Jackson COLLEGE

Monitoring Report

Student Success

June 10, 2019

Prepared by:
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Presented to:
Daniel J. Phelan, President
Jackson College Board of Trustees

Board Policy:

ENDS Formal Inspection (Monitoring) Reporting:

Performance reports shall be prepared and presented to the Board for each of the ENDS... These 'Monitoring Reports' shall enable the Board to know the degree to which a reasonable interpretation of its ENDS and EXECUTIVE LIMITATIONS policies is being fulfilled. Consequently, the Board shall seek in the Monitoring Reports answers to two questions: (1) Has the College President made a reasonable interpretation of the Board's policies; and (2) Do the data demonstrate accomplishment of that interpretation. Failing either constitutes a policy violation.

President/CEO interpretation of key metrics used to demonstrate the achievement of this END include: annual report of degrees, certificates, and other awards; annual report of job placement; annual report of student transfer; completion rates for underrepresented minority students; retention rates (semester-to-semester, first-year, year-to-year); number of credit hours earned in the first term and in the first year; completion of gateway math and English courses in the first year; number of credit hours earned in the pathway in the first year; zero credit hours earned data; licensure and certification pass rates; employer follow-up survey data; and CCSSE data.

Executive Summary:

Jackson College has become known for its powerful "Total Commitment to Student Success" Focus. More particularly, TCS^2 is our North Star and guides everything we do. This Monitoring Report demonstrates that the College's commitment to students and the guided pathways model has continued to lead to positive, transformative gains across these student success metrics. Thanks to the hard work of all of our employees, our students are earning more college credits and earning them faster than in prior years. This suggests that our retention and completion results should be even stronger in future years. A sample of our Key Performance Indicators (KPIs) are listed below, together with associated benchmarks:

Sample of Student Success KPIs

Metric	Last Year	Current year	1-year Trend	Benchmark or Goal
% of students earning 6+ college credits in 1st term	58.3%	**71.3%**	+13.0%	55% (AACC average)
% of students completing both college math and English in 1st year	35.7%	**36.2%**	+0.5%	22% (AACC average)
Semester-to-semester retention	71.8%	**74.8%**	+3.0%	90% goal (72% = NCCBP average)
Fall-to-fall annual retention	n/a	**55.7%**	n/a	80% goal (48% = NCCBP average)
Six-year degree or transfer rate	50.6%	**51.7%**	+1.1%	70% goal (48% = VFA average)
ADN (Registered Nurse-RN) licensure exam pass rates	90.5%	**90.7%**	+.02%	83.3% (national average)

NCCBP = National Community College Benchmark Project
VFA = Voluntary Framework for Accountability

Institutional Context:

Our first institutional belief states: "The success of our students is always our first priority." This is fully aligned with our Total Commitment to Student Success (TCS^2), including the significant guided pathways work in which we have been engaged over the last several years. We have become known as one of the more innovative community colleges in the country…this being validated by the request of the League for Innovation in the Community College, inviting Jackson College to become a board member organization. All in the spirit of TCS^2 and the guided pathways model, over the last year we have been actively scaling the number of 7-week classes we offer; working on our first application to the Higher Learning Commission to offer our first entirely competency-based academic program; and designing, piloting, and scaling foundation studies curricula, so we can eliminate standalone developmental education at the College by Fall 2019. We remain laser focused on our ambitious 90/80/70 goals whereby we seek to retain at least 90% of our students Fall to Winter and 80% of our students Fall to Fall. We also aim to ensure 70% of our students complete a credential of value from us.

External Context:

A paradigm shift is occurring across higher education, particularly among community colleges. Historically, two-year colleges focused on *student access*. Within the last ten years, our sector has shifted to also embrace a focus on *student success*, and Jackson College has been in the group of colleges leading that charge. Even more recently, Jackson College has joined the top community colleges in the country to focus on *post-graduate success*. As a sector, we are beyond the point where our goal is simply getting students to college, and we realize students need us for more than the degrees we offer.

Research has shown that, in the United States, the chances of a child who grew up in poverty to eventually achieve the "American Dream" and reach the top fifth of the income distribution is only 7.5%; meanwhile, in Denmark and Canada, the chances are much higher at 11.7% and 13.4% respectively (Chetty, et al., 2014). Research has also shown that higher education has the potential to be "engines of upward mobility" for students (Chetty, et al., 2017, p. 5).

Our commitment to student success at Jackson College means that we aim to inspire and transform the lives of our students in college and beyond, to where the credentials they earn from us will position them to earn a family-thriving wage, not just a family-sustaining wage. The data make clear that many high-wage, high-demand jobs go unfilled in Michigan, several of which only require an associate's degree (State of Michigan, 2018). The next section reports on the strategies and work we have been engaged in over the last year and their impact on our student success metrics.

Institutional Performance Reporting:

This section presents a variety of data on how the College is performing against our Student Success goals. Categories of data include (1) credit hour achievement; (2) retention, (3) completion, and (4) alumni success.

Credit Hour Achievement

Data presented in this section are considered leading indicators of completion and success. The more credit hours a student completes early in their college career, the more likely he/she will achieve his/her academic goals and be successful.

Thanks to our nationally recognized work of implementing Guided Pathways over the last few years, we continue to see extraordinary increases in the number of college credits earned in the first term and first year (Figures 1 and 2). In 2015, before we officially implemented pathways, only 35% of our students earned at least 6 credits their first term at Jackson College. Two years later in 2017, after we implemented pathways, that percent *more than doubled* to 71% (Figure 1). Similarly, the percent of students earning at least 15 credits their first year at Jackson College also doubled, from 25% in 2015 to 50% in 2017 (Figure 2). Across all 30 community colleges who participated in the AACC Pathways Project, we ranked fourth from the bottom on this metric in 2015 and now rank in the top ten (Figure 2). The gains we've achieved in the percent of students earning 30 or more credits in the first year are also notable. In 2015, only 1% of our students achieved this mark—the lowest of all colleges in the AACC Pathways Project. In 2017, that percent jumped to 9%, moving us quickly to the middle of the pack (Figure 3).

Note: In the graphs below, the blue line in bold represents Jackson College. The translucent lines represent the other 29 colleges who participated in the AACC Pathways Project.

Figure 1: AACC Pathways 1.0 Early Momentum Metrics, compiled by CCRC

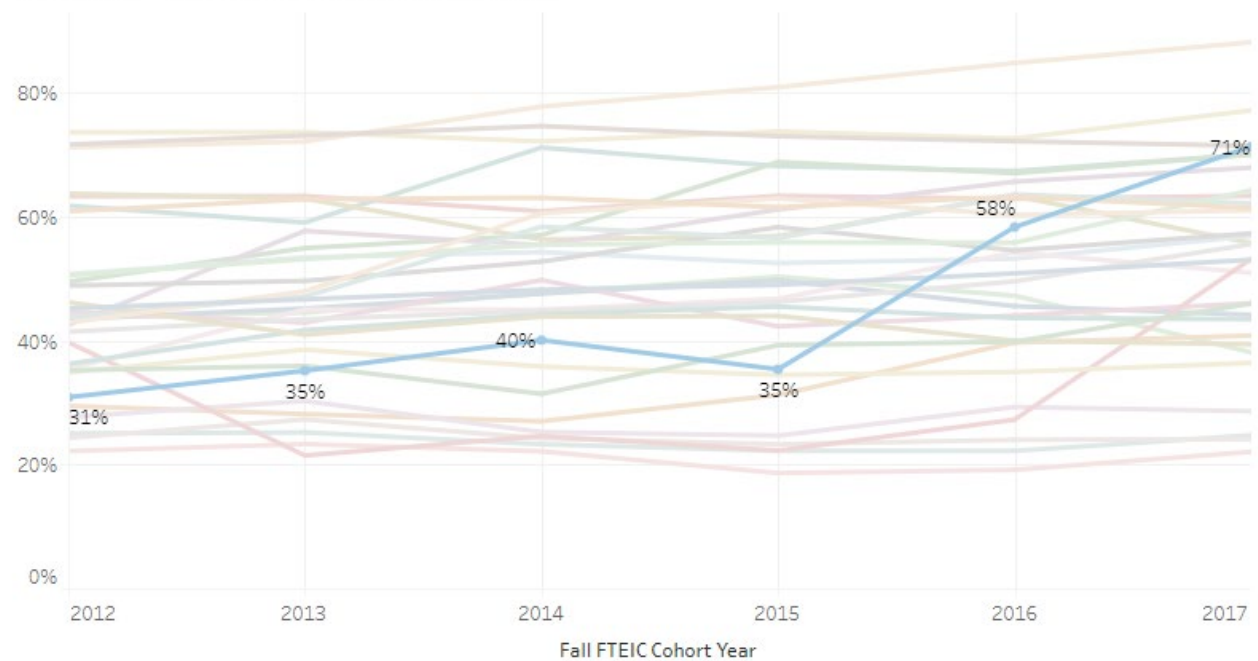Earned 6+ college credits in 1st term

Figure 2: AACC Pathways 1.0 Early Momentum Metrics, compiled by CCRC

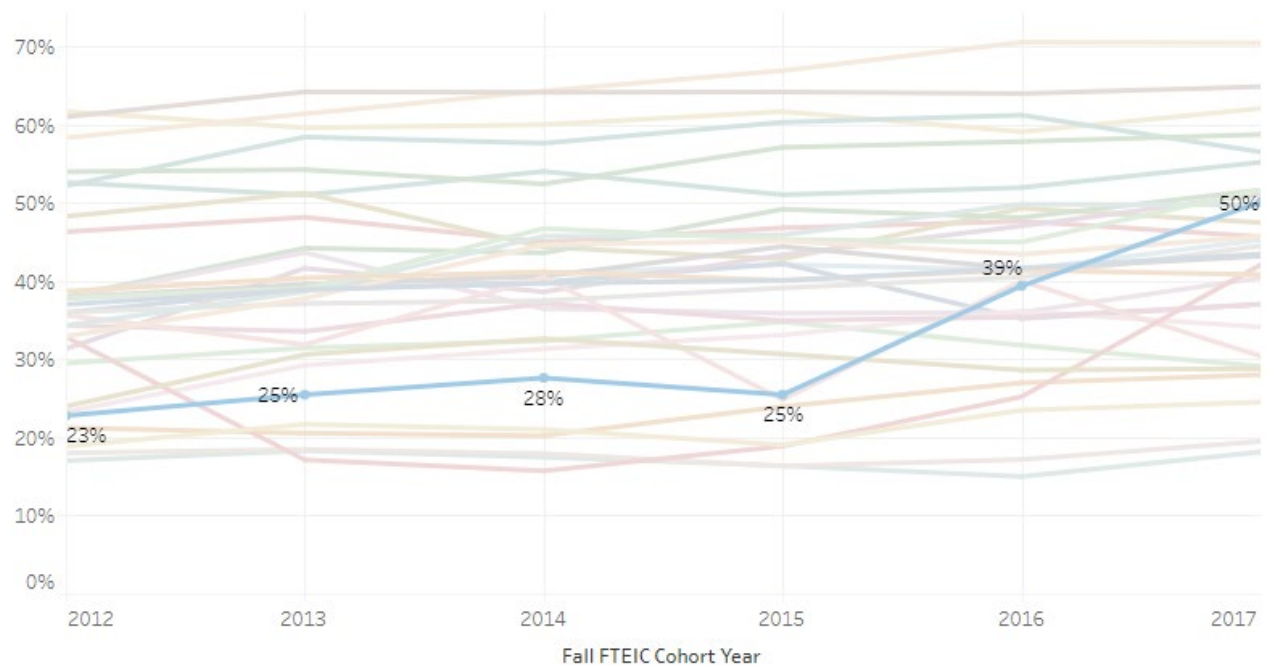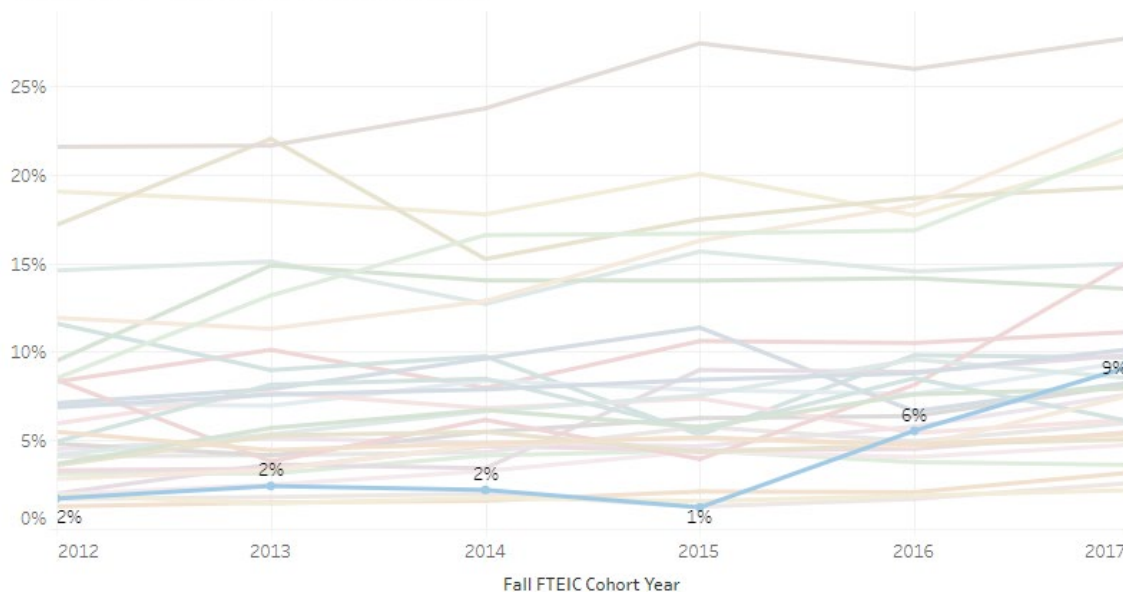
Earned 15+ college credits in year 1

Figure 3: AACC Pathways 1.0 Early Momentum Metrics, compiled by CCRC

These results validate all the hard work that we have put into Guided Pathways over the last several years, including launching the role of Student Success Navigators and hiring enough Navigators to ensure that we have client ratios of less than 1 to 300; developing a first-year seminar course (SEM 140) required of all students that covers how to be successful in college and in life; and replacing standalone developmental education with more innovative and effective co-requisite course designs.

Data showing the completion rates of gateway math and English courses over time can be found in Table 1 below. The co-requisite blended composition courses (ENG 131/091) continue to foster increased success rates for students. For math, we saw a significant increase occur between 2015 and 2016, when we launched our quantitative reasoning (QR) curriculum. We anticipate another jump in credits earned in next year's dataset because it will include the transformative impact that the co-requisite QR model (MAT 130/040) has had on students. As noted in the January 2019 Student Learning ENDS monitoring report, before MAT 130/040, a student who placed in developmental math had a 20% chance of passing college-level math within two years. In the Fall 2018 pilot of MAT 130/040, nearly two-thirds (64%) of students passed MAT 130 *their very first term*. The faculty in the Foundation Studies, English, and Mathematics departments deserve every accolade and recognition for these outstanding results.

Table 1: Completion of gateway math and English courses in the first year

Gateway Math and English Completion KPIs	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	1-yr Change	5-yr Change
Completed college math in year 1	22.7%	20.8%	18.8%	42.7%	41.8%	-1.0%	19.1%
Completed college English in year 1	51.7%	53.6%	58.4%	63.7%	67.2%	3.5%	15.6%
Completed both college math and English in year 1	18.2%	17.7%	17.2%	35.7%	36.2%	0.5%	18.0%

We've also seen how our Guided Pathways model is supporting the success of each unique, whole student. For example, in 2015 before we implemented pathways, only 6% of our African American students completed both college-level math and English in their first year. By 2017, that percent jumped to 31%, a remarkable 25% increase in just two years. It is important to note that students from every racial background improved on this metric, affirming our belief that guided pathways supports the success of students across all backgrounds.

Retention

We remain committed to our ambitious **"90/80/70"** retention and completion goals. We aim for a 90% term-to-term retention rate (i.e., fall-to-winter), an 80% fall-to-fall retention rate, and a 70% completion rate. We have seen gains in our term-to-term rate over the last five years. **At 74.8%, this past year marked our highest retention rate since we have been reporting it to the AACC Pathways (Table 2).**

Table 2: Term-to-term retention, first-time-in-college students (AACC Pathways)

Retention Metric	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	1-year Change	5-year Change
Term-to-term retention	68.4%	70.9%	72.3%	71.8%	74.8%	3.0%	6.4%

In last year's Student Success Monitoring Report we were able to report on National Community College Benchmark Project (NCCBP) data, including year-to-year retention rates. These data were not available this year, however. Instead, this report highlights data that our IR department has begun to share via our monthly TCS2 Retention Report. The latest report sent May 13, 2019, showed that for students starting at Jackson College in Fall 2017, the fall-to-winter retention rate was 75.89% and the fall-to-fall retention rate was 55.61% (Figure 4).

Figure 4: *Snapshot of May 2019 TCS2 Report*

	Fall 2017 Cohort*	Retained to Winter 2018 or Graduated**	Retained to Fall 2018 or Graduated***
Headcount	5,281	4,008	2,937
Retention Goal		90.00%	80.00%
Percent Retained		75.89%	55.61%
Variance between Retention Goal and Actual		-14.11%	-24.39%

*The Fall 2017 Cohort excludes Guest Students and non-credit enrollments.
** Includes Cohort students graduating in Fall 2017.
***Includes Cohort students graduating in Fall 2017, Winter 2018 or Spring 2018.

Completion

Credit hour completion and retention rates are leading indicators that should culminate in completion. Table 3 reflects the number of awards conferred over a five-year time period. It is important to note that our efforts to align our awards to industry-recognized credentials has shifted us away from concentrations and skillsets. In other words, the decreases noted in the table below are not necessarily negative trends in terms of institutional performance.

Table 3: Number of awards conferred by year and degree type

Degree Type	2014-15	2015-16	2016-17	2017-18	2018-19	% 1-yr Change	% 5-yr Change
Bachelors (BS)			1		2	--	--
Associates (AA, AS, AGS)	216	159	319	300	245	-18%	12%
Applied Associates (AAS)	424	352	427	380	281	-26%	-51%
Certifications	183	237	158	126	105	-17%	-74%
Concentrations	61	27	26	45	11	-76%	-455%
Skill Sets	91	102	147	53	14	-74%	-550%
Total	975	877	1078	904	658	-27%	-48%

Operational definition: Number of degrees, certificates, concentrations and skill sets awarded during an academic year (SP, FL, WN). Note: We used updated data and a different dataset when we compiled similar data in last year's Student Success Monitoring Report. Numbers may not match.

Because enrollments change year to year, it is also important to view percentages of students completing degrees. According to the latest figures reported to the AACC Voluntary Framework for Accountability (VFA), in 2018 we reported our highest two-year completion rate (in at least the last six years) at 5.3%. However, our two-year transfer rate decreased 8% after last year's high rate of 27%. This means we missed our last year's goal of increasing our two-year transfer rate to 40%.

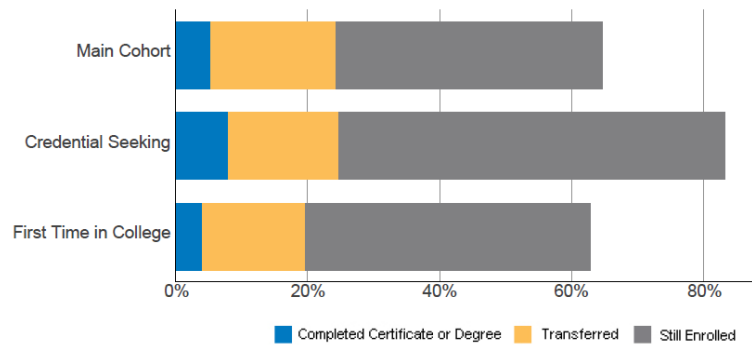*Table 4: VFA Two-Year Completion Metrics*

Metric	2014 (Fall 2011)	2015 (Fall 2012)	2016 (Fall 2013)	2017 (Fall 2014)	2018 (Fall 2015)	% 1-yr Change	% 5-yr Change
Completed certificate/ degree within 2 years	3.99%	3.90%	2.80%	4.6%	5.3%	0.70%	1.31%
Transferred within 2 years (to 2- or 4-yr college)	20.19%	21.50%	21.40%	27.0%	19.0%	-8.00%	-1.19%
Completed *or* transferred	**24.18%**	**25.4%**	**24.20%**	**31.60%**	**24.3%**	**-7.30%**	**0.12%**
Still enrolled after 2 years	40.72%	39.90%	40.40%	37.9%	40.5%	2.60%	-0.22%
Number of students in 2-Year Cohort	1,693	1,583	1,795	1,750	1,744	-6	51

See Figure 5 below for more details.

Figure 5: VFA Two-Year Completion Metrics by Cohort Type (Fall Students 2015)

Persistence/Attainment Outcomes by End of Year Two by Cohort Type

|	Cohort Count	Completed	Transferred	Still Enrolled
Main Cohort	1,744	5.3%	19.0%	40.5%
Credential Seeking	1,166	8.0%	16.7%	58.7%
First Time in College	1,181	4.1%	15.6%	43.3%

Because many of our students enroll with us part-time and expect to take more time than two years to complete their degree, we also collect and analyze six-year completion metrics. Our VFA data show that our degree or transfer rate increased a little to 51.7% for the 2011 VFA cohort from 50.6% for the 2010 cohort (Table 5). The leading indicators described above suggest these completion rates should increase in future years. For a visual representation of how the 2011 cohort performed, view Figure 6.

Table 5: VFA Six-Year Completion Metrics

VFA Metric	2010 Cohort	2011 Cohort	1-year Trend
Degree Achieved	15.1%	15.8%	0.7%
Transferred before getting degree	35.5%	35.9%	0.4%
DEGREE OR TRANSFER RATE	**50.6%**	**51.7%**	**1.1%**
Still Enrolled	4.3%	3.2%	-1.1%
Left with > or = 30 credits	11.3%	10.3%	-1.0%
Left with < 30 credits	33.8%	34.8%	1.0%

Figure 6: Outcomes by the End of Six Years (2011 Main VFA Cohort)
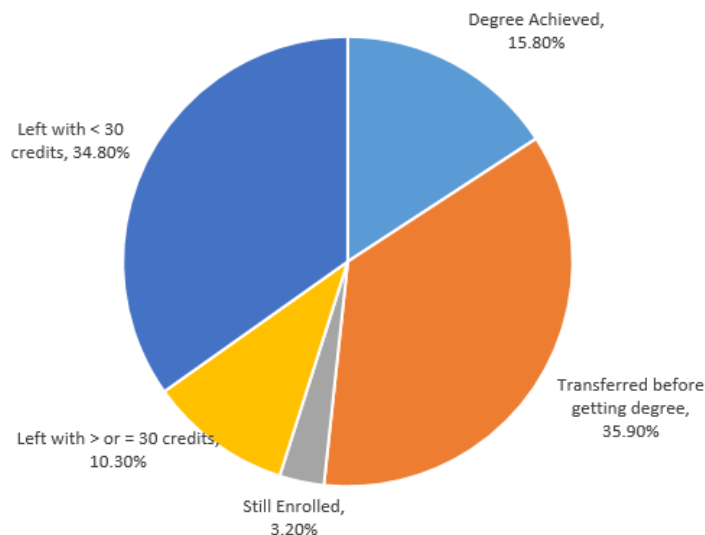
Alumni Success

Jackson College's TCS[2] commitment extends beyond graduation. We are fully committed to our students' post-college success. Each year, we conduct a survey of our recent graduates. In Fall 2017, 72.87% of respondents indicated they were currently employed. In Fall 2018, 79.4% of respondents indicated they were currently employed, an increase of 6.53%. Only 6.19% of students who responded to the Fall 2018 survey indicated they were unemployed and seeking employment; the year prior, 7.75% of respondents reported the same. This represents a positive trend of 1.56%.

Licensure and certification exam passing rates are another important metric to analyze. As noted in last year's report, our students in our Health Sciences pathway are routinely performing better on licensure and certification exams compared to students nationally. See Tables 6, 7, and 8 below for details.

Table 6: Licensure and certification pass rates for nursing programs

Program	2015	2016	2017	2018	Multi-Year Average	National 4-Year Avg	JC compared to Natl Avg.
ADN (Registered Nurse-RN)	89.41%	77.18%	90.48%	90.70%	86.92%	83.26%[1]	3.66% better
PN (Licensed Practical Nurse –LPN)	100%	100%	100%	100%	100%	83.84%[2]	16.16% better

[1] NCLEX Examination and Percent Passing (RN) – First Time, US Educated, Diploma
[2] NCLEX Examination and Percent Passing (PN) – First Time, US Educated, Certificate

Table 7: Licensure and certification pass rates for allied health programs

Program	2014	2015	2016	2017	National Average	JC in 2017 compared to National Avg
Cardiac Sonography	87%	100%	78%	89%	66%	23% better
Vascular Sonography	75%	100%	85%	100%	73%	27% better
General Sonography – abdomen, small parts	n/a	n/a	89%	75%	75%	same
General Sonography – OB/GYN	n/a	n/a	91%	87%	73%	14% better
Medical Assistant	n/a	n/a	n/a	100%	95%	5% higher
Radiography	n/a	n/a	n/a	87%	n/a	n/a

Table 8: Licensure and certification pass rates for our respiratory program

Program	2016	2017	2018	National Average	JC compared to Natl Average
Respiratory CRT Credential	100%	100%	92%[3]	61.92%[4]	30.08% better
Respiratory RRT Credential	100%	100%[3]	89%[3]	55.22%[5]	33.78% better

[3] NBRC School Summary Report, CRT and RRT
[4] NBRC School Summary Report, TMC
[5] NBRC School Summary Report, CSE

Goals for the Next 12-month Period:

Credit-hour Achievement: The data presented in this report demonstrate the quickly transformative impact that Guided Pathways has had on supporting student success through credit-hour achievement.

- *Next Year's Goals:* Continue to show increases in 6+ credit hours in first term and 15+ credit hours in first year. Move to the top 5% of all AACC Pathways colleges across all metrics. With the scaling our co-requisite math model across all math pathways and the scaling of our 7-week class model, we are confident we can achieve at least 40% of all FTIAC students completing both college math and English their first year.

Retention: We have seen gains in our term-to-term rate over the last five years. At 74.8%, this past year marked our highest retention rate since we have been reporting it to the AACC Pathways (Table 2). We have more work to do to improve our current 55.61% year-to-year retention rate, as reported in our most recent TCS2 Report.

- *Next Year's Goals:* It is our goal to achieve 80% retention fall-to-winter by this time next year—an increase of 5% from this year—getting us closer to our big 90% goal. We want to see a bigger jump for our year-to-year retention rate over the next year as well. Our goal is to move from 55.61% to 65%, positioning us well to achieve our big 80% goal within the next couple years.

Completion: Our VFA data this year showed that we have work to do to improve our six-year completion rates. Our degree or transfer rate increased a little to 51.7% for the 2011 VFA cohort from 50.6% for the 2010 cohort (see Table 5).

- *Next Year's Goals:* Our leading indicators represented by credit-hour achievement increases suggest that our completion rates should improve soon. It is our goal to achieve at least a 55% six-year completion rate for the 2012 VFA cohort next year, which should lead to us achieving our big 70% completion goal soon after.

Transfer: This report indicates we have some work to do as it relates to transfer. Last year, we aimed to increase our two-year transfer rate to 40%, but data this year suggest we dropped from 27% last year to 19% this year. With our participation in state-wide transfer efforts and our continued work signing articulation agreements with transfer partners, we feel confident we can top our 27% rate from 2017. *Next Year's Goal:* Increase our two-year transfer rate from 19% to 30%. We also will work with our other 27 Michigan Community College peers to establish common course acceptance and naming, beginning with the MTA.

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Alumni Success: Our post-graduate data in our Health Sciences pathway continues to outpace all national averages. Our nursing department is engaged in significant curricula and accreditation work in preparation for the National League of Nursing's site visit in October 2019.

- *Next Year's Goal:* Continue to prepare students to beat national averages on licensure exams. Achieve at least 90% pass rates across the Health Sciences programs. Achieve a successful accreditation site visit in nursing.

7-week Classes: As you know, we are heavily engaged in offering more 7-week classes to replace traditional 15-week classes. Shorter, more intense class sections have shown to support student success. Visit www.jccmi.edu/7weeks for more details. We met our goals last year in this area by instituting a 7-week Implementation Team, offering a range of professional development on how to design 7-week courses and teach in a 7-week format, and building a Fall 2019 schedule that fully scales the 7-week class model. Roughly 70% of all courses will run in a 7-week format.

- *Next Year's Goal:* Continue to track success rates, offer valuable professional development, and effectively advise students so they can best take advantage of our fully scaled 7-week class model.

Competency Based Education (CBE): Over the last year, we achieved an important milestone regarding our transformative CBE efforts. In May, we submitted our first application to the Higher Learning Commission to offer our first fully CBE degree program: Medical Insurance Coder Biller. Members of the CBE Faculty Workgroup and CBE Operational Workgroup deserve many kudos for this big accomplishment.

- *Next Year's Goal:* We plan to submit our second CBE application for our Business program by the end of the calendar year. This will be another important step to achieving our longer term goal of being fully competency-based by Fall 2020.

Conclusion/Judgement

We remain committed to our first institutional belief: "The success of our students is always our first priority." We always aim to help our students by serving each unique whole student so they can achieve their educational and career goals. We still have work to accomplish to support student success, but this report has shown that our hard work implementing guided pathways best practices has led to transformative results for our students. Our ambitious 90/80/70 retention and completion goals are within sight.

Finally, it is the President's belief that the ENDS of the board have been achieved as evidenced by the aforementioned data, obtained for the prior 12 months.