

Systems Appraisal Feedback Report

in response to the *Systems Portfolio* of

JACKSON COLLEGE

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for

The Higher Learning Commission

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Elements of Jackson College's Feedback Report

Welcome to the *Systems Appraisal Feedback Report*. This report provides AQIP's official response to an institution's *Systems Portfolio* by a team of peer reviewers (the Systems Appraisal Team). After the team independently reviews the institution's portfolio, it reaches consensus on essential elements of the institutional profile, strengths and opportunities for improvement by AQIP Category, and any significant issues related to accreditation. These are then presented in three sections of the *Systems Appraisal Feedback Report*: "Strategic Challenges Analysis," "AQIP Category Feedback," and "Accreditation Issues Analysis." These components are interrelated in defining context, evaluating institutional performance, surfacing critical issues or accreditation concerns, and assessing institutional performance. Ahead of these three areas, the team provides a "Reflective Introduction" followed closely by an "Executive Summary." The appraisal concludes with commentary on the overall quality of the report and advice on using the report. Each of these areas is overviewed below.

It is important to remember that the Systems Appraisal Team has only the institution's *Systems Portfolio* to guide its analysis of the institution's strengths and opportunities for improvement. Consequently, the team's report may omit important strengths, particularly if discussion or documentation of these areas in the *Systems Portfolio* were presented minimally. Similarly, the team may point out areas of potential improvement that are already receiving widespread institutional attention. Indeed, it is possible that some areas recommended for potential improvement have since become strengths rather than opportunities through the institution's ongoing efforts. Recall that the overarching goal of the Systems Appraisal Team is to provide an institution with the best possible advice for ongoing improvement.

The various sections of the *Systems Appraisal Feedback Report* can be described as follows:

Reflective Introduction & Executive Summary: In this first section of the *System's Appraisal Feedback Report*, the team provides a summative statement that reflects its broad understanding of the institution and the constituents served (Reflective Introduction), and also the team's overall judgment regarding the institution's current performance in relation to the nine AQIP Categories (Executive Summary). In the Executive Summary, the team considers such factors as: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback; and systematic processes for improvement of the activities that each AQIP Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

Strategic Challenges Analysis: Strategic challenges are those most closely related to an institution's ability to succeed in reaching its mission, planning, and quality improvement goals. Teams formulate judgments related to strategic challenges and accreditation issues (discussed below) through careful analysis of the Organizational Overview included in the institution's Systems Portfolio and through the team's own feedback provided for each AQIP Category. These collected findings offer a framework for future improvement of processes and systems.

AQIP Category Feedback: The *Systems Appraisal Feedback Report* addresses each AQIP Category by identifying and coding strengths and opportunities for improvement. An **S** or **SS** identifies strengths, with the double letter signifying important achievements or capabilities upon which to build. Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. Through comments, which are keyed to the institution's Systems Portfolio, the team offers brief analysis of each strength and opportunity. Organized by AQIP Category, and presenting the team's findings in detail, this section is often considered the heart of the *Feedback Report*.

Accreditation Issues Analysis: Accreditation issues are areas where an institution may have not yet provided sufficient evidence that it meets the Commission's Criteria for Accreditation. It is also possible that the evidence provided suggests to the team that the institution may have difficulties, whether at present or in the future, in satisfying the *Criteria*. As with strategic challenges, teams formulate judgments related to accreditation issues through close analysis of the entire Systems Portfolio, with particular attention given to the evidence that the institution provides for satisfying the various core components of the *Criteria*. For purposes of consistency, AQIP instructs appraisal teams to identify any accreditation issue as a strategic challenge as well.

Quality of Report & Its Use: As with any institutional report, the *Systems Portfolio* should work to enhance the integrity and credibility of the institution by celebrating successes while also stating honestly those opportunities for improvement. The *Systems Portfolio* should therefore be transformational, and it should provide external peer reviewers insight as to how such transformation may occur through processes of continuous improvement. The AQIP Categories and the Criteria for Accreditation serve as the overarching measures for the institution's current state, as well as its proposed future state. As such, it is imperative that the *Portfolio* be fully developed, that it adhere to the prescribed format, and that it be thoroughly vetted for clarity and correctness. Though decisions about specific actions rest with each institution following this

review, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement and to inform future AQIP processes.

Reflective Introduction and Executive Summary for Jackson College

The following consensus statement is from the System Appraisal Team's review of the institution's *Systems Portfolio Overview* and its introductions to the nine AQIP Categories. The purpose of this reflective introduction is to highlight the team's broad understanding of the institution, its mission, and the constituents that it serves.

Jackson College, established in 1928, is a public, two-year college that serves 8,500 students annually. Jackson College is a founding member of the Continuous Quality Improvement Network (CQIN), and as such, seeks to integrate continuous improvement processes throughout its operation. Roughly 85% of degrees awarded are in technical areas. The College experienced a high growth pattern in 2008-11, but has seen a significant decline in enrollment in the last two years which has resulted in a loss of employees and budget concerns.

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

Category 1:

Jackson College has a long history of engagement in continuous quality improvement projects. That history should be reflected in its processes for *Helping Students Learn*. Educational programming is regularly evaluated and updated. With its CQI history, the institution should consider fully exploring the success of its programs beyond health programs.

The College has developed ADO's for General Education and assesses them annually. While it is stated that there are also Program-level Learning Outcomes determined by the Jackson faculty, it is not evident from this portfolio that such outcomes/goals exist or are being assessed, and that results from such assessment activity are being used to inform program improvements. In addition, co-curricular learning outcomes are not evident, and it is not possible to ascertain if the College is assessing co-curricular activities and learning.

JC requires new students who place into one or more developmental education courses to enroll in a first-year seminar. In order to support students on a broader level, an opportunity exists for JC to explore requiring the course for all new students, regardless of placement into developmental courses.

JC collects numerous measures of students' learning and development, however many of the measures identified are indirect measures. The College would benefit from focusing on direct measures as it considers analysis and recommendations for improvement. Careful analysis would help the College in understanding its processes for *Helping Students Learn*.

Category 2

JC seeks input from stakeholders through surveys, advisory committees, and focus groups. Additionally, the JC President hosts bi-annual meetings in each county in the service district to meet with regional leaders from the business and education sectors. Recent campus improvements have included identifying an athletic academic advisor, creating an assistant athletic director position to assist with fundraising, and diversifying the types of shows offered at the Potter Center. JC reports it feels positive about the effect its *Other Distinctive Objectives* are having on the College and its community, but the results reported in Category 2 do not support this view and are cause for concern. The College will want to continue to closely monitor the costs of its objectives – both financial and perceptual – to ensure the effects remain positive.

Defining measures (direct and indirect) that can be utilized longitudinally and for proactive planning purposes may help the College determine appropriate staffing to support its other distinctive objectives. The results gathered from these measures will enable JC to proactively develop strategies and initiatives that address the needs of additional populations of students which will enhance the overall college experience.

Category 3

Jackson College's organizational culture and institutional values are directed toward *Understanding* and responding positively to the *Needs of its Students*. JC uses a holistic approach to identify the changing needs of students. The College has been working with Noel-Levitz retention consultants to build a successful recruitment and retention framework. JC employs a student ombudsman to review and resolve academic and non-academic concerns of students, faculty, and staff.

The College utilizes a number of methods and sources to gather information from its students and other stakeholders. Based on the CCSSE results in 2011, a significant opportunity exists for JC to improve its support for learners as well as the perception of academic rigor among stakeholders. Jackson College clearly sets high standards for itself

and aspires to the ninetieth percentile when benchmarking community colleges. The ninetieth percentile does not seem to be realistic based on the materials provided in this portfolio. Setting more realistic, achievable goals may help the College to progress more effectively.

In spite of strong relationships with community members, JC has not been successful in garnering their financial support. Current strategies to increase the levy are not working. It might be helpful to engage outside assistance in understanding the community point-of-view. A significant opportunity exists for JC to foster relationships within its service area in order to effectively communicate its importance within the community and share that information with key stakeholders who can advocate for the College.

Category 4

It is clear that JC is facing challenging times with regard to enrollment and thus the funding levels that support the number of staff and administrators employed by the College. This situation has had a direct effect on *Valuing People*.

Improvements have begun with the advent of a performance-based reward and recognition system for staff and administrators. Jackson College has processes in place to ensure that people who are employed possess the required credentials, skills, and values desired. Training needs of employees are part of the annual performance evaluation process. Each department has a line item in its budget for professional development.

JC has experienced lay-offs, a high number of voluntary resignations in both staff and administrative positions, and 25 percent of the current full-time workforce at JC is eligible for retirement. A significant opportunity exists for Jackson College to be proactive in its succession and strategic planning efforts as well as to explore possible new employee recruitment and retention incentives and programs.

The College utilizes a limited number of methods and sources to gather information regarding *Valuing People*, creating an opportunity for JC to expand its data collection and demonstrate how it analyzes those results and who/how decisions are made as to what improvements are needed. The College would benefit from taking steps in establishing a systematic approach to comprehensive data gathering, analysis, and utilization regarding the needs of its employees, particularly as it continues to contend with shrinking enrollments and the volatility that comes with uncertainty.

Category 5

It is clear that processes for *Leading and Communicating* are spread throughout the institution rather than residing with JC's senior leadership. Data are presented which indicate employee frustration and the feeling of a lack of support which may be due to budgetary pressures and declines in enrollment.

While the College has worked to make improvements in several areas, including the beliefs statements, performance-based reward and recognition, the Emergency Succession Board Policy, and the "Coffee and Conversations" with the President, it is not clear that these processes incorporate continuous quality improvement steps.

The College has a significant opportunity to develop more robust systems for measuring the effectiveness of its *Leadership and Communication* processes. The next steps should focus on establishing a reliable process for regularly collecting and analyzing data for trend analysis and benchmarking purposes. Leadership succession planning could also be strengthened by a more systematic approach to identifying needs and reviving leadership training programs.

Category 6

Even though the College utilizes a Continuous Improvement (CI) index on the balanced scorecard each month, it is not clear how this measure is indicative of its successes for *Supporting Institutional Operations*. The College would benefit from developing measures intended to assess its institutional operations on an ongoing basis.

JC should give priority to documenting the use of data in its decision-making processes relative to identifying and meeting the administrative support needs of employees. General statements of processes without support do not provide a clear, contextual understanding of the continuous quality improvement climate of the institution. If the College creates systematic and comprehensive processes for prioritizing, planning, and implementing improvements relative to *Supporting Institutional Operations* overall, it will be able to respond more effectively to the opportunities it has identified and will be better able to respond to its employee needs during times of shifting enrollment. Identifying benchmarks and performance targets and publishing them in planning documents would help everyone understand how decisions are made and would facilitate change processes.

Category 7

JC has pledged a commitment to creating a culture of data-driven decision making, planning, and improvement in the processes described in Category 7. The College should

be commended for its revised academic program review process as well as strategically aligning departmental goals with the campus Strategic Plan.

An opportunity exists to help employees better understand how the measures they use in their work fit into the College's overall measures of improvement. The College has another opportunity to improve employee perceptions about how it is performing as an entire organization. JC should provide evidence of its processes for data gathering, analysis, data-driven collaborative decision-making, and dissemination of data and analyses in the Results section of this Category. In addition, specific examples and data would strengthen the responses to the Process questions for *Measuring Effectiveness*.

Category 8

While Jackson College appears to have some processes in place to help it *Plan for Continuous Improvement*, there seems to be a disconnect between the processes detailed in the beginning of the Category with the lack of results and analysis at the end of the Category. The College would benefit from developing measures intended to evaluate the effectiveness of its planning processes both for internal analysis as well as for benchmarking purposes.

Category 9

JC *Builds Collaborative Relationships* with transfer colleges, universities, and potential employers to ensure a successful transition for its graduates. The College provides outreach services to and collaborates with local schools through sharing facilities and dual credit. Recent significant declines in enrollment of traditional-age students provide JC with an opportunity to identify and cultivate relationships with new sources from which to recruit students. The College may want to be more systematic in its data collection and analysis to assess its long-term relationships. Without the implementation of direct measures to assess the effectiveness of *Building Collaborative Relationships*, it will be difficult for the College to discern the quality of those relationships.

Note: Strategic challenges and accreditation issues are discussed in detail in subsequent sections of the *Systems Appraisal Feedback Report*.

Strategic Challenges for Jackson College

In conducting the Systems Appraisal, the Systems Appraisal Team attempted to identify the broader issues that would seem to present the greatest challenges and opportunities for the

institution in the coming years. These areas are ones that the institution should address as it seeks to become the institution it wants to be. From these the institution may discover its immediate priorities, as well as strategies for long-term performance improvement. These items may also serve as the basis for future activities and projects that satisfy other AQIP requirements. The team also considered whether any of these challenges put the institution at risk of not meeting the Commission's Criteria for Accreditation. That portion of the team's work is presented later in this report.

Knowing that **Jackson College** will discuss these strategic challenges, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified the following:

- Many of the opportunities that Jackson self-reported in its 2014 Systems Portfolio were identified as Strategic Issues in the 2010 Systems Appraisal. There seems to be little or no improvement in these important issues, which leaves the reviewer to wonder whether Jackson truly understands the significance of these Strategic Issues, particularly in light of the fact that Jackson has a history as a CQI institution. One of the most important tenants of the AQIP Pathway is using input from peer reviewers to make improvements based on the identified issues and thus grow the culture of continuous quality improvement. With its history, the College should have that understanding; perhaps the enrollment decline and the subsequent disruption to normal operations have caused Jackson leadership and personnel to stray from the CQI culture. Jackson is encouraged to return to CI principles as a method of addressing its current situation and to further embed those principles in the culture to address future challenges.
- In the 2010 Systems Appraisal Strategic Issue regarding the lack of community support, the College was warned of the potential danger of decreased levy support being balanced solely by aggressive control of expenditures and tuition increases. While it is evident that the College has worked to protect its students and the quality of the curriculum, no examples are provided as to how the College is working to address the scenario. In fact, the scenario worsened due to a 30% drop in enrollment. The College would benefit by identifying and bolstering several sources of alternative income such as a capital campaign, growth in grant submissions to finance new programming needs or technology support, or enhancing the operation of the College Foundation. A strong focus on finding new revenue sources is still significantly important for the fiscal soundness of the College in the future.

- The overall quality of this third portfolio calls to question the depth of CQI principles in the College culture. As a reflection of where the College is on its continuous quality improvement journey, this third portfolio does not provide an encouraging picture. Processes appear to be in place in most Categories, but the Results and Improvements sections do not reflect the clear understanding of an institution with a long CQI journey. Systematic data collection must include analysis and identification of trends. The College can then establish comparable benchmarks with other institutions of similar size, scope, and mission. Aligning activities and processes with comparative and longitudinal data, specific measures, and clearly stated analysis or assessments of results would provide more insight for effectively guiding JC in accomplishing continuous quality improvement.

AQIP Category Feedback

In the following section, the Systems Appraisal Team delineates institutional strengths along with opportunities for improvement within the nine AQIP Categories. As explained above, the symbols used in this section are **SS** for outstanding strength, **S** for strength, **O** for opportunity for improvement, and **OO** for outstanding opportunity for improvement. The choice of symbol for each item represents the consensus evaluation of the team members and deserves the institution's thoughtful consideration. Comments marked **SS** or **OO** may need immediate attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

AQIP Category 1: Helping Students Learn. This category identifies the shared purpose of all higher education institutions and is accordingly the pivot of any institutional analysis. It focuses on the teaching-learning process within a formal instructional context, yet it also addresses how the entire institution contributes to helping students learn and overall student development. It examines the institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Jackson College** for Category 1.

Jackson has clearly defined and embedded Associate Degree Outcomes (ADOs) for its applicable programs and College-wide rubrics for determining student learning. The JC academic program review process utilizes AQIP and Baldrige questions, and the technical programs have standardized program specific metrics.

1P1, O. JC's Associate Degree Outcomes (ADOs) were initially developed as an AQIP project in 2004. Since that time, faculty members across multiple disciplines have developed extensive rubrics for each of the ADOs. All of the General Education courses, and most of the non-General Education courses, use ADO rubrics to measure student accomplishments. ADO's are evaluated and assessed annually and the results are used to inform additional improvements. Since it has been 10 years since that Action Project, this review may be an opportunity to develop a process for more regular reviews which include feedback from faculty, students, and employers to help move this process toward a more mature level of implementation.

1P2, S. The specific program learning objectives for each program are determined by faculty utilizing an environmental scanning process. 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.

1P3, S. New academic programming is created at JC through a well-established, clearly-defined process guided by the Curriculum Committee. The College's process is evidence-based and requires significant preparation prior to the approval of new courses and programs.

1P5, S. To assure all incoming students are prepared for collegiate-level work, JC utilizes several standardized tools inclusive of ACT and COMPASS to assess and appropriately place each student according to their reading, writing, and math skills. Those students not exhibiting the necessary levels of academic preparation are placed in Foundational Studies to prepare them for entry into the college-level JC curriculum. In addition, the Jackson technical programs have their own level of admission requirements determined by the program faculty utilizing the professional standards established by their national agencies and associations.

1P6, S. JC has a comprehensive approach to informing its students of the required preparation and learning objectives for all of their courses and programs. This approach includes a mandatory orientation, a first-year seminar, and guide-sheets outlining specific requirements for all academic programs. As part of the orientation and first-year

seminar, students meet with advisors to plan their schedules and project their pathway to degree and/or certificate completion.

1P8, SS. Achieving the Dream has guided Jackson College to a strong culture of evidence-based decision making with regard to helping students. JC has a multi-faceted approach toward assisting under-prepared students and safe guards such as Early-Alert in place to assist students at risk. Students are able to move through developmental course work in English and math at an accelerated pace.

1P12, O. JC utilizes value stream mapping and the annual scheduling process, redesigned in 2007, to ensure efficient scheduling. However, there is no evidence that this process accounts for the needs of students. Developing a process to determine student needs and alignment with institutional course requirements, might aid JC in its efforts to adapt to fluctuating enrollments.

1P13, S. JC has implemented an up-dated Program Review process that facilitates self-study by the program faculty and administrators. Standardized data sets are supplied to the program for analysis and key questions are addressed by the program faculty. External stakeholders, such as advisory committees, are included in the process. Data from external sources such as licensing and accreditation bodies are included in the Review.

1P14, O. The portfolio does not include a description of the process used to identify courses and/or programs for possible discontinuance – just the process for submitting a change request for approval. Enrollment trending may not be the best indicator of future need. JC has an opportunity to document the processes it uses to discontinue programs and courses that no longer meet student learning needs or are otherwise no longer suitable for the institution. Data analyzed in the Program Review process may help to inform the College in decisions about discontinuing programs.

1P16, O. JC offers a range of co-curricular activities that contribute positively to the students' experience, but the College does not indicate whether they have co-curricular goals, nor does it describe how it ensures that such activities are aligned with curricular learning goals. JC would likely benefit from mapping this alignment and strategically identifying the opportunities for teaching and learning.

1R1, O. JC collects numerous measures of students' learning and development. However, most of the measures identified are indirect measures. It is clear from 1P1

and 1P2 that direct measures are also assessed and collected and trend analysis is conducted. The College may benefit from focusing on direct measures as well as indirect measures as they consider analysis and recommendations for improvement.

1R2, S. The ten ADOs embedded in JC associate degree programs are met or exceeded by its students. The College is currently using two Action Projects to address the disparities in success between its college-level courses, distance learning delivery, and its Foundation Studies.

1R3, OO. While the percentage of students passing licensure exams and the job placement rates of recent nursing and health professions graduates have been relatively stable and strong, it is unclear how graduates from other academic programs have performed.

1R4, OO. JC is able to show job performance data for several of the health programs where such data is required by their professional licensure and accreditation bodies. Now the College has an opportunity to broaden the understanding of knowledge and skills of students that have graduated from other career-based programs by refining a systematic method of data collection from those graduates.

1I1, S. The institution is actively engaged in continuous quality improvement across the College in Helping Students Learn through Action Projects, the program review process, mandatory student orientation, First-Year Seminar, and participation in benchmarking across national projects and surveys.

AQIP Category 2: Accomplishing Other Distinctive Objectives. This category addresses the processes that contribute to the achievement of the institution's major objectives that complement student learning and fulfill other portions of its mission. Depending on the institution's character, it examines the institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Jackson College** for Category 2.

Jackson College has systematic processes in place for three distinctive areas: athletics, campus housing, and performing arts. Jackson College acknowledges that processes within these area are often reactive rather than proactive due to insufficient staffing, especially within athletics and campus housing.

2P1, O. Jackson has identified three Other Distinctive Objectives and states that these objectives “are designed to support its student success agenda and meet community needs”, but there is no description provided for how the processes within those objectives are designed to meet the needs of significant stakeholder groups. There is no alignment of these Other Distinctive Objectives to 1P16, which relates to co-curricular activities.

2P2, O. JC has well developed processes for soliciting stakeholder input for non-instructional objectives. The input from community stakeholders is broad-based. Beyond the input phase of the process, it is not possible to determine the rest of the process for setting these objectives or how they are included in the College strategic planning process. Documenting the full process for setting these non-instructional objectives will help the College make more informed decisions and help to close the feedback loop.

2P3, S. Expectations about Jackson’s Other Distinctive Objectives are communicated internally via the College’s Strategic Plan and the various departmental plans, so that the expectations are an integral part of daily operations at the College. Communication with students and external stakeholders is accomplished through the Web site and a variety of print materials.

2P4, O. JC’s best practice statement regarding the association between increased student engagement and academic success certainly addresses the value assessment. However, there is not an articulated association between the Scion Group’s student housing analysis and creating opportunities for students to be more engaged on campus. The athletic programs are not addressed and the performing arts center seems to be a venue where external entertainment groups are brought to the Potter Center, not one that would involve the students in performing arts. The College may benefit by discussing the assessment and review regarding appropriateness and value of each of its distinctive objectives separately.

2P5, O. Although the College indicates that it evaluates staff and faculty needs as part of the annual planning and performance reviews cycles, it appears that this process is largely reactive in nature. The College has an opportunity to develop more proactive and systematic planning and needs assessment processes to better anticipate the changes needed to meet the needs of faculty and staff relative to its non-instructional programs and services.

2P6, O. It is not clear how faculty needs are determined regarding non-instructional objectives, or that the institution has a clear understanding of how faculty might be involved in these areas. The College has an opportunity to develop a comprehensive assessment process for its non-instructional programs to ensure that the needs of all stakeholder groups are considered when assessing the effectiveness of those programs.

2R1-2, OO. JC collects and analyzes such information as grade point averages and retention rates for student athletes. However, many of the measures are indirect measures of assessments, such as attendance numbers at performing arts performances, the total number of student athletes on campus, and the number of students residing in campus housing. In order to assess the overall success of campus programs and initiatives, JC has an opportunity to integrate direct measures of assessment and to broaden the scope of non-instructional programs and initiatives being assessed.

2I1, O. It is clear that the College is making improvements to its Other Distinctive Objectives based on feedback from the results of the Objectives. It is not as clear how some of the improvements cited are supported by the results shown. For example, the results shown on the academic performance of Jackson student athletes is positive and does not indicate a need for a dedicated academic advisor for student athletes. Citing this improvement, without showing the basis for making that improvement, is an indication that the College's processes and performance results are not yet systematic and comprehensive.

AQIP Category 3: Understanding Students' and Other Stakeholders' Needs. This category examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification; student and stakeholder requirements; analysis of student and stakeholder needs; relationship building with students and stakeholders; complaint collection, analysis, and resolution; determining satisfaction of students and stakeholders; measures; analysis of results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Jackson College** for Category 3.

Jackson College has identified Understanding Students' and Other Stakeholders' Needs as a priority and has implemented the collection of data from students using several nationally standardized and benchmarked tools. The College has retained an expert from Noel-Levitz to assist in the

establishment of target goals and action initiatives based on the data collected. Jackson has a student ombudsman to oversee the handling of student complaints.

3P1, S. The College has been an *Achieving the Dream* college since 2007. During that time, it has established multiple methods for collecting student feedback and achievement measures inclusive of several sets of longitudinal data. The results of 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.

3P2, SS. The College is building a relationship with students through its Student Success Relationship Model. Having established several years of data trends, JC has gone the extra step to involve a retention consultant from Noel Levitz for the purpose of building a model for student success, inclusive of relationship management with the students at key stages of their education. The College uses best practice research such as mandatory New Student Orientation, an in-depth advising session, to develop their individual Student Education Plan, and a well-defined process model to manage and improve their objectives.

3P3, S. The changing needs of key stakeholders are analyzed through processes for collecting feedback including surveys, advisory committees, and focus groups. It is from these processes that the College was able to identify the need for and acquire approval for the creation of a specialized baccalaureate degree that will help meet the training and employment needs of area key employers.

3P6,O. While it is impressive that JC has a student ombudsman to help students resolve complaints, the College could strengthen this process by assessing the trends and patterns of complaints, that once analyzed, could lead to a systematic review and revision of current practices. In addition, the College has an opportunity to develop a process through which complaints from external stakeholders are gathered, analyzed and, hopefully, resolved, and through which complaint data in general can be analyzed for opportunities for improvement.

3R2, O. The College reports mixed results from its recent administrations of Noel-Levitz, CCSSE and SENSE, with overall student satisfaction as reported on the 2014 Noel Levitz declining in many of three reported areas. The portfolio provides no indications that the College attempted to analyze or take corrective actions related to this trend. JC

has an opportunity to assess the results and deploy improvement efforts intended to improve areas with flat or declining satisfaction levels.

3R5, OO. Other than noting that attendance at the African American Male Summit increased, the portfolio presents no evidence that it collects performance results data for building relationships with key stakeholders. In addition, residents of Jackson County have rejected 14 different millage support requests. A significant opportunity exists for JC to build and foster new relationships within Jackson County in order to effectively communicate its importance within the community and share that information with key stakeholders who can advocate for the College.

3R6, O. While the portfolio provides several data points from the Noel-Levitz and CCSSE and compares them to the national averages and the 90th percentile, it gives no indications that it attempted to analyze why the College is falling short of its goal nor what actions it is taking as a result of this data. JC could benefit by analyzing its benchmark trends over several years of survey results, then setting a more realistic incremental goals for improvement, targeting the survey items that are meaningful to the College based on its goals.

3I1, O. Recent improvements include AQIP Action Projects focused on improving the student registration process and customer service in Student Services as well as working with Noel-Levitz consultants to improve enrollment management efforts. The portfolio however does not address the question of how systematic and comprehensive its processes and performance results are for this Category.

AQIP Category 4: Valuing People. This category explores the institution's commitment to the development of its employees since the efforts of all faculty, staff, and administrators are required for institutional success. It examines the institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Jackson College** for Category 4.

Jackson College has experienced significant declines in enrollment recently. The reduction in enrollment has led to budget reductions and employee attrition which has led to the need to

realign employment practices. Success planning is a priority of the College, but many initiatives are currently on hold due to budget cuts and staffing reductions.

4P2, S. Jackson College has processes in place to ensure that people who are employed possess the required credentials, skills, and values desired. Employment applications are initially screened to identify individuals who meet minimal qualifications. Interview questions designed by search committees must be pre-approved by JC Human Resources. Every full-time position completes a second interview with a JC Leadership Council Member.

4P3, S. The institution uses local, state, and national publications to advertise vacant positions and has implemented practices to increase retention, particularly in areas that have proved challenging, such as administrative retention. For example, the College has implemented the 'Take an Administrator to Lunch' program in which 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.

4P4, O. Orientation for new staff has been cut back due to budgetary constraints. While an abbreviated version is offered, it might help the College with retention efforts if more careful attention is paid to orientation practices, especially mission, vision, values and the College strategic plan. The College may want to develop other ways to orient new employees to this information. Relying solely on the potentially stressful interview process to emphasize mission, vision, values, and the College strategic plan does not necessarily lead to critical familiarization with these items.

4P5, O. The College plans for changes in personnel and identifies new positions based on estimated retirements, but there does not appear to be any systematic approach to succession planning or contingency plans for unexpected changes in key personnel. Developing a process for un-planned changes in personnel might provide the institution with more secure staffing.

4P8, S. Training needs of employees are part of the annual performance evaluation process. Each department has a line item in its budget for professional development. The JC Faculty Professional Development committee plans and implements professional development opportunities throughout the year. All new full-time faculty are required to work with a mentor and attend new faculty workshops. New adjunct instructors are also required to attend new adjunct orientation.

4P9, S. 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 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.

4P10, O. The College has evaluation processes in place for all categories of employees, but it is unclear how the process is aligned with the College's goals and objectives for both instructional and non-instructional programs and services. The College might benefit from developing a process by which all employees, including faculty, both full-time and adjunct, and all staff, are encouraged to set annual professional goals and objectives that align with and promote institutional goals.

4P11, S. Even though the College continues to reward years of service with monetary awards, steps are being taken within the formalized labor negotiations at Jackson to reward performance that is aligned with institutional goals rather than time served.

4R1-2, OO. It seems clear from Figure 4.1 that there are issues at Jackson College with recognition, caring, staffing, and professional development, in spite of the systems outlined in 4P10 and 4P11. While some of this is attributable to budgetary cut-backs, JC might want to consider specific strategic goals to move these metrics into a more positive outcome. Additionally, a significant opportunity exists for Jackson College to be aggressive in its succession planning and strategic planning efforts as well as explore possible new employee recruitment and retention incentives and programs for which measures are identified, data gathered and analyzed, and improvements deployed as suggested by the results obtained.

4R3, O. The portfolio does not present any evidence that indicates the productivity and effectiveness of faculty, staff, and administrators in helping the College achieve its goals. Jackson College could benefit from having a measure or set of measures to gather evidence that its employees are productive and effective in achieving institutional goals.

4R4, O. The portfolio presents several data points from the "Are We Making Progress" survey which it compares to the Baldrige evaluation. In every category JC rates lower. There is no explanation as to why or explanation of whether or not the College has a strategy for address the issues. Gathering more in-depth information through multiple measures over time might provide feedback that may lead to insights and direction for improvement.

AQIP Category 5: Leading and Communicating. This category addresses how the institution's leadership and communication structures, networks, and processes guide planning, decision-making, seeking future opportunities, and building and sustaining a learning environment. It examines the institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction-setting, use of data, analysis of results, leadership development and sharing, succession planning, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Jackson College** for Category 5.

The Strategic Planning Committee appears to be where Leading and Communicating are centered at Jackson. Within six key performance areas identified clearly in the Strategic Plan, senior leadership and others on the SPC make necessary decisions and communications within the College. In addition, standing committees deal with recommendations and decision-making. The College's Board of Trustees is integrally informed and involved with Leading and Communicating, and communication processes are clearly defined.

5P1, O. There seems to be an assumption that Jackson's Board policy on mission, vision, and values is comprehensive and includes broad stakeholder input. With an area as critical as the MVV of the College, the process should include a means for receiving input from both internal and external stakeholders. Either the description of the current process is incomplete or the College may benefit from a means to assess the actual process of defining and reviewing the mission, vision, and values, to ensure the continuous quality improvement model is being applied.

5P2, O. College leaders use six key performance areas to set direction in alignment with the Jackson MVV. An environmental scan is conducted monthly on these key performance areas to ensure having current information to allow flexibility in the Strategic Plan. Given the financial and enrollment pressures of the past few years, the College might want to consider an evaluation of their environmental scanning process.

5P4, O. It is unclear whether the members of the College's senior leadership use systematic and comprehensive processes to seek out improvement opportunities. Current methods appear to be reactive rather than proactive. The College would benefit by strategically identifying opportunities that positively support its mission and may provide resources and finances that align with the future direction that enhances a strong focus on students and learning.

5P5, S. JC has a committee infrastructure that supports informed decision making. This process outlines decision making authority and limits at each level, culminating with the Leadership Council and The Board of Trustees. The process is supported by established policies and procedures. Leaders are empowered to make institutional decisions or to make recommendations for final decisions by the Leadership Council and the Board of Trustees using such considerations as available resources, ability to meet the opportunity, and alignment with institutional goals and directions.

5P9, O. The College is in the process of revising and reinstituting the Leadership Academy to provide an opportunity for the development of future leadership at the College, which is a positive step for this Category. However, at this juncture, there seems to be a significant void in leadership development. The College could implement these opportunities in smaller increments so as to minimize the expense but maximize the involvement, perhaps by offering on-line modules rather than a large institute format.

5P10, OO. While the College has instituted an Emergency Succession Plan Board policy, it acknowledges that designing a specific succession planning process is an area identified for improvement.

5R1-3, OO. The College might benefit from identifying and administering multiple measures on a regular basis specific to Leading and Communicating. While the *Are We Making Progress* survey and the Board of Trustees self-evaluation results were reported, the measures for Leading and Communicating are very limited. Data gathered from a variety of sources, including that from nationally normed tools, over several years could be used for more effective trend analysis and benchmarking. The institution would benefit from careful analysis of its results and might consider specific improvements to implement as a result of the feedback it has received.

5I1, O. It is clear from the list and earlier discussion that the College has made specific recent improvements in Leading and Communicating. However, it is not possible to determine if the processes are systematic and comprehensive or if there are feedback mechanisms in them to ensure continuous quality improvement.

5I2, OO. By continually using the same text to describe the I2 improvements in each category, the College has deprived itself of an opportunity to identify and describe category-specific processes. What seems to be missing is a process that evaluates both the processes themselves and also how category-specific processes are selected for improvement.

AQIP Category 6: Supporting Institutional Operations. This category addresses the variety of institutional support processes that help to provide an environment in which learning can thrive. It examines the institution's processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Jackson College** for Category 6.

Jackson College attributes its decline in student satisfaction to staffing reductions, but still considers its ability to support institutional operations as an area of growth and maturity since its last portfolio. This most recent portfolio offers little in terms of the College's processes for assessing its operational needs and deploying improvements to more proactively respond to the stressors of transition that might affect the student experience.

6P1, S. The College utilizes multiple means by which to identify the support service needs of its students and other key stakeholder groups. These include student satisfaction surveys, focus groups, staff debriefing sessions, and input from the College's Foundation. JC, based on the needs identified in these sources, implemented an Action Project in 2011 focused on improvement of front door/customer service processes for students.

6P2, O. JC recognizes the importance of documenting the key processes associated with identifying and supporting the needs of its employees. An opportunity exists to develop process maps or other tools to help the College implement and assess the success of the Action Project it has recently undertaken. For example, the College indicates that it has made significant improvements in the budget process, including the assignment of a budget liaison to work with each budget manager.

6P3, S. Best practices form the backbone of Jackson's approach to designing, maintaining, and communicating its key support processes that contribute to physical safety and security. Those best practices include an Emergency Procedures Manual with a quick reference guide posted in classrooms and offices, an emergency notification system, and compliance with the Clery Act. Jackson College also has established a Critical Incident Team to respond to real or perceived threats.

6P4, O. The College recognizes that documenting key systems is important to quality improvement. It appears that documenting processes and maintaining some type of record system in each department is voluntary and/or not universally done by all

departments. An opportunity exists to ensure that all departments document their support processes and engage in regular assessment and evaluation to ensure that such processes meet their desired goals.

6P5, O. While JC describes a process for improving processes and knowledge sharing, it does not explain how this process is documented in the first place. The College has an opportunity to document the actual process for creating process documentation as a step prior to using the templates and team to improve processes.

6R2, O. JC acknowledges that as a result of significant changes and reductions in senior leadership, mid-level administrators, and staff throughout all student services areas, Noel-Levitz satisfaction scores in 2014 were adversely impacted. The current student services team is working through these transitions. The College would benefit from an institutional review instead of a departmental one. The College would benefit by expanding its data collection in this area.

6R3, OO. The College instituted a Continuous Improvement index on its balanced scorecard in January of 2012, which appears to be a best practices method of measuring its support services processes. However, only the latest results from that index are reported and it is unclear how the key process metric goals are determined or the data entered to determine if those goals are met. In addition, staffing reductions have greatly impacted performance. There is a significant opportunity for Jackson College to address critical staffing needs, especially within IT.

6R4, O. JC reports that it reviews and analyzes relevant performance results, but it is unclear how the data are actually used to plan and implement process improvements and what processes support those improvement efforts. The College would benefit from a documented and well-defined decision-making process by which the appropriate decision-makers use relevant and comprehensive data.

6R5, O. Limited comparative results were provided. The College could benefit from identifying additional measures it will use for benchmarking purposes and to begin gathering and posting those results to guide and inform improvement efforts.

6I1, O. While some recent improvements have included enhancing the student registration process and revising the budget development process to be more inclusive, Jackson College has an opportunity to become more systematic and comprehensive

with its processes and performance results. Continuing to work with consultants from Noel-Levitz will hopefully improve enrollment, retention, and completion efforts.

AQIP Category 7: Measuring Effectiveness. This category examines how the institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines the institution's processes and systems related to collection, storage, management, and use of information and data both at the institutional and departmental/unit levels. It considers institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Jackson College** for Category 7.

Jackson College has invested in a data system that facilitates the engagement of a broad constituent group of faculty, staff, and administrators across the College. Specifically, end user capability for data sets is available in real time for processes such as student enrollment. Key performance indicators are part of a College scorecard that is systematically evaluated for progress and issues. The institution continues to add data sets that add important evaluative perspectives such as those produced on a continuous cycle for program review.

7P1, S. Selection, management, and distribution of data and performance information in support of programs and services at Jackson College is coordinated through the Office of Institutional Effectiveness and driven by Jackson's strategic and operational planning. In response to an opportunity identified in a previous systems portfolio review, Jackson College implemented Colleague Reporting and Analytics in order to allow users to create reports and support data-informed decision making.

7P2, S. Centralizing and standardizing key data sets used for decision making across the College regarding student success provides the ability for faculty, staff, and administrators to discuss these outcomes among both student service and academic departments. Using standardized data sets to inform Program Review and annual assessment of program health at the College also provides the beginnings of longitudinal data for trend analysis.

7P3, S. JC continues to improve its ability to determine the needs of departments and units related to the collection, storage, and accessibility of data and performance indicators. The adoption of the Colleague Reporting and Operating Analytics software

and the strengthened IE department positively contribute to this improvement. The culture of data at Jackson College shows some improvement since the last Systems Appraisal.

7P6, S. Departmental plans align with the College's Strategic Plan. The College's Academic Council committee requires academic departments to complete, submit, and report out on department action plans biannually. In the report, each department is required to list three to five goals for the academic year, provide evidence on the progress being made, and identify barriers impeding progress.

7R1-3, O. While JC describes a seemingly mature process for identifying metrics and measures related to its strategic planning process, none of these metrics are included in the list of measures. Neither of the processes for *Achieving the Dream* nor *Are We Making Progress* are discussed in the Process section of this Category, yet are the only data presented in the Results section. The College would benefit by aligning the processes discussed with the measures of performance presented within the category.

AQIP Category 8: Planning Continuous Improvement. This category examines the institution's planning processes and how strategies and action plans are helping to achieve the institution's mission and vision. It examines coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; analysis of performance projections and results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Jackson College** for Category 8.

Processes exist for strategic planning and continuous quality improvement. Jackson College continues to focus on improving the coordination among departments for broad-based initiatives. The College reports that its strategic planning process is becoming more aligned with other key institutional processes, including budget development and master plans. The College has identified the need to make improvements in the strategic planning process in order to allow for increased stakeholder involvement.

8P1, S. Jackson College is working to align performance priorities as identified through the strategic planning process, a five-year master plan, technological infrastructure changes, and the needs of individual departments with the annual budget. The College has involved budget managers on the front end to understand the scope of projected expenses versus anticipated revenue.

8P2, O. JC indicates that it sets long- and short-term goals through its strategic planning process and that it sets action plans in support thereof. The College recognizes the need to be more inclusive in setting those goals and action plans and how they are analyzed and prioritized for purposes of determining the College's actionable short- and long-term strategies.

8P4, S. Coordination and alignment of Jackson College's planning processes, organizational strategies, and action plans is inherent in the strategic planning process with senior leaders serving as champions for each key performance area in the planning process. Data available on the State of State dashboard enables the champions, project leaders, and team members to manage projects through completion.

8P7, O. Jackson College uses monthly environmental scanning to assess and address any risks related to a particular topic in its strategic planning process, yet that process does not appear to have captured any indications of the impending loss of enrollment. This appears to be an opportunity for the College to reassess the value of its environmental scanning capabilities.

8P8, O. While the portfolio indicates that it encourages project leaders to contemplate training needs in action plans, and that training is often incorporated into the budget and action plans, there does not seem to be any mandatory mechanism for ensuring that the College develops and nurtures faculty, staff, and administrator capabilities to address changing requirements demanded by organizational strategies and action plans.

8R2, O. Data from the *Are We Making Progress Survey* indicate that only 37 percent of JC employees believe that the College involves them in planning processes. The institution also receives relatively low results related to institutional flexibility. There is no analysis of contextual discussion of the results. Such exploration might provide the basis for further study and evidence to inform decision making.

8R3, OO. Nearly 60 percent of Jackson College's revenue is generated from tuition and fees. In the last three years, the College's enrollment has declined by more than 30 percent. An immediate opportunity exists for JC to address the substantial enrollment declines and to establish realistic targets and projections for a college in the state of Michigan.

8R5, O. The College references the evidence presented in its balanced scorecard and dashboard as evidence that its system for Planning Continuous Improvement is

effective, but that evidence is unclear. In the portfolio, there is no inclusion of how the College measures and evaluates its planning processes and activities.

AQIP Category 9: Building Collaborative Relationships. This category examines the institution's relationships – current and potential – to analyze how they contribute to the institution accomplishing its mission. It examines the institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, and building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Jackson College** for Category 9.

Jackson College builds and maintains the collaborative relationships one would expect from an institution of higher learning, focusing on its relationships with educational organizations, including K-12 school districts and four year universities. The declining market share suggests that relationships with other external stakeholders, such as workforce development and area industry will take on a new priority for the College and may serve as the catalyst for more mature processes relative to Building Collaborative Relationships.

9P1, S. Jackson College has developed partnerships with its local high schools, entered into dual credit agreements, created a Public School Academy that allows students to earn a high school diploma and associate's degree simultaneously, and is delivering education to correctional facility inmates.

9P2, S. JC builds relationships with transfer colleges/universities and potential employers to ensure a successful transition for its graduates. The College participates in the Michigan Transfer Agreement and has established reverse transfer agreements with several four-year institutions. Advisors from other schools are available to assist students who are considering pursuing bachelor's degrees.

9P3, S. JC has developed partnerships with organizations in the community that provide needed services to its students in multiple areas. The College has initiated programs with a community organization that provides some initial low cost healthcare for students and transportation so that students can access needed resources as well as access to other community agencies that can assist students with multiple life issues.

9P4, O. The portfolio indicates that the College has relationships with various providers of goods and services based on some type of indication of student or organizational need, but the portfolio does not contain a description of the processes by which these relationships are first identified, and how they are assessed to ensure that the College's needs are being met.

9P5, S. External relationships are prioritized based on the College's mission, vision, and strategic plan. Examples of strategic partnerships include the College's involvement with the Michigan New Job Training Program and the Cradle to Career initiative.

9P6, O. JC has an opportunity to develop and fully implement a plan to assess its relationships with its partner and membership organizations as part of its overall assessment plan, one that does not rely solely on the numbers of participants, and through which the College could evaluate the effectiveness of its efforts to build and maintain those relationships.

9R1-3, OO. JC reports using high school market share and transfer data as indicators for its relationships with other educational institutions, but it does not describe any direct measures by which it assesses the collaborative relationships it maintains with its institutional partners, or the manner in which such measures are used and analyzed in its planning process. Quantitative and qualitative data regarding collaborative relationships could aid in identifying and evaluating the strength and appropriateness of its efforts to build those relationships.

Accreditation Evidence for Jackson College

The following section identifies any areas in the judgment of the Systems Appraisal Team where the institution either has not provided sufficient evidence that it currently meets the Commission's Criteria for Accreditation and Core Components, or that it may face difficulty in meeting the Criteria and Core Components in the future. Identification of any such deficiencies as part of the Systems Appraisal process affords the institution the opportunity to remedy the problem prior to Reaffirmation of Accreditation.

Place evidence issue(s) here. If there are none, add "No evidence issues noted by the team," or similar statement.

Criterion 1: Evidence found in the Systems Portfolio	Core Component				
	1A	1B	1C	1D	
Strong, clear, and well-presented.		X		X	
Adequate but could be improved.	X				
Unclear or incomplete.			X		
Criterion 2: Evidence found in the Systems Portfolio	Core Component				
	2A	2B	2C	2D	2E
Strong, clear, and well-presented.	X	X	X	X	X
Adequate but could be improved.					
Unclear or incomplete.					
Criterion 3: Evidence found in the Systems Portfolio	Core Component				
	3A	3B	3C	3D	3E
Strong, clear, and well-presented.			X	X	X
Adequate but could be improved.	X	X			
Unclear or incomplete.					
Criterion 4: Evidence found in the Systems Portfolio	Core Component				
	4A	4B	4C		
Strong, clear, and well-presented.	X		X		
Adequate but could be improved.					
Unclear or incomplete.		X			
Criterion 5: Evidence found in the Systems Portfolio	Core Component				
	5A	5B	5C	5D	
Strong, clear, and well-presented.		X			
Adequate but could be improved.	X		X	X	
Unclear or incomplete.					

1P1 & 1P2. HLC Core Component 3.B.

- In 2004, Jackson College used an action project to review and revise its Associate Degree Outcomes (ADO). It is concerning that it has been 14 years since the ADO's have been reviewed and revised. The faculty created rubrics to evaluate progress on ADO's. All general education courses and most of the non-general education courses use the rubrics for assessment. ADO assessment data is collected and reported annually for each course. Each program of study undergoes a program review process every five years.*

1P2 & 1P18. HLC Core Component 4.B.

- It is impossible to determine from the Portfolio that program-level outcomes have been established or are being assessed on a regular basis.*

1P4 & 1P10 HLC Core Component 1.C

- *The relationship between the JC mission and the diversity of society is not discussed in the Portfolio. Jackson College supports the needs of various student subgroups through internal, local, and regional partnerships.*

1P4 and 1P12 HLC Core Component 3.A

- *The institution utilizes standard curriculum approval processes to establish courses and programs. Program review is complete on all programs to evaluate quality. The College works to ensure that courses and programs are appropriate to the degree or certificate awarded. They are members of the Michigan Transfer Network and the Michigan Transfer Agreement, which are designated to facilitate the transfer of up to 30 semester credits to participating four year colleges and universities. To ensure consistency and quality of all JC courses and all delivery formats, including dual enrollment, courses must contain and assess the same learning outcomes.*

1P4 and 1P13 HLC Core Component 4.A

- *The College departments establish prerequisites for courses based on student's success. In second admit programs, specific admission criteria are established based on research of the academic qualities predictive of success. Jackson College utilizes environmental scanning and comprehensive program review processes to evaluate its established programs.*

1P6 HLC Core Component 2.B

- *Jackson utilizes its Website as its primary communication tool to its publics. Consequently, those looking for information regarding JC academic programs and requirements, faculty and staff information, costs and financial assistance, governance and control, and relationships the College has with not only HLC, but also the accrediting bodies of its technical programs, can find that information on the College Website. In addition, JC has a College catalog and a wide variety of fliers and publications to share that same information in print.*

1P7 and 1P15 HLC Core Component 3.D

- *Students have access to academic advisors who assist students with academic and career planning and placement assistance, and Career advising elements are incorporated in the College's first year experience course, Navigating College and Life. The College's Center for Student Success provides free tutoring to students and the Atkinson Library provides space and resources to support learning and effective*

teaching. Students and faculty have state-of-the-art learning spaces that are equipped with the latest technology and software to support effective teaching and learning.

1P11 HLC Core Component 2.D

- *Jackson has a faculty labor agreement that outlines the institutional commitment to academic freedom and expression. The College communicates its expectations and support regarding the pursuit of truth in teaching through faculty orientation and its Annual Professional Responsibilities Plan. The College offers workshops and trainings to both full-time and part-time faculty members designed to help participants learn about educational best practices and give them opportunities to reflect and grow as educators. The Atkinson Library at Jackson provides resources that support effective teaching and learning.*

1P11 HLC Core Component 2.E

- *Each full-time faculty member submits the Annual Professional Responsibilities Plan (APRP) to their supervising deans that includes overviews of their effective teaching, currency of course assessments, and documented use of student evaluations. Full-time and part-time faculty members attend trainings and workshops that help them understand how to empower their students to become active, responsible, and successful learners. Jackson College has an Academic Honesty policy that covers academic dishonesty, plagiarism, and cheating. This policy is communicated to students through course syllabi and the student handbook. In addition, Atkinson Library staff members provide supplemental instruction on the responsible use of digital media and research methods.*

1P16 HLC Core Component 3.E

- *Jackson College offers students a wide-array of co-curricular activities that are aligned with course and program objectives, including various student organizations, work-study opportunities, internships, and clinical experiences. Service learning is an important element actively built into the curriculum. Examples of service learning endeavors include Writing Fellows and Composition, Health Wise Screenings, and Culinary. Students also have opportunities to travel and learn about other geographic regions outside of Jackson, Michigan. Examples include the Alternative Spring Break Interest Group and US-Brazil Connect.*

3P1 HLC Core Component 4.C

- *Jackson College utilizes multiple sources of information for assessing and improving its commitment to retention, persistence, and completion, as well as to identify the changing needs of students and other stakeholders, including environmental scans, information from the Voluntary Framework of Accountability, the CCSSE, SENSE, and locally developed instruments. JC monitors fall-to-fall and fall-to-winter retention rates as well as graduation and transfer rates of their students as a measure of student success.*

3P3 and 3P5 HLC Core Component 1.D

- *JC actively solicits input from its community partners, supporting regional growth and development through a variety of methods including surveys and focus groups, special events and other formal and informal listening and communication opportunities. The College is responsive to stakeholder needs in the development of new academic areas of study. Jackson College's strategic planning process and feedback from stakeholders help shape the College's mission and vision. Jackson College identified a regional workforce need and has developed a baccalaureate degree in energy production in response. Jackson College works with the Michigan Department of Corrections to provide access to postsecondary education during and after prison to people who are incarcerated.*

4P2 and 4P10 HLC Core Component 3.C

- *The College is able to maintain a consistent number of full-time faculty members to develop, manage, and teach the curriculum. JC has established policies regarding hiring processes for faculty, staff, and administrators and result in employees who are appropriately credentialed and evaluated regularly. Evaluation processes for some employee groups are developed as part of the collective bargaining process.*

4P7 HLC Core Component 2.A

- *Jackson College employees learn about the College's Values and Beliefs when hired, and one of the JC Values is integrity, which is an expectation that Jackson personnel will conduct themselves in a professional manner that includes being transparent, consistent, and ethical in their behavior to students, other Jackson employees, and the publics that the College serves. The College has multiple policies and practices designed to guide its employees in ethical behavior, including a Code of Ethics policy, an Employee Conflict of Interest policy, and compliance with legal regulations on all levels.*

Suspected violations of the College's behavior-related policies will result in an investigation and appropriate corrective action.

4P7 HLC Core Component 2.E

- *Jackson College's administrators abide by the Code of Ethics. JC has an Employee Conflict of Interest policy in place. The College's administrators, academic department chairs, and members of the Board of Trustees are required to sign a Conflict of Interest Statement annually. The Conflict of Interest Statements are reviewed as part of the annual audit process. All new employees are required to complete a training course on sexual harassment. The College has an established policy, published online, regarding student cheating and plagiarism, as well as programs in place to assist students in this area. The institution has a compliance officer and Student Ombudsman to ensure compliance with appropriate policies and regulations.*

5P1 and 5P2 HLC Core Component 1.A

- *The Strategic Planning Committee (SPC) at Jackson is comprised of senior leadership and a mix of faculty and staff. Reviewed annually by the Board of Trustees, JC uses its mission, vision, and values to guide the College leadership in the strategic planning process and for operational guidance.*

5P2 and 5P6 HLC Core Component 5.C

- *The College's Strategic Planning Committee has administrators, faculty, and staff as members. To measure performance in the key strategic areas identified within the Strategic Plan, JC uses a balanced scorecard approach.*

5P2 HLC Core Component 2.C

- *Jackson College is governed by a seven member Board of Trustees elected by the voters of the College's tax district. Jackson College identifies a clear distinction between its President and the Board of Trustees, indicating that the Board's governing emphasis is an outward vision for the College, with the President holding responsibility for all facets of the College's daily operations.*

5P3 and 5P8 HLC Core Component 1.B

- *The College's mission is articulated publicly in various print materials and via the College's Website, as are strategic planning documents which are aligned with the mission. New employees are introduced to the College's mission during the hiring and*

onboarding processes. The institutional mission is reinforced for employees with the Jackson College Statement of Beliefs.

5P5 and 5P9 HLC Core Component 5.B

- *JC utilizes standing committees as the drivers in its decision-making process. The committee structure involves the creation and maintenance of team charters which provide overviews of the scope and nature of the work as well as defining decision-making authority and limitations. The decision-making process is collaborative in nature. The College frequently convenes ad hoc or project-based teams to assist with the design and implementation of strategic plans and initiatives.*

7P2 and 7P4 HLC Core Component 5.D

- *The institution's Strategic Plan guides the management and distribution of information. Key Performance Indicators are shared broadly as part of the planning process. The College has revised its program review process to include standardized metrics specific to each program. These metrics are supplied to the program at the initiation of the review process.*

8P6 HLC Core Component 5.A

- *Jackson College's Strategic Plan is the framework for its initiatives and continuous quality improvement. Board policy mandates that the College's operating budget include a minimum of 4.5 percent of the total operating budget for plant and facilities maintenance and a minimum of 3.5 percent for electronic and institutional equipment. A budget planning process is in place, along with monthly reconciliation procedures, to minimize risk. Financial performance is tracked monthly on the balanced scorecard to better understand which cost centers are above and below budget in order to make adjustments accordingly.*

Quality of Systems Portfolio for Jackson College

Because it stands as a reflection of the institution, the *Systems Portfolio* should be complete and coherent, and it should provide an open and honest self-analysis on the strengths and challenges facing the organization. In this section, the Systems Appraisal Team provides Jackson College with constructive feedback on the overall quality of the portfolio, along with suggestions for improvement of future portfolio submissions.

- Watch for spelling and grammar errors. For example, on page 36 under 3R1 there is a sentence which reads, “Focus groups and additional surveys are conducted on both are both an ad hoc basis when special needs arise.” Also, on page 61 the first sentence of the last paragraph isn’t a sentence all. It is very frustrating to read a professional portfolio from a college in its third AQIP Systems Portfolio cycle that is poorly edited.
- There are several instances of the question asked not being completely answered. For example, despite reporting in 1P2 that data for program level outcomes are collected and reviewed on an annual basis, none are supplied in the College’s response to 1R3. If data other than licensure pass rates and placement rates are collected and analyzed, the results should be included in JC’s response to this question. The lack of complete answers has led the appraisal team to conclude in some cases that it is “unclear” if criteria or core components are being met. A more careful analysis of the questions would benefit the College.
- JC used the same, exact response in the Improvement I2 answer throughout the categories. This implies that little thought was given to the I2 answers from Category 3 through Category 9.
- Some of the figures included are difficult to understand. For example, see Figure 7.1. The reader finds it very difficult to determine if increases or decreases from 2013 to 2014 have any meaning.
- Measures are frequently described in the Process questions, but not reported in the Results Section. This is a repeated issue with one of the worst examples shown in category 7. In 7P2 and 7P4, data were referred to that don’t show up in the Results section. Further, when results are reported, there is little or no analysis supplied to indicate the College’s use of the information.

Using the Feedback Report

The AQIP Systems Appraisal process is intended to initiate action for institutional improvement. Though decisions about specific actions rest with each institution, the Commission expects every institution to use its feedback to stimulate cycles of continual improvement and to inform future AQIP processes.

Some key questions that may arise in careful examination of this report may include: How do the team's findings challenge our assumptions about ourselves? Given our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned? How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP's core values, encouraging involvement, learning, collaboration, and integrity.

The Commission's goal is to help an institution clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities in ways that will make a difference in institutional performance.