

# Monitoring Report

Instruction

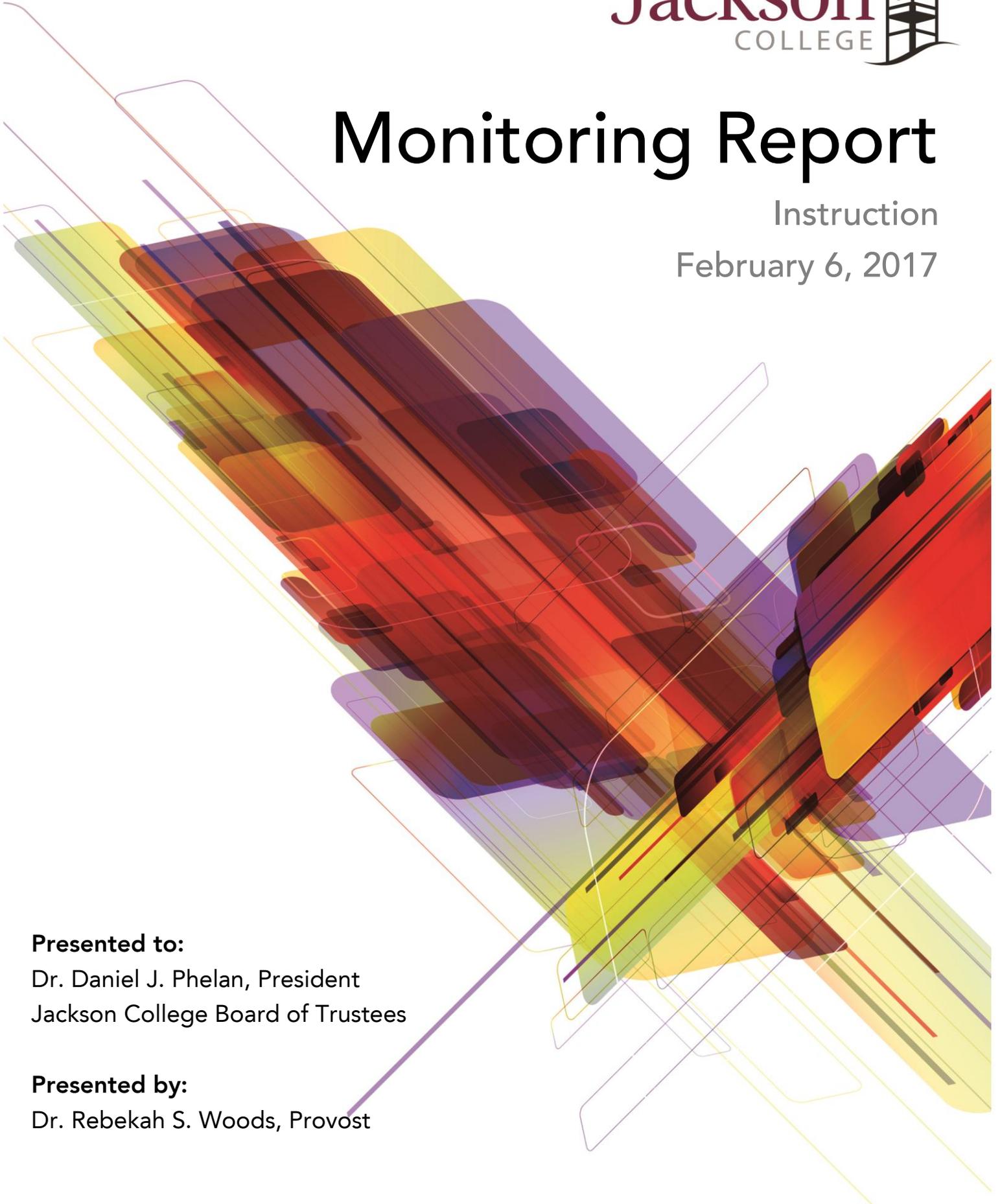
February 6, 2017

**Presented to:**

Dr. Daniel J. Phelan, President  
Jackson College Board of Trustees

**Presented by:**

Dr. Rebekah S. Woods, Provost



## **I. Executive Summary**

This Monitoring Report of institutional performance focuses upon the quality of the College's instructional program and related processes, with special emphasis on educational offerings, instructional staff, market-driven instructional technologies, instructional spaces, operations, as well as instructional support structures. Finally, this report considers future course and program development, the relevance of the College's programs with respect to market demand, as well as instructional and other support resources.

The College follows two internal processes to ensure a high quality of, and currency within, its instructional programming. A formal, and regularly scheduled, Program Review process is required to be completed by all programs and disciplines on a scheduled basis. The process embraces a philosophy of continuous quality improvement (CQI) and results in action plans, which can include the creation or discontinuation of programs and/or courses. A similar process, the Enrollment Trends Report, is completed on all programs every year and reviews the current quality and viability of the instructional program. The process may also result in the need for a Program Improvement Plan to address any data points of concern (e.g., enrollment, student success, awards conferred, costs, etc.).

In response to the changing needs of the external workforce and the changes within higher education, new programs, partnerships, and models of delivery are currently underway. New programs now under development, or in the initial stages of implementation, include Agriculture, Aquaculture, Dental Hygiene, and our recently approved new baccalaureate degree in Culinary Arts & Hospitality Management. The College has also recently launched a partnership with Michigan Works Southeast to provide GED preparation and Adult Basic Education (ABE) located on the Central Campus at no cost to our community members.

The College continues to make the required progress on its Pathways work, competency-based educational (CBE) options for students, as well as our Textbook Zero (TBZ) initiative.

## **II. Institutional Context**

Jackson College utilizes two main processes to ensure the quality of its instructional programs and alignment of efforts with the institutional strategic plan. The first is the Program Review process which is designed to ensure the academic integrity and currency of all instructional programs, related technologies, and supports. It also ensures compliance with the Higher Learning Commission's (HLC) requirement that institutions maintain a practice of regular program review. Jackson College's Program Review policy requires programs to be reviewed every five years. Additionally, new programs are reviewed every other year for the first five years of operation before following the five-year rotation. The Program Review process, which was built on the framework of the Malcolm Baldrige National Quality Award (MBNQA), mirrors the MBNQA categories of leadership, student learning, process effectiveness, budget/financial/market, workforce focus, and stakeholder focus. The process would normally be in its fourth year of rotation. However, because of the intensive work associated with Pathways, the review process was put on hold last year. This year was spent reviewing the Program Review template to integrate the Pathways concepts and structure into the process. A revised template and data management process will be reviewed during the Academic Council meeting in February 2017 for feedback and approval, with the process resuming in FY18.

The second instructional review process is the Enrollment Trends Report. This report is completed annually by the instructional administration and is subsequently shared with faculty during an Academic Department Chairs' meeting in the winter semester of each year. The process undertakes a review and analysis of five-year trends for the following data:

- Enrollment by discipline and course;
- Student success by discipline;
- Awards conferred by program;
- Occupational demand projections and wage projections by program provided by Economic Modeling Specialists Inc. Forecaster Report;
- Ratios of full-time faculty and adjuncts compared to billing contact hours generated;
- Program accreditation status (if applicable); and
- Cost per billing contact hour by discipline.

The final report includes three categories within which each program must be ranked. Specifically, the categories are:

- Warning: The program or course could potentially be closed (or is in danger of being closed) due to consistently low billing contact hours, consistently low student headcount, reduced number of graduates, loss of program accreditation, extremely diminished demand for graduates, or recruitment/marketing efforts are non-existent or are in serious need of improvement;
- Watch: The program or course data indicate conditions are right for elevating the program or course to the "warning" status unless the criteria (as listed above) consistently improve within the next academic year. Programs under this category are required to develop a Program Improvement Plan to address specific data points, (e.g., enrollment, student success, awards conferred, etc.);
- Programs that have potential for further development and growth: The program data adequately demonstrate that the program has the potential for further growth and development. Programs under this category will be required to develop a Program Improvement Plan to address certain data points, (e.g., enrollment, student success, awards conferred, etc.).

### **III. External Context**

An environmental scan and review of relevant and significant literature was used to determine emerging environmental conditions and trends. Said data revealed projected growth in skilled trades/vocational-technical including manufacturing and construction, as well as a significant increase in the demand for software engineers, programmers and web developers. New models of delivery continue to be in required such as competency based programs (CBE) and online learning. The new administration has indicated it will refocus government spending on American infrastructure which will include investments in transportation, clean water, electricity, telecommunications, and security. This has the potential to spur an increase in related jobs and a consequent demand for job training in the areas of construction, manufacturing, energy, technology and environmental science. This jobs outlook is also supported by University of

Michigan economists, who expect construction jobs statewide to pick up substantially through 2018. Similarly, Michigan utilities anticipate significant retirements through 2022 with projected jobs increasing by 8.8%.

According to the Bureau of Labor Statistics (BLS), the overall job market for computer and information technology occupations is expected to grow by 500,000 new jobs by 2024. Six of Michigan's Top 50 'Hot Jobs' include computer and information technology occupations such as computer systems analysts, network systems and data communications analysts, and computer software engineers. In response, coding boot camps have been developed as an accelerated way to become qualified and quickly enter the workforce. These models are beginning to extend beyond the for-profit sector and into colleges and universities. Models are also beginning to be offered through hybrid, online and competency-based education. Jackson College is likewise considering course and program development in these areas to meet projected demand.

#### **IV. Institutional Performance Reporting and Assessment**

As part of our efforts related to our Total Commitment to Student Success (TCS<sup>2</sup>), the College's Strategic Plan includes an assurance requirement that all enrolled students complete a degree, certificate or other credential of market value, or they are transferring to a baccalaureate-granting institution. One of the required inputs to achieving this outcome is the delivery of high quality education, achieved in part, through the work of high-caliber instructional staff, market-driven technologies, superior instructional spaces, and related support structures, as well as intentional, personal and relational support services for each student.

##### Culinary Arts and Hospitality Management Baccalaureate

Beginning in 2004, the community colleges in Michigan identified a gap between the baccalaureate degrees available to their communities and the needs of their local employers, as well as place-bound students. On December 2, 2012, Governor Snyder signed Public Act 495 allowing community colleges in the state of Michigan to grant bachelor's degrees in four applied and technical programs. The Jackson College administration identified both Energy Systems Management and Culinary Arts and Hospitality Management as fields of high growth and sought approval to offer these programs from the Board of Trustees. In providing educational opportunities to assist community members and businesses succeed, Jackson College is continuing fulfilling its mission and vision.

As present, Jackson College offers a Culinary Arts Skill Set, Culinary Arts Concentration, Culinary Arts Certificate, and an Associate of Applied Science degree in Culinary Arts and Hospitality Management. The Bachelor's degree option is a natural progression for those students interested in the managerial aspects of the food and service industry. This program will leverage and build on many current course offerings in Accounting, Business and Culinary as well as existing relationships with local Intermediate School Districts (ISD).

The Higher Learning Commission (HLC) on December 12, 2016, approved Jackson College to begin offering the Bachelor of Applied Science in Culinary Management and Hospitality. Starting fall 2017, students will be able to begin taking the 300-400 level program specific courses.

## Energy Systems Management

Now in its second year, the Energy Systems programs have seen a total enrollment of over 50 students across both the baccalaureate and associate degree program levels. Relatedly, Jackson College's partnership with Guangdong College of Water Resources in China has come to fruition. Plans are underway to exchange faculty between the two institutions, as early as May 2017, and Jackson College expects to welcome the first of nearly 40 students in fall 2018.

## Agriculture

In January of 2017 Jackson College welcomed its first fulltime faculty member in Agriculture, Dr. Christy Mecey. Dr. Mecey inherits a new program envisioned and supported by a robust Agriculture Advisory Board from the three county service area. A small cohort of students are already enrolled and Dr. Mecey is at work building relationships and examining possible articulation agreements with area FFA chapters and vocational and technical programs. All curricula and pathways have been set and a second semester of agriculture courses are currently underway. Agriculture courses designed for transfer have been sent to partner institutions for evaluation. Expected enrollment for fall 2017 is 25 students with additional LTL course offerings made available to the agriculture and agri-business community. The College is currently negotiating with the Dahlem Center in order to make use of the College's tillable soil, as part of the Ag program.

## Prison Education Initiative

Jackson College's Prison Education Initiative (PEI) received the largest single share, 1305, of all of the 69 colleges and universities selected nationally in the Second Chance Pell Experimental Sites Initiative pilot. While the majority of participating institutions across the country, including the other two Michigan schools, Jackson College offered courses to nearly 200 Pell students by fall 2016, across five Michigan Department of Corrections (MDOC) facilities. For the current Winter Semester, students have enrolled for classes already underway, at four additional MDOC facilities and the Federal Correctional Facility at Milan, Michigan. The Second Chance Pell Initiative and the Jackson College's Family Pay programs have continued alongside the Experimental Sites program with expected total enrollment for Winter 17 exceeding 600 students.

## American Honors Program

The American Honors Program enrolled 114 new students in the 2016 fall semester (105 domestic and 9 international). With a 90% retention rate going into winter 2017, plus the addition of 14 new students (12 domestic and 2 international), the winter semester began with 195 honors students on campus. The program had an additional 3 graduates in fall 2016 and is projecting 40 graduates in May. Our upcoming graduates are in the process of submitting applications to transfer institutions and have been admitted to over 25 different colleges and universities thus far including Clark Atlanta University, Missouri University of Science and Technology, Tennessee State University, University of Canterbury (New Zealand), University of Kentucky, University of Michigan and University of Wyoming.

## **V. Institutional Performance Improvement Planning**

Actions that are under development and planned over the next 12 months that support an instructional focus include, but are not limited to:

### Dental Hygiene

Jackson College is progressing with the development of a Dental Hygiene Program. This will be a two-year program with students graduating with an Associate in Applied Science – Dental Hygiene degree. Program accreditation is currently being pursued through the American Dental Association Commission on Dental Accreditation (CODA). Ultimately, Jackson College's Dental Hygiene Program will prepare students for the Commission on Dental Competency Assessment examinations (CDCA), and the National Board Dental Hygiene Exam necessary to qualify for licensure as Registered Dental Hygienists (RDHs).

Jackson College, working in partnership with regional secondary education partners, will provide a seamless transition for current Career Center dental program students into the Jackson College dental program pathway. Additionally, Jackson College has unique programmatic and curricular connections with Siena Heights University which allow Jackson College dental hygiene students to transfer up to 90 semester hours toward a Siena Heights University's Bachelor of Applied Science degree. Articulation agreements will also be sought with University of Michigan and University of Detroit Mercy once accreditation has been granted.

Jackson College has hired Pat Guenther as the Dental Hygiene program director. Additional faculty will be recruited once accreditation has been granted. Pat is currently working on the initial accreditation application which includes the self-study and the proposed curriculum document. The application will be submitted on or around February 1, 2017. The accreditation process is quite lengthy. We are hoping for a site visit in early fall followed by formal approval in January, 2018. The first class would be admitted for fall, 2018 start.

Additionally, the design of the new dental hygiene clinic has been completed and has been forwarded to the architects. There will be ten dental chairs with space for two faculty offices, a program director's office, a sterilization area, two radiography rooms, a clinic reception area with a patient waiting area, storage, a student locker area and a dental lab. Construction work on the clinic, located on Whiting Hall-West (First Floor), should begin in the summer of 2017.

### Accelerated Semesters

Jackson College is reviewing work done by other community colleges with accelerated semesters, allowing students to concentrate on fewer classes over 7-weeks. Schools such as Trident Technical College and Odessa College have experienced significant increases in course success rates when allowing students more of an immersion experience in fewer courses over a shorter period of time. We are reviewing our own data to see if it supports what other schools have experienced and intend to pilot full programs in this model.

## Aquaculture

Jackson College continues its work as part of the Michigan Sea Grant (i.e., a collaboration between the University of Michigan, Michigan State University, Lake Superior State University and West Shore Community College). Together the group has produced the first iteration of a certificate program in aquaculture. The National Science Foundation grant application submitted last year was not successful in landing a NSF grant, but relationships were built or enhanced that ultimately led to the work of the Michigan Sea Grant. Currently, we are pursuing a grant under the USDA's Rural Development area that focuses upon entrepreneurship and aquaculture. Aquaculture will be folded into the College's curriculum work in Agriculture.

## Competency Based Education (CBE)

Currently, Jackson College has over 90 courses that have been deconstructed into competencies using a tool developed and designed in-house by Jackson College faculty. The majority of the courses are from the allied health programs, but all departments have deconstructed at least one course.

The two degrees that we will begin delivering in an alternative CBE format are Health Administration/Insurance Specialist-AAS and Allied Health General Studies-AAS. All courses for the different degrees have been deconstructed into CBE, and the faculty are currently developing assessments for the competencies. The goal is to have the assessments complete by spring 2017 and then begin seeking approval from HLC to offer the degrees in a CBE format. Our intention is that Jackson College will be entirely competency-based by fall, 2018.

## Michigan Works! Southeast and Jackson College GED/Adult Basic Education Partnership

Jackson College recently partnered with Michigan Works! Southeast (MW!SE) to offer GED, (ABE), and ESL (English as a Second Language) learning opportunities on Central, Hillsdale, and Lenawee Campuses. According to EMSI (2016), an economic modeling agency, Lenawee County has 7,041, Jackson County has 11,586, and Hillsdale County has 3,892 individuals in need of a high school diploma or a high school equivalent credential. This partnership provides on-site education at no-cost to eligible individuals who need a high school diploma, high school equivalent, or are basic skills deficient, defined by scoring below a 12.0 grade level equivalent on the Tests of Adult Basic Education (TABE) or scoring below Jackson College's Developmental Education (DE) classes on the ACCUPLACER or COMPASS-ESL.

Additionally, the MW!SE GED instructors and Jackson College DE faculty took the program a step-further by reviewing and aligning the MW!SE ABE curriculum to prepare participants for Jackson College DE courses. As an added benefit, students who complete the ACCUPLACER and score below college-level Jackson College DE courses may be referred to the MW!SE ABE classes, providing remedial services previously not offered on-site. In doing so, participants completing MW!SE ABE on a Jackson College campus, may have a higher likelihood of being retained as a future student by increasing their familiarity and comfort-level with campus. Another incentive to remain as a college student at Jackson College is the offer a 3-credit scholarship provided to all GED completers.

After a late-start pilot of GED/ABE sessions, from October 17 through December 15, 2016 (with a week-long break for the Thanksgiving holiday), 21 hours and 45 minutes of instruction time was provided, serving 7 participants. In preparation of WN17 sessions, MW!SE is expanding marketing efforts to increase program awareness. Additionally, an increase in ESL participants is anticipated, as programming software is now available on all participating campuses. Although just launched, this collaboration has recently been presented as a best-practice at the Annual Michigan Works! Conference, and is currently being reviewed with additional Region 9 Counties for potential implementation.

### Work-Based Learning Coordinator

In September 2016, Work-Based Learning Coordinator (WBLC), Heather Marshall, was hired to develop and implement a formalized internship program in order to integrate a work based component to each occupational pathway. This program will build upon the pre-existing internship policy, developing a more streamlined and comprehensive process for students, employers, staff, and faculty. The WBLC position is funded through the Perkins grant to work exclusively with students enrolled in an Occupational Education program.

The Work-Based Learning Program (WBL) will be incorporated into a designated class for each occupational pathway, with the exception of students in Allied Health or Nursing Programs (Given that those programs already include supervised, extensive, hands-on clinical experiences). Expected outcomes include direct impact to technical skill attainment and work experience, including non-traditional fields. Currently, the modified policy and newly developed procedures are being reviewed by the Academic Council and will then move forward to the Leadership Council for final approval.

The WBL program will increase proactive collaboration with employers and community organizations in order to identify and create more opportunities for students. In addition, the WBL program will place significant emphasis on exposing students to real-time work/professional expectations. Students will be coached and monitored by the WBLC through the process of locating and obtaining an internship host-site relevant to their degree, submitting internship-related documents, and maintaining learning objectives as approved by their faculty sponsor. Students will also be informed of and referred to available career and employability resources on campus.

### General Education

After a thorough review and update of the College's General Education requirements in 2015-16, this year's work in General Education has been focused on two specific areas. A broad and continued information campaign on the previously noted changes, was deployed to all full-time and part-time faculty members as well as Student Success Navigators and other stakeholders in Student Services. The work of General Education implementation has been largely now assigned to the College's Assessment Committee. Within this 'Integrity Committee' much work has been done in shoring up collection practices and mechanisms for harvesting data on General Education Outcomes (GEO) at the Core Competency level. That committee now turns its attention to finalizing the methods of collection and evaluation of GEO at the Contextual Competency Level.

## Textbook Zero

Work continues to have all course materials available for students in a digital format by fall 2017. Brian Newberry, the College's new Instructional Designer, has taken the lead on this initiative providing the much needed focus and direction this work has needed. He has already presented workshops during the fall 2016 semester and during learning days in January 2017 for faculty on Open Educational Resource (OER) materials. Currently, many courses have identified a digital option for commercial texts and a few faculty are utilizing one source of open source materials through OpenStax textbooks. OpenStax reports that their textbooks have been adopted in 2,500 separate courses, by 392,000 students, and 22% of all degree-granting institutions in the U.S. are using at least one of their books. Use of OpenStax textbooks is reported to be saving students \$39 million this year alone. As part of this work, a cross-functional committee of faculty is busy finalizing the recommendation for a particular digital device (or equivalent device requirements) for all students. Their recommendations will go into effect for fall 2017. The potential for this work in saving our students money, and increasing their success in courses because of immediate access to materials, is very promising and the principal goal of this initiative.

## Pathways

The Guided Pathways Steering Committee has been working since fall 2014 on the development and implementation of the pathways work at Jackson College which successfully launched this past fall 2016. We are continuing to refine our work through our participation in AACC's Pathways Project. Our team has just returned from the fourth institute in Tempe, AZ focused on "Ensuring Students are Learning and Progressing along the Pathway". Our work this year is focused on reviewing milestones selected, evaluating specific pre-requisites required, increasing the number of transfer maps available, optimum course scheduling and enrollment planning, as well as integrating a career assessment and non-cognitive assessment into our student intake process. The work of our team and the engagement of our faculty is being studied as a best practice by both the Community College Research Center and Public Agenda. Similarly, the Michigan Community College Center for Student Success is also undertaking an evaluation of the success of our work on Pathways. Two subsequent national Pathway Institutes remain.

## **Conclusion**

The work that has been completed during the prior year has been extraordinary and continues to demonstrate the College's Total Commitment to Student Success (TCS<sup>2</sup>). There have been countless faculty, staff and administrators who have dedicated time and resources to the ongoing delivery of high quality education and maintaining the integrity and currency of the College's programs.

This work has been completed with passion and dedication and without complaint. Our work ensures that Jackson College is a strong community partner with regional employers, helping to provide an educated workforce for Jackson, Lenawee and Hillsdale counties. The College's focus is to guarantee that every student that enters the College is able to receive a quality

education and leave with a credential of value that will allow them to be a contributing member of the workforce and provide a better life for themselves and their families through education.

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