. How do your results for the performance of your processes in Helping Students Learn compare with the results of other higher education institutions and where appropriate, with results of organizations outside of higher education?

As stated in the College's vision statement, JC aspires to be a world-class institution. We have defined world-class at achieving results that are in the 90th percentile on national benchmarks. The College is a part of the National Community College Benchmarking Project and utilizes this resource to benchmark several of our student outcomes including course success rate, retention rates, graduation and transfer rates (see figures 1.14 – 1.18).

FIGURE 1.14: COURSE SUCCESS RATES - JC VS. NCCBP 90TH PERCENTILE



CATEGORY 1 ♦ HELPING STUDENTS LEARN

FIGURE 1.15: FALL-TO-WINTER RETENTION RATES - JC VS. NCCBP 90TH PERCENTILE

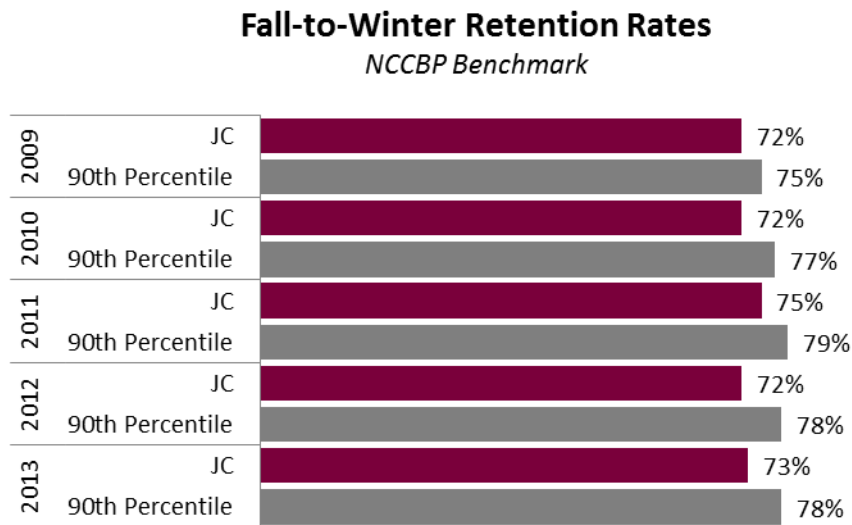
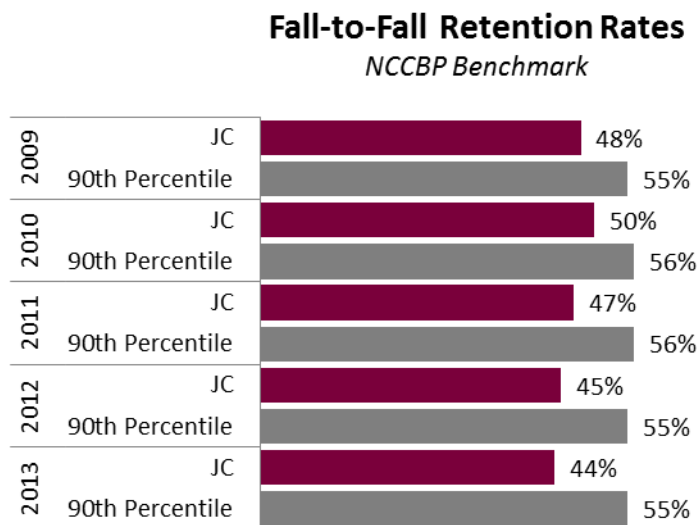


FIGURE 1.16: FALL-TO-FALL RETENTION RATES - JC VS. NCCBP 90TH PERCENTILE



CATEGORY 1 ♦ HELPING STUDENTS LEARN

FIGURE 1.17: GRADUATION RATES - JC VS. NCCBP 90TH PERCENTILE

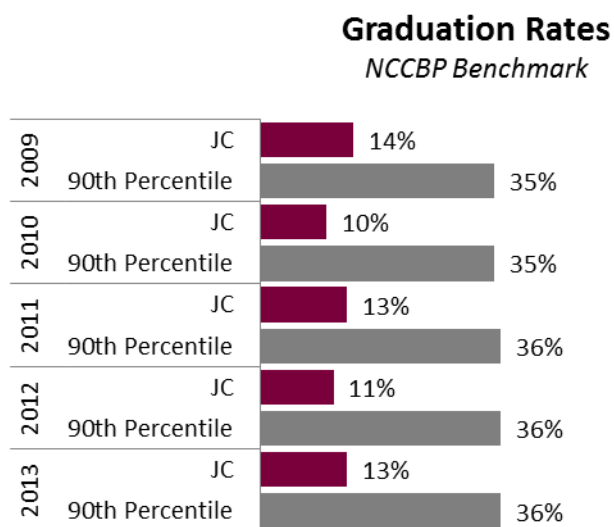
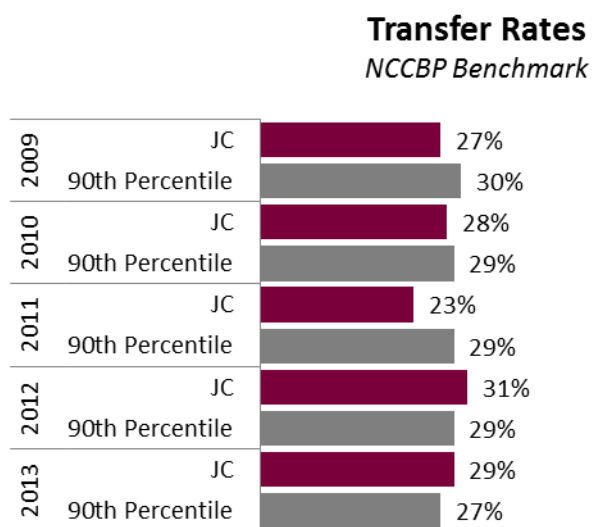


FIGURE 1.18: TRANSFER RATES - JC VS. NCCBP 90TH PERCENTILE



When 90th percentile benchmarks are not available, we compare ourselves with similar-sized colleges in Michigan: Kellogg, Lake Michigan, Monroe, Muskegon, Northwestern, and St. Clair (Michigan ACS Group II schools). JC transfer student's average GPA at Michigan's two flagship universities are comparable to those students transferring from other similar-sized community colleges in Michigan (see figure 1.19).

FIGURE 1.19: AVERAGE GPA AT TRANSFER SCHOOLS - JC VS. ACS GROUP II

	JC	Kellogg	Lake Michigan	Monroe	Muskegon	Northwestern	St. Clair
Michigan State University	2.91	3.24	2.89	--	2.53	2.58	2.82
University of Michigan	3.38	3.16	3.45	3.96	3.70	2.47	3.30

Comparative data for the total number of awards conferred (associate, one year certificate and less than one year certificates) are highlighted in figure 1.20.

CATEGORY 1 ♦ HELPING STUDENTS LEARN

FIGURE 1.20: AWARDS CONFERED - JC VS. ACS GROUP II

	JC	Kellogg	Lake Michigan	Monroe	Muskegon	Northwestern	St. Clair
2009-10	968	1,118	390	544	539	618	718
2010-11	1,077	1,039	419	596	586	705	778
2011-12	1,228	1,224	484	564	689	943	697

IMPROVEMENTS

111. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Helping Students Learn*?

Jackson College has made many recent improvements related to *Helping Students Learn* including:

- AQIP Action Project focused on improving student success in developmental education courses
- AQIP Action Project focused on improving distance education course success rates
- Strategic plan initiatives focused on improving student retention and completion including
 - Reverse transfer
 - Competency based education
 - Accelerating students' progress through developmental education (Blended Writing Courses, Rapid Review Math)
- Redesigned academic program review process
- Redesigned first-year seminar (FYS) course
- Implemented mandatory new student orientation
- Created a cross-functional team (faculty, staff, and administration) to work with Noel-Levitz retention consultants to guide the College on the improvement of college-wide retention strategies

JC has evolved to become much more systematic and data-informed when it comes to identifying strategies and process improvements related to *Helping Students Learn*. Key performance metrics related to student learning are regularly reviewed and integrated in the College's strategic plan and balanced scorecard processes, Board monitoring reports, and the revised academic program review process.

112. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Helping Students Learn*?

Since enrolling in the AQIP accreditation process in 2004, the College has strengthened its culture and infrastructure to be able to select specific processes for improvement and to set targets that improve our results. We have built a culture of evidence, as a result of our AQIP involvement as well as our work with Achieving the Dream. The ATD framework focuses on using data to inform decision making and evaluating the success of student success initiatives. Our commitment to continuous quality improvement encourages piloting student success initiatives, measuring outcomes, and redesigning initiatives for increased performance or discontinuing initiatives when the evidence indicates they were not successful. Faculty, staff, and administration focus on scaling-up successful pilot initiatives so that more students are able to benefit. While this work started primarily with our foundations studies curriculum, the tenets of this work have spread to other parts of the College as well.

The College's Strategic Plan includes student learning as one of its key performance areas. JC also incorporates the use of balanced scorecards and dashboards which are regularly monitored in this evidence-based approach. Additionally, the College has a robust environmental scanning process and utilizes best practice research to improve specific processes and set the direction of the College through its strategic plans.

CATEGORY 2 ♦ ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

INTRODUCTION

Jackson College’s “Other Distinctive Objectives” are aligned with the College mission and goal to provide a complete college experience for students. Three of our major distinctive objectives include athletics, campus housing, and performing arts programming.

Systematic processes are in place for athletics and campus housing which have clear and explicit goals. However, these processes are often put in place as a result of issues that arise rather than being designed proactively. This is likely the result of being stretched too thin when it comes to staffing for athletics and campus housing. During the last year, the College has made great progress at recognizing the issues that exist with athletics and campus housing and we are implementing an appropriate staffing model to address the issues and provide the necessary leadership to ensure the right processes are in place, are followed consistently, and coordinated across all areas of the College.

Processes related to the Potter Center Performing Arts programming are also systematic. Clear processes are in place for soliciting patron feedback on their satisfaction and input on the types of shows they prefer to attend and using that feedback when scheduling the upcoming performing arts season. There are processes in place to market performing arts events through print, TV, radio, and social media. However, there is an opportunity explore additional ways to increase the attendance at Potter Center shows.

PROCESSES

2P1. How do you design and operate the key non-instructional processes (e.g., athletics, research, community enrichment, economic development, alumni affairs, etc.) through which you serve significant stakeholder groups?

Jackson College’s key non-instructional processes are designed to support its student success agenda and meet community needs. Based on feedback from the Community Advisory Committee commissioned by our Board of Trustees, the College reinstituted intercollegiate athletics in 2006 and introduced campus housing in 2007 to provide students with a more robust college experience. The following objectives were established to guide JC’s athletic program:

- Student athletes will be scholars first, athletes second.
- JC’s athletic program will provide opportunities to showcase students’ talents, allowing them to secure scholarships to continue their education at four-year institutions.
- JC will create viable teams supported by the community.

JC is a member of the National Junior College Athletic Association (NJCAA) and the Michigan Community College Athletic Association (MCCAA). Initially, the College offered seven varsity athletic teams. Today, that number has grown to 11 based on both recommendations from the athletic department and community input (see figure 2.1).

FIGURE 2.1: VARSITY ATHLETIC TEAMS

Men’s Athletic Teams	Women’s Athletic Teams
<ul style="list-style-type: none">• Baseball• Basketball• Cross Country• Golf• Soccer	<ul style="list-style-type: none">• Basketball• Cross Country• Golf• Soccer• Softball• Volleyball

JC’s campus housing, Campus View, is intentionally designed to be an extension of the classroom. The personal, academic, and social development of students is supported by programming designed to assist students in acclimating and succeeding in higher education. The College currently has two housing units originally designed to accommodate 192 students. Due to increased demand, the College converted some single bedrooms to doubles in order to increase capacity by an additional 96 students in fall 2013 and is currently pursuing the addition of a third housing unit for the 2015-16 academic year to accommodate 188 additional housing students.

CATEGORY 2 ♦ ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

The College's Potter Center is also home to the most versatile and complete performing arts complex in the area. The three theaters are well-designed, constructed, and equipped and play host to a variety of musical, stage, and acrobatic acts each year. JC surveys patrons on a regular basis to gather feedback on their recent experiences at the Potter Center and their interests in potential future shows. Performing arts staffs analyze past show data, fees, and sales as well as patron input when scheduling the upcoming season's performances.

2P2. How do you determine your institution's major non-instructional objectives for your external stakeholders, and whom do you involve in setting these objectives?

To determine its major non-instructional objectives for external stakeholders, JC regularly solicits external stakeholder input from surveys, advisory and other focus groups. JC conducts a community satisfaction survey every three to five years to garner input from community members in the tri-county service area. The community satisfaction survey assists the College in understanding how much area citizens know about JC and its services, how many access the College's services, how satisfied the community is with the College, and what additional services the community would like the College to offer.

The President also hosts bi-annual meetings in each of the College's service areas (Jackson, Hillsdale, and Lenawee counties), inviting a broad spectrum of business and education professionals. These forums are used to provide College updates on new initiatives, an opportunity to solicit community feedback on such things as changing the College's name, and ask what JC can do to assist their community.

JC also regularly engages in environmental scanning and researching best practices to formulate objectives for non-instructional initiatives. Non-instructional objectives are included in the College's Strategic Plan under the Stakeholder Focus and Leading and Communicating key performance areas.

2P3. How do you communicate your expectations regarding these objectives?

JC's expectations regarding non-instructional objectives are communicated through the Strategic Plan and department plans. These expectations are communicated internally in a variety of forums, including updates provided in the President's State of the College address, Coffee and Conversations with the President, and First News employee email addresses. Additionally, the College's website serves as a comprehensive online resource for both internal and external stakeholders and is complimented by an annual report to the community that communicates changes, honors, and new initiatives.

Expectations of students participating in athletics and/or campus housing are communicated to students and parents through written materials (contracts and handbooks) and orientations that outline behavior guidelines and academic goals. The Residence Life Community Living Expectations Terms and Conditions include provisions such as criminal background checks, rights and responsibilities, community living expectations, enrollment requirements, academic student success guidelines, drug use, safety protocols, and conduct policies. The Student Athlete Handbook (guided by the NJCAA eligibility rules) includes provisions on academics, drug use, responsibility, athletic eligibility requirements, code of conduct, community service, and sportsmanship.

2P4. How do you assess and review the appropriateness and value of these objectives, and whom do you involve in these reviews?

Assessing and reviewing the appropriateness and value of the College's non-instructional objectives is based on input, both formal and informal, from community stakeholders as well as JC employees. Project goals and outcomes are tracked and reviewed internally and externally to assess project success and areas for opportunity or improvement.

Based on best practice research, creating opportunities for students to be more engaged on campus improves their chances of academic success. The College has made significant investments in both athletics and campus housing since 2006. With the increased campus housing demand in fall 2013, the College engaged the Scion Group to conduct a student housing market and demand analysis in support of the College's intention to expand its campus housing. Scion met with JC administrators, toured the JC campus and surrounding areas, interviewed real estate professionals familiar with the Jackson rental market, conducted focus group sessions with JC students investigated the rental housing market, and reviewed JC's enrollment data, existing housing occupancy, capacity and rental rates.

CATEGORY 2 ♦ ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

Survey feedback from Potter Center patrons and data analysis on the revenue and attendance of all performing arts shows are used when evaluating the success of the Potter Center season and planning the next year's lineup.

2P5. How do you determine faculty and staff needs relative to these objectives and operations?

Faculty and staff needs relative to these objectives and operations are determined independently for each objective and are inclusive of the College's strategic planning and budget planning processes and the facilities master plan.

To support JC's objective of extending student learning from the classroom into the residence halls, our Residence Life staff works to incorporate faculty and staff into housing operations through professional development and student contact. Services and programming is offered within housing by faculty and staff from across the institution.

Performing Arts includes faculty and staff as part of the community at large; therefore, their needs are determined based on the College's survey of Potter Center patrons. Faculty are also given opportunities for related workshops, master classes, and performance opportunities for select artists.

2P6. How do you incorporate information on faculty and staff needs in readjusting these objectives or the processes that support them?

Information and feedback on faculty and staff needs in readjusting the athletics, housing, and performing arts objectives as well as the processes that support them occur naturally in the College's continuous improvement framework. This information is also considered when athletic, housing, and performing arts policies and procedures are developed and/or modified.

RESULTS

2R1. What measures of accomplishing your major non-instructional objectives and activities do you collect and analyze regularly?

The following measures of accomplishing major non-instructional objectives are routinely collected and analyzed by the College:

- Community satisfaction
- Number of student athletes
- Student athlete GPA
- Student athlete retention rates
- Campus housing capacity
- Market penetration – cultural activities
- Percent of seats filled by Potter Center show

2R2. What are your performance results in accomplishing your other distinctive objectives?

The College conducted the Community Satisfaction survey in 2010 and 2011 to better understand the needs of the community (see figures 2.2 & 2.3).

FIGURE 2.2: COMMUNITY SATISFACTION SURVEY - % OF EXCELLENT OR GOOD RESPONSES

Survey Item	2010	2011
Overall quality of education and services provided by JC	87%	86%
The job JC is doing with cultural/entertainment opportunities	88%	85%

FIGURE 2.3: COMMUNITY SATISFACTION SURVEY - MEAN SATISFACTION (1-4 SCALE)

Survey Item	2010	2011
Offer community events such as concerts, music, art and theater productions	3.22	3.17
Provide sports and athletic program for both men and women	3.05	2.87

There were 47 student athletes the first year varsity sports teams were reinstituted. By 2012-13, the number of students participating in intercollegiate athletics had more than tripled to 167 (see figure 2.4).

CATEGORY 2 ♦ ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

FIGURE 2.4: NUMBER OF STUDENT ATHLETES

Academic Year	# of Student Athletes
2008-09	156
2009-10	173
2010-11	159
2011-12	140
2012-13	167

Academically, student athletes perform very well in the classroom. Collectively, student athletes have had a fall term GPA of at least 2.75 each of the last five years (see figure 2.5).

FIGURE 2.5: STUDENT ATHLETE GPA

Term	Average GPA
08/FL	2.76
09/FL	2.87
10/FL	2.82
11/FL	2.75
12/FL	2.90

Additionally, fall-to-winter and fall-to-fall retention rates for student athletes are higher than the College's overall rates (see figure 2.6).

FIGURE 2.6: STUDENT ATHLETE RETENTION RATES

Cohort	Fall-to-Winter Retention Rates		Fall-to-Fall Retention Rates	
	Student Athletes	All JC Students	Student Athletes	All JC Students
07/FL	91%	72%	59%	48%
08/FL	91%	73%	59%	50%
09/FL	94%	75%	53%	48%
10/FL	90%	72%	58%	45%
11/FL	96%	73%	56%	44%

Since 2009, campus housing occupancy has not dipped below 95% during the fall and winter semesters. Spring semester occupancy rates have typically hovered around 20%. JC's summer occupancy rates are consistent with other college's summer occupancy rates according to the Scion Group housing feasibility report.

The College also monitors its market penetration for cultural activities (market based on College's tri-county service area) using the National Community College Benchmarking Project (NCCBP) methodology (see figure 2.7).

FIGURE 2.7: MARKET PENETRATION - CULTURAL ACTIVITIES

Reporting Year	Market Penetration
2008-09	14%
2009-10	14%
2010-11	12%
2011-12	10%
2012-13	8%

JC tracks the number of tickets sold/percent of seats filled for each Potter Center performing arts show (see figure 2.8). This information helps the College plan for future seasons.

CATEGORY 2 ♦ ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

FIGURE 2.8: 2013-14 POTTER CENTER PERFORMING ARTS SHOWS - PERCENT OF SEATS FILLED

Performance	# Seats Filled	Percent Filled
Brass Transit	1,470	98%
Michael W. Smith	1,156	77%
Gatlin Brothers	978	65%
Late Nite Catechism*	215	54%
STOMP	683	46%
STOMP	688	46%
In the Mood	614	41%
Spank: 50 Shades	577	38%
Blood Sweat Tears	574	38%
Golden Dragon Acrobats	539	36%
Brass Transit	446	30%
Broadway Rox	288	19%
Linda Eder	259	17%
Fantasticks	255	17%
Patrizio Buanne	173	12%

*Show is in Baughman Theatre with total seats of 400. Other shows are based on 1,500 seats in Music Hall

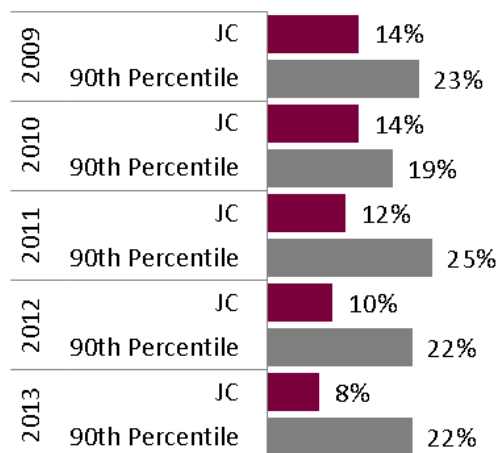
2R3. How do your results for the performance of these processes compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

Compared to other college's participating in the NCCBP who track the number of patron's attending performing arts activities each year, JC results fall below the College's world-class goal of being in the 90th percentile. It is important to note that while JC market penetration data has dropped from 14% in 2008-09 to 8% in 2012-13, their percentile rank still remains above the 70th percentile, indicating that other colleges have seen a drop in the number of patrons attending cultural activities on their campuses as well. This trend may be impacted by the weakened economy during this five-year period.

FIGURE 2.9: NCCBP MARKET PENETRATION - CULTURAL ACTIVITIES: JC VS. 90TH PERCENTILE

Market Penetration - Cultural Activities

NCCBP Benchmark



CATEGORY 2 ♦ ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

2R4. How do your performance results of your processes for Accomplishing Other Distinctive Objectives strengthen your overall institution? How do they enhance your relationships with the communities and regions you serve?

Jackson College's performance results of *Accomplishing Other Distinctive Objectives* processes strengthens its position of providing students with a full college experience by offering intercollegiate athletics and campus housing. Additionally, JC provides the community with a performing arts lineup of nationally touring shows right in their own backyard. JC athletes perform well in the classroom and on the field. Their academic success assists in improving the overall success rates of our students when it comes to average GPA, retention, graduation, and transfers to four-year institutions. Community members can cheer on our sports teams; often comprised of local high school graduates. The College's housing opportunity affords local talent to remain within Jackson for the first two years of college and still enjoy a 'real' college experience living away from home. Campus housing has also provided an avenue for students outside of the tri-county service area to attend JC and benefit from all that the College has to offer.

IMPROVEMENTS

2I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Accomplishing Other Distinctive Objectives?

Jackson College has made many recent improvements related to *Accomplishing Other Distinctive Objectives* including:

- Identifying a dedicated academic advisor in student services to advise all student athletes
- Redesigning the athletic department's website in partnership with Presto Sports
- Creating an Assistant Athletic Director position that reports to the JC Foundation and is responsible for raising money to support the athletic department
- Conducting a feasibility study and making plans to add an additional housing unit in response to increased demand in campus housing
- Offering more Country and Christian performing arts shows as a part of the Potter Center schedule based on patron feedback
- Revising marketing strategy for Potter Center shows to include social media and just-in-time emails to patrons about upcoming shows

2I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Accomplishing Other Distinctive Objectives?

Since enrolling in the AQIP accreditation process in 2004, the College has strengthened its culture and infrastructure to be able to select specific processes for improvement and to set targets that improve our results. We have built a culture of evidence, as a result of our AQIP involvement. Additionally, the College has a robust environmental scanning process and utilizes best practice research to improve specific processes and set the direction of the College through its strategic plans. JC also incorporates the use of balanced scorecards and dashboards which are regularly monitored in this evidence-based approach.

CATEGORY 3 ♦ UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS

INTRODUCTION

The College's processes for *Understanding Students' and Other Stakeholders' Needs* exhibit a range of maturity levels. Processes related to collecting student and stakeholder feedback are well aligned. The College regularly collects survey data and consciously uses survey instruments such as Noel-Levitz Student Satisfaction Inventory, CCSSE, and SENSE for their benchmarking capabilities. There is an opportunity to more fully incorporate the results of these surveys into the planning and decision-making processes.

The College is committed to improving student retention and completion rates and JC has recently enlisted the services of Noel-Levitz retention consultants to improve our processes. Processes related to the College's retention strategies vary in their levels of maturity. Building early relationships with new students are well aligned through mandatory new student orientation, advising, and first-year seminar initiatives. Processes and strategies for retaining students from the second semester through graduation are more reacting and systematic. This is an area the College is currently focused on improving.

Processes related to building relationships with key stakeholders are systematic. Key stakeholders have been identified and targeted strategies for building relationships with these stakeholders have been implemented and occur on a regular basis. We continue to work on having consistent outreach and connections with the community at large.

Processes related to handling student complaints have become much more mature and aligned over the last four years through the addition of a Student Ombudsman. Clear processes and procedures are in place; student complaint data are tracked and regularly analyzed for improvement opportunities.

PROCESSES

3P1. How do you identify the changing needs of your student groups? How do you analyze and select a course of action regarding these needs?

Response addresses Core Component 4C

Jackson College utilizes a holistic approach to identify the changing needs of our students that is part of the College's larger student retention and completion efforts (see figure 3.1). Through the College's work with Achieving the Dream and other student success initiatives; as well as the environmental scanning process embedded in the College's strategic planning process, JC's faculty, staff, and administration keep abreast of the latest retention and completion strategies and adopt those that best meet the needs of our students.

The College has reviewed student longitudinal data as a part of its work with Achieving the Dream since 2007 and has recently expanded on that work with the adoption of the Voluntary Framework of Accountability. Analyzing student cohort progression and completion data over time and disaggregating the results into subgroups such as gender, race/ethnicity, age group, college readiness, and Pell status have allowed the College to identify the student needs and achievement gaps of our student groups and subgroups as well.

Additionally, the College gathers student and stakeholder feedback through a variety of methods including surveys and focus groups. The primary tools used to collect data from students are the Noel-Levitz Student Satisfaction Inventory (SSI), the Community College Survey of Student Engagement (CCSSE), and the Survey of Entering Student Engagement (SENSE). The College has selected these survey instruments for their benchmarking capabilities regarding student satisfaction and engagement. The results of these survey instruments are incorporated into the strategic, department, and initiative planning processes in order to develop goals and objectives for improving outcomes related to student satisfaction and engagement, retention, and success.

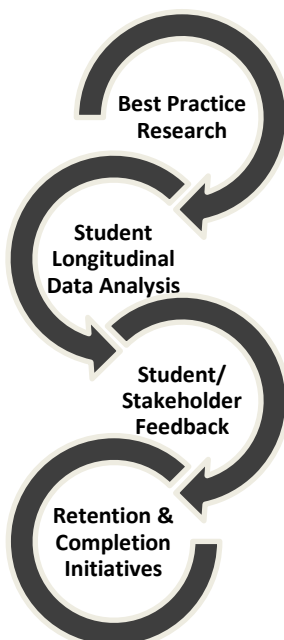
The College utilizes other data sources to identify student needs as well including locally developed survey instruments that are administered to recent graduates and non-returning students; feedback from program-specific accreditation bodies and advisory groups; feedback from academic advisors who speak with students directly; and faculty members.

The College incorporates the learnings from these three aspects; best practice research, student longitudinal data analysis, and student and stakeholder feedback, to form the College's goals and objectives for retention and completion. Fall-to-winter retention, fall-to-fall retention, graduation, and transfer rates are specific metrics regularly reviewed by

CATEGORY 3 ♦ UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS

the College (see 1R2) and the operational definitions for these metrics align with comparative data sources such as IPEDS and NCCBP.

FIGURE 3.1: STUDENT RETENTION & COMPLETION INITIATIVE PLANNING PROCESS



3P2. How do you build and maintain a relationship with your students?

Jackson College has begun work with Noel Levitz retention consultants to build a successful model for student success that includes relationship management at specific stages in our students' journey at JC (see figure 3.2). Building and maintaining relationships with students begin with the recruitment and application process and transitions to the intake phase of the Student Success Relationship Model™ with new student orientation and initial academic advising appointments. New student orientation is mandatory for all new students and provides an overview of college policies, programs and resources, information regarding financial aid, time to meet with an academic advisor, and a brief tour of campus. Student's initial advising session during new student orientation is designed to assist students with building their first semester schedules based on course placement scores and career plans.

As students transition to the year one phase in the Student Success Relationship Model™, new students placing into one or more developmental education course are required to take a First Year Seminar (FYS) course, Navigating College and Life. Students build relationships with their instructor and peers as they develop and apply soft skills such as self-management, emotional intelligence, interdependence, and resiliency in order to promote success in education and life. At the midway point through the course, instructors set up one-on-one mentoring sessions with all of their students to discuss how their first semester is going. All FYS instructors must complete the On Course I workshop and specific training on the academic planning process by Student Services staff in order to be eligible to teach the FYS course. Also in that first semester, students meet with their academic advisor for a more in-depth conversation about their career plans and together build a Student Education Plan (SEP) that are documented in Colleague and accessible for students to view at any time through their eServices account.

During year one and continuing through the year two to graduation phase, JC students have a multitude of options to become more engaged in the JC community and build relationships with faculty, staff, and other students both inside and outside of the classroom. Students have the opportunity to participate in intercollegiate athletics, intermural sports, student government, Phi Theta Kappa, Men of Merit, Sisters of Strength, and many other clubs and activities.

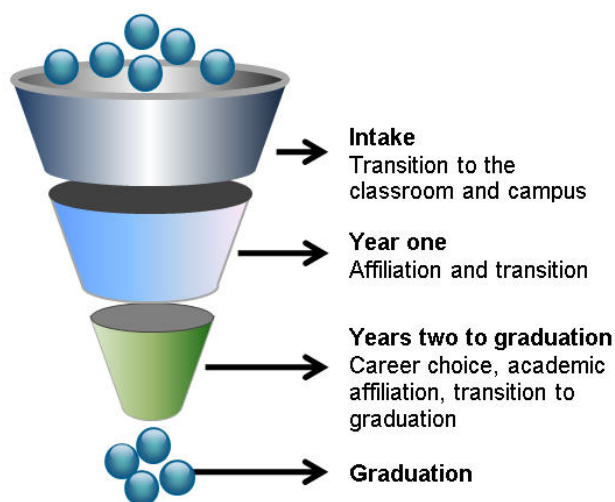
In addition, JC's Information Technology (IT) department has developed and implemented a model for employing student workers 25 hours per week to assist at the IT Solution Center and provide field support alongside IT staff. The IT

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student consultant program has been around for more than 20 years and has employed over 300 students. IT's student consultant coordinator has developed a robust training program for student consultants to go through in order to gain the knowledge and skills necessary to provide first-level IT support.

Through the College's early work using the Student Success Relationship Model™ as a framework to improving retention and completion rates, it has become evident that there are many robust systems and processes in place during the intake and year one phases of a student's journey at JC. However, there is more work to be done around designing and implementing more structured and systematic programs in the year two through graduation phase. This is further validated when looking at the College's retention and completion rate trends. Fall-to-winter retention rates of our new students are quite on par with other colleges but our fall-to-fall and graduation rates fall below national norms.

FIGURE 3.2: NOEL-LEVITZ STUDENT SUCCESS RELATIONSHIP MODEL™



3P3. How do you analyze the changing needs of your key stakeholder groups and select courses of action regarding these needs?

Response addresses Core Component 1D

JC analyzes the changing needs of our key stakeholder groups and selects courses of action to meet those needs in a variety of ways. The College's key stakeholder groups include alumni; area employers; local school districts; transfer institutions; local, state and federal government agencies; and community members. The College gathers stakeholder feedback through a variety of methods including surveys and focus groups, special events such as the Jackson African American Male Summit, and other formal and informal listening and communication opportunities. Feedback and analysis from surveys such as the graduate follow-up and the community satisfaction surveys, annual advisory committee meetings, bi-annual meetings with business and education professionals led by the College's President, and accreditation and regulatory changes are all contemplated through the College's strategic planning process and guided by the College's mission, vision, values, and beliefs.

The community colleges in the state of Michigan identified a gap in the baccalaureate degrees available to their communities and the needs of their local employers. Jackson College's President was very involved in advocating for community college baccalaureate legislation and in December 2012, the Michigan Governor signed Public Act 495 allowing community colleges in the state of Michigan to grant bachelor's degrees in four applied and technical programs. From these approved programs, Jackson College identified the Energy Production program as meeting a high growth skill set that is not currently available to our community. By providing educational opportunities to assist community members and businesses succeed, JC is fulfilling its mission and vision.

Recently, two regional employers, Consumer's Energy and Detroit Edison have projected a wave of approximately 2,000 pending retirements. As a result, they have identified hundreds of technician and supervisory positions that will need to be trained and filled in the years ahead. Through JC's Energy Systems Management bachelor's degree program, JC will

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partner with Consumers Energy to provide training and credentialing for these specific job categories. The value of this program and the opportunity for successful employment further extends to suppliers, contractors, municipalities, and other organizations that maintain localized power production and distribution equipment throughout the Midwest. This baccalaureate degree will be an extension to several associate's degrees currently offered by the College to meet the increasing need for technicians while going further to provide the managerial skills, interpersonal skills, enhanced technical skills, and upward mobility that the industry is actively seeking.

3P4. How do you build and maintain relationships with your key stakeholders?

The College builds and maintains relationships with stakeholders through a variety of formal and informal activities (see figure 3.3). Significant relationship-building rests in the hands of the College President and President of the JC Foundation. In addition, outreach efforts to build and maintain relationships with key stakeholders from all JC employees are encouraged.

FIGURE 3.3: BUILDING AND MAINTAINING RELATIONSHIPS WITH KEY STAKEHOLDERS

Key Stakeholder	Building & Maintaining Relationships
Alumni	<ul style="list-style-type: none">• Alumni Association• Jets 4 Life alumni weekend• Distinguished Alumni Awards• Alumni Wall of Fame
Employers	<ul style="list-style-type: none">• Advisory Committees• Chamber of Commerce• Enterprise Group of Jackson• Coordination of clinical and externship sites
Local School Districts	<ul style="list-style-type: none">• High School Counselor's Breakfast• Dual enrollment opportunities• JC classes offered at area high schools• Financial aid workshops• Monthly superintendent's meetings
Transfer Institutions	<ul style="list-style-type: none">• Articulation and reverse transfer agreements with Michigan colleges and universities• College Night• Accelerated business program with Siena Heights University• Jackson County Higher Education Alliance
Community	<ul style="list-style-type: none">• Bi-annual community meetings• Martin Luther King Jr. Celebration• African American Male Summit• Partnership with Michigan Department of Corrections• Cradle to Career• Partnership with Jackson District Library sharing collections and catalog system• Annual Easter Egg Hunt• Annual Halloweenapalooza• Annual Christmas Open House

As a result of the College's early work with Achieving the Dream and discussions with community leaders, JC organized the Jackson African American Male Summit with the goal of improving the general conditions of young African American males in the community of Jackson, MI. The original summit, in 2008, was a one-day opportunity to bring the community

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together and collectively consider conditions facing young African American males. The summit featured dialogue sessions and information about education, family, and the penal system with more than 160 community members in attendance. Each session identified barriers and solutions or corrective measures that individuals and institutions can make to increase the successes among young African American males. Many initiatives were put in place over the next five years and in 2013, another summit was held, with more than 275 people in attendance, to discuss the progress to date and next steps. Many community members and Jackson College staff involved with the initial summit were still heavily involved in the second summit five years later.

3P5. How do you determine if you should target new student and stakeholder groups with your educational offerings and services?

Response addresses Core Component 1D

JC determines if it should target new student and stakeholder groups with its educational offerings and services through existing College processes that include strategic planning; curriculum development and revision; enrollment management planning; and input from faculty, administration, students, employers, and advisory committees. Jackson College conducts a needs assessment when considering a new program to determine if a sufficient need exists for the program. The demand for the occupation in JC's services area, the State of Michigan, and nationally is considered including current and future salary projections. This information, in addition to the availability of qualified faculty, equipment costs, accreditation and licensing requirements, enrollment projections, and budget requirements are collectively analyzed. In addition, JC benchmarks with peer institutions that offer similar programs and conducts a competitor analysis.

JC then determines if it has the resources necessary to provide a high quality program. JC has formalized this through its new program proposal process which includes alignment with JC's mission and strategic goals. Recent examples at JC include new advanced manufacturing tracks, culinary, and a reinvestment in the emergency medical services program. Additionally, JC has recently been focusing on the needs of non-traditional aged students and dual enrollment opportunities as well as international students. The data suggest these are all areas of growth and high need and in alignment with the College's strategic plan.

The Michigan Department of Corrections is a large employer in our service area and a key stakeholder of the College. In May 2013, JC was among a handful of Michigan community colleges selected to participate in the Vera Institute of Justice's Pathways from Prison to Postsecondary Education Project, which aims to demonstrate that access to postsecondary education during and after prison, combined with supportive re-entry services, can increase educational credentials, increase employability and earnings, and reduce recidivism. As a part of this work, Jackson College provides the opportunity for inmates to complete college-credit courses offered them at the correctional facilities.

3P6. How do you collect complaint information from students and other stakeholders? How do you analyze this feedback and select courses of action? How do you communicate these actions to your students and stakeholders?

Jackson College's Student Ombudsman (SO) is an impartial and neutral resource to help students, faculty, and staff to resolve academic and non-academic concerns. The ombudsman provides information related to JC policies and procedures and facilitates the resolution of problems and grievances through information investigation and mediation. According to JC's Appeals policy, students have the right to appeal decisions by submitting an appeal in writing to the SO within the timeline of the applicable procedure. Formal student complaints and appeals can fall into the following categories:

- **Student Record Appeals:** Students may dispute the accuracy of registration transactions, transfer evaluation, articulated credit, residency charges, and other matters involving student records, within one semester following the course of action that is being disputed. The student must first try to reach a solution with the Registrar. If a solution cannot be reached, the student may submit an appeal to the SO using the non-academic appeal form.
- **Financial Aid Exception Appeals:** JC adheres to federal, state, lender and third-party payer requirements regarding financial aid eligibility and amounts. In areas that may be subject to professional judgment an appeal

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may be submitted to the SO using the financial aid appeal form before the mid-point of the semester in question.

- **Billing and Contract Appeals:** Disputes regarding bills and contracts must first be addressed with the JC Business Office one semester following the charge in question. If a resolution cannot be reached, the student may submit an appeal to the SO using the non-academic appeal form.
- **Student Academic Complaints & Appeals:** Students may dispute classroom related matters (i.e., grade disputes) within four weeks of the end of the semester in question. The student must have a formal meeting with their instructor to address the concern, as stated in the Academic Complaint process. If a resolution cannot be reached, the student may submit an appeal to the SO using the academic appeal form.
- **Student Disciplinary Appeals:** Actions involving student discipline are handled in accordance with the Student Judicial Process. Students who wish to appeal the disciplinary decision may submit an appeal to the SO using the non-academic appeal form.

Completed appeal forms and supporting documentation are scanned and attached to the student's electronic record in Colleague. The nature of the student complaint is also documented in Colleague as well as the resolution. This information is used to inform process changes, policy and procedure development or changes, and/or outreach to specific departments if multiple similar complaints occur within a certain timeframe. All appeal decisions are communicated to the student by the SO in writing.

JC does not currently have a single procedure for collecting and analyzing, and acting upon complaints from stakeholders other than students. Each complaint is referred to the department or individual with primary responsibility for the area related to the nature of the complaint for resolution.

RESULTS

3R1. How do you determine the satisfaction of your students and other stakeholders? What measures of student and other stakeholder satisfaction do you collect and analyze regularly?

The College uses three standardized surveys: Noel-Levitz Student Satisfaction Inventory (SSI), CCSSE, and SENSE to determine student and stakeholder satisfaction as well as locally developed graduate follow-up, non-returning students, and community surveys. Focus groups and additional surveys are conducted on both an ad hoc basis when special needs arise. Student satisfaction at the course level is determined by course evaluations. The College also uses trend data, comparative data, and researches best practices to assist in determining the satisfaction of students and other stakeholders.

3R2. What are your performance results for student satisfaction?

Students were asked to rate the following survey items on a scale of 1 (low) to 7 (high) on the Noel-Levitz SSI conducted in 2010 and 2014:

FIGURE 3.4: OVERALL JC STUDENT SATISFACTION

Survey Item	2010	2014
So far, how has your college experience met your expectations?	4.71	4.65
Rate your overall satisfaction with your experience here thus far.	5.46	5.36
All in all, if you had to do it over, would you enroll here again?	5.75	5.65

Compared to 2010 results, JC's scores on these three survey items are slightly lower while during the same time period the national scores have slightly improved or remained the same.

The Noel-Levitz SSI also asks students to rate their level of satisfaction on a scale of 1 (dissatisfied) to 7 (satisfied) across 12 different categories. Compared to the College's scores in 2010, scores improved in 2014 on five of the 12 categories: Campus Support Services, Safety and Security, Admissions and Financial Aid, Academic Services, and Registration Effectiveness.

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FIGURE 3.5: STUDENT SATISFACTION BY NOEL-LEVITZ CATEGORY

Category	2010	2014
Student Centeredness	5.46	5.33
Instructional Effectiveness	5.55	5.49
Responsiveness to Diverse Populations	5.76	5.58
Campus Support Services	5.09	5.10
Safety and Security	5.32	5.56
Academic Advising/Counseling	5.19	5.06
Admissions and Financial Aid	5.33	5.36
Academic Services	5.51	5.66
Registration Effectiveness	5.49	5.51
Service Excellence	5.39	5.37
Concern for the Individual	5.27	5.17
Campus Climate	5.43	5.31

3R3. What are your performance results for building relationships with your students?

Jackson College utilizes the CCSSE survey to gauge student engagement. CCSSE benchmarks focus on institutional practices and student behaviors that promote student engagement and are tied to student learning and persistence. JC's performance on the five CCSSE benchmarks is shown in figure 3.5. JC's Active and Collaborative benchmark score improved for each survey administration.

FIGURE 3.6: JC CCSSE BENCHMARK TRENDS

CCSSE Benchmark	2009	2010	2011
Active and Collaborative Learning	50.9	51.5	52.4
Student Effort	49.3	52.7	51.9
Academic Challenge	50.4	49.4	50.3
Student-Faculty Interaction	48.5	48.0	48.1
Support for Learners	47.8	51.1	48.1

JC also administers the SENSE survey to assess the level of student engagement during the first few weeks on campus (see figure 3.6). Jackson's results on the Early Connections benchmark has steadily improved between the 2009 and 2012 survey administration. This is likely the result of JC's implementation of mandatory new student orientation and the First-Year Seminar course for student placing into one or more developmental education courses.

FIGURE 3.7: JC SENSE BENCHMARK TRENDS

SENSE Benchmark	2009	2010	2012
Early Connections	48.3	50.8	52.7
High Expectations & Aspirations	52.7	54.1	51.8
Clear Academic Plan & Pathway	54.2	51.9	53.8
Effective Track to College Readiness	51.0	51.8	48.0
Engaged Learning	47.9	51.7	48.5
Academic & Social Support Network	55.7	54.9	53.5

3R4. What are your performance results for stakeholder satisfaction?

Annually, JC surveys recent graduates to assess their level of satisfaction with the College. Based on the survey results, alumni are very satisfied with their experiences (see figure 3.7).

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FIGURE 3.8: ALUMNI SATISFACTION

Alumni Satisfaction	2011	2012	2013
Overall, how satisfied were you with your experience at JC? (% very satisfied or satisfied)	83%	88%	89%
If you had it to do over, would you attend JC again? (% yes)	86%	90%	88%
Would you recommend JC to others? (% yes)	87%	92%	93%

JC also surveys students who do not re-enroll at the College to better understand why they did not return and assess their level of satisfaction with the College. Although they did not return, approximately 70% indicated they would attend JC again and would recommend JC to others (see figure 3.8).

FIGURE 3.9: NON-RETURNING STUDENT SATISFACTION

Non-Returning Student Satisfaction	2011	2012	2013
Overall, how satisfied were you with your experience at JC? (% very satisfied or satisfied)	57%	54%	54%
If you had it to do over, would you attend JC again? (% yes)	69%	66%	69%
Would you recommend JC to others? (% yes)	72%	67%	72%

The College conducts a community satisfaction phone survey to 400 residents in the tri-county service area to solicit community feedback on a number of different topics. Overall, the community is very satisfied with the quality of education and services provided by the College (see figure 3.9).

FIGURE 3.10: COMMUNITY SATISFACTION

Community Satisfaction (% Excellent or Good)	2010	2011
Overall	87%	86%
Jackson County Residents	88%	86%
Lenawee County Residents	97%	90%
Hillsdale County Residents	78%	78%

Based on the 2011 survey results, community members were most satisfied with the following areas:

- Have small class size so teachers can spend more time with students (80%)
- Provide state-of-the-art computer technology on campus and in the classroom (80%)
- Offer relevant occupational programs in high demand areas, such as health care (79%)
- Work with leaders in the community and law enforcement officials to have a safe campus, school environment and community (79%)
- Offer community events such as concerts, music, art, and theater productions (79%)

3R5. What are your performance results for building relationships with your key stakeholders?

While community satisfaction survey results are high, this level of satisfaction has not translated to increased taxpayer support in the form of a millage. The College continues to operate on the original 1.33 mils passed in 1964. Since that time the Jackson County voters have rejected 14 different millage support requests. The College continues to work on improving the relationships with the community by hosting annual community events such as the Annual Easter Egg Hunt, Annual Halloweenapalooza, and Annual Christmas Open House.

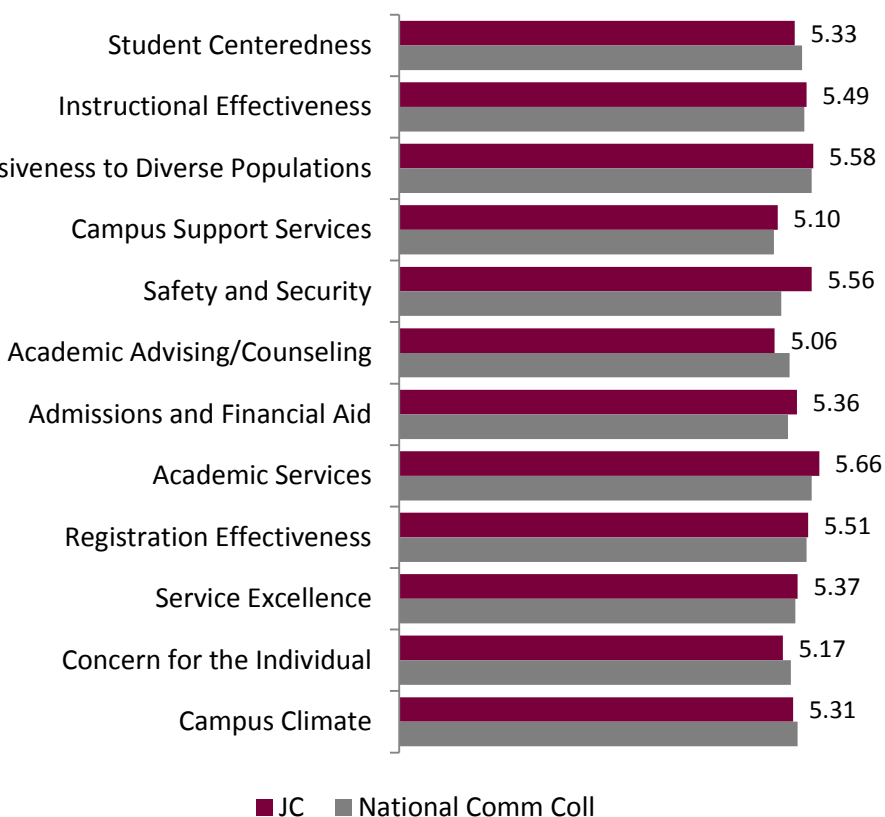
Attendance at the 2013 African American Male Summit was 275. This is a 66% increase compared to the attendance at the inaugural African American Male Summit in 2008. Strong attendance is a clear indicator that there is community support for the work being done on this initiative.

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3R6. How do your results for the performance of your processes for Understanding Students' and Other Stakeholders' Needs compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

Because JC uses the Noel-Levitz SSI, comparative data is available. Based on the 2014 survey results, JC scored higher than the national norms on eight of the 12 student satisfaction categories (see figure 3.10).

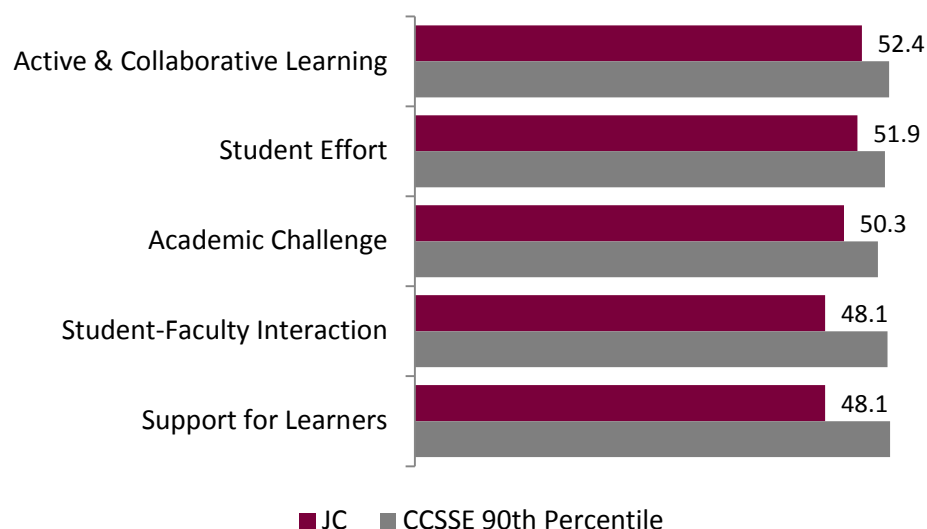
FIGURE 3.11: 2014 NOEL LEVITZ SSI RESULTS - JC VS. NATIONAL COMMUNITY COLLEGE AVERAGE



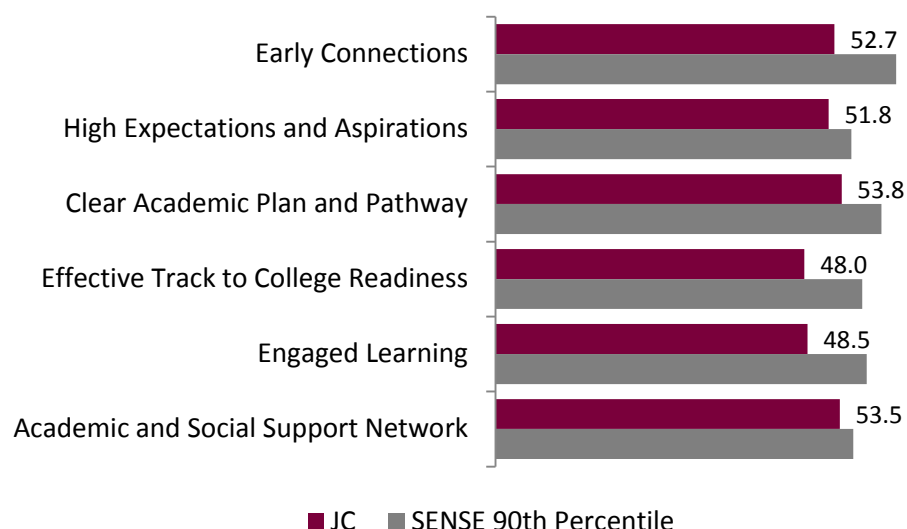
As stated in the College's vision statement, JC aspires to be a world-class institution. We have defined world-class at achieving results that are in the 90th percentile on national benchmarks. Based on the College's most recent CCSSE results (2011), JC's scores fall short of the 90th percentile on all five CCSSE benchmarks (see figure 3.11). JC's Active and Collaborative Learning score falls in the 70th percentile, Student Effort is in the 60th percentile, Academic Challenge is in the 50%, and Student-Faculty Interaction and Support for Learners scores both fall in the 20th percentile.

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FIGURE 3.12: CCSSE BENCHMARK - JC VS. CCSSE 90TH PERCENTILE



Based on the College's most recent SENSE results (2012), JC's scores again fell short of the 90th percentile goal on all six SENSE benchmarks (see figure 3.12). JC's score on the Early Connections benchmark fell in the 50th percentile, High Expectations and Aspirations and Clear Academic Plan and Pathway benchmark scores landed in the 60th percentile, Effective Track to College Readiness score was in the 20th percentile, Engaged Learning score was in the 30th percentile, and finally, Academic and Social Support benchmark score was in the 70th percentile.



IMPROVEMENTS

3I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Understanding Students' and Other Stakeholders' Needs*?

Jackson College has made many recent improvements related to *Understanding Students' and Other Stakeholders' Needs* including:

- AQIP Action Project focused on improving the student registration process
- AQIP Action Project focused on improving customer service in Student Services
- Working with Noel-Levitz Student Recruitment and Retention consultants to improve enrollment, retention, and completion efforts

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- Redesigned and implemented student judicial review process
- Created bachelor's degree in Energy Systems Management to meet regional employer needs
- Establishment of a Customer/Stakeholder-Focus Committee

312. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Understanding Students' and Other Stakeholders' Needs* ?

Since enrolling in the AQIP accreditation process in 2004, the College has strengthened its culture and infrastructure to be able to select specific processes for improvement and to set targets that improve our results. We have built a culture of evidence, as a result of our AQIP involvement. Additionally, the College has a robust environmental scanning process and utilizes best practice research to improve specific processes and set the direction of the College through its strategic plans. JC also incorporates the use of balanced scorecards and dashboards which are regularly monitored in this evidence-based approach.

CATEGORY 4 ♦ VALUING PEOPLE

INTRODUCTION

The majority of our processes related to *Valuing People* reflect a systematic level of maturity. While some processes were once more aligned, the College is currently regrouping after significant enrollment declines the last couple of years that have resulted in budget reductions and employee attrition.

The College's processes related to recruiting, hiring, and credentialing are considered to be systematic and aligned. A more structured process is in place for creating and updating job descriptions including the identification of knowledge, skills, abilities, and minimum qualifications. Hiring processes include the identification and approval of search committee members and interview questions. All search committee members must complete training on interviewing tips and legal issues. In addition, the College now incorporates the mission, vision, values, and beliefs in job postings and throughout the interview process with the goal of attracting candidates whose values and belief align with ours.

Processes related to staffing changes are also systematic. The College has clear processes in place when positions become vacant. While succession planning continues to be a priority of the College, many initiatives are currently on hold as a result of budget cuts and staff reduction. One such program is the President's Leadership Academy which is used to identify and develop future leaders. Although this is currently on hold, there are plans to revive the program in the near future.

The College's processes that support ethical practices are aligned. JC has well-defined policies for employees, Board of Trustee members, and students related to ethical practices. Annual employee recognition and service awards are also aligned.

PROCESSES

4P1. How do you identify the specific credentials, skills and values required for faculty, staff and administrators?

Jackson College begins the process of identifying the specific credentials, skills, and values required for positions within the organization by reviewing and updating the position description prior to posting vacant or new positions. Each description is reviewed and updated to accurately reflect the current position responsibilities and the draft revision is reviewed by the administrative supervisor. The required education, experience, knowledge, skills, and abilities are reviewed to assure alignment with the responsibilities of the position. In addition, when evaluating candidates, Jackson College looks for individuals who will support the College's beliefs and institutional values of integrity, compassion, interdependence, quality, inclusion, service, and professionalism.

The collective bargaining agreement with staff now includes a requirement that staff job descriptions define the minimum requirements for positions. Faculty now have a standard job description format that spells out the knowledge, skills, and abilities that are common to all faculty positions and outlines the position specific requirements. Similar practices are incorporated into the job descriptions for administrative positions as well.

4P2. How do your hiring processes make certain that people you employ possess the credentials, skills and values you require?

Response addresses Core Component 3C

Jackson College's hiring process is designed to ensure that the people employed possess the required credentials, skills, and values. Employment applications are initially screened to identify those who meet the minimum qualifications required for the position via the PeopleAdmin software. The pool of candidates meeting minimum qualifications is then reviewed by the hiring manager and members of the search committee to determine the best qualified candidates to interview.

The interview questions the hiring manager and search committee design must be pre-approved by Human Resources (HR) to ensure they align with the knowledge, skills, abilities and job tasks outlined in the job description as well as the College's values and beliefs. Along with an interview, the selection process often includes a skills test or work sample aligned to the position requirements such as a teaching sample for faculty searches or computer skills testing for office positions. Every full-time position completes a second interview with the Leadership Council member responsible for the

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area. The College's statement of beliefs is reviewed with each candidate to ensure they are aware of and believes their own beliefs are in alignment.

Once a candidate is identified, a member of the HR team makes an offer contingent on successfully passing a background check, reference check, and degree verification for positions requiring one as stated in the job position's minimum qualifications section.

All new staff members are probationary employees for the first six months of employment. During this time, supervisors set expectations, provide regular feedback to the employee, assess their ability to perform tasks required of the position and assess the employee's fit within the department and organization.

Similarly, new faculty members are hired on an annual contract for three years. During this time, they are provided guidance and feedback from the dean, department chair, and mentor. They are also required to complete the Instructional Skills Workshop and On Course I training. The purpose of this program is to enhance the new faculty member's knowledge of the College and his or her teaching philosophy in order to improve student success, professional success, and new faculty retention. Prior to the conclusion of the faculty member's third year, the department makes a recommendation to the dean regarding the individual receiving continuing contract status. The dean then makes a recommendation to the College president who makes the final determination.

4P3. How do you recruit, hire and retain employees?

To recruit and hire employees, JC advertises in local, state, and national print media, online resources, and trade publications. The publications are based on the open job position and the College's goal of having a diverse workforce. Human Resources (HR) coordinates the hiring process for all employees and trains all search committees. HR also assists the committee to assure that proper hiring procedures are followed. Search committees are typically comprised of a minimum of three employees, including the supervisor for the position. All members of the search committee are required to complete an orientation which includes interviewing tips and information about legal issues in hiring. Since increasing the diversity of our workforce has taken on increased importance, HR has included diversity expectations on job descriptions, postings, and throughout the screening process.

Retention strategies include competitive wages and benefits, paid leave time, tuition waivers for eligible dependents, on-site daycare, workout facilities, tuition reimbursement and other professional development opportunities. In response to the high administrator turnover rates in the last couple of years, the College has implemented the 'Take an Administrator to Lunch' program. In this program, members of Leadership Council are assigned to a handful of mid-level administrators and set up one-on-one lunch sessions to create an opportunity to meet informally and build relationships. In addition, HR has recently begun scheduling group lunches for all employees hired within the last six months and one year to touch base with them, see how they are doing, listening to their feedback, and do an overall temperature check.

4P4. How do you orient all employees to your institution's history, mission, and values?

Jackson College's hiring process emphasizes the mission, vision, values, and beliefs. Job candidates are instructed to review these documents and respond to interview questions related to the values and beliefs. Human Resources used to offer a two-phase new orientation session for all new employees but with the significant reduction in HR staff in recent years, an abbreviated version is now offered. An Employee Handbook is currently being drafted to provide supplemental information to the abbreviated new employee orientation that references the College's history, mission, and values.

4P5. How do plan for changes in personnel?

To plan for changes in personnel, Human Resources monitors retirement eligibility of all employees to identify anticipated vacancies. Based on an estimate provided by Educator's Preferred Corporation, a firm the College partnered with to offer early retirement incentives in 2012, 25% of the full-time workforce is eligible to retire. By offering an early retirement incentive, we were able to identify key areas and positions where loss of personnel would have an adverse impact on the College. As such, succession planning is being discussed, processes in departments have been documented and senior leadership is identifying and offering opportunities for professional development for key personnel. Senior leadership is also strategically including mid-level managers identified as future leaders in some senior

CATEGORY 4 ♦ VALUING PEOPLE

leadership level decision-making. These potential future leaders are included in broad college-wide planning and initiatives. Additionally, they are kept informed of current and potential college matters. This not only assists the College in planning for eventual changes in personnel but also short and long-term absences. Within academic departments, senior faculty members who are considering retirement identify current junior level faculty to begin training them on additional courses and other curriculum elements to ensure a smooth transition upon their departure.

As soon as an employee identifies their intention to resign or retire, Human Resources reviews the anticipated vacancy with senior leadership and determines whether to fill the vacancy, modify or create a new position, or leave the position unfilled. Due to the high number of people eligible to retire, along with tight budgets, senior leadership is looking to bring back the succession planning process by providing its own in-house President's Leadership Academy. Topics will include managing change, budgeting, legislative lobbying, community service, motivating employees, and establishing a positive culture of innovative thinkers.

4P6. How do you design your work processes and activities so they contribute both to organizational productivity and employee satisfaction?

Starting in 2010, Jackson College redesigned the non-academic committee structure to align with the Strategic Plan's key performance areas and is comprised of the Workforce Focus, Stakeholder Focus, Enrollment Management, Measuring Effectiveness, and Strategic Planning Committees. These cross-functional committees include a mix of faculty, staff, and administration in an effort to create broad engagement opportunities and diverse perspectives within each committee. Committee members worked to create a charter outlining the structure, operation, membership, responsibilities and goals. It is the expectation that committee members will go back to their departments and share the work being done on the committee and bring any feedback they receive back to the committee.

The College's Workforce Focus committee wanted to create an atmosphere of collaboration, problem solving, and camaraderie. To do so, the committee planned breakout sessions for employees to attend at the conclusion of the President's State of the College (SOC) Address in the winter of 2013. Workforce Focus committee members facilitated the breakout sessions where small groups debriefed about what resonated or made sense to them, what they learned, and what would they like to learn more about. Afterwards, facilitators meet to identify common themes and reoccurring questions employees had after the breakout sessions and provided this information to senior leadership. The President then hosts a follow-up session a few weeks after where he, and other senior leaders, answered questions and provided more information on the topics employees wanted to learn more about. This format was well received by employees and replicated for the fall 2013 and winter 2014 State of the College Address as well.

Additionally, many of our strategic initiatives have a cross-functional component. Leaders of these initiatives are encouraged to include multiple departments in the planning and implementation processes. While considerable progress has been made on this front, there continues to be an opportunity to engage stakeholders and departments earlier in the planning process in order to enhance organization productivity and employee satisfaction.

4P7. How do you ensure ethical practices of all of your employees?

Response addresses Core Component 2A & 2E

Jackson College ensures ethical practices of all employees through its values, beliefs, and policies. One of the College's core values is integrity which is demonstrated through professional, ethical, transparent, and consistent behavior in both our decision-making and in our treatment of others. Values and beliefs guide the College's hiring and performance evaluation processes. JC's administrators abide by the Code of Ethics policy and the College has an Employee Conflict of Interest policy and requires administrators, academic department chairs, and members of the Board of Trustees to sign a Conflict of Interest statement each year. These statements are reviewed as a part of the annual audit process.

Ethical behavior is an expectation of all employees and the College complies with all local, state, and federal regulations through fair and equal policies. Policies are in place for reporting issues of discrimination or sexual harassment and the College will investigate any suspected unethical behavior. All new employees are required to complete a training course on sexual harassment. If it is determined that an employee participated in unethical behavior, appropriate action is taken. Depending on the nature and severity of the incident, action could result in additional training to correct the behavior, disciplinary action or, in some instances, termination of employment.

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Additionally, the College has several other policies in place that help to ensure that we operate with integrity in our financial, academic, and personnel functions as well as following fair and ethical policies and processes for our Board of Trustees and employees. JC's policies related to ethical practices include:

- Academic Honesty
- Asset Protection
- Audit Certification CEO & CFO
- Board Members Code of Conduct
- Code of Ethics
- Compliance Officer
- Employee Conflict of Interest
- Fair Use
- Financial Conditions
- General Executive Constraints
- Harassment of Students/Employees
- Information Technology – Respectful Use
- Nepotism
- Net Asset (Fund) Balance
- People Treatment
- Receiving and Accepting Gifts
- Relationship with Students
- Student Rights & Responsibilities & Code of Conduct

4P8. How do you determine training needs? How do you align employee training with short- and long-range organizational plans, and how does it strengthen your instructional and non-instructional programs and services?

Training needs of employees are determined each year as part of the annual performance evaluation process. Through this process, employees meet with their supervisors to discuss individual achievements and areas for development and then incorporate this feedback into the next year's performance goals and professional development opportunities. There is a professional development line item in each department's budget that can be used to send employees to state and national conferences and/or attend specific training workshops or certifications throughout the year. The College also has a tuition reimbursement program employees can access as well to advance their career and educational goals.

The Faculty Professional Development Committee facilitates learning opportunities for all faculty members that enhance the teaching and learning process. This Committee plans and implements professional development for faculty during Faculty Learning Days based on faculty input and environmental scanning by committee members. Faculty Learning Days take place prior to the start of the fall and winter semesters and sessions can be on topics such as student assessment, On Course workshops, integrating technology in the classroom, and how to use JetNet, JC's learning management system. All of this is in addition to an annual amount that is provided to each individual full-time faculty member for their own personal professional development needs. Typically this is used to fund specific professional development needs identified in their Annual Professional Responsibility Plan. Another fund is available to support the professional development needs identified and requested by part-time faculty.

At a department level, training needs are met in a variety of ways and are aligned with the department's goals and/or identified improvement areas. Student Services provides monthly training with their staff on topics such as On Course for Student Services Staff, customer service training, and behavioral and mental health awareness. Members of the Information Technology department attend training and webinars to ensure that they stay abreast of the latest tools and technology in order to keep systems running and provide support to end users. Additionally, when there are new software updates, IT staff members often provide training workshops or job aides for our employees. IT's student consultants are required to complete competency based training certifications on topics such as Word, Excel, PowerPoint, and Groupware.

All new full-time faculty are required to identify a mentor, attend the Instructional Skills Workshop, and the On Course workshop. New adjuncts are required to attend new adjunct orientation as well as adjunct professional development trainings that take place twice a year.

4P9. How do you train and develop all faculty, staff and administrators to contribute fully and effectively throughout their careers with your institution? How do you reinforce this training?

To train and develop all faculty, staff, and administrators to contribute fully and effectively throughout their careers and to reinforce this training, JC has made professional development a priority. A professional development metric is monitored on the College's balanced scorecard on a bi-monthly basis. Annually, a goal is set for the number of professional development hours each employee is to complete and the percent of all full-time employees who will reach

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this goal. Many supervisors will include this as an individual goal on the employee's performance evaluation and will discuss a path for reaching that goal.

The College has established a tuition reimbursement program for staff members with a designated amount of funds budgeted. Staff may apply to participate in the program and those accepted will receive reimbursement for coursework not offered at JC. Reimbursement will be the amount equal to the current JC tuition rate and will only be paid when the employee provides verification of successful completion of the course (2.0 or higher). Staff members participating in this program agree to continue their employment for a period of one year for each 24 credits covered, on a pro-rated basis, or refund the tuition reimbursement received.

Similarly, full-time administrators may apply to participate in the tuition grant program for coursework not offered at JC. Up to 12 credit hours per year can be approved. Credit hours will be reimbursed up to \$300 per credit hour. Applicants to the program will be required to provide an educational plan that advances the employee's knowledge, skills and/or abilities related to their existing position or another position within the college. Administrators may enroll in courses approved and submit a tuition reimbursement form to HR for payment including an electronic or official transcript showing the completion of the course. A 3.0 must be earned for repayment. Administrators participating in this program must agree to continue their employment for a period of one year for every 12 credits paid by the college, on a pro-rated basis, or refund the tuition payment.

4P10. How do you design and use your personnel evaluation system? How do you align this system with your objectives for both instructional and non-instructional programs and services?

Response addresses Core Component 3C

For faculty and staff, the performance evaluation system is dictated by the labor agreements. The faculty contract is currently open and in negotiations, and the evaluation system is being revised. Full-time faculty are evaluated by academic deans by utilizing the Annual Professional Responsibilities Plan (APRP). APRP's evaluate faculty on efforts that support teaching and learning, professional development, service to the department and the College, service to the community, and how faculty use student evaluations to improve the learning environment. These areas of evaluation directly align with JC's commitment to student success in addition to the College-wide professional development and community service goals. APRPs are coordinated with department goals which are established in response to the broader goals outlined in the College's Strategic Plan. During their first three years, annual contract faculty submit a reflective teaching portfolio which is an expansion of the APRP and includes classroom observations and reports from mentors. The academic deans evaluate the portfolio and provide feedback to each faculty member.

Adjunct faculty members are evaluated by the students in their courses each semester. These evaluations are tallied and results are reviewed by the academic deans. The information is shared with the instructor and the appropriate academic department chair. When areas for improvement and/or concern are identified, the instructor will meet with the dean, department chair, and/or lead faculty to agree on a plan for improvement.

JC administrators will start using performance conversations this year to replace the traditional annual evaluation. These conversations will align with the College's objectives for both instructional and non-instructional programs and services. In conjunction with their supervisor, administrators establish annual goals that support the College's strategic goals and are evaluated based on their ability to contribute to the accomplishment of these goals.

The College has consistently had around 90 full-time faculty members who provide continuity to carry out both classroom and non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff, and involvement in assessment of student learning.

JC ensures that all instructors are appropriately credentialed by adhering to our policy on faculty credentials (Preferred Faculty Qualifications) in the hiring process. The APRP process is a feedback mechanism to ensure our faculty are current in their disciplines and adept in their teaching roles. The faculty contract requires our instructors are accessible for student inquiry via office hours.

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The College ensures our staff members providing support services such as tutors, financial aid advising, academic advising, and co-curricular activities are appropriately qualified, trained, and supported in their professional development through ongoing performance evaluation and coaching processes employed by the College. The goal of the evaluation is to provide employees with feedback about their performance and how they exemplify the Jackson College values and beliefs, and to assist employees in achieving maximum performance.

4P11. How do you design your employee recognition, reward, compensation, and benefit systems to align with your objectives for both instructional and non-instructional programs and services?

Jackson College's compensation and benefit systems are negotiated as part of the formalized labor negotiations process for all faculty and staff. The College and the staff union have agreed to two significant changes to the compensation system. The first is to set up an individual performance pay system. Each Leadership Council member may recommend to the Leadership Council that a bargaining unit member receive performance pay for service above and beyond the call of duty. This employee supports the mission, vision, values, and beliefs of the College. Performance pay will be given exclusively for those who, directly or indirectly, initiate, enhance, improve efforts that lead to student success and student completion at Jackson College as reflected in the performance evaluation of the staff member. The performance pay will be a lump-sum payment not to exceed two thousand dollars and is not built into base pay. There is also an organizational performance pay system, where in the event billing contact hours increase five percent above the audited amount from the previous year, the College will share proportionally with all regular full- and part-time staff ten percent of the additional tuition revenue. If the increase is ten percent, the College will share proportionally twenty-five percent of the additional tuition revenue. Both of these changes are tied to the idea of rewarding performance instead of time served at the College. It sends a message that when the employee and/or the College perform well, pay will be positively impacted. It also removed the idea of guaranteed raises that are irrespective to performance or the College's ability to pay for them.

All administrative positions fall within one of six salary classes. Salary classes are established using a set of criteria that include supervisory responsibility, scope of budget, level of education and experience required, impact of the primary mission of the College, and risk level of decisions to the organization. Benefits for administrators are determined by reviewing the benefits negotiated for organized employees and benchmarking with similar institutions. Administrators also have a performance pay system that is similar to the one negotiated with staff.

JC's employee recognition and reward system includes outstanding employee and service awards. Outstanding Employee Awards are an annual recognition at JC and include:

- J. Ward Preston Outstanding Faculty Award
- Outstanding Adjunct Faculty Award
- Outstanding Support Staff Award
- Distinguished Administrator Award

Employees are nominated by other employees and/or students. After the nominations are compiled, ad hoc committees are formed to review the nomination materials and select the award recipients. Award winners receive a monetary award, have their photo displayed on the Outstanding Employee Award Wall, and are acknowledged during the annual All College Celebration.

Employees receive service recognition awards for each five years of service to the College. Service award honorees used to select a gift out of a gift catalog where the gift options increased in number and value as the years of service increase. But based on the recommendation of the Workforce Focus committee, each recipient is now honored with monetary awards of \$10 per year of service (\$50 for five years of service, \$100 for ten years of service, and so on). HR hand delivers these monetary awards and personally thanks the employee for their service to the College.

4P12. How do you determine key issues related to the motivation of your faculty, staff and administrators? How do you analyze these issues and select courses of action?

To determine the key issues related to the motivation of Jackson College's faculty, staff, and administration, the College administered the Are We Making Progress survey in 2012. This survey includes survey items related to employee satisfaction and engagement in the Workforce Focus section. The results of the survey were shared

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with the Strategic Planning Committee and incorporated into the strategic planning process. Additionally, the feedback from the employee discussions that take place after the President's State of the College Address can also touch on key issues related to employee motivation. Some of the issues are discussed at the follow-up session that takes place a few weeks after Convocation while other issues are tackled by the College's Workforce Focus committee.

4P13. How do you provide for and evaluate employee satisfaction, health and safety, and well-being?

In the past the College used the PACE survey to gauge employee satisfaction but in recent years that has been put on hold due to budget cuts. In 2012, the College did administer the Are We Making Progress survey which includes several items related to employee satisfaction and within the next year the College plans on administering an employee satisfaction survey to employees. Jackson College partners with Allegiance Health to provide the *It's Your Life* wellness program. Employees who enroll in the College's medical benefits must participate in the wellness program or pay \$40 per month more than employees who do participate in the wellness program. The wellness plan requirements include the completion of a health risk appraisal, biometric screening, and three health coaching sessions. Once an employee completes the online Health Risk Appraisal, a personalized health report is generated which identifies priority health focus areas. Then, armed with their health report, the employee can speak with a health coach. Health coaches are trained in exercise science, nutrition, tobacco cessation, and health behavior change. Together, the employee and health coach review the employee's health risks; develop health improvement goals, and a personalized wellness plan.

Employees are also encouraged to participate in Health and Physical Fitness classes offered on campus and are given free access to these classes as an incentive. Recently several grassroots wellness activities such as pick-up basketball games, walking, running, and beach volleyball have started with several employees.

The College also encourages community service activities, including employee assistance in the planning of annual community events taking place on campus such as the Easter Egg Hunt, that provide employees the opportunity for employee interaction and camaraderie.

RESULTS

4R1. What measures of valuing people do you collect and analyze regularly?

The following measures of valuing people are routinely collected and analyzed by the College:

- Are We Making Progress? Workforce Focus survey results
- Employee turnover rates
- HR position time to fill
- Professional development hours

4R2. What are your performance results in valuing people?

In 2012, the College administered the Are We Making Progress Survey, based on the Baldrige Criteria for Performance Excellence, to assess the College's performance and learn what we can improve. More than 200 employees completed the survey. The Workforce Focus survey items are in figure 4.1.

FIGURE 4.1: ARE WE MAKING PROGRESS? WORKFORCE FOCUS ITEMS

Survey Item	% Strongly Agree/Agree
The people I work with cooperate and work as a team	69%
My supervisor encourages me to develop my job skills so I can advance my career	59%
I am recognized for my work	52%
I have a safe workplace	83%
My supervisor and JC care about me	58%
I am committed to JC's success	93%
JC has the right people and skills to do its work	47%
JC is a good place to work	75%

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Due to administrator and staff layoffs in 2012 and 2013, turnover at Jackson College has increased dramatically. In addition, the College has also seen an increase in the voluntary resignations in both staff and administrative positions (see figure 4.2).

FIGURE 4.2: EMPLOYEE TURNOVER RATES

	2011	2012	2013
Overall	10%	21%	15%
Faculty	5%	9%	3%
Staff	11%	24%	17%
Administration	16%	29%	38%

Human Resources tracks the number of days it takes to fill an open position, with a goal of completing the process within 60 days (see figure 4.3).

FIGURE 4.3: POSITION TIME TO FILL

	Number of Open Positions	Average Number of Days
2011-12	29	60
2012-13	36	64
2013-14	16	69

Employee professional development is another metric tracked by the College. Annually, the College sets a target for the number of professional development hours each employee should complete. Employees self-report the number of professional development hours they complete on a monthly basis. Figure 4.4 shows the percentage of employees who meet or exceed the College's annual professional development goal.

FIGURE 4.4: PROFESSIONAL DEVELOPMENT

	% Employees Meeting Professional Development Goal
2008-09	63%
2009-10	72%
2010-11	62%
2011-12	64%
2012-13	75%

4R3. What evidence indicates the productivity and effectiveness of your faculty, staff and administrators in helping your achieve your goals?

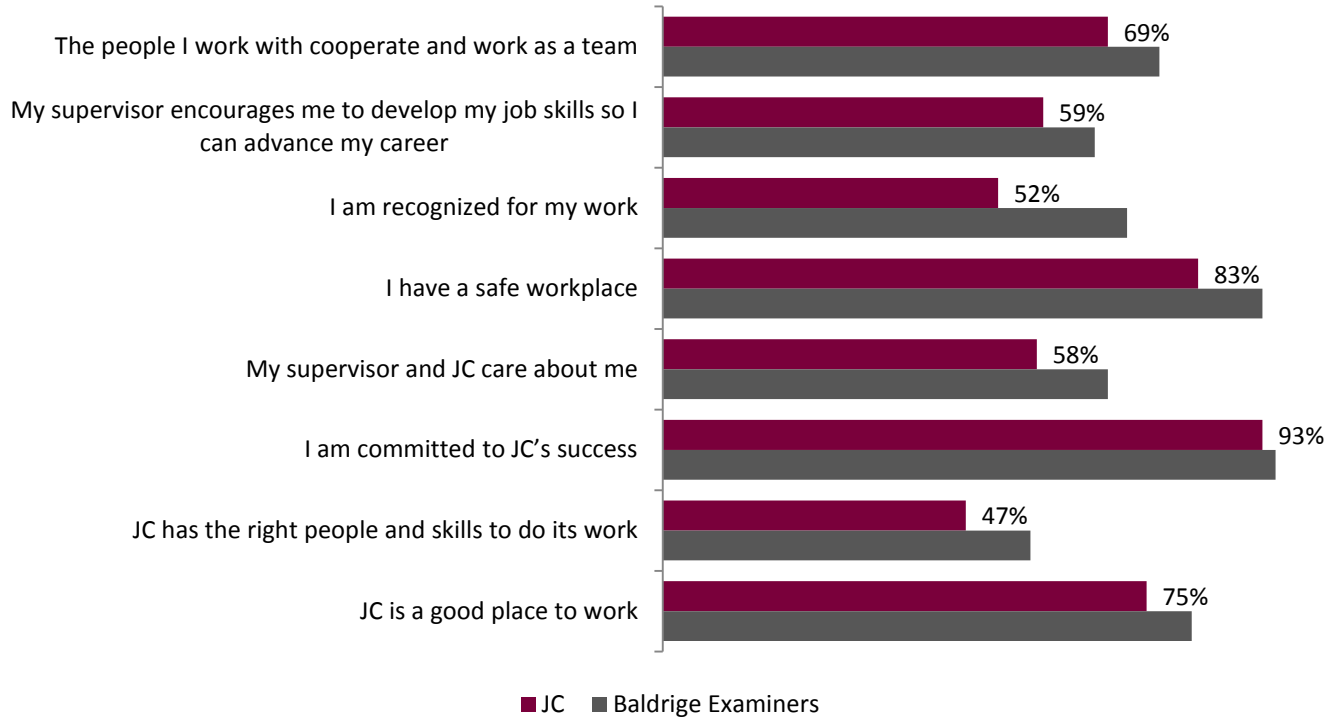
Evidence that indicates the productivity and effectiveness of our faculty, staff, and administration in helping achieve College goals includes the annual employee performance evaluation process. This process encourages supervisors and employees to set individual and department goals for the upcoming year that are aligned with the College's Strategic Plan.

4R4. How do your results for performance of your processes for Valuing People compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

Jackson College's results on the Are We Making Progress Survey are compared to the survey results from the Malcolm Baldrige Board of Examiners evaluation of the organization's they work for in figure 4.5. The percent of strongly agree or agree responses for JC fall below the percent of strongly agree or agree responses from Board of Examiners on each of the eight survey items related to Workforce Focus.

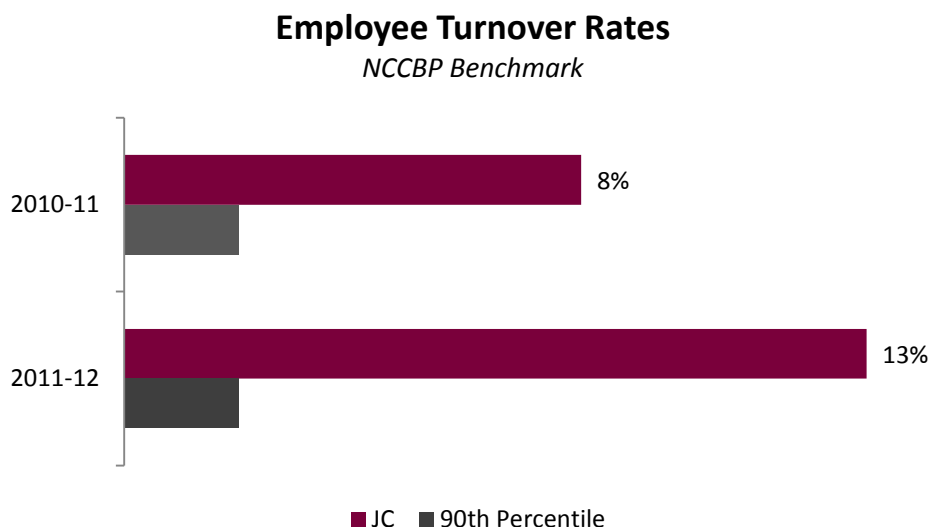
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FIGURE 4.5: ARE WE MAKING PROGRESS SURVEY - JC VS. BALDRIGE EXAMINERS



Compared to other college's participating in the NCCBP that track employee turnover rates (excluding retirements) each year, JC's turnover rates are much higher than the College's world-class goal of being in the 90th percentile (see figure 4.6).

FIGURE 4.6: EMPLOYEE TURNOVER RATES - JC VS. NCCBP 90TH PERCENTILE



IMPROVEMENTS

4I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Valuing People*?

Jackson College has made many recent improvements related to *Valuing People* including:

- Performance-based reward and recognition system for staff and administrators

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- Incorporating *It's Your Life* wellness program into employee benefits package
- Implementing the Leadership Council 'Take an Administrator to Lunch' program
- Improving hiring process
- Revising the Employee Handbook
- Implementing mandatory new adjunct orientation and adjunct professional development
- Created the cross-functional Workforce Focus committee

4I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Valuing People*?

Since enrolling in the AQIP accreditation process in 2004, the College has strengthened its culture and infrastructure to be able to select specific processes for improvement and to set targets that improve our results. We have built a culture of evidence, as a result of our AQIP involvement. Additionally, the College has a robust environmental scanning process and utilizes best practice research to improve specific processes and set the direction of the College through its strategic plans. JC also incorporates the use of balanced scorecards and dashboards which are regularly monitored in this evidence-based approach.

CATEGORY 5 ♦ LEADING AND COMMUNICATING

INTRODUCTION

Jackson College has varying levels of maturity for *Leading and Communicating*. Processes related to defining, reviewing, and setting direction based on the College's mission, vision, and values are well integrated through Board policy and the College's Strategic Planning process.

The College's processes related to making decisions and recommendations are aligned through the utilization of standing committees. These committees are aligned with the key performance areas outlined in the College's Strategic Plan and are comprised of faculty, staff, and administrators throughout the organization. The Board of Trustees receives detailed information packets in advance of the monthly board meetings. Recently, the Board of Trustees has revised their decision making process on action items brought to the Board for consideration. Items are first reviewed as an information item so that the Board has an opportunity to fully understand and ask for further information or clarification before the next Board meeting when the Board formally takes action to approve or deny the item.

Processes related to using data and information in the College's decision making is also well aligned. The College uses a balanced scorecard approach to track key performance indicators on a monthly basis.

The College's communication processes are systematic. Clear communication channels are identified and utilized that range from email to formal and informal opportunities for employees to learn about what's happening at the College. However, based on employee feedback this continues to be an area of opportunity.

PROCESSES

5P1. How are your institution's mission and values defined and reviewed? When and by whom?

Response addresses Core Component 1A

Jackson College's mission, vision, values (MVV), and beliefs are defined, reviewed, modified, and approved by the College's Board of Trustees on an annual basis through board policy (see figure 5.1). This review process ensures that the mission continues to align with the College's academic programs, student support services, and enrollment profile.

FIGURE 5.1: MISSION, VISION, VALUES

Mission	Jackson College is an institution of higher education whose mission is to assist learners in identifying and achieving their educational goals.
Vision	Jackson Community College is a world-class institution of higher learning where learners succeed and community needs are met.
Values	<p><u>INTEGRITY</u> – We demonstrate integrity through professional, ethical, transparent, and consistent behavior in both our decision-making and in our treatment of others; being accountable for our work and actions is the basis of trust.</p> <p><u>CARING</u> – We demonstrate caring through attentive and responsive action to the needs of students and others. We listen with open minds, speak kindly, and foster relationships based on mutual respect and trust.</p> <p><u>COLLABORATION</u> – We demonstrate collaboration through the mutual commitment of individuals and organizations who come together for a common cause, encouraging self-reflection, teamwork, and respect for ourselves and others.</p> <p><u>QUALITY</u> – We demonstrate quality through innovation in the continuous improvement of all processes and services, encouraging students and others to become creative thinkers.</p> <p><u>INCLUSION</u> – We demonstrate inclusion by seeking involvement and providing access for those with diverse backgrounds to work toward a culture of equality while maintaining differences in a respectful way.</p> <p><u>SERVICE</u> – We demonstrate service by striving to make the communities we serve great places to live, work, and learn through our involvement, both as an organization and as individuals.</p> <p><u>LEADERSHIP</u> - We demonstrate leadership by nurturing the full development of those we serve, identifying and empowering individuals' greatest strengths.</p>

CATEGORY 5 ♦ LEADING AND COMMUNICATING

5P2. How do your leaders set directions in alignment with your mission, vision, values, and commitment to high performance?

Response addresses Core Component 1A, 2C, 5C

Members of the Strategic Planning Committee, comprised of senior leadership and a mix of faculty, staff, and administrators also review the MVV and belief statements at the beginning of the College's strategic planning process. As the committee develops strategic goals and initiatives, they refer back to the MVV and beliefs to ensure that the College's planning and budget priorities align with and support the mission.

Leaders set direction in alignment with the mission, vision, values, and commitment to high performance through six key performance areas outlined in the College's Strategic Plan: Student Learning; Stakeholder Focus; Finance & Operations; Valuing People; Measuring Effectiveness; and Leading & Communicating. These key performance areas help to ensure the College's strategy is broad and balanced. Members of the Strategic Planning Committee conduct an environmental scan on a key performance area each month rather than annually. This helps the College anticipate emerging factors within the key performance area such as technological advances, demographic shifts, and globalization and positions the College to be more agile with its Strategic Plan. If the results of the environmental scan indicate an issue that needs immediate attention, the College can shift priorities accordingly. In addition to the monthly external environmental scan, the College also conducts a monthly internal environmental scan by reviewing the metrics on the College scorecard and reviewing the contents of the Board Monitoring Report. The Board has 12 monitoring reports that serve as a formal inspection of the College's performance on the Board ENDS:

- Accreditation
- Instruction
- Leadership
- Completion
- Process
- Finance
- Workforce
- International
- Student/Customer
- Diversity
- Student Learning
- Safety

With a significant decline in enrollment the past couple of years, the College has experienced a shrinking of the workforce and its operating budget. In light of these factors, the College has revised plans to better align the budget and strategic priorities based on the current capacity. The budgeting process now follows a more conservative approach while still making a commitment to invest in strategic priorities such as student recruitment and retention, expanding international student enrollment, offering a bachelor's degree in Energy Systems Management, and expanding campus housing options.

The College also recognized an opportunity to be more inclusive with both internal and external constituents when designing the College's Strategic Plan. The plan currently under development will include focus groups with faculty, staff, and administrators; input from community members in the tri-county service area; and the Board of Trustees during their fall planning session.

Jackson College is governed by an autonomous seven-member Board of Trustees elected by the voters of the College's tax district. The Board of Trustees meets monthly and conducts its business in accordance with the Open Meetings Act, the Michigan Community College Act, established Board policies and by-laws, as well as incorporating the practices of the Carver Model of Policy Governance. According to the Board's Governing Style policy, the Board will govern with a style that emphasizes outward vision rather than internal preoccupation. It will encourage the diversity of viewpoints and provide strategic leadership rather than administrative detail. Further, the Board will ensure a clear distinction between Board and Presidential roles; seek collective rather than individual decisions; focus on the future rather than the past or present; and choose to govern proactively.

The Board is committed to reviewing and considering the reasonable and relevant interests of internal and external constituencies during its decision-making deliberations. It does this by including time for public comments at the beginning of each monthly Board meeting.

CATEGORY 5 ♦ LEADING AND COMMUNICATING

The Board's Code of Conduct policy helps to ensure that the board preserves its independence from undue influence on the part of donors, elected officials, or other external parties when such influence would not be in the best interest of the College.

5P3. How do these directions take into account the needs and expectations of current and potential students and key stakeholder groups?

Response addresses Core Component 1B

JC takes into account the needs and expectations of current and potential students as well as key stakeholder groups through surveys such as the Noel-Levitz Student Satisfaction Inventory, CCSSE, and SENSE, graduate follow-up, non-returning student, and community satisfaction survey. Periodically, the College conducts focus groups with students and other stakeholders to gain insight on a particular topic. And feedback is incorporated from our occupational program's advisory committees. This information is fed into the strategic planning process the College uses to determine the strategic priorities of the College.

The College's mission statement is articulated publicly on the college website and on various college print publications in order to identify the nature, scope, and intended constituents of the programs and services the College provides.

5P4. How do your leaders guide your institution in seeking future opportunities while enhancing a strong focus on students and learning?

When new opportunities for the College arise, senior leadership discusses if the potential opportunity aligns with our mission, strategic priorities, core competencies and capacity (financial and human resources). Opportunities may include state, national, or federal grants that support student success initiatives, partnerships with international organizations and other colleges or universities, or opportunities brought forward by the community. If senior leadership decides to move forward, others are then involved to start the planning and implementation processes.

5P5. How do you make decisions in your institution? How do you use teams, task forces, groups, or committees to recommend or make decisions, and to carry them out?

Response addresses Core Component 5B

Jackson College's leadership and committee infrastructure are used to make decisions. The College utilizes standing committees that align with the key performance areas on the Strategic Plan. Membership of standing committees is comprised of faculty, staff, and administration. As stated in the College's Quality Framework policy, standing committees include Strategic Planning, Academic Council, Curriculum, Assessment, Foundation Studies, Faculty Professional Development, Workforce-Focus (Valuing People), Customer/Stakeholder-Focus, Enrollment Management, and Measuring Effectiveness. JC's committee structure involves the creation and maintenance of team charters which include the scope of work as well as defining the decision-making authority and limits. Committee charters are reviewed bi-annually. Based on the committee charters, some decisions can be executed at the committee level while other decisions require formal approval by Leadership Council and/or the Board of Trustees. The decision-making process considers available funds, capacity, alignment with the College's MVV and strategic priorities.

Through the committee structure, the College involves faculty, staff, and administration in setting academic requirements and policy. College policies are reviewed and revised on a bi-annual basis by the policy owner. Revised policies are vetted through one of the standing committees and based on the committee's recommendations are sent to the Leadership Council for final approval.

Additionally, the College often convenes ad hoc or project-based teams to carry out the planning and implementation of college decisions. Once a team is identified, a high-level project action plan and process improvement charge is created. The action plan describes the purpose of the project, a draft of the project plan, budget and other resource implications. The process improvement charge identifies the timeline for the project, the problem statement and objective of the project, the metrics that will be tracked to determine if the project was successful, the strategic priority the project most closely aligns with, the departments most affected or involved in the project, and the key stakeholders and their requirements.

CATEGORY 5 ♦ LEADING AND COMMUNICATING

The Board receives input through detailed information packets in advance of their monthly meetings or planning sessions that include the College's balanced scorecard, quarterly financial reports, and Board Monitoring Reports. The Board takes very seriously their role in providing oversight for the College's financial and academic policies and practices and ensuring that it is meeting its legal and fiduciary responsibilities. For example, in the last year the Board has broadened their process for reviewing and approving policies to now include other decisions requiring board action. All Board policies go through a first reading and second reading process. The first reading occurs during the information portion of the agenda and allows the Board to discuss revisions and/or ask clarifying questions. The second reading of a policy incorporates any changes discussed during the first reading and seeks formal board approval. This two-step approach is now incorporated into the decision-making process for other action items requiring board approval as well.

In addition, members of the Board regularly attend the Association of Community College Trustees (ACCT) annual conference as well as the annual Michigan Community College Association (MCCA) Summer Conference to increase their knowledge of future trends in higher education, leadership development, and advocacy.

5P6. How do you use data, information, and your own performance results in your decision-making processes?

Response addresses Core Component 5C

Jackson College uses a balanced scorecard approach to monitor and use performance results in our decision-making process. The key performance indicators (KPIs) identified on the balanced scorecard are aligned with the six key performance areas and strategic initiatives outlined in the College's Strategic Plan. KPIs are a mix of leading and lagging indicators. Targets are set of each metric on an annual basis by reviewing college trends and comparative data, when available. Actual performance outcomes fall into three categories: meets or exceeds target (green); just below target (yellow); or far below target (red). Using this color-coded visual display, it makes it very easy for senior leaders and board members to quickly focus their attention on KPIs that are below target and determine if corrective action is necessary. Additionally, several of the metrics on the balanced scorecard have a drill-down option to further pinpoint why a metric is not meeting the target.

5P7. How does communication occur between and among the levels and units of your institution?

Communication occurs between and among the levels and units of our college through a variety of interpersonal and written approaches. The President meets weekly with other senior leaders at Leadership Council and monthly with all members of Administrative Council. Administrative Council meetings include informational announcements shared by all members, updates from the President, a recap of the most recent board meeting, and often professional development opportunities. Updates from the President may include items such as legislative issues, strategic initiatives, budget, and enrollment status. The President also presents his State of the College Address three times per year. Additionally, the President and other members of Leadership Council host Coffee and Conversation meetings throughout the year. During these meetings employees are encouraged to have a dialog with senior leaders and ask any questions they may have about college initiatives, college decisions, budget, and legislative issues. Department leaders are encouraged to meet regularly with their team to communicate and discuss information shared at Administrative Council and/or Academic Council meetings, discuss the status of department projects, and listen to feedback from team members.

The College utilizes "First News" emails from President to ensure employees receive timely notification of newsworthy items. The President also sends out a "Recruitment, Retention, Completion" email regularly to highlight college initiatives and/or employee actions demonstrating commitment to student success. Other communication efforts include Fast Facts and This Week at JC. Fast Facts are short, informational pop-ups that appear daily on every JC computer upon login. This Week at JC is an e-newsletter that comes out weekly to inform employees of coming events, college happenings, and birthdays.

5P8. How do your leaders communicate a shared mission, vision, and values that deepen and reinforce the characteristics of high performance organizations?

Response addresses Core Component 1B

Jackson College's leaders communicate a shared mission, vision, and values that deepen and reinforce the characteristics of high performance organizations through several avenues. First, messaging about our mission, vision,

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values and beliefs are visible on our website. New employees are introduced to the MVV and beliefs during the hiring and onboarding processes. Additionally, the College's performance evaluation system has been revised to incorporate the College's statement of beliefs in the employee evaluation process (see figure 5.2). Goals and priorities outlined in the College's Strategic Plan are aligned to the MVV and beliefs. Department plans and individual employee plans are encouraged to align with the College's Strategic Plan as well. The College has recently incorporated the beliefs into reward system that recognizes employees going above and beyond their job duties and consistently live the beliefs with an award of up to two-thousand dollars.

FIGURE 5.2: BELIEF STATEMENTS

Jackson College's Statement of Beliefs

As employees of Jackson College, We Believe:

- ...the success of our students is always our first priority*
- ...we must perform our jobs admirably, giving our best service and support every day, for everyone*
- ...teamwork is founded upon people bringing different gifts and perspectives*
- ...we provide educational opportunities for those who might otherwise not have them*
- ...in providing employees with a safe and fulfilling work environment, as well as an opportunity to grow and learn*
- ...our progress must be validated by setting goals and measuring our achievements*
- ...we must make decisions that are best for the institution as a whole*
- ...building and maintaining trusting relationships with each other is essential*
- ...competence and innovation are essential means of sustaining our values in a competitive marketplace*
- ...we make a positive difference in the lives of our students, our employees, and our communities*
- ...in the principles of integrity, opportunity, and fairness*
- ...we must prepare our students to be successful in a global environment*
- ...our work matters*

5P9. How are leadership abilities encouraged, developed and strengthened among your faculty, staff and administrators? How do you communicate and share leadership knowledge, skills and best practices throughout your institution?

Response addresses Core Component 5B

JC originally launched the President's Leadership Academy in 2007 in an effort to develop the abilities of future leaders. Graduates of the Leadership Academy completed over forty-five hours of in-class training on topics such as goal setting, establishing standards, building teamwork, communicating, managing conflict, understanding leadership challenges, styles, roles, and responsibilities. Unfortunately, the Leadership Academy was discontinued the last few years due to budget and staff reductions. However, the President and senior leadership remain committed to this work and plans are underway to once again provide this leadership opportunity and topics will include managing change, budgeting, legislative lobbying, community service, motivating employees, and establishing a positive culture of innovative thinkers.

In the meantime, professional development opportunities for administrators during Administrative Council meetings include leadership/management topics such as employment law, how to conduct performance evaluations, and guidance on following employee labor agreements. In addition, faculty members are encouraged to take on leadership roles as department chairs, lead faculty, and chairs of academic integrity committee.

5P10. How do your leaders and board members ensure that your institution maintains and preserves its mission, vision, values, and commitment to high performance during leadership succession? How do you develop and implement your leadership succession plans?

In order to protect the Board from sudden loss of presidential services, the College has instituted an Emergency Succession Plan board policy. The purpose of this policy is to outline the process for emergency transitions in presidential leadership in the event of a planned or unplanned departure of the current president.

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While the College does not have a specific succession planning process the College recognizes this is an area for increased focus. In the meantime, the following strategies help to ensure the JC maintains and preserves its mission, vision, values, and commitment to high performance:

- Each department is encouraged to identify and document key systems and processes. By doing so, the department is better prepared to handle leadership transitions.
- During leadership transitions, the College often uses interim appointments to ensure continuity.
- There is a provision in the staff collective bargaining agreement that allows the College to provide additional compensation to staff members taking on duties beyond the normal scope of their work, which is often due to leadership transitions. This allows the College to provide staff with growth opportunities during the special assignment.

Additionally, each Leadership Council member is required to have a second-in-command to help develop a succession plan and leadership development within the administration.

RESULTS

5R1. What performance measures of Leading and Communicating do you collect and analyze regularly?

The following measures of leading and communicating are routinely collected and analyzed by the College:

- Are We Making Progress? Leadership survey results
- Board of Trustees self-evaluation results

5R2. What are your results for Leading and Communicating processes and systems?

In 2012, the College administered the Are We Making Progress Survey, based on the Baldrige Criteria for Performance Excellence, to assess the College's performance and learn what we can improve. More than 200 employees completed the survey. The Leadership survey items are in figure 5.3.

FIGURE 5.3: ARE WE MAKING PROGRESS? LEADERSHIP ITEMS

Survey Item	% Strongly Agree/Agree
I know JC's mission (what are we trying to accomplish)	81%
I know JC's vision (where it is trying to go in the future)	68%
My senior leader's use JC's values to guide us	51%
My senior leaders create a work environment that helps me do my job	54%
JC's leaders share information about the organization	54%
JC asks what I think	48%

Annually, the Board of Trustees conducts a self-evaluation survey on a variety of topics including: mission, planning and policy; board-president relations; community relations and advocacy; educational programs and quality; fiduciary role; human resources and staff relations; board leadership; board meetings; and board education. Board members are asked to rate their level of agreement for each survey item (1 – strongly disagree to 5 – strongly agree). The most recent results are included in figure 5.4.

CATEGORY 5 ♦ LEADING AND COMMUNICATING

FIGURE 5.4: BOARD OF TRUSTEES SELF-EVALUATION 2014 SURVEY RESULTS

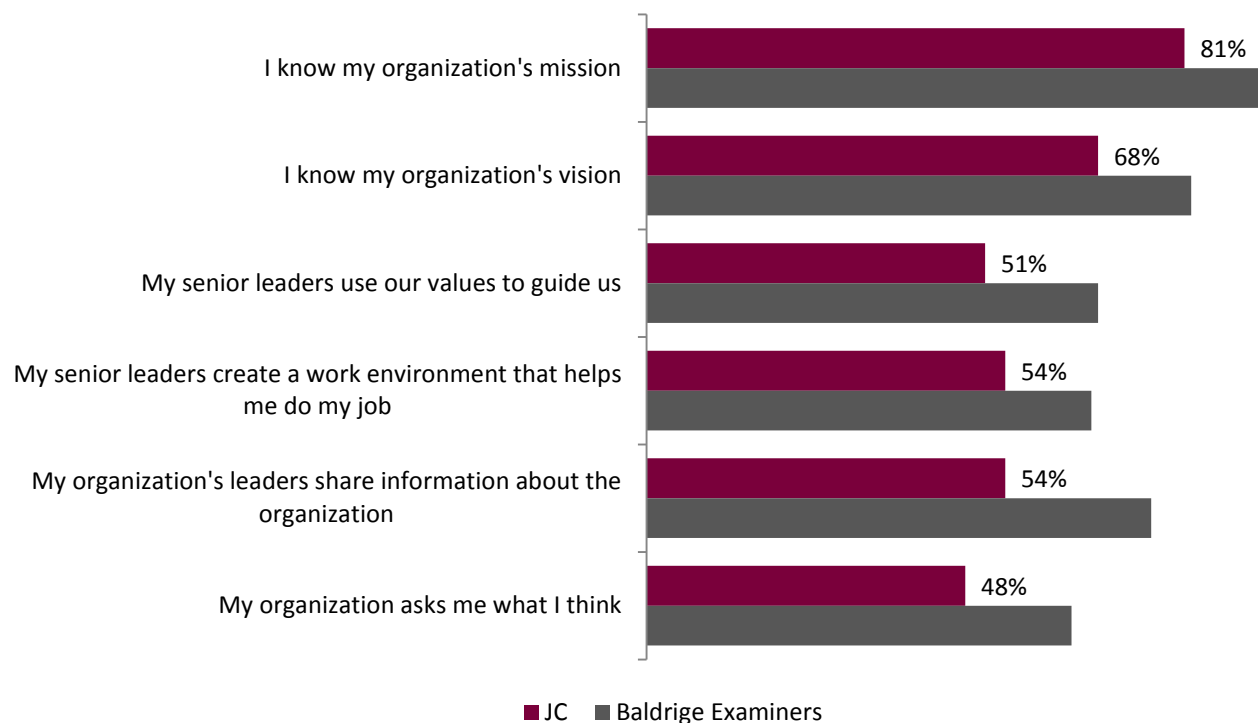
Survey Item	Mean Score
The board assures that there is an effective planning process and is appropriately involved in the process.	4.57
The board regularly reviews the district's mission, vision, and goals and monitors progress toward the goals.	4.86
The board fulfills its policy role; the board's policies are up-to-date and regularly reviewed.	4.71
The board maintains an excellent working relationship with the President.	4.57
The board sets clear expectations for and effectively evaluates the President.	4.50
The board delegates authority to and supports the President.	4.57
Board members respect the interests of the citizens in the district.	4.50
The board advocates on behalf of the college to local, state, and federal governments.	4.36
The board effectively monitors the quality and effectiveness of the education programs and services.	4.50
Board members are knowledgeable about the district's educational programs and services.	4.21
The board assures the fiscal stability and health of the district.	4.50
The board monitors implementation of the facilities plan.	4.43
The board respects faculty, staff, and student participation in college decision-making and refrains from attempting to manage employee work.	4.57
The board understands and fulfills its roles and responsibilities.	4.64
The board regularly reviews and adheres to its code of ethics or standards of practice.	4.50
Board members avoid conflicts of interest and the perception of such conflicts.	4.57
When new board members are elected, they receive orientation to board roles and the institution.	4.57
Board members participate in trustee development activities.	4.64

5R3. How do your results for the performance of your processes for Leading and Communicating compare with the Performance results of other higher education institutions and, if appropriate, of organizations outside higher education?

Jackson College's results on the Are We Making Progress Survey are compared to the survey results from the Malcolm Baldrige Board of Examiners evaluation of the organization's they work for in figure 5.5. The percent of strongly agree or agree responses for JC fall below the percent of strongly agree or agree responses from Board of Examiners on each of the survey items related to Leadership.

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FIGURE 5.5: ARE WE MAKING PROGRESS SURVEY - JC VS. BALDRIGE EXAMINERS



IMPROVEMENTS

5I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Leading and Communicating*?

Jackson College has made many recent improvements related to *Leading and Communicating* including:

- Development and implementation of the College's statement of beliefs
- Performance-based reward and recognition system for staff and administrators based on the College's statement of beliefs
- Creation of the Emergency Succession Plan board policy
- Implemented a two-step vetting process for items requiring board approval
- Implementation of Coffee and Conversations meetings with the President and members of Leadership Council

5I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Leading and Communicating*?

Since enrolling in the AQIP accreditation process in 2004, the College has strengthened its culture and infrastructure to be able to select specific processes for improvement and to set targets that improve our results. We have built a culture of evidence, as a result of our AQIP involvement. Additionally, the College has a robust environmental scanning process and utilizes best practice research to improve specific processes and set the direction of the College through its strategic plans. JC also incorporates the use of balanced scorecards and dashboards which are regularly monitored in this evidence-based approach.

CATEGORY 6 ♦ SUPPORTING INSTITUTIONAL OPERATIONS

INTRODUCTION

Jackson College has made significant progress on the *Supporting Institutional Operations* category since the College's last Systems Portfolio. Processes related to identifying, documenting and measuring key systems and processes are more aligned and integrated throughout the College. Many college departments use survey, focus group and/or cycle time data to make identify the needs of our students and other stakeholders (internal and external). Based on student feedback and cycle time data, Student Services initiated an Action Project to improve the front door/customer service experience across all student service functions. Processes related to safety and security are systematic and aligned to standards and best practices outlined by state and federal agencies.

PROCESSES

6P1. How do you identify the support service needs of your students and other key stakeholder groups (e.g., oversight board, alumni, etc.)?

The College identifies the support service needs of our students and other stakeholder groups from a variety of avenues including survey, focus group and cycle time data. Additionally, feedback from Student Services staff during debriefing sessions following peak registration periods, feedback from faculty related to academic student support services, conversations with students during advising sessions, and best practice research also help the College identify support service needs.

Based on student satisfaction feedback, reviewing the registration cycle time data during peak registration, and best practice research, a major improvement process to improve the front door/customer service experience in student services was launched as an AQIP Action Project in 2011. The focus of the action project included improving the customer experience, process documentation, identification and usage of key student support service metrics, and teamwork, training, communication and recognition of Student Services staff. This project was a joint effort across all student services functions including Advising, Records and Registration, Financial Aid, the Center for Student Success, Admissions/New Student Orientation, and Customer Support (Nexus).

The College works with the JC Foundation to identify the support service needs of key stakeholder groups. The Foundation encourages alumni, friends, and businesses to be supportive of the higher education mission and listens to and their feedback. The Foundation's Board of Directors is comprised of representatives from the Jackson, Lenawee, and Hillsdale communities. The Board meets quarterly and has five standing committees which focus on the executive, finance, development, grants/scholarships, and membership endeavors.

6P2. How do you identify the administrative support service needs of your faculty, staff, and administrators?

The administrative support service needs of our faculty, staff, and administration are identified through both formal and informal methods. Surveys, cycle time data, on-campus meetings, and best practice research are the most commonly used methods.

The Business Office (BO) regularly participates in the Michigan Community College Business Office Association (MCCBOA) meetings to remain relevant according to industry research, results, and standards. Several process changes have been undertaken in recent years related to the budget development and monitoring processes. As the College has had to make significant budget reductions in recent years due to a decline in student enrollment, the BO has incorporated the primary reserve, viability, return on net assets ratios as well as the total composite financial indicator score into the budget decision-making process to ensure the ratios will not be adversely impacted. Additionally, based on employee feedback the budget development process continues to be refined with the inclusion of enrollment projection calculations for the upcoming fiscal year, the assignment of a budget liaison to work with each budget manager through the budget development process, a budget proposal timeline for each budget manager to follow, and a feedback loop to inform budget managers of final decisions before the budget is formally approved by the Board of Trustees. This revised process has broad stakeholder input that ultimately assists senior leadership in making final budget decisions.

Piggybacking on the Front Door/Customer Experience Action Project, the College has enlisted the services of Noel-Levitz to facilitate the student recruitment and retention processes improvement efforts. Recruitment and retention cross-functional teams have been established and work is currently underway. Significant financial and human resources have

CATEGORY 6 ♦ SUPPORTING INSTITUTIONAL OPERATIONS

been invested in these efforts and it will be important to document the key processes associated with the work and identify professional development needs for employees to ensure the long-term success and sustainability of these projects.

Jackson College's Facilities, Information Technology and Institutional Effectiveness departments identifies customer needs by tracking and analyzing work requests. Facilities work requests are prioritized and assigned on a weekly basis during staff meetings. Priorities may shift if emergencies arise during the week. Work requests submitted to Information Technology are tracked, prioritized, and assigned based on the customer needs, the number of customers impacted, and the urgency of the issue. Similarly, data requests submitted to Institutional Effectiveness are also tracked and prioritized. The Institutional Effectiveness department analyzes the types of data requests submitted throughout the course of the year to identify process improvement initiatives.

JC's marketing department tracks all work requests and has a goal of responding to the owner of the request within three days. With the assistance of Noel-Levitz, the marketing department is conducting a website audit and has conducted focus groups with both internal and external stakeholders to solicit their feedback on the content and ease of navigation of the College's website. In the coming months, Marketing will be incorporating this feedback into the plans for redesigning the website.

Finally, the College identified an improvement opportunity with the JC's policy maintenance process based on internal stakeholder feedback and best practice research. The improvement efforts led to centralizing the oversight and tracking for all policies as well as creating a formalized two-step review process. Once a policy has been created or modified by the policy owner, the policy is reviewed by the one of the College's standing committees. Members of the committee will then recommend the policy to go to Leadership Council for formal approval. The process redesign also included creating a policy page on the College's website that is searchable.

6P3. How do you design, maintain, and communicate the key support processes that contribute to everyone's physical safety and security?

Jackson College designs, maintains, and communicates the key support processes related to safety and security based upon standards and best practices. Several of our safety protocols are based on best practice guidelines from specific regulatory requirement such as Occupational Safety and Health Administration (OSHA), Federal Emergency Management Agency (FEMA), and Homeland Security.

The College documents and communicates safety and security processes in a variety of ways. Processes are documented in our Emergency Procedures Manual and a quick reference guide based on the Emergency Procedures Manual is posted in all classrooms and offices. The College has established a Critical Incident Team to respond to critical incidents concerning real or perceived threats of violence that could results in harm to individuals or significant destruction to College property. Based on the nature of the incident, the CIT team determines an internal and external communication plan to keep students, employees, and the community informed and safe.

Nixle alerts, our emergency notification system, are used to send phone, text, and/or email messages to all students and employees who have opted into the system. To encourage students and employees to login, campus-wide emails and the messages on the daily pop-up feature are often used to remind and inform stakeholders of this service at various points in the semester. Notifications are also posted to the College's website.

Campus Security issues an annual report on crime statistics that contain three years of data and maintains crime logs on the Safety & Security webpage in order to comply with the Clery Act.

6P4. How do you manage your key student, administrative and institutional support service processes on a day-to-day basis to ensure that they are addressing the needs you intended them to meet?

Key systems and processes identified and documented in most departments to assist with the management of key support services on a day-to-day basis. Standardizing department processes and procedures assists with a more consistent customer experience, enhances cross-training opportunities, and improves office efficiencies. Through this process, it is recommended that offices review and update their key processes and procedures on an annual basis and store the documentation electronically in a centralized place where all members of a department have access to them.

CATEGORY 6 ♦ SUPPORTING INSTITUTIONAL OPERATIONS

Many departments have identified key process/operational metrics that are tracked and reviewed on a regular basis. These metrics inform the department's day-to-day operations when it comes to daily staffing needs, shifting priorities, identifying root causes to issues, and other process improvement opportunities.

6P5. How do you document your support processes to encourage knowledge sharing, innovation, and empowerment?

At the College, processes are documented to encourage knowledge sharing, innovation, and empowerment. When process improvement opportunities are identified, cross-functional teams are often brought together. There are process improvement/project templates and procedures available for the team to follow. They include templates for action plans when defining the scope and plan for the project as well as closeout report templates which track the learnings from completed projects and provide guidance to similar projects in the future.

RESULTS

6R1. What measures of student, administrative, and institutional support service processes do you collect and analyze regularly?

The following measures of student, administrative, and institutional support services processes are routinely collected and analyzed by the College:

- Noel-Levitz Student Satisfaction Inventory survey results
- Continuous improvement index
- Strategic plan index
- Policy review to plan
- Are We Making Progress? Process survey results
- Billing contact hours progress to plan

6R2. What are your performance results for student support service processes?

The Noel-Levitz SSI asks students to rate their level of satisfaction on a scale of 1 (dissatisfied) to 7 (satisfied). Results of survey items related to student support services are in figure 6.1 for the 2010 and 2014 survey administrations. Since the student services process improvements were implemented in 2012 and 2013, there have been significant changes and reductions in senior leadership, mid-level administrators, and staff throughout all student services areas.

Satisfaction scores in 2014 were likely adversely impacted as the current student services team is working through these transitions.

FIGURE 6.1: NOEL LEVITZ SSI SURVEY: STUDENT SUPPORT ITEMS

Survey Item	2010	2014
My academic advisor is approachable	5.22	5.17
My academic advisor is knowledgeable about my program requirements	5.47	5.22
My academic advisor is knowledgeable about the transfer requirements of other schools	5.17	5.01
Financial aid awards are announced to students in time to be helpful in college planning	5.23	5.48
Financial aid counselors are helpful	5.15	5.27
Admissions staff are knowledgeable	5.46	5.46
The personnel involved in registration are helpful	5.28	5.21
I am able to register for classes I need with few conflicts	5.16	5.53
The business office is open during hours which are convenient for most students	5.61	5.59
Tutoring services are readily available	5.77	5.72
Academic support services adequately meet the needs of students	5.40	5.38
New student orientation services help students adjust to college	5.38	5.33

6R3. What are your performance results for administrative support service processes?

Beginning in January 2012, the College monitors a Continuous Improvement (CI) index on the balanced scorecard each month. This index looks at the percentage of several identified key process metrics that meet or exceed the goal established by the respective departments. At a college level, if 72% of the key process metrics meet the established

CATEGORY 6 ♦ SUPPORTING INSTITUTIONAL OPERATIONS

department goal, then the CI index target is considered to be achieved. The CI index met or exceeded the target five times between August 2013 and March 2014, which are highlighted in green in figure 6.2.

FIGURE 6.2: CONTINUOUS IMPROVEMENT INDEX

Metric	Target	Actual Performance							
	2013-14	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
Continuous Improvement Index	72%	100%	83%	67%	60%	80%	75%	60%	75%

IE and IT work request cycle times are two metrics that feed into the monthly CI index (see figure 6.3). The departments use this data to evaluate if the target is being met, understand peaks and valleys of the department work flow throughout the academic year, and facilitate root cause conversations when the target is not met. Through the first three quarters of 2013-14, the IE work request cycle time has met the target 5 out of the 9 months (55%) while the IT work request cycle time has met the target 33% of the time. Both departments have been impacted by staffing reductions and staff attrition in 2013-14 which has impacted the work request cycle time performance.

FIGURE 6.3: IE & IT WORK REQUEST CYCLE TIME

Metric	Target	Actual Performance								
	2013-14	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
IE Work Request Cycle Time	2.5 days	0.27	1.50	1.09	2.67	5.15	2.83	3.36	1.56	1.38
IT Work Request Cycle Time	20 days	4.19	3.35	16.91	30.55	25.08	43.92	20.53	21.04	23.47

The Strategic Plan index is monitored on the balanced scorecard as well. This index looks at the progress to plan for the individual, department, and institutional strategic plan initiatives currently being undertaken in 2013-14. At a college level, if 72% of all initiatives are complete by the end of the year, the target is met. While it is not the expectation that the target will be reached until the end of the year, the College monitors the progress to plan of all initiatives throughout the year (see figure 6.4).

FIGURE 6.4: STRATEGIC PLAN INDEX

Metric	Target	Actual Performance				
	2013-14	Sept	Nov	Jan	Mar	Apr
Strategic Plan Index	72%	21%	32%	35%	37%	45%

Another process-related balanced scorecard metric is the Policy Review to Plan. This metric is updated monthly and monitors the percent of board, administrative, and academic policies reviewed and updated on-time. The college goal for this metric is 85% (see figure 6.5).

FIGURE 6.5: POLICY REVIEW TO PLAN

Metric	Target	Actual Performance							
	2013-14	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
Policy Review to Plan	85%	75%	75%	78%	81%	78%	73%	72%	75%

In 2012, the College administered the Are We Making Progress Survey, based on the Baldrige Criteria for Performance Excellence, to assess the College's performance and learn what we can improve. More than 200 employees completed the survey. The Process survey items are in figure 6.6.

FIGURE 6.6: ARE WE MAKING PROGRESS PROCESS ITEMS

Survey Item	% Strongly Agree/Agree
I can get everything I need to do my job	53%
We have good processes for doing our work	54%
I have control over my work processes	61%
We are prepared to handle an emergency	48%

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The college monitors the billing contact hours generated by semester. Annual billing contact hour targets are established during the budgeting process based on enrollment projections and historical trends for semester specific targets. The college typically generates 45% of its billing contact hours in the fall semester, 41% in the winter semester and 14% in the spring semester. Weekly enrollment reports are distributed to all JC employees electronically that monitor progress to plan (see figure 6.7). This data provides guidance to student services and business office staff when monitoring enrollment and budget status. Budget adjustments are made when the fall billing contact hours fall below 45% of the annual target. In the future, admission staff will also monitor recruitment funnel data so that we can better manage the enrollment pipeline.

FIGURE 6.7: BILLING CONTACT HOUR PROGRESS TO PLAN

Annual BCH Totals & Targets

	2012-13	% to Total	2013-14	% to Target
Fall	63,012.15	45.5%	57,000.10	44.9%
Winter	57,371.45	41.4%	52,138.65	41.1%
Spring/Summer	18,046.00	13.0%	15,863.00	12.5%
Total	138,429.60	100.0%	125,001.75	98.4%
Target (revised)	139,000.00		127,000.00	
Difference	(570.40)		(1,998.25)	

Target (original)

159,000

141,000

6R4. How do your key student, administrative, and institutional support areas use information and results to improve their services?

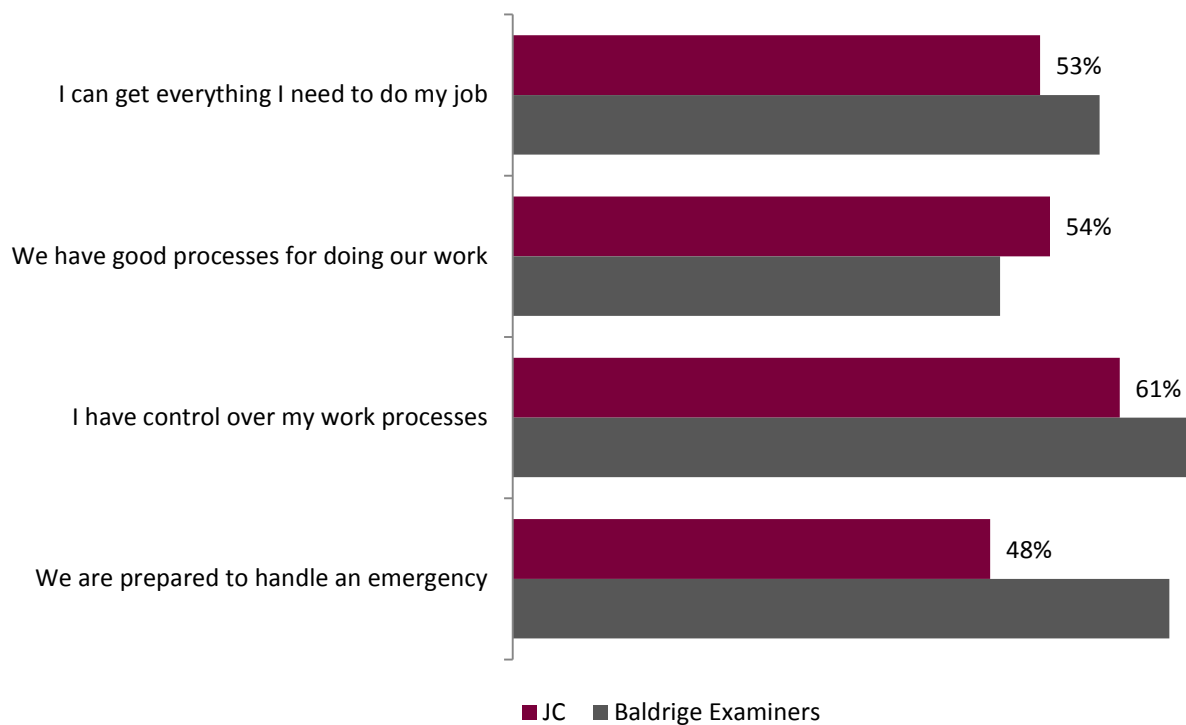
Performance results are reviewed and analyzed as part of the regular operations activities at various levels of the organization, including the Board of Trustees, Leadership Council, departments, and individuals. Opportunities for improving support services are identified and action plans are developed and implemented.

6R5. How do your results for the performance of your processes for Supporting Institutional Operations compare with the performance results of other higher education institutions and, if appropriate, or organizations outside of higher education?

Jackson College's results on the Are We Making Progress Survey are compared to the survey results from the Malcolm Baldrige Board of Examiners evaluation of the organization's they work for in figure 6.8. The percent of strongly agree or agree responses for JC on the survey item, 'We have good processes for doing our work' was higher than the strongly agree or agree responses from Board of Examiners. This is evidence that the College's focus on identifying and documenting key college processes is working.

CATEGORY 6 ♦ SUPPORTING INSTITUTIONAL OPERATIONS

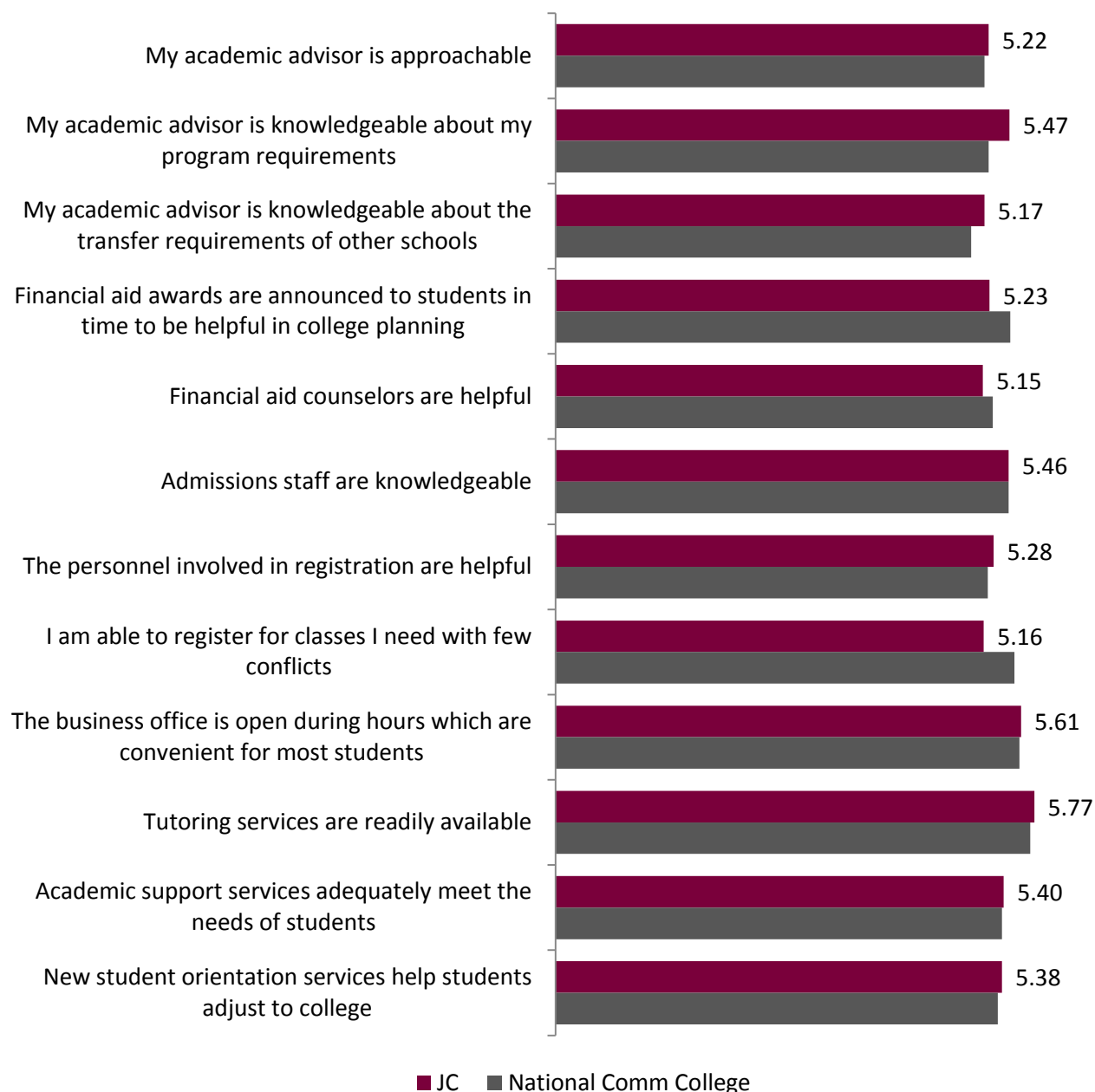
FIGURE 6.8: ARE WE MAKING PROGRESS SURVEY - JC VS. BALDRIGE EXAMINERS



Because JC uses the Noel-Levitz SSI, comparative data is available. Based on the 2014 survey results, JC scored the same or higher than the national norms on nine of the 12 student support services survey items (see figure 6.9).

CATEGORY 6 ♦ SUPPORTING INSTITUTIONAL OPERATIONS

FIGURE 6.9: 2014 NOEL LEVITZ SSI STUDENT SUPPORT SERVICES RESULTS - JC VS. NATIONAL COMMUNITY COLLEGE AVERAGE



IMPROVEMENTS

6I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Supporting Institutional Operations*?

Jackson College has made many recent improvements related to *Supporting Institutional Operations* including:

- AQIP Action Project focused on improving the front door/customer experience in student services
- Working with Noel-Levitz Student Recruitment and Retention consultants to improve enrollment, retention, and completion efforts
- Revised budget development process to be more inclusive
- Conducted a website audit that included internal and external stakeholder input

CATEGORY 6 ♦ SUPPORTING INSTITUTIONAL OPERATIONS

- Implemented the Continuous Improvement Index by developing and tracking key process metrics at the department level

6I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Supporting Institutional Operations*?

Since enrolling in the AQIP accreditation process in 2004, the College has strengthened its culture and infrastructure to be able to select specific processes for improvement and to set targets that improve our results. We have built a culture of evidence, as a result of our AQIP involvement. Additionally, the College has a robust environmental scanning process and utilizes best practice research to improve specific processes and set the direction of the College through its strategic plans. JC also incorporates the use of balanced scorecards and dashboards which are regularly monitored in this evidence-based approach.

CATEGORY 7 ♦ MEASURING EFFECTIVENESS

INTRODUCTION

The College's processes related to *Measuring Effectiveness* are very mature. Processes to select, manage, and distribute data to support the College's planning and improvement efforts are integrated into multiple college-wide systems and department processes. The College utilizes a balanced scorecard approach to monitor and track key performance indicators which are aligned with the strategic plan initiatives. The College has processes in place to guide the selection of key performance indicators and evaluation processes to follow when metrics are not meeting the target.

JC also has invested in new technology and software that allows end users to access data easier and monitor the College's admissions funnel. Further, the College has redesigned the academic program review process that now incorporates standardized data sets for programs/disciplines to use while completing their program review.

The College has improved our benchmarking data capabilities. Processes related to determining the criteria and methods for selecting comparative data resources are aligned and integrated.

Processes related to the accuracy, reliability, and security of our information systems are well aligned. Information Technology incorporates best practice research into these processes and stays up date on vendor software releases.

PROCESSES

7P1. How do you select, manage, and distribute data and performance information to support your instructional and non-instructional programs and services?

The data selected to support JC's instructional and non-instructional programs and services are driven by our strategic and operational plans, annual goals, as well as the need for information to make decisions at all levels of the organization. The Office of Institutional Effectiveness (IE) works with academic and non-academic departments to identify key processes and performance measures to evaluate its programs and services.

Institutional Effectiveness manages, analyzes, and distributes student data and information via the department's website. The contents of the website are the result of an earlier AQIP action project of the College focusing on measuring effectiveness. Key enrollment, student outcomes, and student satisfaction/engagement data are made accessible to all JC employees on the website and were based on stakeholder needs and compliance-related reporting requirements. Annually, the IE department reviews the ad-hoc requests and frequently asked questions and makes modifications to the website accordingly.

Institutional data are primarily managed through the College's student information system, Colleague by Ellucian. The IT Administrative Computing team implemented Colleague Reporting and Operating Analytics (Webl) as the result of an opportunity identified in the College's last System Appraisal. This reporting tool has a simple drag and drop functionality that allows end-users to build, customize, and modify reports and report templates. With the increasing need to make data-driven decisions to meet today's challenges and operate more efficiently, this tool provides end-users access to data stored in JC's student information system in a more user-friendly format. All employees can log into Webl and view/run a set of pre-defined reports related to enrollment. Additionally, a limited number of employees have been identified as power users throughout the campus. These users can create and modify customized reports in Webl.

The College has recently launched another Ellucian product, Recruiter. The Recruiter software is a student recruitment and enrollment management tool that provides insight and real-time performance tracking of our student applicant pool. The Admissions team utilizes this tool to assist in their data-driven decision-making. At any time, team members can view the admissions funnel (inquiries, completed applications, admitted students, and enrolled students), disaggregate the admissions funnel by territory and/or other student demographics, and evaluate the effectiveness of specific recruiting strategies.

7P2. How do you select, manage, and distribute data and performance information to support your planning and improvement efforts?

Response addresses Core Component 5D

Jackson College selects, manages, and distributes data and performance information to support planning and improvement efforts based on the goals of our Strategic Plan. Outcomes for each strategic goal and initiative are defined

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as part of the planning process and are tracked via the college-level balanced scorecard. The Strategic Planning Committee (SPC); comprised of senior leadership, mid-level managers, faculty, and staff, review and reset the Key Performance Indicators (KPIs) on the balanced scorecard annually to ensure alignment with the strategic initiatives as part of the strategic planning process. The availability of college trends, comparative data, and world-class benchmarks are three factors considered when identifying KPIs to include on the balanced scorecard. The college-level balanced scorecard is updated and reviewed each month. It is then updated on the College website and included in the packet of materials that the Board of Trustees reviews monthly as well.

In 2012 JC revised its academic program review process, an initiative identified on the College's strategic plan. A cross-functional team comprised of faculty, department chairs, academic deans, and institutional effectiveness staff worked on the redesign. One core redesign component included the selection and definition of key program review data elements. Prior to the redesign, the data collection was very decentralized and occurred at the end of the program review process. The new program review process is much more centralized and proactive. The program review team worked to identify a set of metrics that all programs are required to analyze and interpret. Metrics include five-year enrollment trends, student outcomes trends such as course success rates and completions, student and stakeholder satisfaction data, cost per billing contact hour, and process effectiveness data elements. This data is now distributed to programs at the beginning of the program review process. This shift reinforced the College's commitment to data-driven decision-making and made for a more robust and consistent program review process.

In addition, the College's enrollment trends process looks at the overall health and long-term sustainability of JC's academic programs on an annual basis. Program review metrics are now incorporated into this process as well so that there is consistency and transparency in the decision-making process.

Furthermore, data and information are provided for improvements associated with AQIP Action Projects, evaluation of programs such as Achieving the Dream, Title III and TRiO, and strategic requests from senior leadership. The College's commitment to student success identified a need to track students over time to determine whether short-term effects of student success strategies are persistent over a longer period of time. This longitudinal data are shared with members of the student success team for discussion and program/initiative improvements.

7P3. How do you determine the needs of your departments and units related to the collection, storage, and accessibility of data and performance information?

JC determines the needs of departments related to the collection, storage, and accessibility of data and performance information through analyzing data requests that are received by the IE office. Working off of the infrastructure that was put into place as a result of the College's AQIP Action Project focusing on Measuring Effectiveness, the IE team annually conducts a gap analysis comparing the contents of its web site with the types of data requests the office receives from internal and external stakeholders. Modifications to the web site are made based on identified gaps.

As the College implemented Colleague Reporting and Operating Analytics (WebI), Administrative Computing staff members conducted a needs assessment with identified power users to identify what data fields needed to be migrated over from Colleague to WebI. The needs analysis also asked power users to identify which historical department-level queries from Colleague would need to be created as WebI reports. The Administrative Computing team continues to validate data, add additional data fields to the WebI system, and work with power users to develop reports that are used to provide information to specific departments. Once fully implemented, the WebI tool will allow individuals to run reports as needed on a self-service basis.

7P4. How, at the institutional level, do you analyze data and information regarding overall performance? How are these analyses shared throughout the institution?

Response addresses Core Component 5D

The College's balanced scorecard system drives data analysis and information at an institutional level. The metrics on the balanced scorecard are aligned with Strategic Plan initiatives and the members of the SPC committee establish targets for each Key Performance Indicator (KPI) annually. SPC committee members review college historical trends, comparative and world-class benchmark comparisons, competitor information, and prior year actual performance level

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to target comparisons in order to establish targets for each KPI. How and why targets were selected is then documented and published on the balanced scorecard web page.

When a KPI on the balanced scorecard does not meet or exceed the established target, additional analysis is often conducted by drilling down or disaggregating the data to better understand what happened. The learnings from this analysis can then lead to revisions to the plan or initiative.

The balanced scorecard is updated, monitored and included in the Board of Trustees materials each month. KPIs on the balanced scorecard and related data analysis are also included in the twelve Board Monitoring Reports.

7P5. How do you determine the needs and priorities for comparative data and information? What are your criteria and methods for selecting sources of comparative data and information within and outside the higher education community?

In determining the needs and priorities for comparative data, the College looks at measures of student success and accountability as its priority. Comparisons are related to the College's strategic plan and goals reflected on the balanced scorecard including retention of students, successful completion or transfer of students, student satisfaction, and high school market share.

The main criterion the College uses in selecting sources for comparison is to identify similar institutions. JC chooses similarly sized community colleges within and outside of Michigan as our peers. The college also has a vision to be a world class institution which has been operationally defined as scoring in the 90th percentile on key metrics compared to other community colleges.

The College's primary comparisons are made with data from the National Community College Benchmarking Project (NCCBP), the Michigan Activities Classification Structure (ACS) reports, and IPEDS. Additionally, the college has been an early adopter of the Voluntary Framework of Accountability (VFA). JC was both a pilot school and beta tester and an inaugural member as the project officially launched in 2013-14. The VFA allows the College to track a cohort of new students over a period of six years and monitor their progress on several student progress outcomes. Comparative data from the VFA should be available to colleges by June 2014.

JC also uses the Noel Levitz Student Satisfaction Inventory, Community College Survey of Student Engagement (CCSSE), and Survey of Entering Student Engagement (SENSE) for comparison to other higher education institutions in the areas of student engagement and satisfaction.

Additionally, Human Resources uses the Michigan Community College Human Resources Association (MCCHRA) for employee related comparisons, the Business Office uses the National Association of College and University Business Offices (NACUBO) for various financial comparisons, and Information Technology utilizes the results from the EDUCAUSE Core Data Services survey to inform IT planning and decision-making.

7P6. How do you ensure department and unit analysis of data and information aligns with your institutional goals for instructional and non-instructional programs and services? How is this analysis shared?

Jackson College ensures department analysis of data aligns with the College's Strategic Plan by having departments and academic programs build their strategic plans based on the College's strategic plan. Key performance indicators and unit/initiative specific reports are produced for tracking progress toward department and academic goals.

The College's Academic Council committee requires academic departments to complete, submit, and report out on department action plans biannually. In this report, each department is required to list three to five goals for the academic year, provide evidence on the progress being made toward those goals, and identify any barriers or obstacles impeding progress toward accomplishing those goals.

7P7. How do you ensure the timeliness, accuracy, reliability, and security of your information system(s) and related processes?

JC ensures the timeliness, accuracy, reliability, and security of the College's information systems through processes and procedures related to the oversight of hardware, software, network, and communication systems managed by Information Technology.

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The College has a centralized IT solution center to streamline the reporting of technology related issues and to prioritize the most critical issues for faster resolution. Work requests are assigned to IT team members based on their knowledge, skills, and availability.

To provide the College with reliable access to necessary data and services, IT stays current on vendor software releases, including updates for Ellucian Colleague and other related Ellucian products, provides regular maintenance on vital systems, implements a plan to replace critical hardware when needed, provides for redundancy of hardware for failover protection, and utilizes an industry-supported power system to stay connected in the event of a short- or long-term power failure.

JC ensures the security of its systems in a number of ways. The IT Administrative Computing team requires supervisor and data owner approval before an employee is granted permissions to view sensitive data in Colleague. IT also complies with industry standards for firewalls, virus protection, security updates, and passwords.

RESULTS

7R1. What measures of the performance and effectiveness of your system for information and knowledge management do you collect and analyze regularly?

The underlying technologies used to deliver the services of the College's information and knowledge management systems are monitored for their utilization and performance. The network bandwidth is measured to proactively manage access to information. The College's servers are also monitored for performance metrics such as processor use, memory use, and disk space utilization. IT staff use this data to inform employees and students when performance issues arise and corrective action needs to be taken.

7R2. What is the evidence that your system for Measuring Effectiveness meets your institution's needs in accomplishing its mission and goals?

As an Achieving the Dream (ATD) College since 2007, the College's ATD core team participates in the ATD Principles Assessment Survey, which is designed as a tool for reflecting the College's progress toward improving student outcomes. One principle the core team is asked to evaluate is the use of evidence to improve policies, programs and services. The factors encompassing this core principle are key components of a measuring effectiveness system designed to meet the institution's needs in accomplishing its mission and goals. Clearly, progress has been made on several fronts based on feedback from the ATD core team members (Figure 7.1). Specifically, policies and procedures are in place to ensure the integrity of data collected, IE staff effectively educate and assist college personnel to use data and research to improve programs and services, and the college regularly disaggregates student cohort data to identify gaps. With the improving data-driven decision making culture, the core team also identified areas of improvement surrounding IT and IE staffing capacity to support the demand for data and research.

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FIGURE 7.1: ACHIEVING THE DREAM PRINCIPLES ASSESSMENT SURVEY RESULTS

ATD Core Principle: Use of evidence to improve policies, programs, and services	2013	2014
Survey Item	Level of adoption – % Responses Increasing to A lot	
IT capacity is adequate to meet the demand for data and institutional research.	50%	36%
Policies and procedures are in place to ensure integrity of data collected.	94%	77%
IR staff capacity is adequate to meet demand for data and research.	72%	27%
IR staff effectively educates and assists college personnel to use data and research to improve programs and services.	94%	85%
College routinely collects, analyzes, and reports longitudinal data on cohorts of students to chart student progression and outcomes.	83%	86%
College routinely disaggregates student cohort data by age, race, gender, income, and other factors to identify gaps in achievement among student groups.	94%	82%
College regularly conducts surveys and focus groups with students, faculty, and staff to identify weaknesses in programs and services and opportunities for improvement.	67%	73%
College routinely engages personnel from across the campus community to review data on student achievement and help develop and refine strategies for addressing priority problems.	72%	82%
College routinely evaluates the effectiveness of efforts to improve student success and uses the results to improve policy and practice.	78%	77%

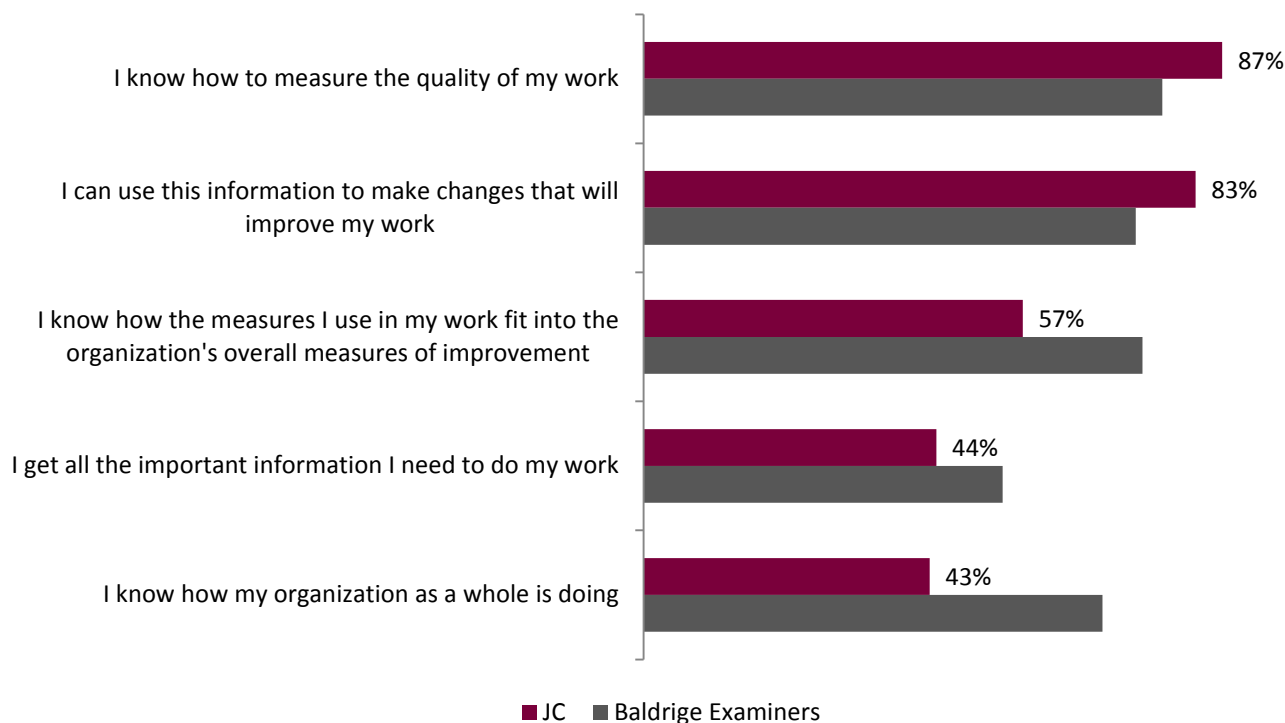
In 2012, the College conducted a campus-wide survey, *Are We Making Progress?*, which is aligned with the Malcolm Baldrige Performance Excellence framework. Survey items related to measuring effectiveness indicated employees knew how to measure the quality of their work (87%) and use this information to make changes that will improve their work (83%), evidence that a data-driven decision-making model is becoming more integrated. However, the survey indicated areas of opportunity as well. Only 57% of employees knew how the measures they used in their work fit into the College's overall measures of improvement and only 43% felt they knew how the College as a whole was doing.

7R3. How do your results for the performance of your processes for Measuring Effectiveness compare with the results of other higher education institutions and, if appropriate, of organizations outside higher education?

Jackson College's results on the *Are We Making Progress* Survey are compared to the survey results from the Malcolm Baldrige Board of Examiners evaluation of the organization's they work for in figure 7.2. The percent of strongly agree or agree responses for JC are higher on two of the five survey items related to Measuring Effectiveness than the percent of strongly agree or agree responses from Board of Examiners.

CATEGORY 7 ♦ MEASURING EFFECTIVENESS

FIGURE 7.2: ARE WE MAKING PROGRESS SURVEY - JC VS. BALDRIGE EXAMINERS



IMPROVEMENTS

7I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Measuring Effectiveness?

Jackson College has made many recent improvements related to *Measuring Effectiveness* including:

- Capitalizing on the initial outcomes of the College's earlier Action Project focusing on Measuring Effectiveness, the IE staff continues to make revisions to the data and reports included on the website based on stakeholder feedback and analysis of data requests to ensure that the most data to the most frequently asked questions are available to all employees at any time.
- Implementation of the Colleague Reporting and Operating Analytics (WebI) tool was based on feedback from the College's last Systems Portfolio. The goal of this tool is to make it easier for employees to access college data, run department specific reports, and improve data-driven decision-making.
- JC's academic program review process was redesigned in 2012 with a focus on creating a review that was data driven in its approach. A standardized set of performance metrics were identified and provided to academic programs at the beginning of the program review process in order to allow the data and related data analysis to ultimately inform faculty when identifying what action plans and process improvements to undertake.
- The College was an early adopter of the Voluntary Framework of Accountability as a pilot school and beta tester. This work, along with the President's role on the VFA steering committee, influenced the state-wide adoption of the VFA metrics in 2014 by nearly all Michigan community colleges. Additionally, this framework was adopted by the College's student success committee, specifically the student progressions and outcomes framework to track students over time.

7I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Measuring Effectiveness?

Since enrolling in the AQIP accreditation process in 2004, the College has strengthened its culture and infrastructure to be able to select specific processes for improvement and to set targets that improve our results. We have built a culture of evidence, as a result of our AQIP involvement. Additionally, the College has a robust environmental scanning process

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and utilizes best practice research to improve specific processes and set the direction of the College through its strategic plans. JC also incorporates the use of balanced scorecards and dashboards which are regularly monitored in this evidence-based approach.

CATEGORY 8 ♦ PLANNING CONTINUOUS IMPROVEMENT

INTRODUCTION

The College's processes related to *Planning Continuous Improvement* are very mature. JC's key planning processes are aligned. Clear processes are in place for strategic planning and the College continues to be focused on improving the coordination among various departments for broad-based initiatives. The strategic planning process is becoming more aligned with other key processes including the budget development cycle, facilities and IT master plans. The College is currently making improvements to the strategic planning process that allow for increased stakeholder involvement. Focus groups with employees, community members and the Board of Trustees are planned in the coming months.

Processes related to the development of short- and long-term strategies are also aligned. The College's strategic plan uses a three-year planning horizon and annual initiatives are developed in support of the long-range plans. Progress on the achievement of the strategic plan is tracked through the balanced scorecard and State of Strategy dashboard. The balanced scorecard focuses on outcomes while the State of Strategy dashboard focuses on the inputs through monitoring the progress of each strategic initiative.

Processes related to addressing risk are systematic. The College's monthly environmental scanning process allows the College to be adaptive and flexible with our Strategic Plan and there is a built in risk assessment scale for evaluating the themes that emerge from each environmental scan.

PROCESSES

8P1. What are your key planning processes?

The key planning processes at Jackson College include a three-year strategic plan, annual plans that aligns with the strategic plan, a five-year master facilities plan, an IT plan, an annual budget plan, and a five-year academic program review and annual goals for each program (1P13).

Through the strategic planning process (see figure 8.1), senior leadership along with members of the Strategic Planning Committee defines the three year goals under each key performance area. The key performance areas include student learning, stakeholder focused, valuing people, financial and operational sustainability, measuring effectiveness, and leading and communicating (starting in 2014-15). These broad key performance areas ensure the College builds a holistic and balanced strategic plan to move the College forward. Action plans, timelines, metrics, and champions are selected for each goal. The balanced scorecard metrics are identified based on the goals outlined in the strategic plan and annual targets are set based on college trends, comparative data, and progress on improvement initiatives supporting the strategic goal.

CATEGORY 8 ♦ PLANNING CONTINUOUS IMPROVEMENT

FIGURE 8.1: JACKSON COLLEGE STRATEGIC PLANNING FRAMEWORK



JC's five-year master facilities plan aligns with the College's mission, strategic plan, enrollment trends and projections, as well as the College's academic offerings. Over the course of the last five to eight years, the College has undertaken several campus building remodeling and expansion projects. Each time a building project is selected, the building is analyzed by architects and engineers to determine what major maintenance needs to be done while updates of expansions are completed. As a result, the College has addressed many of the deferred maintenance goals. The five-year facilities plan is based on available funds allocated through the annual budget process.

The IT plan outlines the department's work across five major services area: customer service; administrative service; quality, planning and process improvement; teaching and learning; and technological infrastructures and security. Each section details planned initiatives by priority indicating risk, budget and labor impact. All items within the IT plan are built into the budget and are contingent upon the outcomes of the budget authorization process.

The annual budget planning process has become more inclusive in the last year with expanded conversations with budget managers. The budget planning process starts with a general discussion of projected revenues and expenses. Projections fluctuate based on state appropriations and anticipated enrollment for the upcoming year, which are closely associated with economic and market conditions. Budget managers provide draft budget requests build on the department's strategic direction and needs to senior leadership. Senior leaders collaborate on final budgets and communicate final budget decisions to budget managers once the budget is approved by the Board of Trustees.

8P2. How do you select short- and long-term strategies?

Jackson College selects long-term strategies that align with our mission and vision and are defined through the College's strategic planning process. In order to create a strategic planning process that is more inclusive, the College intends on hosting a series of forums with JC employees, community members from the tri-county service area, and the Board of Trustees in the coming months. The results of these forums, along with a SWOT analysis done by senior leadership, monthly environmental scans performed by members of the Strategic Planning Committee, and review of the balanced scorecard data, will inform the College's long-term strategies. Once the long-term strategies are identified in the College's Strategic Plan, annual initiatives (short-term strategies) are identified by members of the Strategic Planning Committee (SPC) as well as academic and non-academic departments.

8P3. How do you develop key action plans to support your organizational strategies?

Key action plans to support JC's organizational strategies are developed after the strategic initiatives have been determined, in support of the strategic goals. A project lead is assigned the responsibility and coordination and oversight

CATEGORY 8 ♦ PLANNING CONTINUOUS IMPROVEMENT

of each initiative. JC employees are identified as project leads based on their knowledge, skills and abilities to facilitate the successful completion of the initiative. Each lead develops an action plan which is used to detail high level project scope, basic timeline, and resource requirements for the project. Once a team has been identified, a more detailed and collaborative plan is developed and project leaders are encouraged to use an action register to monitor progress on project. Categories on the action register include the task item, completion status, person assigned to task, and next steps. This tool assists the project lead and team members in monitoring progress, next steps, and any barriers to completing the project.

8P4. How do you coordinate and align your planning processes, organizational strategies, and action plans across your institution's various levels?

In order to coordinate and align our planning processes, organizational strategies, and action plans across the various levels of the institution, a senior leader is assigned as a champion for each key performance area. A project lead is assigned to each strategic initiative and once an action plan has been submitted the progress towards completion of the initiative is tracked using the State of Strategy dashboard. The State of Strategy (SOS) dashboard is a visual management tool that allows employees to track progress on the Strategic Plan at various levels of the organization. The College's overall progress to plan is monitored bi-monthly on the balanced scorecard. The SOS dashboard provides additional detail on the progress of initiatives by key performance area, by department, and by strategic initiative. Project leads of strategic initiative report progress on a bi-monthly basis, including the project completion percentage, next steps, and any barriers they are facing. This information can be utilized by champions and SPC members to re-prioritize initiatives and/or provide additional support to the project to ensure successful completion.

8P5. How do define objectives, select measures, and set performance targets for your organizational strategies and action plans?

The process for defining objectives, selecting measures and setting performance targets for our strategies and action plans is two-fold. At a college-level, the SPC identifies metrics and targets that are aligned with the College's strategic goals and initiatives based on best practice research, internal historical trend data, and comparative data opportunities. Based on this information, JC selects Key Performance Indicators (KPIs) to evaluate each initiative and monitor satisfactory progress towards accomplishing each strategic goal. The KPIs are monitored on the balanced scorecard and targets are determined by reviewing college trend data and world-class targets when available.

When project leads and team members develop detailed action plans, they are encouraged to select metrics to evaluate the success of the initiative. They are also encouraged to identify and track metrics that they do not want to adversely impact as a result of implementing the strategic initiative.

8P6 How do you link strategy selection and action plans, taking into account levels of current resources and future needs?

Addresses Core Component 5A

Jackson College links strategy selection and action plans by using our Strategic Plan, the master facilities plan, the IT plan, the annual budget planning, and commitment to AQIP to drive planning and improvement. Figure 8.2 shows the crosswalk of Strategic Plan Key Performance Areas with AQIP categories and the College's Board Monitoring Reports.

CATEGORY 8 ♦ PLANNING CONTINUOUS IMPROVEMENT

FIGURE 8.2: ALIGNMENT DOCUMENT

Strategic Plan Key Performance Area	AQIP Category	Board Monitoring Report
Student Learning	1 – Helping Students Learn	<ul style="list-style-type: none"> • Instruction • Completion • Student Learning
Stakeholder Focused	2 – Accomplishing Other Distinctive Objectives 3 – Understanding Students’ and Other Stakeholders’ Needs	<ul style="list-style-type: none"> • Student/Customer
Valuing People	4 – Valuing People	<ul style="list-style-type: none"> • Workforce • Diversity
Financial & Operational Sustainability	6 – Supporting Institutional Operations	<ul style="list-style-type: none"> • Finance • Safety
Measuring Effectiveness	7 – Measuring Effectiveness 8 – Planning Continuous Improvement	<ul style="list-style-type: none"> • Accreditation • Process
Leading & Communicating	5 – Leading & Communicating 9 – Building Collaborative Relationships	<ul style="list-style-type: none"> • Leadership • International

While the Strategic Plan is the framework for our initiatives and improvements, it is flexible enough for the College to take advantage of opportunities such as new resources from grants or re-prioritize and adapt to reduced budgets and staffing due to enrollment declines. The College is currently undertaking work to reduce the number of strategic initiatives to account for reductions in workforce capacity while still maintaining and providing high quality work on the initiatives that remain.

The College’s resource base supports our current educational programs and plans for maintaining and strengthening their quality in the future. Board policy mandates that the College’s operating budget include a minimum of 4.5% of the total operating budget for plant and facilities maintenance, a minimum of 3.5% for electronic and institutional equipment and an adequate amount for new program, course, and staff development. In recent years, the College has taken advantage of alternative funding streams through capital outlay funding from the State of Michigan for campus renovation and expansion projects to enhance the physical and technological infrastructure and to support a state-of-the-art teaching and learning environment.

Through the College’s minimum qualifications for each job position, hiring process, and professional development opportunities, JC’s employees are appropriately qualified and trained.

The comprehensive budget planning process in conjunction with monthly reconciliation procedures minimize the risk with respect to expenditures. The performance actual to budget metric is tracked on the balanced scorecard each month. This data can be further disaggregated by each member of Leadership Council to better understand which cost centers are above and below budget and make modifications as necessary.

8P7. How do you assess and address risk in your planning processes?

Jackson College’s environmental scanning process occurs each month and focuses on a particular topic related to the key performance area, AQIP category, and/or Board Monitoring Report. Each member of SPC is asked to find two articles related to each month’s topic, provide a brief summary of the article, identify why the contents of the article are important for JC to consider when setting short- and long-term strategies for the College, and identify whether the topic of the article is an opportunity or challenge for the College. Submitted articles are then collapsed into 3-5 themes that are discussed in greater detail at the SPC monthly meeting. The discussions include potential risks or opportunities for the College related to the themes, whether the College already has strategies in place related to the theme, and if new strategies should be contemplated. Based on the discussion, SPC members then score the theme on a 1 (no immediate importance to the College) to 5 (critical, show stopper, government regulations, accrediting issues, and safety) scale. Senior leadership can then utilize this information to re-prioritize and/or add strategic initiatives that seek to minimize

CATEGORY 8 ♦ PLANNING CONTINUOUS IMPROVEMENT

the risk identified in the environmental scanning process. The College also takes into account all federal and state regulatory requirements with assessing and addressing risk.

8P8. How do you ensure that you will develop and nurture faculty, staff and administrator capabilities to address changing requirements demanded by your organizational strategies and action plan?

JC develops and nurtures faculty, staff, and administrator capabilities to address changing requirements demanded by organizational strategies and action plans through professional development and targeted training. Project leads are encouraged to contemplate the need for training into their action plans. When IT launches new software or software updates, they often will provide training to employees wishing to receive additional support and training on how to fully utilize the software. Additionally, when the College writes a proposal for a new program or initiative, training is often incorporated into the budget and action plans when seeking external funding. For example, redesigning the First Year Seminar course was incorporated into our Title III grant proposal. As a part of that proposal, the College incorporated offering the On Course I workshop onsite to faculty into the Title III budget.

RESULTS

8R1. What measures of the effectiveness of your planning processes and systems do you collect and analyze regularly?

The following measures of the effectiveness of your planning processes and systems are routinely collected and analyzed by the College:

- Are We Making Progress Strategic Planning survey items
- Balanced scorecard metrics
- State of Strategy dashboard metrics

8R2. What are your performance results for accomplishing your organizational strategies and action plans?

In 2012, the College administered the Are We Making Progress Survey, based on the Baldrige Criteria for Performance Excellence, to assess the College's performance and learn what we can improve. More than 200 employees completed the survey. The Strategic Planning survey items are in figure 8.3.

FIGURE 8.3: ARE WE MAKING PROGRESS STRATEGIC PLANNING ITEMS

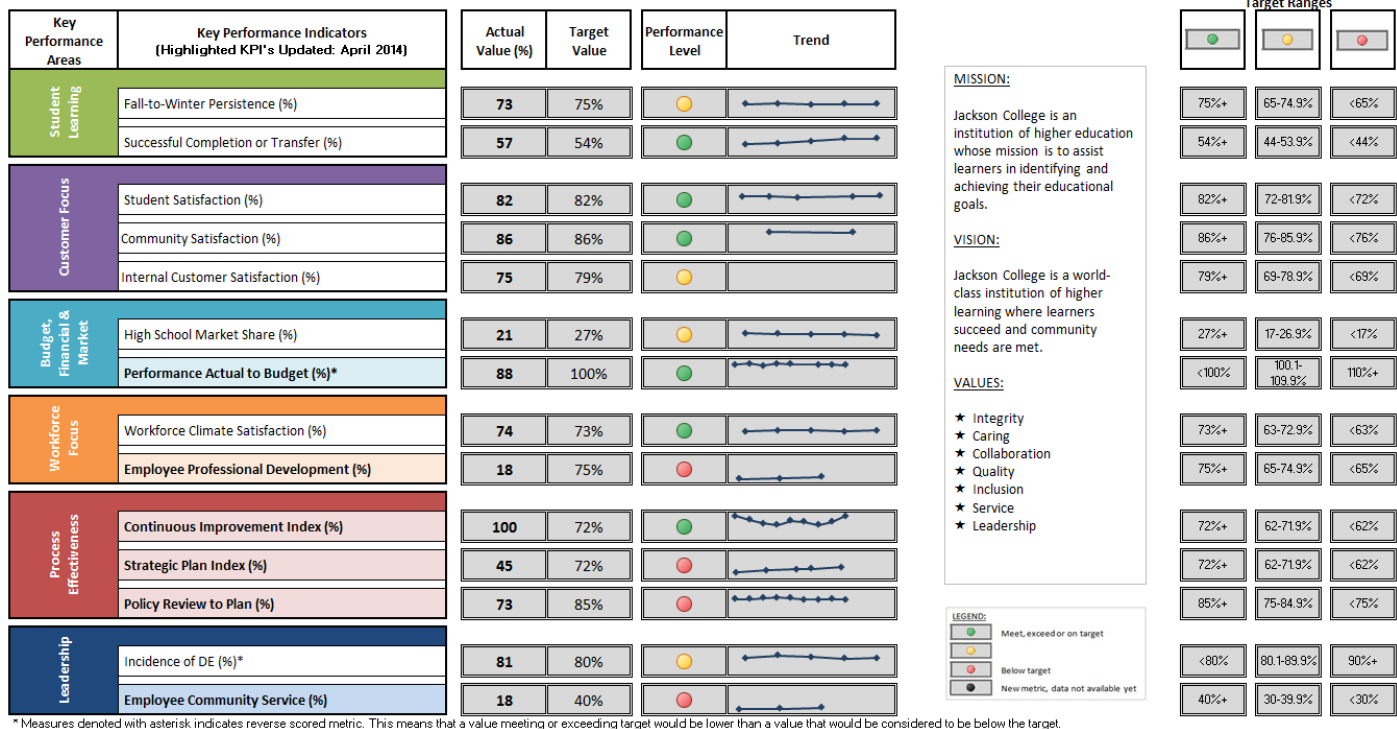
Survey Item	% Strongly Agree/Agree
As it plans for the future, JC asks for my ideas	37%
JC encourages totally new ideas (innovation)	47%
I know the parts of JC's plans that will affect me and my work	42%
I know how to tell if we are making progress on my department's/discipline's part of the plan	44%
JC is flexible and can make changes quickly when needed	36%

The metrics on the balanced scorecard are updated and reviewed each month. An example of the balanced scorecard is displayed in figure 8.4.

CATEGORY 8 ♦ PLANNING CONTINUOUS IMPROVEMENT

FIGURE 8.4: 2013-14 BALANCED SCORECARD

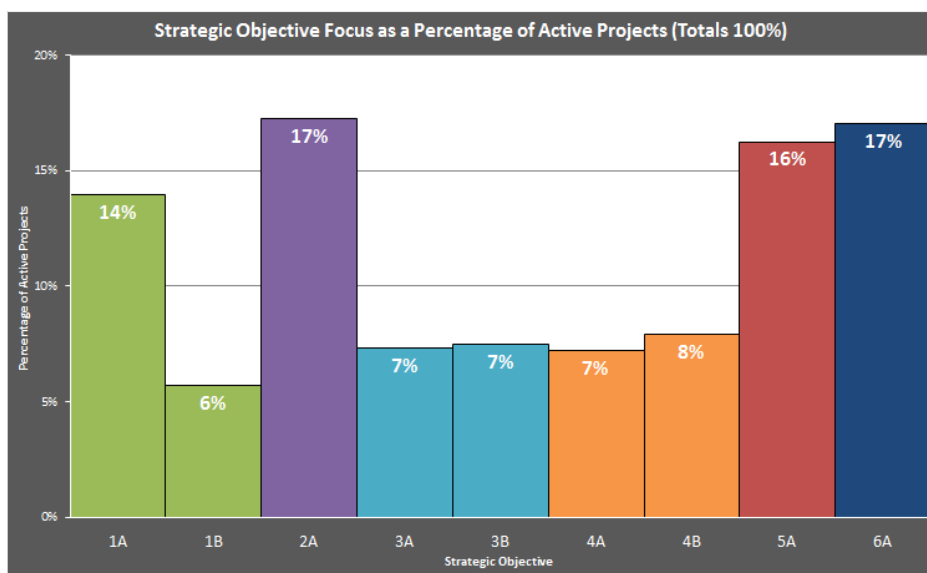
2013-2014 College Balanced Scorecard April 2014



* Measures denoted with asterisk indicates reverse scored metric. This means that a value meeting or exceeding target would be lower than a value that would be considered to be below the target.

The State of Strategy dashboard is updated and reviewed every other month by members of the Strategic Planning Council. The dashboard is a visual management tool that allows SPC member to track the number of strategic initiatives by key performance area, the progress on strategic initiatives by key performance area, and the progress on strategic initiatives by department (see figures 8.5-8.7).

FIGURE 8.5: STRATEGIC INITIATIVES BY KEY PERFORMANCE AREA



CATEGORY 8 ♦ PLANNING CONTINUOUS IMPROVEMENT

FIGURE 8.6: PROGRESS ON STRATEGIC INITIATIVES BY KEY PERFORMANCE AREA

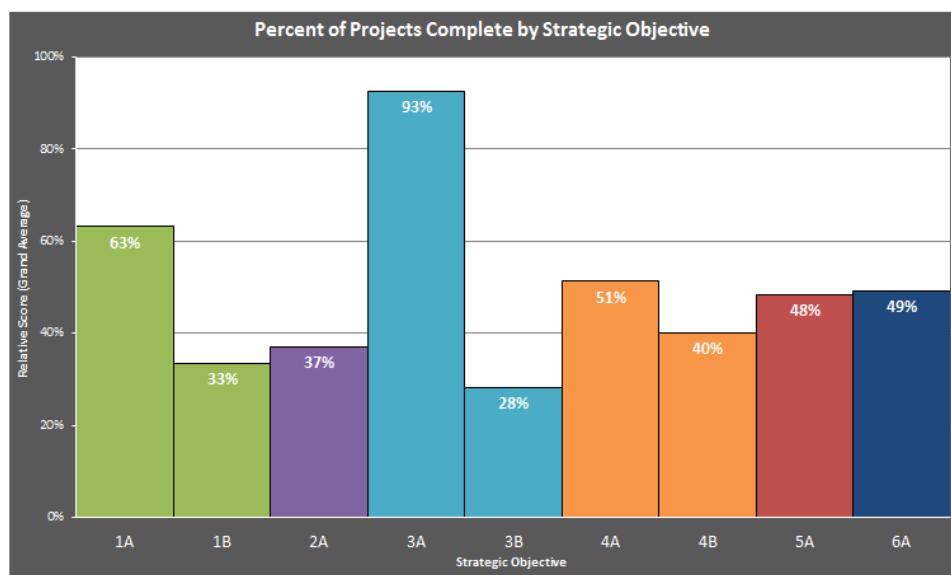
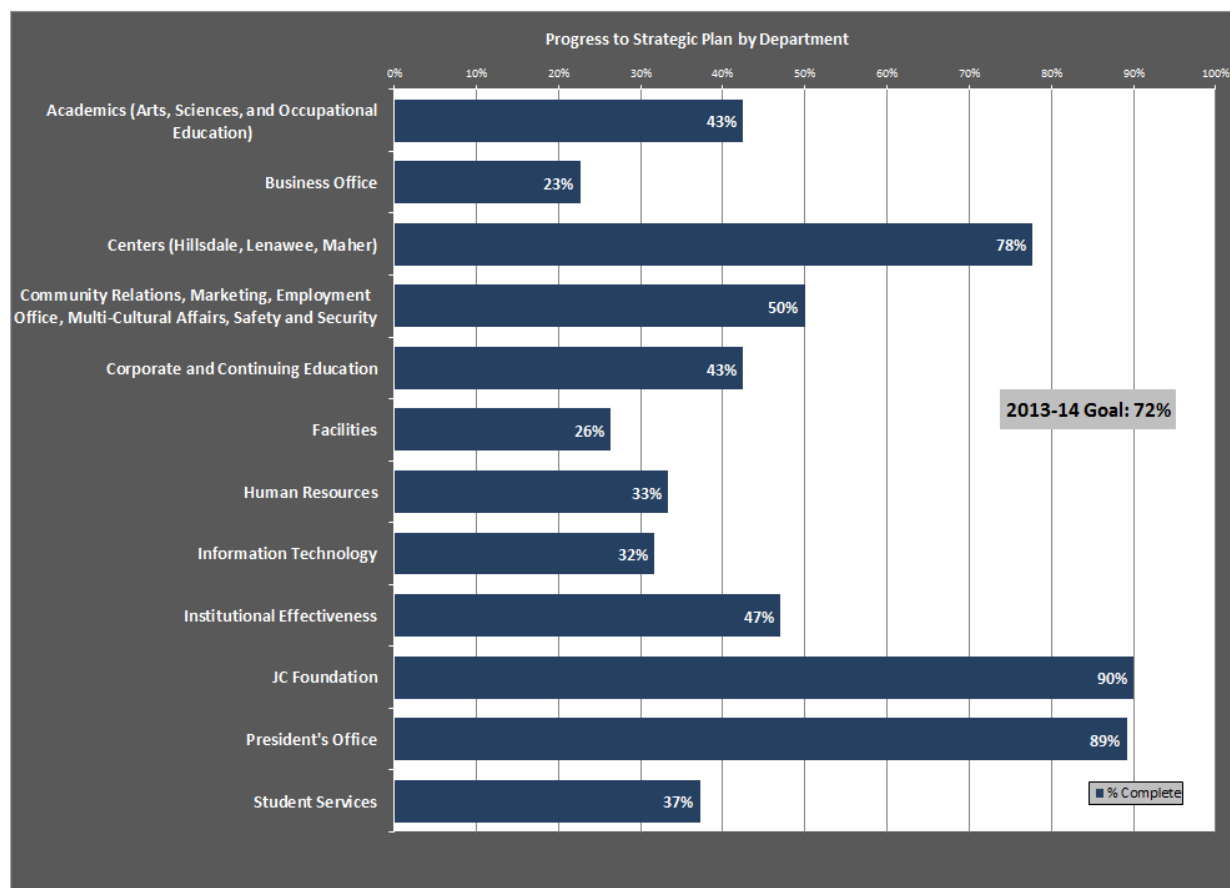


FIGURE 8.7: PROGRESS ON STRATEGIC INITIATIVES BY DEPARTMENT



8R3. What are your projections or targets for performance of your strategies and action plan over the next 1-3 years?

Jackson College's projections and targets for performance of our strategies and action plans over the next 1-3 years are established by the SPC. Nearly 60% of JC's revenue is the result of tuition and fees. In the last three years JC's enrollment has declined by more than 30%. While much of this decline can be attributed to an improved economy and a smaller

CATEGORY 8 ♦ PLANNING CONTINUOUS IMPROVEMENT

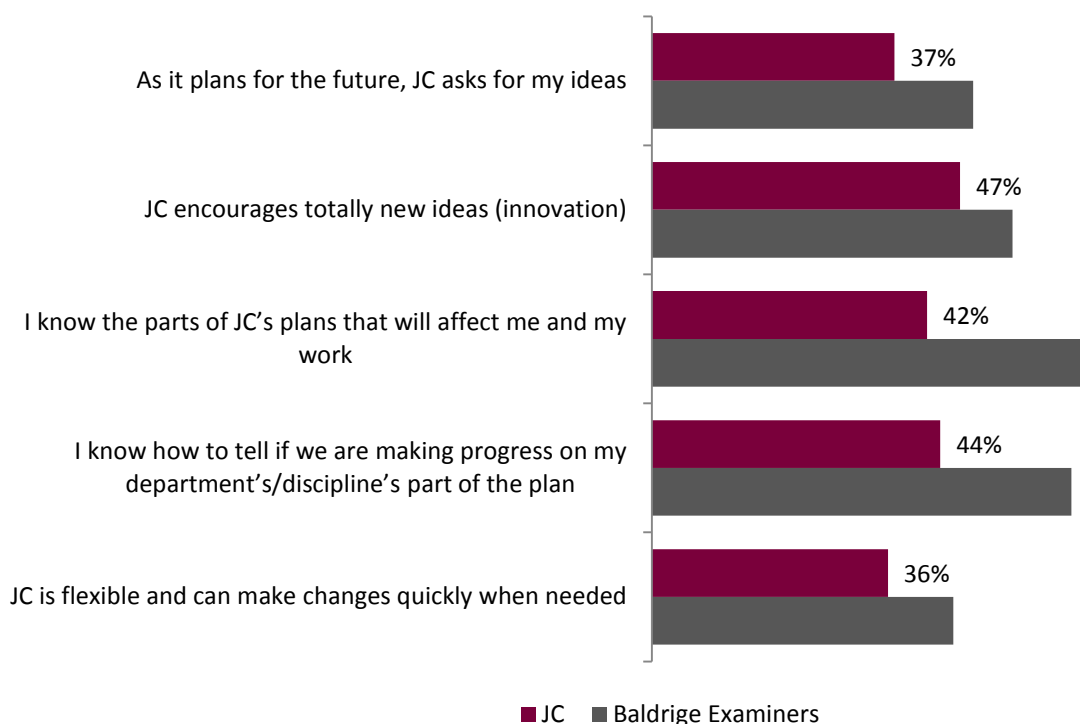
high school enrollment pipeline, the need to diversify and maximize markets has become a high priority and the College has enlisted to help of Noel-Levitz Recruitment and Retention consultants to facilitate this process. The enrollment decline and associated budget shortfall has led the College to take a more proactive approach to enrollment management and a more conservative approach when building a budget.

Additionally, the College is fully committed to student success and completion and in the context of increasing accountability demands for outcomes; the College is positioning itself to set targets that align with Lumina Foundation's College Completion Agenda and President Obama's College Completion Agenda goals.

8R4. How do your results for the performance of your processes for Planning Continuous Improvement compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

Jackson College's results on the Are We Making Progress Survey are compared to the survey results from the Malcolm Baldrige Board of Examiners evaluation of the organization's they work for in figure 8.8. The percent of strongly agree or agree responses for JC fall below the percent of strongly agree or agree responses from Board of Examiners on each of the survey items related to Strategic Planning.

FIGURE 8.8: ARE WE MAKING PROGRESS SURVEY - JC VS. BALDRIGE EXAMINERS



8R5. What is the evidence that your system for Planning Continuous Improvement is effective? How do you measure and evaluate your planning processes and activities?

The evidence that our continuous improvement system is working can be seen in the balanced scorecard and State of Strategy dashboard visual management systems. While discussions about goals and targets were not present throughout the College in the past, the College is improving on its culture of evidence journey through increased data requests and tracking of KPIs on the balanced scorecard or key strategic initiatives.

IMPROVEMENTS

8I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Planning Continuous Improvement?

Jackson College has made many recent improvements related to *Planning Continuous Improvement* including:

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- Creating a State of Strategy dashboard to monitor progress on strategic initiatives
- Implementing a monthly environmental scan process
- Incorporating trend data for all metrics on the College's balanced scorecard
- Aligning key performance areas on the College's Strategic Plan with AQIP categories and Board Monitoring Reports
- Reducing the number of strategic initiatives to account for changes in workforce capacity
- Engaging employees, community members and the Board of Trustees in strategic planning forums

8I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Planning Continuous Improvement*?

Since enrolling in the AQIP accreditation process in 2004, the College has strengthened its culture and infrastructure to be able to select specific processes for improvement and to set targets that improve our results. We have built a culture of evidence, as a result of our AQIP involvement. Additionally, the College has a robust environmental scanning process and utilizes best practice research to improve specific processes and set the direction of the College through its strategic plans. JC also incorporates the use of balanced scorecards and dashboards which are regularly monitored in this evidence-based approach.

CATEGORY 9 ♦ BUILDING COLLABORATIVE RELATIONSHIPS

INTRODUCTION

Jackson College's processes related to *Building Collaborative Relationships* exhibit a range of maturity levels. JC's processes related to creating, building, and maintaining relationships with K-12 school districts and colleges/universities are systematic and aligned. The College's recruitment process is systematic. Recruiters regularly visit area high schools and the College hosts annual meetings with high school counselors. The College has enlisted the services of Noel-Levitz recruitment consultants to improve our admission and recruitment processes. This work is critical as the high school pipeline is declining and the College's high school market share has decreased in recent years as well. Processes related to building and maintaining relationships with four-year colleges/universities are aligned. The College participates in the state-wide Michigan Transfer Agreement and the College is working to increase the number of schools it has reverse transfer agreements with so that more students have an opportunity to earn an associate's degree or certificate.

Processes related to building relationships with organizations that provide services to our students are systematic and there are efforts underway to improve the alignment and coordination of the services we provide to our students. Based on our students' needs, the College has partnered with the local health system to provide a health clinic on campus. The College has also partnered with the local transportation authority to increase the bus routes to and from campus as well as entering into a contract with the Jackson Transportation Authority that allows the College to subsidize the cost of riding the public buses.

The College's processes related to building partnerships with international agencies, organizations, and colleges/universities are systematic. The College's international initiatives are a relatively new endeavor for JC and with continued focus in the coming years; these systems and processes will become more mature.

PROCESSES

9P1. How do you create, prioritize, and build relationships with the educational institutions and other organizations from which you receive your students?

Jackson College creates, prioritizes, and builds relationships with the educational institutions and other organizations from which we receive our students through a variety of ways. Relationships with local K-12 schools are a top priority for the College. College recruiters regularly visit area high schools in the tri-county service area. And, with the addition of campus housing and athletics recruiters have extended their outreach to regional school districts as well. Jackson College's Office of Multicultural Affairs also provides outreach to area middle schools and high schools, particularly focusing on at-risk students to encourage them to graduate from high school and attend JC.

A variety of dual enrollment options are also available for high school students. The academic deans work with area high schools to determine whether JC's classes will be taught at the high school, using high school's facilities and technologies or if high school students will take college courses on JC's campus.

JC also collaborates with local intermediate school districts (ISDs) within Jackson, Hillsdale, and Lenawee counties by sharing facilities and equipment. The College has articulation agreements with the local ISDs for many of their career and technical education programs including automotive, networking security, culinary arts, and law enforcement. JC also hosts annual meetings for tri-county high school counselors and superintendents regarding college-readiness levels and first term academic success of their recent high school graduates.

In 2012, Jackson College was approached by a group of community members asking the College to formally undertake an effort of authorizing a Public School Academy (PSA) as a way to provide an early college option for the community and its children. The Board of Trustees formally approved the College to authorize the Jackson Preparatory & Early College and will open its doors starting in fall 2014 on Jackson College's Central Campus. This program will allow students to earn a high school diploma and an associate's degree at no cost.

Jackson College has established a pilot program with the local correctional facility, offering college credit classes, paid for by inmate's families. These classes are intended to give inmates important life skills and general education classes that would transfer to any institution of higher education upon probation from the facility. Due to the success of this initiative, private grant funders have approached the State of Michigan about running a pilot project where funders

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would pay for the tuition. Currently, the College is offering credit classes to 80 students at the Jackson correctional facility and another 80 students at the Macomb correctional facility under this program.

9P2. How do you create, prioritize, and build relationships with the educational institutions and employers that depend on the supply of your students and graduates that meet those organizations' requirements?

Jackson College creates, prioritizes, and builds relationships with transfer colleges/universities and potential employers to ensure a successful transition for our graduates. The College participates in the Michigan Transfer Agreement, which is designed to facilitate the transfer of general education requirements from one institution to another. Students may complete the Michigan Transfer Agreement (MTA) as a part of an associate's degree or as a stand-alone package. To fulfill the MTA students must successfully complete at least 30 credit hours with at least a 2.0 in each course aligned with the MTA. In addition to the MTA, the College maintains transfer guides sheets for many public and private four-year institutions, including all 15 Michigan public four-year universities. Transfer guides are also available for online universities such as Western Governors and the University of Phoenix.

In addition to participating in the MTA, the College has also worked with several colleges to establish reverse transfer agreements including Central Michigan University, Davenport University, Eastern Michigan University, Ferris State University, Grand Valley State University, Michigan State University, and Western Michigan University. Reverse transfer is a process where credits earned at a four-year college or university after transferring from JC are transferred back to JC to determine if the student are eligible for an associate's degree or other credential. If the courses from the four-year college allow the student to successfully complete a JC credential, the degree or certificate will be awarded.

Additionally, the College fosters relationships with educational organizations by providing physical space to four-year partners for the purpose of advising and/or offering courses. Current partners include Siena Heights University, Spring Arbor University, Concordia University, and Ferris State University. Advisors from these transfer institutions are available during regular business hours to provide program information to inquiring students.

Finally, our occupational programs have advisory committees that are made up of employers and other subject matter experts. These advisory committees are critical to keeping programs up-to-date. Occupational programs, particularly nursing and allied health, also work with area employers to secure clinical/internship sites for our students to gain first hand experiences related to their program of study.

9P3. How do you create, prioritize, and build relationships with the organizations that provide services to your students?

JC creates and builds relationships with organizations that provide services to students based on the needs of our students. Access to affordable healthcare is a consistent concern of our students; particularly our students living in campus housing. The College has partnered with Allegiance Health to offer JC students and employees medical care evaluation and treatment from the clinic's licensed nurse practitioner and technical staff. The clinic's staff will see patients, make diagnosis and assessment, prescribe medications and/or make referrals at a low cost. The clinic is open three days a week.

Transportation is often an issue for our students and one that often prevents them from regularly attending and successfully completing their classes. Transportation is an issue for our campus housing residents as well. It is estimated that less than 30% of housing students have their own cars on campus. This is problematic because the College does not currently offer a meal plan. Students have to find a way off campus to purchase groceries. As a result, the College has partnered with the Jackson Transportation Authority (JTA) to include bus routes from the College to downtown Jackson during the weekdays while school is in session and the mall on the weekends for students living in campus housing. An agreement between the College and JTA was reached in which students have the option to purchase the discounted bus pass for one dollar and the College shares in the cost.

Jackson College also works with and refers students to the Central Michigan 211 program when students' needs and issues extend beyond the services offered by the College. The 211 program can assist and refer students to the appropriate community agency or program based on their specific needs including tax assistance, food pantries, community shelters, and electric service payment assistance.

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The Jackson College Foundation maintains relationships with philanthropic donors who help fund a wide variety of academic and non-academic needs of the students. External vendors provide auxiliary services including the bookstore and food services.

9P4. How do you create, prioritize, and build relationships with the organizations that supply materials and services to your institution?

The College creates and builds relationships with organizations that supply materials and services based on the needs of the organization. JC's business office and IT department recently partnered with American Office Solutions (AOS) to provide and support all printers on campus. This partnership includes significant cost savings in toner and printer hardware as well as environmental savings, workflow efficiencies, and faster technical problem resolution for our end users. AOS monitors the printers for device errors, sends technical support within one business day, provides an inventory of stocked printers to be able to quickly swap out broken printers and provides end users training when necessary.

JC has a long-term relationship with Follett's Bookstore. Follett's provides a full-service operation on the Central campus and smaller stores at our Hillsdale and Lenawee centers. With the increase in the prices of text books over the last few years, Follett's has been a great partner in identifying what the College needed to do to become a pilot in the Rent-A-Text program. That program, along with e-books and other opportunities to work with our faculty, has been beneficial in keeping costs down for our students.

The College also partners with Continental Services to provide food service options to our students, employees, and external stakeholders. Continental Services has chefs on staff to provide upscale dinners for the College's fundraisers. Two years ago the College renovated the dining area on Central campus which increased our private parties and catering events. These events have been beneficial in underwriting the total cost of food service for our employees and students. This vendor also works to provide healthy food options as well as dollar deals for those students who do not have a lot of additional funds to spend on food. Additionally, Continental has been very flexible in piloting different food service options of our housing students and provides specific meal plans for our international students.

9P5. How do you create, prioritize, and build relationships with the education associations, external agencies, consortia partners, and the general community with who you interact?

Relationships with educational associations, external agencies, consortia partners, and the general community are prioritized based on their connection to the College mission, vision, and strategic plan. The Workforce and Economic Development department works closely with local business to evaluate and provide customized training based on hiring projections and identified skills gaps. The College is also involved with the Michigan New Job Training Program (MNJTP), which has helped local businesses expand and helped to attract new businesses to the area. Through MNJTP, employers can divert state withholdings to a training fund that is used to expand their workforce by working with community colleges. In the last 18 months, JC has successfully earmarked \$1.2 million to help local employers, the local economy, and economic developers.

Objectives regarding employer training needs and assistance the College can provide are conveyed directly to business owners, the local economic development groups, and workforce agencies in the tri-county area, both verbally and with completed information packets.

JC also participates in a county-wide initiative, Cradle to Career, which is a network of education and community leaders working together toward common goals in education. Working together, Jackson County Cradle to Career (C2C) is connecting quality, lifelong education to successful employment for all students. Currently, there are community action teams focusing on early childhood, elementary, middle school, high school, post-secondary, and community engagement and JC has several representatives serving on action teams. As a measure of progress, C2C commits to ensuring that 60% of all Jackson County residents have a post-secondary degree or credential by 2025.

In addition, JC is the grant manager for a project with the Michigan Economic Development Corporation, working with community colleges in each of the state's ten prosperity regions. The focus of this grant is to better align and identify the high-demand careers that require an associate's degree or less, and share that information with parents, high school

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counselors, and soon-to-be high school graduates through the use of career liaisons. This work addresses employers who have job openings but are not successful in recruiting candidates with the proper skills.

In order to diversify the College's revenue stream and provide students with a more global experience, JC is working with various partners and agencies to increase the number of international students enrolled at the College. Jackson College offers the Brazil Scientific Mobility Program (BSMP), Intensive English Program as part of the Institute of International Education. The College hosts Brazilian students for intensive English programming from one to three semesters, based on the need of the student. Once students have demonstrated competency in reading, writing, listening and speaking the College assists them in transitioning to a college or university to complete their educational goal.

The College also participates in the US-Brazil Connect Fellowship Program. This program creates opportunities for JC students to work as fellows, seeing Brazil first-hand. Fellows work with Brazilian high school students who are studying to enter technical fields and want assistance learning English. JC students serve as online tutors with the Brazilian high school students from April to August. JC's fellows also travel to Brazil for a four-week fellowship teaching English four hours per day and participate in an in-depth learning experience focused on Brazil's rise and the role of sustainability, science, and technology.

To go along with the Brazil Scientific Mobility Program and US-Brazil Connect Fellowship Program, the College has also participated in the Fulbright Foreign Language Teaching Assistant (FTLA) Program that has brought Brazilian educators to JC's campus the last two years to teach Portuguese and provide support and assistance to the College International Student Institute. The FTLA program has aimed to strengthen foreign language instruction at US educational institutions by establishing a native speaker presence in the classroom. The FTLA program also provides an opportunity for international teachers to refine their teaching skills, increase their English language proficiency, and extend their knowledge of cultures and customs of the United States.

9P6. How do you ensure that your partnership relationships are meeting the varying needs of those involved?

Jackson College ensures that our partnership relationships meet the varying needs of those involved in a variety of ways. Relationships with K-12 schools are evaluated on the number of students who come from each school district and the college-readiness rates of high school graduates. Relationships with four-year institution transfer partners are evaluated on the number of JC students transferring to a four-year college or university. Feedback from advisory committees help the College understand the strengths of our programs and where gaps or opportunities exist.

9P7. How do you create and build relationships between and among departments and units within your institution? How do you assure integration and communication across these relationships?

JC creates and builds relationships between and among departments within our institution through the College's committee structure. The committee structure is designed to be cross-functional in nature; across various departments and job classifications. In addition, cross-functional teams are often formed when new projects or initiatives are started at the College.

JC assures integration and communication across relationships through the following methods:

- Faculty learning days
- President's State of the College address
- Posting of committee agendas and minutes on the web
- Fast Facts, daily pop up's that provide current news and information when logging onto a JC computer
- First News, an email communication sent to JC employees when an event occurs on campus
- Coffee and Conversations with the President
- This Week at JC, a weekly e-newsletter for employees

RESULTS

9R1. What measures of building collaborative relationships, external and internal, do you collect and analyze regularly?

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JC does not currently have performance results for all of its internal and external collaborative relationships. The following measures of building collaborative relationships are routinely collected and analyzed by the College:

- High school market share
- Number of JC students transferring to four-year colleges/universities

9R2. What performance results in building your key collaborative relationships, external and internal?

Jackson College tracks the percent of recent high school graduates who enroll at JC in the immediate fall semester for the tri-county service area (see figure 9.1). The number of high school graduates in the tri-county service area is declining which means that even if the high school market share remains steady, there are fewer numbers of recent high school graduates enrolling at JC. The College is currently working with a Noel-Levitz Recruitment consultant to increase the number of local high school graduates enrolling at JC.

FIGURE 9.1: HIGH SCHOOL MARKET SHARE TRENDS

High School Market Share	2009	2010	2011	2012	2013
Overall Tri-County	26%	24%	24%	22%	21%
Jackson County	34%	33%	31%	30%	26%
Hillsdale County	18%	15%	20%	19%	21%
Lenawee County	19%	16%	15%	13%	13%

The College also tracks the number of JC students transferring to four-year colleges/universities. Based on data from the state's P-20 student record system, the top transfer institutions for JC students are listed in figure 9.2.

FIGURE 9.2: NUMBER OF STUDENTS BY TRANSFER INSTITUTION

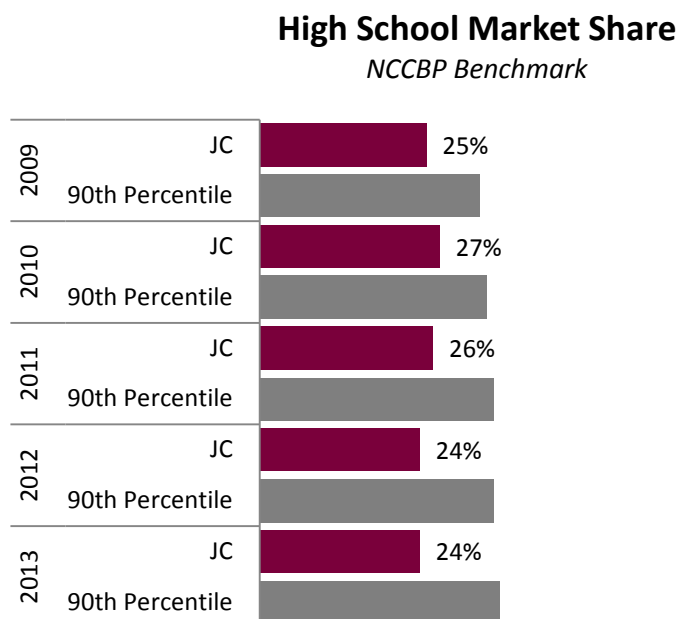
Transfer Institution	2011-12	2012-13
Baker College	87	118
Eastern Michigan University	81	79
Ferris State University	19	17
Grand Valley State University	22	32
Siena Heights University	56	33
Spring Arbor University	29	18
University of Michigan	31	22
Western Michigan University	41	56

9R3. How do your results for the performance of your processes for Building Collaborative Relationships compare with the performance results of other higher education institutions and, if appropriate of organizations outside of higher education?

As stated in the College's vision statement, JC aspires to be a world-class institution. We have defined world-class as achieving results that are in the 90th percentile on national benchmarks. Comparative data is available through the National Community College Benchmarking Project for high school market share. Figure 9.3 compares JC's results over the last five years with the 90th percentile score.

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FIGURE 9.3: HIGH SCHOOL MARKET SHARE - JC VS. NCCBP 90TH PERCENTILE



IMPROVEMENTS

9I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Building Collaborative Relationships*?

Jackson College has made many recent improvements related to *Building Collaborative Relationships* including:

- Creating reverse transfer agreements with several four-year universities
- Authorizing the Jackson Preparatory & Early College charter school, slated to open in fall 2014
- Partnering with various agencies to increase the number of international students and provide a more robust global experience for students

9I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Building Collaborative Relationships*?

Since enrolling in the AQIP accreditation process in 2004, the College has strengthened its culture and infrastructure to be able to select specific processes for improvement and to set targets that improve our results. We have built a culture of evidence, as a result of our AQIP involvement. Additionally, the College has a robust environmental scanning process and utilizes best practice research to improve specific processes and set the direction of the College through its strategic plans. JC also incorporates the use of balanced scorecards and dashboards which are regularly monitored in this evidence-based approach.