



ENDs Monitoring Report

Planning and Innovation

March 11, 2019

Presented to:

Jackson College Board of Trustees

Presented by:

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Policy Statement:

In order to provide area residents with learning opportunities that will enrich individual lives and contribute to the vitality of the community, the Jackson College Board of Trustees hereby set forth as its statement of purpose for Jackson College, which shall be reviewed at least annually, the achievement of the following ENDS. The Board shall adopt an annual schedule for performance review as noted below

ENDS Formal Inspection (Monitoring) Reporting: Performance reports shall be prepared and presented to the Board for each of the ENDS as outlined below. 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. In the Monitoring Report then, the Board should expect to see the College President's interpretations along with justifications for the Board to find them reasonable. The Board must fairly, but rigorously, decide whether the College President's case is convincing. Also in the report, the Board should expect to see data purported to demonstrate achievement of those interpretations. Again, the Board must fairly but rigorously decide whether the data credibly prove compliance.

Planning and Innovation Monitoring (presented in March): This ENDS institutional performance area seeks to understand the College's ability to identify and foster innovative solutions to an increasing complex higher education ecosystem, as well as with associated challenges, particularly so with respect to student success. This monitoring report examines the role for innovation and organizational change in delivering organizational outcomes across the social, economic and environmental domains of the College's service area. It describes the value of regional innovation strategies in assessing regional needs, higher education challenges and emerging opportunities. Awareness of innovation systems and innovative practices provides for development, as well as the opportunity to re-frame issues and opportunities beyond current drivers, paradigms and planning horizons. Key ENDS measures include:

- New Business Model development progress;
- Advancement of the Strategic Agenda Goals;
- AFIT Annual Initiatives;
- College innovation fund deliverables;
- Instructional Innovation/Sandbox initiatives;
- Resources allocated to innovation; and
- Employee culture data.

Executive Summary:

Innovation is more than buzzword, it is indeed a necessary and strategic component to ensure success and sustainability for any business industry, with higher education being

no exception. Jackson College has made meaningful stride, such as establishing a foundation for innovation. However, we know this work requires an on-going commitment and intentional effort. The success of innovation relies on a culture which provides employees the opportunity to bring forward ideas without fear of failure. Innovation must also be encouraged at all levels of the organization and is our collective responsibility. Our work must address other challenges, such as shrinking resources, political change, etc. Lastly, we must seize the opportunities the present themselves, as well as those we ideate, such as partnerships and reward programs for employees.

There are numerous examples of innovative work underway at Jackson College. Our work towards implementing the new business model of the 'Whole Student' is driving many of these efforts. For example, we implemented a revised innovation fund application which has led to 10 submissions from our employees with one idea being fully implemented. The Jackson College Foundation Board has provided a Strategic Development Fund to help support the College's innovative initiatives, the first being 24/7 online tutor access for dual enrolled students. Foundation President Jason Valente is leading work to change the Foundation's business model of scholarship awarding to better fit the changing needs of students. The College is in progress of working with designers to develop a Tiny Home Village that will provide housing opportunities for students or visitors in unique situations such as single parents, married couples and even senior living. Academic alignment, Summer Jets, the Sandbox and the means by which we hear the voice of our employees - these are also highlighted in this report. We launched both the Finish Line Grant and Auto Award initiatives. Although small in scope, they are helping students meet their academic goals and support completion.

Over the next year we will advance even further our very intentional approach to increasing a culture of innovation. Goals associated with moving this work ahead are benchmarking organizations known for innovative success, customer and affinity group focus groups, completion of an in-depth SWOT analysis, and development of an implementation plan. Our work follows Saul Kaplan's model of the Business Innovation Factory Design Methodology (see Appendix C). Relatedly, the Leadership Council team will participate in the 2019 AFIT Summer Institute with the theme: '*Transformative Leadership & Innovation*' and we will incorporate those related learnings into our work. As we continue our innovation and planning work, we will also ensure that our north star remains TCS² and our essential mission of transforming and changing lives of our students.

Institutional Context

We continue focusing on the culture of the institution which is the foundation of offering an innovative atmosphere for employees. This connects to our efforts related to professional and leadership development. We are still committed to the state leadership academy offered by Michigan Community College Association (MCCA), as well as our own internal academy, but are also looking to expand options, incorporating other improvements in a way similar to that of the Odessa Leadership Academy, for example.

The work on culture and innovation is on-going, so we can never 'check a box' to say completed. Our hope is to provide employees with a safe atmosphere where they feel they can bring forward ideas and are not afraid of failure.

External Context

Innovation continues to be a common conversation across all industries. Understanding the barriers to achieving a culture of innovation allow us to make adjustments that will encourage rather than hinder employees. Our goal is to make innovation the 'new normal' at Jackson College. A culture of innovation leads to an inspiring atmosphere where employees feel that every hour is an opportunity to seek out new, creative and innovate opportunities. Employees must be provided opportunities to collaborate with colleagues not just in their department but across campus. They must also be given time away from the normal daily tasks to provide them with this opportunity. Additionally, we value the input of others, external to the College, to help seed new ideas and practices. To that end, our external work includes benchmarking and focus groups. Some possible challenges and opportunities associated with innovation and culture have been identified below.

Challenges/Threats

- Private, For-Profit Education
- Reduced Resources
- Fear of failure
- Bogged down with daily tasks
- Too much bureaucracy
- Student Competition

Opportunities:

- Partnerships
- Technology
- New Business Model Development
- Innovation fund (rewards innovation)
- New generations of thinking

Clearly, the external environment is changing rapidly with new market entrants, expanding deregulation allowing more competition, increasing technologies and a changing student demographic, necessitating that we seize these external opportunities while working to ameliorate, or reduce potential threats to the College.

Institutional Performance Reporting

The Whole Student

Following our time at the Alliance for Innovation & Transformation (AFIT) Summer Institute in 2018, we committed to advancing this work on campus. We held various interviews with internal and external stakeholders and owners, including students.

Gathering perspectives from all angles has led us to our new business model of focusing on the 'Whole Student.' Ultimately, this means that before we can focus on the student learning aspect, we must understand the unique needs and barriers faced by all of our students. Some of the needs identified include housing and food insecurity, transportation, dental and mental health. This is not an inclusive list and will evolve as we understand more about our students. The terminology of the 'Whole Student' has been incorporated into the daily language at the College and employees are extremely supportive of helping to identify what is needed to ensure the success of our students.

Employee Innovation Fund

Last year a goal was set to increase employee innovation fund submissions to a minimum of three. A review of the application process was held and led to an online and condensed application. This ease of use and accessibility has been received positively and the 10 submissions received affirm this. As an example of one, implemented submission, employee Jennifer Dobbs proposed the creation of a Family Zone in Walker Hall. It was recognized that many of our students bring children with them to campus when meeting with student service staff. Jennifer identified that a space not 'child friendly' can cause students angst so developed the idea to transform space to welcome families. We implemented Jennifer's idea and now have a space dedicated in Walker Hall where children can color and play with toys (appendix B) with the hope that this will reduce stress on parents. Jennifer was recognized for her idea during convocation and we hope this College-wide recognition helps encourage additional employees to submit their ideas. We want to ensure employees feel safe bringing ideas forward and that failure is ok and is part of the innovative thinking process. We want employees to feel as if they can experiment and make visible errors without blame. To encourage submissions and conversation, employees who submit ideas are invited to present to the Leadership Council and President.

The Strategic Development Fund

The Jackson College Foundation has generously agreed to provide funding towards select innovative initiatives. This will provide us the opportunity to pilot ideas even if not allocated in the current budget. The first of these pilots is our engagement with Pearson to offer SmartThinking to our dual enrolled students. SmartThinking provides student's access to a tutor 24/7. This means that a student does not need to come to campus to receive tutoring assistance. They can simply go online and ask for help in any subject at any time and they will receive help from a live person. Following conclusion of this pilot, usage and success data will be reviewed to determine if this is an initiative we should continue offering.

Summer JETS Program & Ready Set Jet!

As you may recall, last summer the college worked to pilot a Summer JETS program for the first time. Originally planned as a six week program with a classroom and co-curricular component. Despite the wonderful efforts from the committee, it was determined we were not quite ready to offer the full 6 week program. As an alternative, a one day orientation program was held. This one day program titled Ready Set Jet was an intensive one-day orientation program offered in July for students and their family

members. These students have continued receiving intensive outreach to ensure their success. Out of the 14 students who participated 12 students are still residing in housing. Despite not being ready or having enrollment to launch a full program last summer, the work has continued and we are looking at launching a Summer Jets program this upcoming summer with capacity for up to 50 students.

JCF 2020: A New Model for the Future

Jackson College Foundation President Jason Valente is working with the Foundation Board on changing their Business Model. The traditional 'one size fits all' approach to scholarship awarding no longer meets the needs of today's students. The need to focus on the 'whole student' is becoming more and more evident. Jason will be utilizing the Business Innovation Model to assist in moving this new model ahead (appendix C).

Aligning Academics with the Whole Student

Dr. Thirolf, the deans, and our full-time faculty have spent a lot of time thinking about how our 90/80/70 goals and the initiatives we are pursuing currently are all aligned with our Guided Pathways model. As the graphic in Appendix D shows, our Total Commitment to Student Success (TCS²) is our North Star and guides everything we do. The four pillars of guided pathways ensure our processes, structures, and systems support TCS². Those pillars include: 1. Clarify the path; 2. Help students enter the path; 3. Help students stay on their path; and 4. Ensure learning is happening with intentional outcomes. The high-impact initiatives we're pursuing—like Competency-Based Education (CBE), 7-week classes, and our innovative blended course and Co-requisite models to eliminate standalone developmental education—represent critical “between-pillars” work that ensure we are doing all we can to support student success. Finally, the “Serving the Whole Student” work we've been engaged in represents the essential foundation of those pillars.

In the last year, our faculty have also explored what TCS² looks like from the faculty perspective and have identified a collection of faculty commitments that work together to support student success at Jackson College. See Appendix E for the summary graphic titled “Power in the Overlaps.” The main faculty commitments that faculty have identified include building relationships, providing feedback, fostering communication, and teaching the whole student by focusing on equity both inside and outside the classroom.

The Sandbox

We continue to utilize the Center for Innovation, which we call “The Sandbox” for short. It is an intentionally designed space that provides a flexible and open environment with mobile chairs and a full wall-sized white board to encourage group brainstorming, process mapping discussions, mentorship conversations, and more. A range of meetings, workshops, and trainings occur in the space on a regular basis. Examples of recent engagements include CBE workgroup brainstorm meetings, 7-week Implementation Team small group planning meetings, faculty departmental meetings, JetNet discussions, Deans' Office updates, Blended Course faculty workshops, Instructional Coaches connections and more. Due to its flexible and innovative setting,

the Sandbox has helped us optimize our cross-departmental, cross-functional professional development and planning efforts across the College.

Finish Line Grant

In the spring of 2018 we began offering this grant to students who are within 15 credits of a degree or certificate and are no longer eligible for financial aid, have a business office hold or both. This grant allows students to reach their academic goals while assisting the colleges overall completion rate. To date, there have been 12 recipients of this award, 8 in the spring of 2018 and 4 in the fall of 2018. Of the 12, five have graduated so far. The additional recipients are being monitored for graduation.

Auto Awarding/Graduation

It was discovered that some students had met degree requirements, but never actually applied for graduation for various reasons. Beginning in winter 2018, students who met degree requirements were 'auto awarded' their credential unless they chose to opt out. In winter 2018, there were 42 students eligible for auto awarding. Five of these students opted out. In fall 2019, there were 15 students eligible for auto awarding. These students will have the option of opting out, but otherwise will have their degrees posted with the 2019 winter graduates.

The Voice of Employees

Employees have been bringing forward ideas, not just using the Innovation Fund application process, but have informally been making suggestions for improvement. Several employees inquired about the need for a specified room on campus for nursing mothers, both students and employees. Specifically, Del Belcher brought this concern forward ago after viewing some online comments from students. He did some research on his own and drew from his personal experience of having a new born child. He identifies that addressing this need would support our work on serving the 'Whole Student.' Leadership Council received the concern and worked on a plan to address this need. Improvements have been made to the Potter Center bathrooms to provide a more relaxing space for mothers and as appendix F shows, signage has been changed so students and employees are aware that space is available.

As an additional example came from Jered Domagala, who noticed a student on crutches struggling with the entrance to Student Services. Jered tied this barrier to our focus on servicing the 'Whole Student' and brought his concern forward. Although the doors meet ADA compliance based on pull weight, we feel the right thing is to make the entrance handicap accessible and plans are underway to make the change. Employees quietly make changes to their daily work that are also examples of innovation.

Janell Ellenbaas worked with information technology to create a QR scan that hangs outside of her office door. When students attempt to stop by to see her and she is not available, they can simply scan the code and schedule an appointment with her. Janell's creative idea fulfills student's desire for on-demand service and also simplifies the scheduling process. We are working not to extend this idea to all faculty and staff office doors (appendix G).

Tiny Homes Village

We are in process of working with architects to design a village of tiny homes for campus. This prototype initiative will provide a different type of option for living on campus for our students. This less expensive living opportunity will provide us an opportunity to evaluate market elasticity of demand. This housing opportunity considers the 'whole student' as well as those whom we may not have served well previously, such as single parents, married couples, widowers and may serve as temporary housing for new employees or for those involved in the Shakespeare Festival. We are excited to explore this new market niche and how it may serve our students and community.

Goals for the Next 12-Month Period

As stated earlier, a commitment to creating an innovative culture is ongoing therefore so although we have a base established, there is still work to do. The following goals for the next 12 months support this commitment and the first three are sequential in action.

SWOT Analysis

It is our intention to fully understand where the College stands as far as innovation. A complete SWOT analysis will be conducted. This will be accomplished by using focus groups of our employees. Before we can move ahead with improvements, we must know what are weaknesses are, where our strengths are as well as what opportunities and threats we face related to innovation. It is critical that employees are at the heart of this work, so their perspectives are front and center.

Benchmarking

Despite our ongoing attention to articles pertaining to Culture and Innovation, over the next 12 months, we want to take a more intentional approach and develop take a more in depth look at organizations who are recognized for the innovation excellence.

Plan for Increasing Innovative Activity

Once a full analysis and benchmarking have been completed, the next step will be developing a written, realistic and measurable action plan to increase innovative activity at the College.

AFIT Summer Institute: Transformative Leadership & Innovation

The 2019 AFIT Summer Institute is appropriately titled 'Transformative Leadership & Innovation.' The Leadership team will attend this Institute and use this opportunity to increase our knowledge of how to incorporate our learnings into our work on culture and innovation. Learning partners for this institute are Apple, the Granger Network and Alamo Colleges District.

Conclusion/Judgment

As resources dwindle and new challenges arise around us, innovation in our work has never been so important. Jackson College is known locally, statewide and nationally as a leader in innovation, however, we are committed to increasing our intentional work and making change. These changes may save resources, increase our sustainability efforts but even more importantly will support our Total Commitment to Student Success and support the Jackson College mission to inspire and change lives.

Appendices

Appendix A: External Content Resources

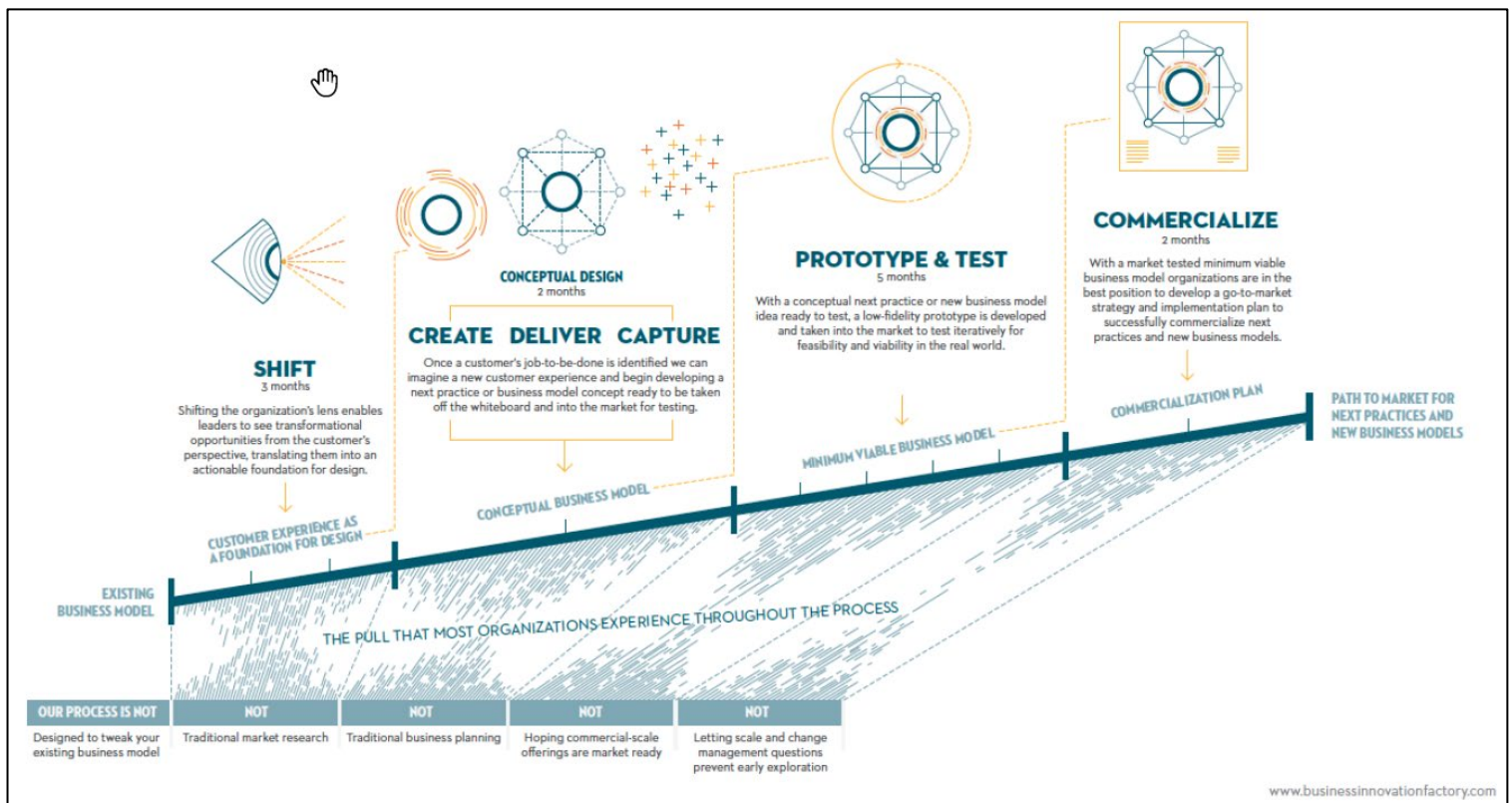
<https://www.td.org/insights/8-ways-your-company-can-boost-workplace-innovation>

<https://www.forbes.com/sites/micahsolomon/2018/04/28/how-to-build-a-culture-of-innovation-and-turn-every-employee-into-an-innovation-powerhouse/#4dc474134728>

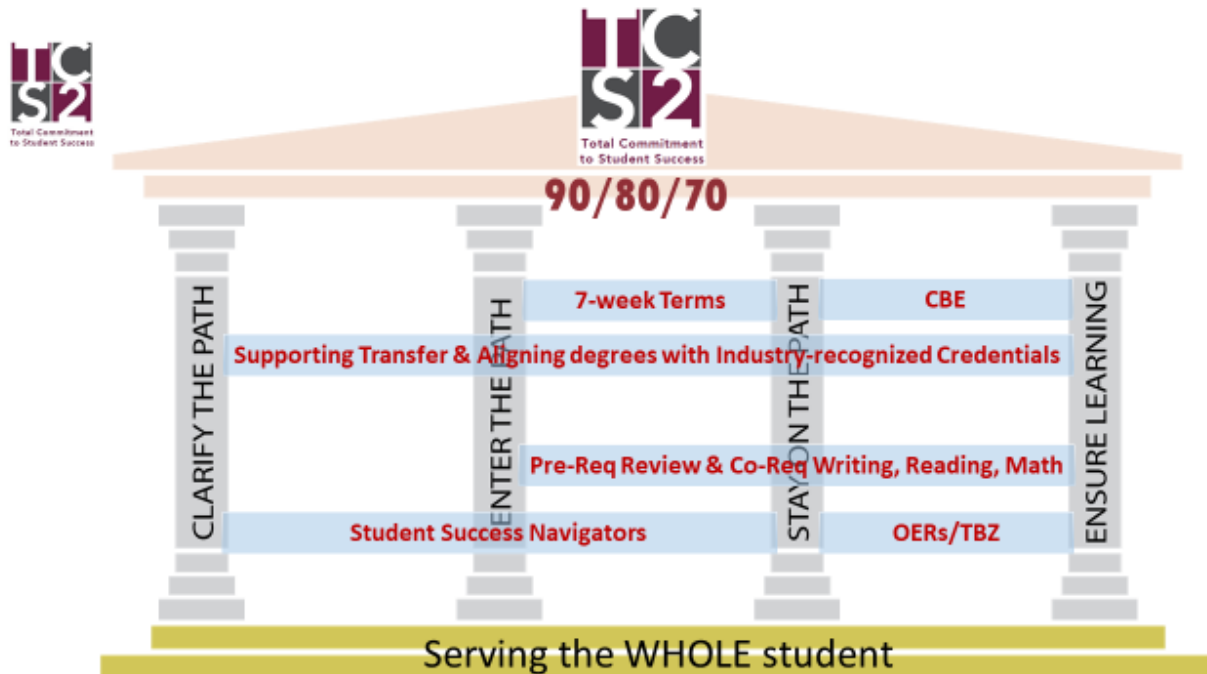
Appendix B: Family Zone Innovation Fund



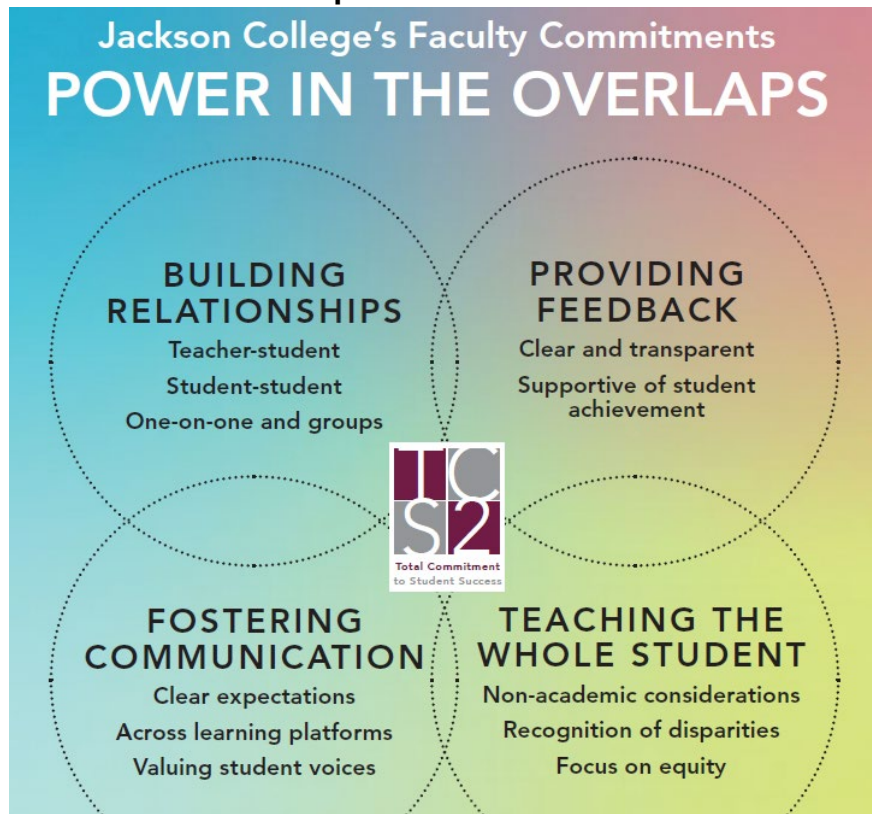
Appendix C: Business Innovation Factory Model



Appendix D: Academic Focus on the Whole Student



Appendix E: Power in the Overlaps



Appendix F: Voice of the Employee



Appendix G: QR Scan Signs

