



ENDs Monitoring Report

Customer Service

September 10, 2018

Presented to:

Jackson College Board of Trustees

Presented by:

Jeremy Frew, Vice President of Student Services

Prefatory Section

As described in the Board ENDS and Institutional Monitoring Policies, the President will provide monthly reports to the Jackson College Board of Trustees which allow the Board to engage in formal monitoring and inspection of the College's performance in essential areas. The key institutional performance area for this month's review is Customer Service.

The Customer Service Monitoring Report examines Jackson College's student and other stakeholder performance results, which has the aim of demonstrating how well the College is satisfying students' and stakeholders' needs and expectations in our efforts to engage them in a positive, sustaining, customer-service relationship, as appropriate.

II. Executive Summary

A customer focus within an organization suggests a high priority toward serving its clients' needs. Indeed, having a customer focus is usually a strong contributor to the overall success of an organization and involves ensuring that the various operations of the organization place its customer's satisfaction at the highest levels. In addition, having a customer focus generally includes operating an effective customer service and customer relations program. The **Talent Development & Employee Impact Monitoring** report highlighted the workforce environment, and the **Community & Economic Development Monitoring** report explored the critical role we play with our communities. **The Customer Service Monitoring Report** will focus primarily on the student as a customer.

There are a number of internal and external data points used in the report to examine both performance and process in relation to Customer Service:

- Center for Community College Student Engagement (CCCSE)
- Survey of Entering Students Engagement (SENSE)
- The Noel-Levitz Student Satisfaction Inventory (SSI)
- Student Success Navigator Student Survey
- Jackson College Graduate Follow-Up survey
- Jackson College Commencement Participation
- Case Closures/Student Success Navigators
- Institutional Retention Data

Overall, the data strongly supports Jackson College's continued commitment to Customer Service/Total Commitment to Student Success" (TCS²). This is shown specifically in the area of building relationships and connections to students. Both the SENSE and CCCSE reports show Jackson College consistently out performing other institutions in the cohort (page 6). The SSI reports shows four years of improved student satisfaction around advising (page 8). Clearly, the Student Success Navigator model is working. Though enrollment has declined, we had 315 students participate in commencement, which is the largest ceremony since 2011 (page 10). As the Jackson College Graduate Follow-Up survey demonstrates, students are having a good experience at our institution (page 10).

The goals and updates from the 2017 report are listed below:

- **Increasing traditional and non-traditional student enrollment by 3%:**
Jackson College's enrollment has remained relatively flat over the past two years (Billing Contact Hours: 120,571 (16/17) and 119,226 (17/18)). With that being said, the makeup of enrollment (in terms of Billing Contact Hours) has changed and this original goal should have been focused on dual enrollment and PEI students. With the decrease in traditional high school students graduating from our tri-county area, Jackson College must and has increased our innovation in looking for new opportunities for enrollment. Jackson College and the Jackson ISD have partnered for the Jackson County Early College (JCEC). Our goal for first time students in JCEC was 300 students. We currently have 277 registered and over 500 total in our funnel. The Prison Education Initiative (PEI) continues to grow each semester making up a larger piece of our enrollment (our goal for 18/19 18,000 Billing Contact Hours and over 700 students). In Hillsdale, the Hillsdale Early Middle College is expanding rapidly as well.
- **Assign a Student Success Navigator to each Jackson County high school for assistance with dual enrollment:** Freddie DeRamus was assigned to Jackson High School, and during the school year works 15-20 hours at the high school. Freddie also has taken on the role of the Student Success Navigator assigned to Jackson County Early College(JCEC). Due to the growth and popularity of the program we are assigning additional Navigators to JCEC. There were over 500 inquiries into the new program and we currently have nearly 300 students enrolled. By the end of the 2018-2019 academic year we hope to have 400 students in JCEC.
- **Develop and implement wrap around services for summer bridge programs:** The Summer Jets program was developed and designed, however due to the lack of applications it was renamed and launched as "Ready Set Jet". The program/pilot was reduced in scope and time, but still gave a select number students who wanted to live in Campus View Student Housing additional resources and supports. Fourteen students completed the program/pilot and will be living in student housing for fall 2018. To ensure the students are successful, Antoine Breedlove, Multi-Cultural Student Program Coordinator is coordinating with the Men of Merit and Sisters of Strength to assign all fourteen participants a mentor. The progress/success of the students will be tracked and used to scale up the program for summer 2019.
- **Develop and implement Student Life Activities for summer population:**
 - With the International Student Institute developed student programming for a cohort of students from Guangdong Polytechnic.
 - 9 students matriculated.
 - Provided introduction to the Hangar
 - Organized a summer BBQ in the park with ISS
 - Summer Jets
 - Co-Curricular Sub-Committee Chair
 - Assisted with planning/implementation of the Ready. Set. Jet. Orientation Day
 - Coordinated Spectrum Training, RA Training
 - Spectrum Training facilitator, Adjunct Faculty Learning Days

- Assisted with Organizing Parking Lot Party
- Coordinated Spectrum Training, Faculty Learning Days
- Point Person for No Zebras, No Excuses Sexual Assault Prevention and Bystander Education
- Labor Day BBQ

The goals for 2018/19 will be:

- **Retention and Completion:** 90% retention fall to winter, 80% retention and fall to fall and 70% completion
- **Jackson County Early College (JCEC):** 400 Students enrolled & stronger partnerships with local schools
- **Prison Education Initiative (PEI):** 18,000 BCH mark and have over 700 students enrolled in classes
- **W.J. Maher Campus:** Identify new academic programs that can create a niche campus
- **Customer Service:** New customer service professional development opportunities that are focused on serving the “whole student
- **Multiple Measures and Student Profile:** Collect and use the data to help predict, where students will need assistance to be successful.

In terms of customer satisfaction Jackson College has made large improvements and this is made clear by the voice of the student and the new partnerships in the community. However, this has not translated into student success. We need to continue to have laser-like focus on retention and completion. The institution’s goal is 90% retention fall to fall, 80% fall to winter and 70% completion (90/80/70). Fall 2016 to fall 2017 was 44%, and fall 17 to winter 18 was 74% (appendix A & B).

The new business model and serving the whole student approach to TCS² should help to move the retention and completion data in a positive direction. Clearly the Oasis Center, Health Clinic, Dental Clinic, new food offerings, food pantry, seven week semesters, new transportation options etc., are steps toward this serving the whole student approach.

III. Institutional Context

Jackson College remains committed to innovation and our spirit of a Total Commitment to Student Success. JC has advanced our work with the Business Innovation Factory (BIF), Alliance for Innovation and Transformation (AFIT), and maintains a commitment to the Malcolm Baldrige National Quality Awards (MBNQA) quality principles which have been adopted by the Higher Learning Commission (HLC). It is through these commitments that Jackson College has created the Customer Focused Board Ends and progress toward improving ourselves.

“Jackson College provides opportunities which enrich cultural, occupational and other intellectual interests of learners and the community.”

A customer focus and providing excellent customer service to various stakeholders is imbedded throughout the College’s culture and further substantiated in the statement of beliefs, which was approved by the Board of Trustees in 2013. More specifically, the following belief statements speak directly to being customer focused:

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;
- 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;
- Building and maintaining trusting relationships with each other is essential;
- We make a positive difference in the lives of our students, our employees, and our communities;
- We must prepare our students to be successful in a global environment; and
- Our work matters.

Jackson College continues with the motto of a Total Commitment to Student Success (TCS²). This, again, is the College's unswerving devotion to meeting and exceeding all students' expectations as we assist those we serve in meeting their goals.

The primary function of the Customer Focus Committee (CFC) is to listen and learn from key customers and stakeholders about expectations, experiences, deficiencies, and to identify areas where celebration of excellence is warranted. Along with the charge to define key customer requirements, the committee is also charged with defining strategies to remain engaged with customers/stakeholders, making recommendations for improvements based on data, and providing ongoing review of stakeholder feedback.

IV. External Context

TCS² is not something that Jackson College uses as a simple motto but rather the anchor of our business model. It is a desire to improve every student and their respective experiences with Jackson College. It is through this commitment that we assess, analyze and make changes as appropriate. By using multiple assessments we are able to garner a clearer picture of what our students are experiencing. As we analyze this information, Jackson College can make informed choices on where to put our time and effort to have a positive impact on student success.

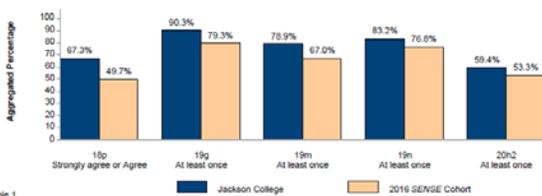
Jackson College administers the Noel-Levitz Student Satisfaction Inventory (SSI) every other year. In the spring of 2014, results indicated a need to improve customer service to students, specifically in the area of academic advising. As a result, the College has focused resources on improving academic advising. Noel-Levitz Student Satisfaction Inventory data from 2018 shows a marked improvement in satisfaction levels with regard to advising.

With our commitment to continuous improvement, in 2016 the College began working with the Center for Community College Student Engagement (CCCSE) to annually administer the Survey of Entering Students Engagement (SENSE). SENSE is a research-based tool that allows institutions to easily analyze, monitor and benchmark data. The first SENSE survey was administered in fall 2016 and will be used along with the SSI report as data points to drive the Customer Focused Committees work going forward.

Based on the 2016 SENSE results, students self-report coming in with lower than benchmarked averages on expectations/aspirations. Jackson College incoming students specifically report not being prepared for success in college, coming to class unprepared or not coming in at all. Students feel as though instructors and staff want them to succeed in college. These reports combined with the CCSSE results, that students fell below the national benchmarked averages of support as it relates to factors outside of the classroom; including but not limited to, emotional health, encouragement of diversity, social support, financial and career counseling, suggest factors of student achievement can be addressed by providing students with tools for success and further support.

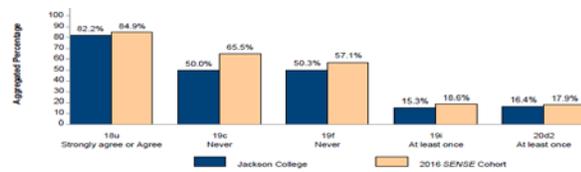
Below is a summary (Highest and Lowest Aspects) of our Key Findings for Both the CCSSE and the SENSE:

SENSE



Benchmark	Item Number	Item
Early Connections	18p	At least one college staff member (other than an instructor) learned my name
Engaged Learning	19g	Frequency: Worked with other students on a project or assignment during class
Engaged Learning	19m	Frequency: Discussed an assignment or grade with an instructor
Engaged Learning	19n	Frequency: Asked for help from an instructor regarding questions or problems related to a class
Engaged Learning	20d2	Frequency: Used computer lab

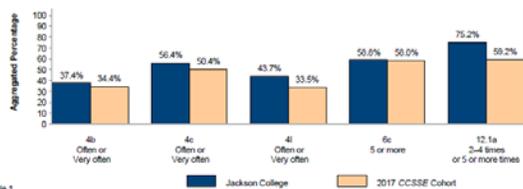
Notes:
 For Item(s) 18, strongly agree and agree responses are combined.
 For Item(s) 19, except 19c, 19d, 19f, and 19g, once, two or three times, and four or more times responses are combined.
 For Item(s) 20, once, two or three times, and four or more times responses are combined.



Benchmark	Item Number	Item
High Expectations and Aspirations	18a	I am prepared academically to succeed in college
High Expectations and Aspirations	19c	Frequency: Turned in an assignment late
High Expectations and Aspirations	19f	Frequency: Came to class without completing readings or assignments
Engaged Learning	19i	Frequency: Participated in a required study group outside of class
Engaged Learning	20d2	Frequency: Used face-to-face tutoring

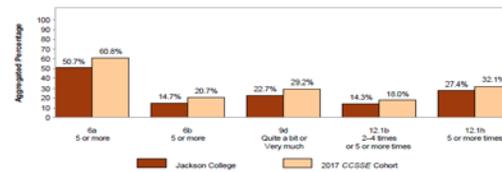
Notes:
 For Item(s) 18, strongly agree and agree responses are combined.
 For Item(s) 19, except 19c, 19d, 19f, and 19g, once, two or three times, and four or more times responses are combined.
 For Item(s) 19c, d, f, and g, responses have been reversed. The frequency displayed is the percentage of students who report never doing the activities described in the items.
 For Item(s) 20, once, two or three times, and four or more times responses are combined.

CCSSE



Benchmark	Item Number	Item
Active and Collaborative Learning	4b	Made a class presentation
Student Effort	4c	Prepared two or more drafts of a paper or assignment before turning it in
Student-Faculty Interaction	4i	Talked about career plans with an instructor or advisor
Academic Challenge	6c	Number of written papers or reports of any length
Support For Learners	12.1a	Academic advising / planning

Notes:
 For Item(s) 4 (except 4e), often and very often responses are combined.
 For Item(s) 6, 5-10, 11-20, and more than 20 responses are combined.
 For Item(s) 12.1a and 12.1b, 2-4 times and 5 or more times responses are combined.



Benchmark	Item Number	Item
Academic Challenge	6a	Number of assigned textbooks, manuals, books, or packets of course readings
Student Effort	6b	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
Support For Learners	9d	Helping you cope with your non-academic responsibilities (work, family, etc.)
Support For Learners	12.1b	Career counseling
Student Effort	12.1h	Computer lab

Notes:
 For Item(s) 6, 5-10, 11-20, and more than 20 responses are combined.
 For Item(s) 9, quite a bit and very much responses are combined.
 For Item(s) 12.1a and 12.1b, 2-4 times and 5 or more times responses are combined.

Tremendous work has already begun in addressing student concerns regarding non-academic supports. They include:

- The opening of Food Pantry in 2015.

- The Dental Lab opening fall 2018.
- The exploration of new Transportation options for students.
- The JC Health Clinic.
- The Oasis center is available for little to no cost to students. The Oasis is a clinic where staff and students may receive mental health care.
- Our student life team is increasingly expanding our student groups and activities available on campus year round. Jackson College is committed to building a campus culture of support and inclusiveness to all.
- Financial aid is taking more of a focus during our New Student Orientations. Beginning with incoming students starting in the fall of 2018, all students must meet with a Financial Aid representative during orientation.
- In response to the increased desire for Career Counseling, Jackson College has invested in Navigator training with the National Career Development Association, as well as cross campus collaboration with Jackson College's Career Coach.

V. Institutional Performance Reporting and Assessment

Student Satisfaction:

Jackson College has launched, or is in the process of launching, a number of initiatives to improve customer satisfaction. Specifically:

Student Success Navigators: Jackson College in its commitment to innovation and access has expanded the roles of Navigators to include the Prisoner Education Initiative, Jackson College Early College, Hillsdale Early Middle College, Jackson Preparatory and Early College, etc. Jackson College is dedicated to offering students in our various special populations the same service that our traditional first time enrolled in college students receive.

Our Navigators have continued their:

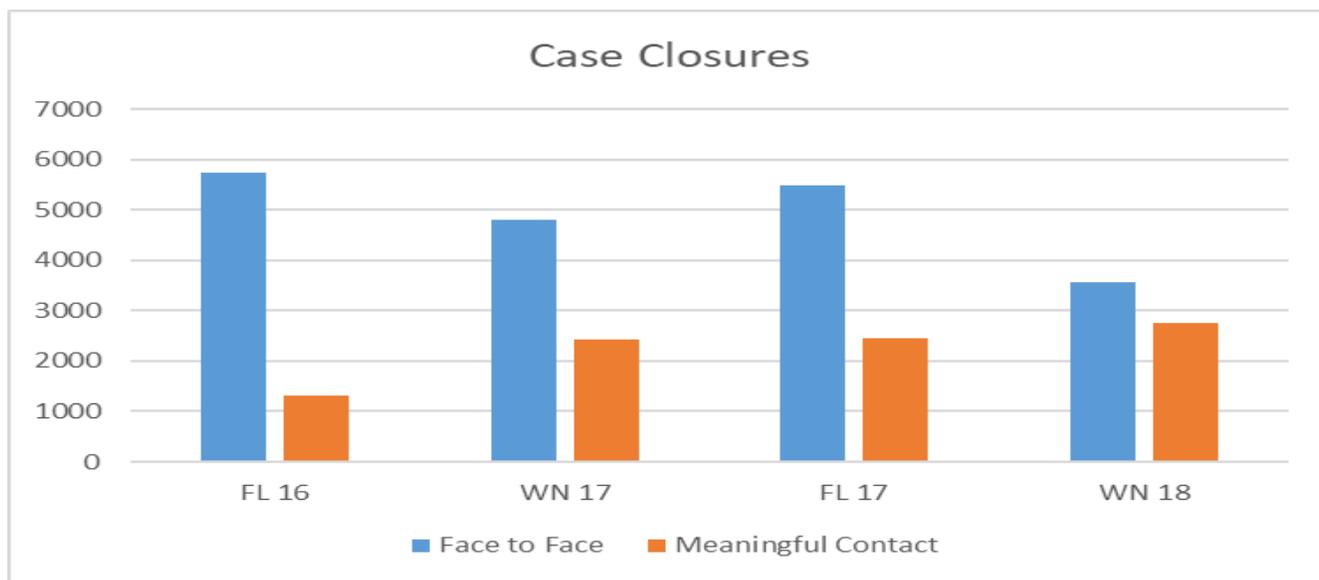
- Assignment of Navigator Team Leads;
- Offering timely trainings.
- Commitment to Appreciative Advising
- Professional training and credentialing through the National Career Development Association as Facilitators.
- Assignment of caseloads by Pathway & Dual Enrollment.
- Cross training with various departments:
 - Center for Student Success
 - TRIO
 - Veterans
 - American Honors
 - Prison Education Initiative
 - Financial Aid
 - Jackson County Early College

Student Success Navigators have tracked all of their contacts through Retention Alert up until fall 2018. Prior to the start of a term, three Retention Alert cases are created for actively registered students. These cases serve as a Navigator's guide for following the Outreach and

Intervention Plan. Moving forward, starting fall 2018, Navigators will pull an updated WEBI report reflecting their caseload and their interactions will be tracked on their individual dashboard, as well as through their CASMing (or notating their interactions in Colleague).

During the fall 2017 semester, Navigators closed 5,494 cases by meeting with students face to face. Navigators closed an additional 2,444 cases due to meaningful contacts via phone, email or a Navigator other than who is assigned.

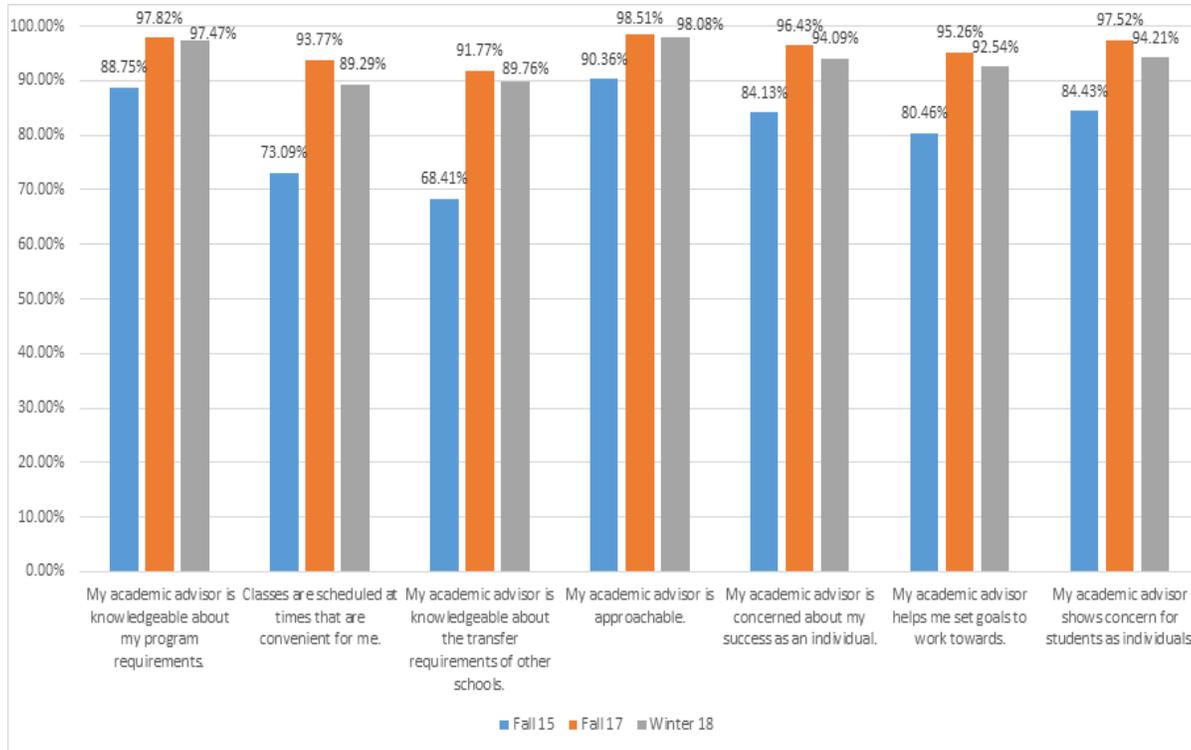
In the winter 2018 semester, Navigators closed 3,574 cases face to face. 2,769 cases were closed as meaningful contacts via phone, email or a Navigator other than who is assigned.



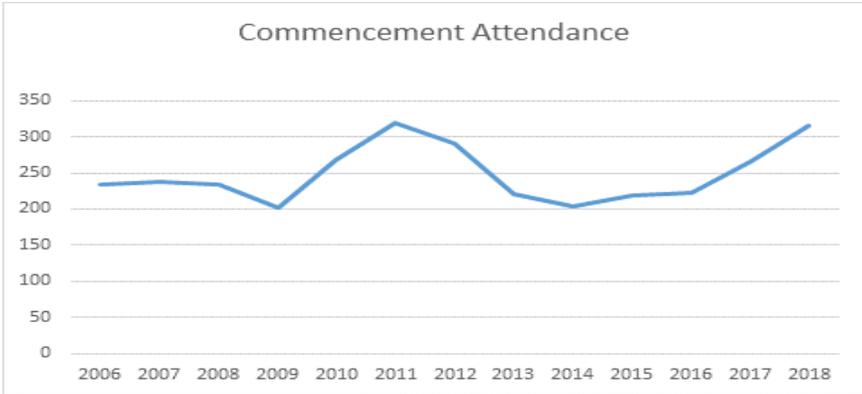
The Noel-Levitz Student Satisfaction Inventory: Jackson College recently completed the Student Satisfaction Inventory through our partnership with Ruffalo Noel Levitz. Academic advising was a primary concern as the first SSI was administered in May of 2014. Jackson College has increased student satisfaction and lowered the performance gap (difference between importance and satisfaction) in all areas of academic advising over the past four years. The results validate the work of the Student Success Navigators.

Question	Importance 2018	Satisfaction 2018	Performance Gap 2018	Importance 2016	Satisfaction 2016	Performance Gap 2016	Importance 2014	Satisfaction 2014	Performance Gap 2014
My academic advisor is approachable.	6.69	6.17	0.52	6.38	5.69	0.69	6.44	5.17	1.27
My academic advisor helps me set goals to work	6.4	5.75	0.65	6.2	5.37	0.83	6.26	4.89	1.37
My academic advisor is concerned about my success	6.53	5.92	0.61	6.33	5.48	0.85	6.4	4.81	1.59
My academic advisor is knowledgeable about my school	6.72	5.94	0.78	6.48	5.49	0.99	6.57	5.22	1.35
My academic advisor is knowledgeable about my major	6.6	5.87	0.73	6.45	5.38	1.07	6.48	5.01	1.47
Counseling staff care about students as individuals	6.44	6.1	0.34	6.32	5.56	0.76	6.31	5.26	1.05
This school does whatever it can to help me reach my goals	6.51	5.65	0.86	6.36	5.25	1.11	6.47	5.06	1.41

Internal Customer Satisfaction Data: Because the Noel-Levitz Student Satisfaction (SSI) Inventory is only administered every other year, we are continuing to monitor student satisfaction using two internal data sources. The first is through an internally created academic advising survey that specifically targets the items identified as challenges on the SSI. In order to gather the largest amount of responses, Student Services invested in tablets for all Navigators to have; one of the functions of this tablet is to obtain survey results from students. The following chart compares internal student satisfaction data from 2015 to current winter 2018. With the overall average above 90%, our Student Success Navigator model is continuing to be effective and celebrated by our students.



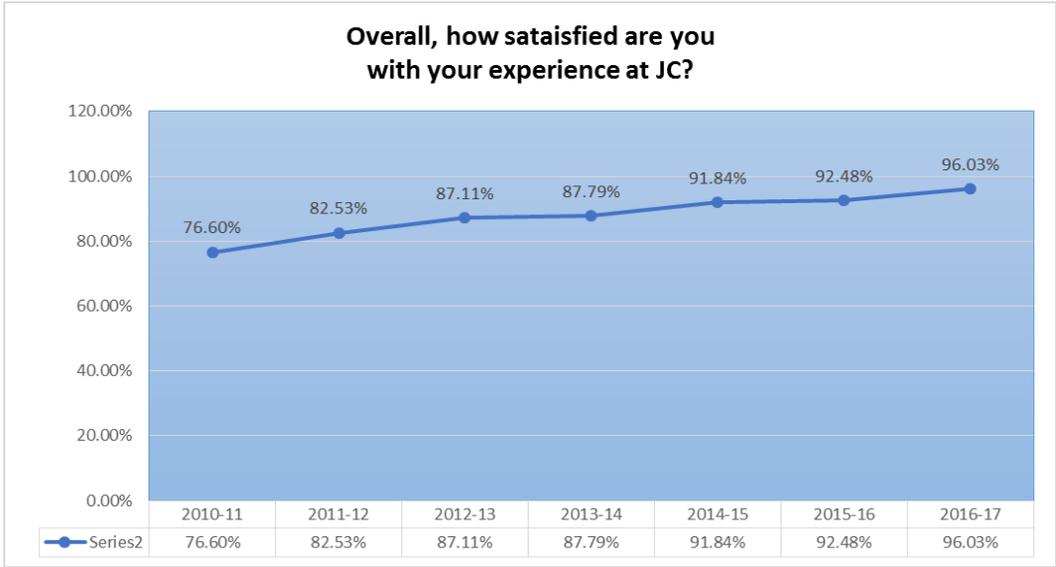
Commencement Participation: Our participation eclipsed 315 students in the May 2018 ceremony. As you can see we are near the all-time high from 2011 when our enrollment was drastically higher than it is now. As our enrollment has declined, participation of our students in the commencement ceremony has increased. Along with the rise in participation we have seen a rise in attendance by families and friends of the graduates. In the May 2018 ceremony, we reached capacity in Harold Sheffer Music Hall, which can hold over 1,500 people, exceeded capacity in Michael Baughman Theatre, which can hold over 400, and had people sitting in the lobby area who could not get into either theatre. Families and students are excited to be part of the JC family and Alumni.

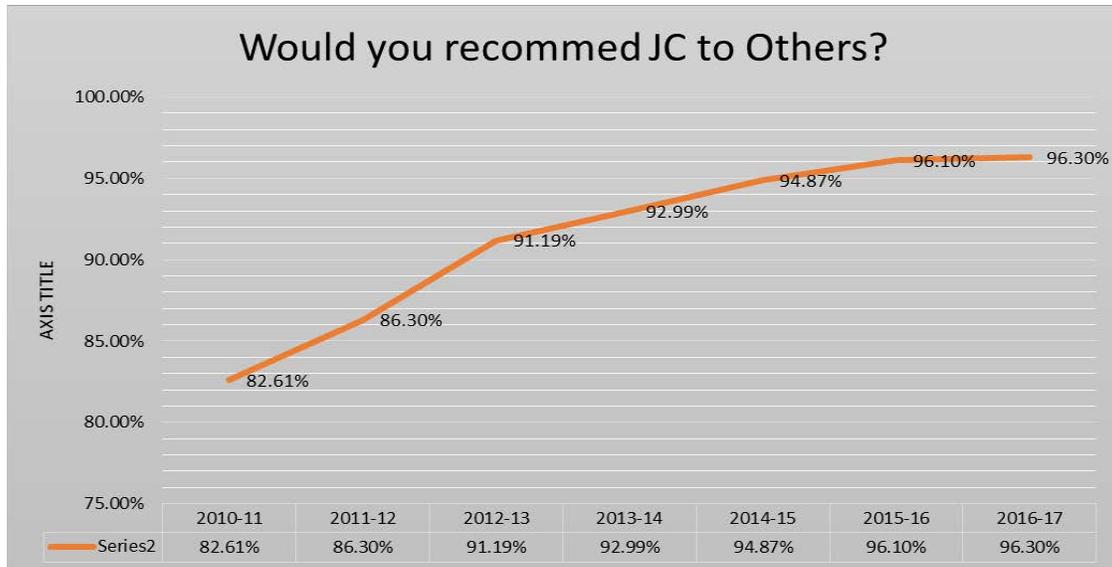


Graduates: An additional student data source is the Jackson College Graduate Follow-Up survey. The following charts illustrate forward progress on:

- Students’ overall satisfaction with their experience at Jackson College
- Whether students would recommend Jackson College to others

The increased satisfaction from 2010-2017 validates the foresight the Board and Dr. Phelan saw investing in the institution’s culture and the TCS².





Veterans' Resource Center: As a result of creating a Veterans Resource Center and the addition of a Veteran-specific Student Success Navigator, the College continues to improve services for our veterans and their families. The Veterans Services Support item continues to be above the national average (a statistically significant increase was achieved as well) and Jackson College was granted military friendly gold status.

The institutional goal is to increase our student veteran population on campus to over 140 students during the 2018-19 academic school year. The Veteran Resource Center has been conducting outreach and implementing retention measures to accomplish this goal.

Jackson College is in the process of submitting an application for a national Military Friendly School status award. This award is granted based off of both public data about the institution and the proprietary data gathered through the application process. Annually, more than 8,800 institutions nationwide apply for this distinguished status. Each school that applies is assessed in the areas of Student Retention, Graduation, Job Placement, Loan Repayment and Loan Default rates for all students and also specifically for veterans. Jackson College will be notified of our status review in early 2019. The College also completed an application for military friendly status within the state Michigan through the Michigan Veteran Affairs Agency. We are currently waiting on a decision from them regarding our status.

Multiple Measures: Jackson College is dedicated to placing students appropriately into coursework based on a multitude of factors, rather than focusing solely on an intake assessment. Jackson College professionals utilize information from high school GPA, Accuplacer (cut scores set by institutional faculty), high school transcripts, and conversations with the student to place students as appropriate. Hopefully, this will lower both underplacement and overplacement.

New Student Profile: Previously known as Jackson College's Intake Assessment, the New Student Profile will be administered in SEM 140. Results from the assessment will be the focus of each student's first semester advising appointment. The New Student Profile is an assessment based on the Big Five Personality Inventory (Ten Item Personality Inventory)

combined with questions from Michigan Career Pathways (basis for Jackson College's pathways). Also included in the assessment are specific questions chosen by Student Success Navigators, questions on a growth versus fixed mindset, and grit. The data will be pulled and reviewed September 15, 2018.

Results will be reviewed by faculty and administration. Jackson College intends to use the New Student Profile to improve the relationship between students and Navigator, find areas of growth and strength not related to academics, place students in their appropriate pathway and identify personality traits that may be indicative of potential successes or concerns.

Community Satisfaction: As my colleague, Jason Valente validated and demonstrated in the ***Community and Economic Development Monitoring Report***, Jackson College is not just part of the community but serves as a center for "crucial community conversations" and a "cultural arts hub." There are a multitude of initiatives that are building partnerships and relationships in our community: Halloween Spectacular, Easter Egg Hunt, Free College Day, Michigan Shakespeare Festival, Miss Jackson Crossroads etc.

So far in 2018, Dr. Phelan has hosted three Community Advisory Group (CAG), one in each of the tri-county areas, Lenawee, Hillsdale and Jackson. The goal was to have conversations with our local communities to understand their perspective about the work Jackson College is doing. Approximately 70 community members participated. Going forward, the meetings will be held twice a year and a formal survey will be given.

Jackson College is the main driver for multiple academic partnerships with the local tri-county K-12 institutions. The creation of Jackson Preparatory and Early College (JPEC), Jackson County Early College (JCEC), JC/LISD Academy (JLEMC), and the Hillsdale County Early Middle College (HCEMC) are all reshaping education and a great examples of a "blue ocean". As the data showed in the Student Access Ends Report, dual enrollment made up 16.5% of our 18/WN enrollment. This number will continue to grow and we expect to have over 800 dual enrolled students fall 2018.

VI. Goals for the Next 12-month Period

Over the next 12 months, Jackson College will leverage all of the areas of improvement and specific target goals from its various committees and sub committees, creating continuity between each group so that the institution is focusing on the same goals. The institution will continue to use multiple reports and surveys to ensure we are meeting our students' needs. As an institution we will continue to work toward the 90/80/70 and the new "whole student approach" to the student will be the key strategy. Other areas that will be a focus for the 2018-2019:

- **Jackson County Early College (JCEC):** Grow enrollment to 400 students by winter 2019. Continue to build a partnership with the local schools and be prepared to reprioritize resources to serve this population.

- **Prison Education Initiative (PEI):** Fully integrate the PEI program into Student Services, resulting in new opportunities for current and future PEI students. For 2018-2019 year we hope to hit the 18,000 BCH mark and have over 700 students enrolled in classes.
- **W.J. Maher Campus:** Continue to work with Mr. Valente, President, Jackson College Foundation and Dr. Thirolf, Vice President for Instruction, to identify new academic programs that can create a niche campus.
- **Customer Service:** With the assistance of Human Resources implement new customer service professional development, opportunities that are focused on serving the “whole student”.
- **Multiple Measures and Student Profile:** Collect and use the data to help predict where students will need assistance to be successful.
- **Retention and Completion:** 90% retention fall to winter, 80% retention and fall to fall and 70% completion

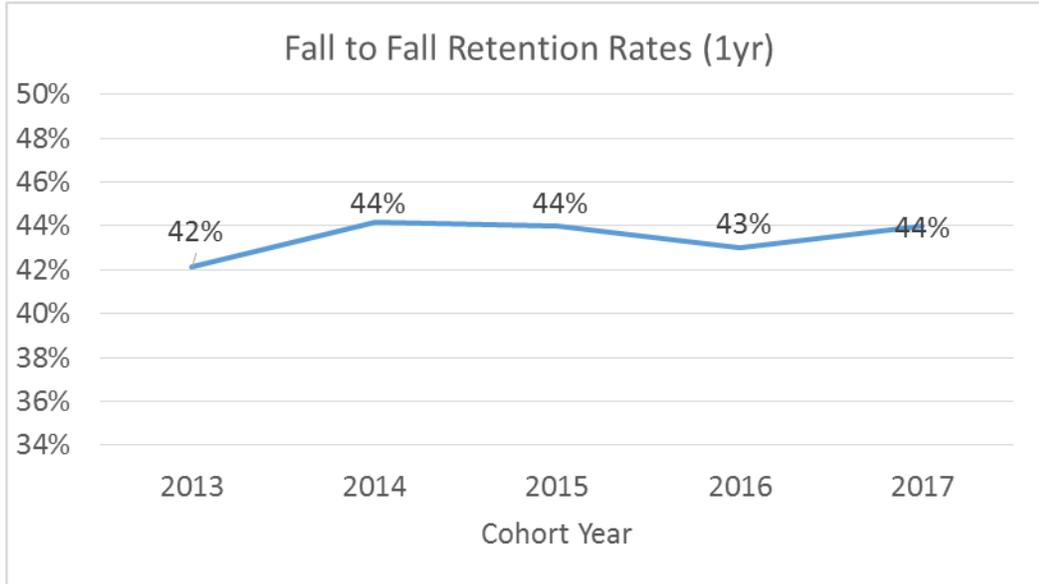
VII. Conclusion

The Customer Focus Monitoring report examined Jackson College’s performance results using a variety of data. The goal is to holistically understand how the College is satisfying its key stakeholder, the student. In the past twelve months, great strides have been made toward continuous quality improvement in the area of customer services. Highlights include:

- The fantastic results of the Student Service Student Satisfaction Survey
- The launching of the new Jackson County Early College
- The continued positive feedback we are getting from our graduates
- The new “holistic” approach to our students
- The huge participation in commencement

Jackson College remains committed and focused on providing world-class customer service to all its stakeholders. The above initiatives are focused on improving customer satisfaction and are the core to the College’s Total Commitment to Student Success. It is the ongoing goal of Jackson College and the Customer Focused Committee to provide world-class customer service to all its stakeholders.

Appendix A



Appendix B

