AQIP Quality Highlights Report

PREPARED FOR THE REAFFIRMATION REVIEW PANEL
CONDUCTING THE HLC COMPREHENSIVE QUALITY REVIEW

JACKSON COLLEGE | 2111 Emmons Road, Jackson, MI 49201
**HISTORY / BACKGROUND**

Jackson College was founded as Jackson Junior College in 1928. In 1962, Jackson County voters created Jackson Community College as a distinct entity; and in 1964, they passed a charter millage that still helps to fund the College today. Rapid enrollment and program growth in the 1960s spurred construction of a new central campus. In June 2013, in light of the College’s decision to begin development of curriculum for two bachelor degree programs and increased efforts in international studies, the Board of Trustees voted to change the name to Jackson College. Jackson College has been continuously accredited by the North Central Accreditation of Colleges and Schools and through the Higher Learning Commission since 1933.

Jackson College has participated in the Academic Quality Improvement Pathway of the Higher Learning Commission since 2003. We participated in Strategy Forums in 2007, 2011 and 2015. Our first action projects were submitted in 2003; the college has submitted a total of twenty-one action projects. Our first Systems Portfolio was submitted in 2006 and a second in 2010. We submitted our most recent Systems Portfolio and received its Feedback Report in 2014.

We are also proud to be one of the fifteen founding institutions of the Continuous Quality Improvement Network. The Continuous Quality Improvement Network is a higher education membership organization that affords CEOs of both colleges and universities, as well as corporations associated with higher education, significant networking and learning opportunities to foster continuous improvement and achievement of performance excellence. Our participation in this network of innovative institutions focuses on quality improvement in higher education and expands our foundation in utilizing AQIP principles at our college.

Worth highlighting is the college’s Statement of Beliefs. This vision statement is central to our work and is founded on the principles of highly effective organizations; their primary focus is on student success and our employees.

Our participation in AQIP has proven beneficial in further establishing a culture focused on continuous improvement. Revising and reducing the number and scope of the AQIP categories from nine to six, and their realignment to the Baldrige framework, will further enhance our approach to quality improvements at the college.

**QUALITY IMPROVEMENT OVERVIEW AT JACKSON COLLEGE**

The college has intentionally aligned our council and committee structure to the AQIP categories. Each council’s chair is a college leader and also serves on the Leadership Council, which reports to the President. This structure allows the college to integrate its strategic planning process across all components of the AQIP pathway. Our finance and facilities and information technology leaders are members of most councils.

Across our council structure we’ve implemented an initiative entitled ‘Total Commitment to Student Success’ which provides us a framework overview in which we operate and make decisions. The focus on student success stems from a focus on quality improvement in our processes, procedures, and policies, and our use of data before making strategic or critical operational decisions that may or can effect students’ success. This framework guides the implementation of our Guided Pathways model which occurred in fall 2016. We spent the majority of 2015 revitalizing our student advising model,
curriculum and programs into broader pathways, our tuition and fees structure and invested in new technology which we will detail later in this report.

Jackson College’s Board of Trustees policy governance model is based in principles of quality improvement and highly effective organizations. Policy governance is a model of boardsmanship providing a framework for strategic leadership by the Board of Trustees at Jackson College. The model enables the board to free itself from unnecessary, time-consuming details and to focus on the major purpose of governance, creating and sustaining a vision of what the college contributes to its students and its community. The Jackson College board is primarily concerned with the ENDs of the organization (what good is produced for what people) and delegate the MEANs (programs, services, and operations) used to achieve the ENDs to the president. The Jackson College board governs on behalf of an identifiable ownership and are externally and future-oriented. Those ENDs are documented and presented through a series of Board ENDs monitoring reports produced on an annual cyclical basis (https://www.jccmi.edu/institutional-research/performance-monitoring/).

MAJOR CHANGES AND QUALITY IMPROVEMENTS SINCE 2014 SYSTEMS FEEDBACK REPORT

Jackson College is proud to have been selected by the American Association for Community Colleges as one of thirty colleges to pilot the implementation of the Guided Pathways model for student success. We are currently working with the Community College Research Center, and in conjunction with other colleges, to ensure we are successful in helping students seamlessly transfer and/or earn degrees as a measure of achieving our mission.

Our use of data from surveys, benchmark projects, our student information system, enterprise resource planning system, and external data sources such as the National Student Clearinghouse to make strategic decisions has become an ingrained practice among our leadership council. This data-informed decision approach cascades through our workforce for operational decisions and can be, in part, attributed to our involvement in AQIP.

The college used its Systems Portfolio Feedback Report from the HLC to identify several action projects that have been completed since 2014. These include:

- Recognize and Reward Employees
• Create a Communication Strategy
• Foster International Student Support
• Develop an Enrollment Management plan
• Revitalize our Student Advising model

We’ve administered several surveys aimed at gathering the data and information necessary to address some of the significant opportunities identified in the Feedback Report. These include, the Noel-Levitz Student Satisfaction Inventory, Noel-Levitz Institutional Priorities Survey, Survey of Entering Student Engagement, and we will be conducting the Community College Survey of Student Engagement and the Community College Faculty Survey of Student Engagement in winter 2017. Jackson College has also begun identifying key direct measures of student success through its involvement in the AACC Guided Pathways project, such as credits earned in the first semester and first year, grades earned in the first semester and year, retention rates across various student populations, course success rates in Math and English, among many others.

The Board of Trustees has authorized significant investments in changing our student advising (we call them student navigators) from a transactional based model to a relationship model aimed at reducing our caseloads from 1,400:1 to 300:1. This investment aligns to our implementation of the Guided Pathways model and revision of core curriculum. We’ve begun standardizing the total number of credit hours required to complete all of our associate degrees to as close to 60 as possible. We’ve contributed to and participated in ensuring students experience a seamless transfer of credits from Jackson College to universities in the state of Michigan through the Michigan Transfer Agreement. All of these quality improvements are aimed at making students more successful in achieving their educational goals.

The college has also renovated its student services building to better serve our students in a one-stop shop model. In addition to all student services presence, several student organizations are also in Bert Walker hall as well as break-out rooms, classrooms, a student success center, academic leadership and a center for instructional innovation sandbox. Based on student feedback, and the success of our first two housing facilities, we’ve added a third housing facility to provide students with the full college experience. We also renovated our student activities center to accommodate more student residents.

Another final quality improvement worth noting, that we’ve implemented since 2014, and that is thoroughly based on the results of our HLC Feedback Report, is the complete revision and collection of our General Education Outcomes. The 2014 Feedback Report identified our Academic Discipline Outcomes system as being ten years old and ready for a thorough review. As part of moving to Guided Pathways we completely redesigned our learning outcomes, the process for review and the data collected to reflect our new General Education Outcomes.

**AQIP 2014 FEEDBACK REPORT AREAS IDENTIFIED AS “OO” OPPORTUNITIES - UPDATED**

The following pages provide a condensed crosswalk of the 2014 Jackson College System portfolio and HLC Feedback Appraisal Report. We’ve only offered for review the criteria identified as ‘OO’ significant opportunities and provided a brief summary of what initiatives we’ve undertaken to improve our quality systems in that area since 2014.
### AQIP CRITERIA IDENTIFIED AS “OO” OPPORTUNITIES IN OUR 2014 FEEDBACK REPORT

<table>
<thead>
<tr>
<th>Category</th>
<th>Criteria/Core Component</th>
<th>Jackson College’s Evidence (Abbreviated)</th>
<th>AQIP Feedback (Abbreviated)</th>
<th>Jackson College’s Initiative</th>
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<tbody>
<tr>
<td>Helping Students Learn</td>
<td>What are your performance results for specific program learning objectives?</td>
<td>Students in our nursing and allied health programs take licensure/credential exams that are aligned with the program learning objectives and program specific accreditation requirements. Our students perform very well on these standardized assessments each year. Job placement rates of recent JC occupational education graduates are acquired through the College’s annual graduate follow-up survey.</td>
<td>(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</td>
<td>The college’s program review process was completely revised in FY12 and implemented in FY13. The review categories were aligned with the AQIP/Baldrige criteria and a common set of data was made available for all programs. The process includes a review of performance results for all specific program and course learning objectives. If any concerns are identified with performance results, action plans are designed to address the concerns. The program review requirement is currently on a five-year cycle, but the supporting data will again become available annually with the increased staffing in the IR office.</td>
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<tr>
<td>Helping Students Learn</td>
<td>What is your evidence that the students completing your programs, degrees and certificates have acquired the knowledge and skills required by your stakeholders (i.e., other educational institutions and employers)?</td>
<td>For many of our occupational education programs that maintain program level accreditation, surveying employers of our recent graduates is a requirement. At times the College has facilitated employer focus groups to gain insight on the strengths and areas of opportunity with respect to the knowledge and skills of our graduates. The results of the most recent employer surveys from our nursing, respiratory care, and medical assisting programs are highlighted below.</td>
<td>(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.</td>
<td>In FY15, during the revision work for the college’s General Education Outcomes, numerous focus groups were conducted to gather input on the knowledge and skills required by our stakeholders – both internal and external. External stakeholders included area employers, community organizations, K12 and other higher education institutions. This feedback was incorporated into the final creation of our new General Education Outcomes. These Outcomes are assessed by our faculty and the college’s Assessment Committee each year. In 2016, the IR office began working with Qualtrics to design a new graduate follow-up survey to provide the required data to comply with Perkins reporting and provides graduate/alumni feedback on learning objectives. Graduate feedback is aligned to employer evaluation of our graduates learning objectives. We are pilot testing this new approach to program evaluation in 2017 with several Michigan colleges.</td>
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<tr>
<td>Understanding Student Needs</td>
<td>What are your performance results for building relationships with your key stakeholders?</td>
<td>While community satisfaction survey results are high, this level of satisfaction has not translated to increased taxpayer support in the form of a millage. The College continues to operate on the original 1.33 mills passed in 1964. Since that time the Jackson County voters have rejected 14 different</td>
<td>(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</td>
<td>We will clearly identify the college’s ‘key stakeholders’ in a systematic process in 2017 by completing an organizational profile self-assessment using a nationally recognized process and method. We have also identified and used community advisory groups to help provide qualitative results on community relationships.</td>
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millage support requests. The College continues to work on improving the relationships with the community by hosting annual community events. 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.

| Valuing People | What measures of valuing people do you collect and analyze regularly? | The following measures of valuing people are routinely collected and analyzed by the College:  
- Are We Making Progress? Workforce Focus survey results  
- Employee turnover rates  
- HR position time to fill  
- Professional development hours | (OO) It seems clear 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. | We completed an HLC Action Project to address this opportunity. The Recognize and Reward Employees action project was completed in 2016 although the established process continues every year. The initial action project was pilot tested with our staff and then expanded to include all employees. It is based in exemplifying our Statement of Beliefs in everyday work. In addition to that Action Project we’ve also developed a comprehensive on-boarding process. The process includes bringing new employees back to Leadership Council towards the end of their probationary period to understand how their first 6 months were, what has been good, what needs to be improved, how would they rate the institution in adhering to its statement of beliefs, how can we do better. |

| Valuing People | What are your performance results in valuing people? | In 2012, the College administered the Are We Making Progress Survey, based on the Baldrige Criteria for Performance Excellence, to assess the College’s performance and learn what we can improve. More than 200 employees completed the survey. Due to | (OO) HLC Response combined 4R1&2 (see above) | We completed an HLC Action Project to address this opportunity. The Recognize and Reward Employees action project was completed in 2016 although the established process continues every year. The initial action project was pilot tested with our staff and then expanded to include all employees. It is based in exemplifying our Statement of Beliefs in everyday work. |
In 2012 and 2013, turnover at Jackson College has increased dramatically. In addition, the College has also seen an increase in the voluntary resignations in both staff and administrative positions. Employee professional development is another metric tracked by the College.

### Leading & Communicating

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

The College has instituted an Emergency Succession Plan board policy. The College recognizes this is an area for increased focus. In the meantime, the following strategies help to ensure the JC maintains and preserves is mission, vision, values, and commitment to high performance:

- Each department is encouraged to identify and document key systems and processes. By doing so, the department is better prepared to handle leadership transitions.
- During leadership transitions, the College often uses interim appointments to ensure continuity.

(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.

**In 2016 the college submitted an Action Plan for a Leadership Academy. The primary goal of the action plan, and academy, is to provide the college with a formal and systematic process to identify and develop its future leaders. The process and professional development resources used will provide us with a readily-available talent and knowledge base for succession planning at the administrator and staff classification levels.**

### Leading & Communicating

**What performance measures of Leading and Communicating do you collect and analyze regularly?**

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

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

(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

**In 2015 the college administered a survey on communication to all employees. The survey was based off the PACE and the results were shared across the college’s Councils and were discussed in detail in Workforce Focus. In 2016, the college administered the Noel-Levitz Institutional Priorities Survey and analyzed its questions dealing with communication. Those results were shared with all employees at the college’s Winter 2016 convocation.**
<table>
<thead>
<tr>
<th>Leading &amp; Communicating</th>
<th>How do your results for the performance of your processes for Leading and Communicating compare with the Performance results of other higher education institutions and, if appropriate, of organizations outside higher education?</th>
<th>Jackson College's results on the Are We Making Progress Survey are compared to the survey results from the Malcolm Baldrige Board of Examiners evaluation of the organization’s they work for. The percent of strongly agree or agree responses for JC fall below the percent of strongly agree or agree responses from Board of Examiners on each of the survey items related to Leadership. (OO) HLC Response combined 9R1-3 (see above)</th>
<th>In 2016, the college submitted and completed an HLC action project on Creating a Communications Strategy. The results of the action project has led to communication plan that identifies the message type, message frequency and message method and helps the President organize and plan his communications strategy. Multiple technologies, and approaches for delivery have been incorporated into the plan, vital to customizing messages to various and unique generations of employees. These measures are benchmarked with, and we compare ourselves to, other institutions.</th>
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<tbody>
<tr>
<td>Leading &amp; Communicating</td>
<td>How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Leading and Communicating?</td>
<td>JC also incorporates the use of balanced scorecards and dashboards which are regularly monitored in this evidence-based approach. Processes related to identifying, documenting and measuring key systems and processes are more aligned and integrated throughout the College. Based on student feedback and cycle time data, Student Services initiated an Action Project to improve the front door/customer service experience across all student service functions. Processes related to safety and security are systematic and aligned to standards and best practices outlined by state and federal agencies. (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.</td>
<td>This section of Jackson College’s Systems Portfolio could have been better prepared before submission. We are refining a process to identify the critical processes, which are brought to our Leadership Council for consideration, before being formally process mapped.</td>
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<tr>
<td>Supporting Institutional Operations</td>
<td>What are your performance results for administrative support service processes?</td>
<td>Beginning in January 2012, the College monitors a Continuous Improvement (CI) index on the balanced scorecard each month. This index looks at the (OO) The College instituted a Continuous Improvement index on its balanced scorecard in January of 2012, which appears to be a best</td>
<td>The college has used data from the NCCBP to completely revitalize and restructure its student support services from a transactional model to a relationship model. This transformation has reduced caseloads from over 1,400:1 to 300:1 (students-to-advisors). We’ve addressed the</td>
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percentage of several identified key process metrics that meet or exceed the goal established by the respective departments. At a college level, if 72% of the key process metrics meet the established department goal, then the CI index target is considered to be achieved. The CI index met or exceeded the target five times between August 2013 and March 2014, IE and IT work request cycle times are two metrics that feed into the monthly CI index. The departments use this data to evaluate if the target is being met, understand peaks and valleys of the department work flow throughout the academic year, and facilitate root cause conversations when the target is not met. Through the first three quarters of 2013-14, the IE work request cycle time has met the target 5 out of the 9 months (55%) while the IT work request cycle time has met the target 33% of the time. Another process-related balanced scorecard metric is the Policy Review to Plan. This metric is updated monthly and monitors the percent of board, administrative, and academic policies reviewed and updated on-time.

| Planning Continuous Improvement | What are your projections or targets for performance of your strategies and action plan over the next 1-3 years? | Jackson College’s projections and targets for performance of our strategies and action plans over the next 1-3 years are established by the Strategic Planning Committee. Additionally, the College is fully committed to student success and completion and in the context of | (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 | The college addressed the enrollment declines through various strategies including partnering with Noel Levitz on the development of a Strategic Enrollment Management (SEM) Team and SEM Plan, development of a fully staffed Admissions Office, expansion of on-campus student housing to address the 500+ waiting list of students collected each year, pursuit of new student markets including International and Honors. In addition, the college is implementing the Guided Pathways model as a means to improve its student success measures including |
| Building Collaborative Relationships | What measures of building collaborative relationships, external and internal, do you collect and analyze regularly? | JC does not currently have performance results for all of its internal and external collaborative relationships. The following measures of building collaborative relationships are routinely collected and analyzed by the College:
- High school market share
- Number of JC students transferring to four-year colleges/universities | (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. |

| Building Collaborative Relationships | How do your results for the performance of your processes for Building Collaborative Relationships compare with the performance results of other higher education institutions and, if appropriate of organizations outside of higher education? | Comparative data is available through the National Community College Benchmarking Project for high school market share. Figure 9.3 compares JC’s results over the last five years with the 90th percentile score. | (OO) HLC Response combined 5R1-3 (see above) |

| Building Collaborative Relationships | | | One of our initiatives to address this opportunity is coordinated by our Contract and Continuing Education department. They use a survey of community partners to gather data points indicating the success of their relationships. They also collect data to trend on new partnerships, continuing partnerships and increases in training services. These data can be benchmarked across Michigan colleges. |

Increasing accountability demands for outcomes; the College is positioning itself to set targets that align with Lumina Foundation’s College Completion Agenda and President Obama’s College Completion Agenda goals to establish realistic targets and projections for a college in the state of Michigan. Persistence, retention, completion and seamless transfer.
FEEDBACK REPORT CONCLUSIONS

The Feedback Appraisal Team concluded their report AQIP Systems Appraisal Report with the following highlights:

September 9, 2014

• 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 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.

Jackson College’s 2014 AQIP Systems Portfolio did not represent the quality work being planned, implemented and sustained. We’ve used the Feedback report’s significant opportunities as an impetus for identifying strategies to improve those weaknesses we believe exist.

AQIP ACTION PROJECT SUMMARY

Jackson College is currently working on three action projects, each based on the 2014 AQIP Feedback Report. Since 2014, to be sure we are focusing on improvements across each AQIP category, we’ve been intentional in selecting action projects with each representing one of the AQIP categories. Most of our efforts have been spent on planning and implementing our transition to the Guided Pathways model.

ENSURE DATA QUALITY THROUGH DATA GOVERNANCE

AQIP Category: #6 Quality Overview
Project Start: July 2016
Project Goal: The primary goal of the project is to reduce the number of data anomalies in our critical data (i.e., data reported annually to external agencies) and measured through both external and
internal data error reports.

Project Status: updated December 2016

IMPLEMENT A LEADERSHIP ACADEMY

AQIP Category: #3 Valuing Employees & #5 Knowledge Management & Resource Stewardship

Project Start: July 2016

Project Goal: The annual goal of the project is to have colleagues identify a minimum of 15 current administrators and/or staff who, through interactions with peers, demonstrate and exemplify the educational, professional and character qualities desired in our future leadership.

Project Status: updated December 2016

CREATE STREAMLINED STUDENT INSTRUCTIONAL PATHWAYS

AQIP Category: #1 Helping Student Learn

Project Start: December 2014

Project Goals:
1. Creation of streamlined and structured instructional pathways for all academic programs including “meta-majors”
2. Creation of career assessments and advising models to support students during the intake process in the selection of a program of study
3. Creation of default curriculums with pre-sequenced program course schedules for all programs including developmental entry into pathways
4. Robust tracking and feedback systems in place for students, advisors, and instructors
5. Hybrid advising system implemented for transitions between professional advisors and faculty advisors
6. Integrated supports embedded within each pathway

Project Status: Reviewed March 2016 – Status update December 2016

AQIP & BALDRIGE FRAMEWORKS

Jackson College will begin using the Baldrige Framework as a supplemental method to AQIP for aligning operations and strategies for substantial systematic improvements. The AQIP pathway was based in the Baldrige Framework so including the Baldrige framework for our quality improvement approach will align to the reporting and action project requirements for AQIP. We believe the availability of self-assessment tools, such as easy-insight, are we making progress, are we making progress as leaders, and organizational profile documentation provides the college with a better, more guided methodology to accomplish its quality improvement work. Those tools will help us determine our key stakeholders, operational environment, organizational relationships, among other aspects of highly performing institutions, and will help Jackson College address some of the significant opportunities identified in our 2014 AQIP Feedback Report (for example, Category #2 – Meeting Student and Other Key Stakeholders Needs (Building Collaborative Relationships) yielded a significant opportunity in our Feedback Report. The report stated a need for “quantitative and qualitative data regarding collaborative relationships could aid in identifying and evaluating the strength and appropriateness of its efforts to build those relationships.”) Having an assessment tool to help us clearly define who the college’s Key Stakeholders are will help lead us to create definitive measures of the outcomes of the relationships with those constituents. We are using both AQIP and Baldrige frameworks to revise our current strategic planning process. A process map of our strategic planning process is provided below.
GUIDED PATHWAYS MODEL – IMPLICATIONS FOR RETENTION AND GRADUATION RATES

Briefly mentioned in earlier sections of this report is Jackson College’s most significant quality improvement project in its history; our move to a Guided Pathways model. Its primary focus is on student success and the measures for determining that success have been identified and baselined. Student success, as measured by course success rates, retention rates, the number of credits completed within and across semesters, graduation rates, and transfer rates, are the current focus of the Department of Education and HLC, as evidenced by the recent HLC Graduation Questions survey. The Guided Pathways model will also reduce the cost of our degree and should yield lower default rates, another critical measure of Gainful Employment disclosure and reporting requirements. Using the AQIP system alignment framework, we’ve revised curriculum including developmental education because the majority of our students enroll in those classes, invested in new student advisors to reduce caseloads, installed new technology/software to help us better monitor students’ progression towards their degree both within and across semesters, provided more scholarship dollars to incentivize student degree completion and relieve financial barriers, among many other improvements.

An introduction to our Guided Pathways is available here: https://www.jccmi.edu/academics/programs-of-study/
CURRENT COMMITMENT TO CONTINUOUS IMPROVEMENT

Jackson College is committed to continuous quality improvement since choosing AQIP as our accreditation model in 2003. We’ve attended three Strategy Forums, authored three Systems Portfolios, hosted two CQR visits, and launched two baccalaureate degrees since that time. We currently have three Action Projects all of which were outcomes of our HLC Feedback Report and have completed over 20 action projects over the last 13 years. The college currently has three campus leaders and two faculty members as peer reviewers for the Higher Learning Commission. Continuous Quality Improvement has become part of our culture, our strategic development, and our operations and decision making. We developed our Total Commitment to Student Success initiative to frame our focus on quality and for achieving our mission.

We encourage you to make our Guided Pathways planning and implementation project a central focus of your Comprehensive Quality Review at Jackson College. Transitioning to this model has involved nearly every process, service, and offering at the college.

Faculty/staff Handbooks
-Student Handbook
-Institutional Catalog
-Audited Financial Statements

HLC Comprehensive Quality Review – February 2017

Faculty/staff resources:

https://www.jccmi.edu/academic-deans/faculty-resources/

Student Handbook:


Catalog:

https://www.jccmi.edu/catalog

Audited Financial Statements


These are located under the “Financial Statements” on this webpage