



Monitoring Report

Student Learning

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Presented to:

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Executive Summary

Guided by Jackson College’s Total Commitment to Student Success (TCS²), this Student Learning Monitoring Report focuses on the drivers and outcomes of the College’s teaching and learning processes. It discusses what our students should learn and why, as well as data and evidence the College has reviewed regarding student learning and achievement. Key performance measures discussed in this report include the following:

- **Student Engagement:** including data on active and collaborative learning, student-faculty interaction, student effort, academic challenge, and support for student learning;
- **Instruction:** including summaries of faculty qualifications, classroom observations, Student Feedback Surveys, and final grade reports (i.e., course success rates);
- **Instructional Programming:** including details on new course development and program currency; and
- **Student and Instructional Support:** including data from the Center for Student Success (CSS) and comparative data from the Michigan Community Colleges Activities Classification Structure report.

This report summarizes the work accomplished over the last year and highlights trend data where appropriate. Also included herein are descriptions of the current state of practice at the College, improvement strategies, performance trends, and goals for future action over the next 365-day period.

In summary, this report demonstrates that the College is performing exceptionally well in promoting active learning and student-faculty interaction. We have work to do to challenge our students to establish high expectations for themselves. We have exceptionally qualified and committed faculty and our students consistently report high satisfaction with the instruction at the college. Although our program review process has been on hold recently, this year it is back up and running to ensure our academic programming remains relevant and of high-quality. Over the last year, our students visited the CSS more than any year over the last five years, and ACS data show we are in line with peer colleges in terms of how we invest in instruction. As this report details, we continue to refine strategies and embark on new ones that positively impact student learning, including blending developmental and college-level coursework, offering 7-week semesters, and implementing competency based education.

Sample of Key Performance Indicators

Metric	Current Year	Prior Year	Benchmark	Goal
Student Engagement: Engaged Learning*	56.8	n/a	48.6	56.8
Student Engagement: High Expectations*	46.2	n/a	52.6	53.0
Course Success Rates	78%	80%	78%	80%
Student Feedback: “Instructors are concerned about student success”	3.50 (out of 4) Fall 2017	3.56 Fall 2016	n/a	3.6
# of program reviews conducted	6	0	n/a	13
Center for Student Success visits	7,830 (2017)	5,864 (2016)	n/a	7,800
ACS Instruction Expenditures per CHES (Contact Hour Equated Student)	\$5,046 (2016-17)	\$4,617 (2015-16)	\$4,690 (2016-17)	n/a

*SENSE survey metric

Institutional Context

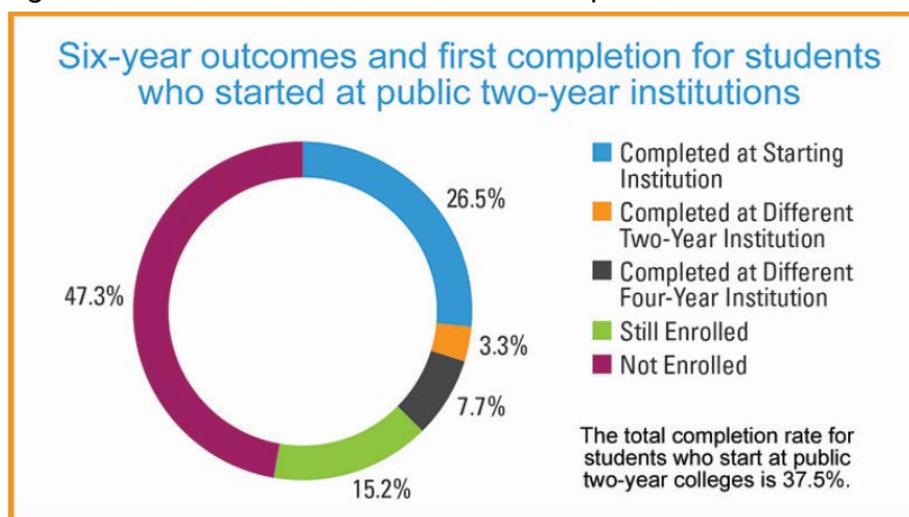
At the cornerstone of our Total Commitment to Student Success (TCS²) is our steadfast focus on student learning. At Jackson College, we continually assess the drivers and outcomes of our instructional process and implement both tried-and-true as well as new and innovative ways to enhance the learning across our student body. Because of the commitment, talents, caliber, and passion of our faculty and instructional staff, students at Jackson College receive high quality instruction and academic support. Some of our most notable achievements in the past include becoming a Leader College within the Achieving the Dream (ATD) network, being the first community college to adopt and scale the Accelerated Learning Program (ALP) model that blends developmental with college-level writing, and being selected to participate as one of 30 colleges nationwide in the AACC Pathways Project. Other strategies we have adopted with the goal of enhancing student learning include our Supplemental Instruction (SI) program that provides extra coaching to students who need support; the free tutoring and other support we offer through the Center for Student Success (CSS); our expansion of the ALP blended course model to allow students to take developmental reading concomitantly with a communications, business, or psychology course; and our commitment to frequently providing valuable professional development opportunities to our faculty.

Currently, we are embarking on two new initiatives tied to our Strategic Agenda that also seek to enhance student learning as our main focus: (1) Reconfiguring instructional periods to 7-week semesters; and (2) institutional conversion to competency-based education (CBE) from the traditional Carnegie system. We continue to focus upon discerning and integrating best and promising practices, as well as other trends in learning and instruction, when developing strategic goals and identifying initiatives designed to achieve those aforementioned goals.

External Context

Once viewed as one of the country's greatest assets, U.S. colleges and universities are now in the midst of a watershed moment. According to recent research, Americans have varying perspectives whether colleges are actually preparing students well. Among U.S. adults, 56% report that they have only "some" or "very little" confidence in colleges and universities, while only 44% report having a "great deal" or "quite a lot" ([Gallup, 2017](#)). Among the reasons for this lack of confidence is the view that students are not properly educated and are not learning what is relevant and important. Specific to community colleges, student completion remains a challenge. Despite many efforts to improve them, community college student outcomes remain lower than their public four-year counterparts. As Figure 1 below shows, less than 38% of students who began at a public two-year institution completed a degree in six years, according to the [National Student Clearing House Research Center \(2017\)](#), which is 27 points lower than the completion rates of students at public four-year colleges (65%). Certainly, it can be argued that community college students have very different goals in mind, or that they represent a "harder-to-serve" audience than universities, but even then these data are indeed concerning.

Figure 1: A National View of Student Completion Rates



Source: National Student Clearinghouse Research Center, "Signature 14, Completing College: A National View of Student Completion Rates – Fall 2011 Cohort," December 2017.

Institutional Performance Reporting

This section presents and discusses a variety of data related to how the College is performing related to our Student Learning goals. Categories of data include student engagement, instruction, instructional programming, and student support.

Student Engagement

Jackson College administers several survey instruments to gather information from students on their experience. In the past 12 months, we have administered the Survey of Entering Student Engagement (SENSE) in October 2016 and the Community College Survey of Student Engagement in March 2017 (CCSSE) [Note: Each is administered every other year]. These instruments are designed and analyzed by the Center for Community College Student Engagement at the University of Texas at Austin. These surveys provide information on several of the metrics that are part of this Student Learning Monitoring report. But first, a note about the SENSE survey: SENSE measures student engagement of new students within the first three weeks of the semester. Each college receives their results as well as results of a similarly sized colleges and the results of the top 10% high performing colleges. Testament to our total commitment to student success, **Jackson College was in the top 10% for three of the five benchmarks** (i.e., Early Connections; Engaged Learning; and Academic and Social Support Network), which are elucidated further below.

Engaged Learning: The SENSE category of Engaged Learning includes items about contributing to class discussions, preparing two drafts of a paper, and discussing assignments with an instructor. The College scored statistically significantly higher compared to our comparative group on items related to the frequency of students working on projects and assignments during class, asking questions in class, and using email to communicate with instructors. (See Table 1.)

Active & Collaborative Learning: Survey questions in this category ask students how often they ask questions in class, deliver a presentation, and work with other students on projects during class. Jackson College scored slightly above other medium-sized colleges on all the aforementioned items (see Table 1). One area for improvement Jackson College is to encourage more students to work with other students outside of class more frequently.

Student-Faculty Interaction: Jackson College reported impressive Student-Faculty Interaction results (see Table 1). Among other items, this category of data measures how often students talk with instructors or advisors about career plans. Jackson College students reported slightly higher scores or about the same for many items in this category, and especially higher related to discussing ideas from readings or classes with instructors outside of class.

Table 1: Active & Collaborative Learning and Student-Faculty Interaction Summary

Student Engagement Metric Category		Jackson College	Comparative Group (of similarly sized colleges)	Difference
SENSE	Engaged Learning	56.8	48.6	8.2
CCSSE	Active & Collaborative Learning	49.1	49.5	-0.4
CCSSE	Student-Faculty Interaction	52.2	50.0	2.2

Academic & Social Support: According to SENSE, Jackson College was in the top 10% of the national cohort in this category, outscoring the comparative group by almost five points (see Table 2). Survey items include providing clear explanation of academic and student support services, course grading, and syllabi. Students also reported, at high rates, that they know the names of their instructors other students and also know how to reach instructors. At Jackson College, we know that relationships matter, and our faculty and staff work hard to build strong relationships with students. The results in this category reveal that that hard work is paying off.

Support for Learners: The CCSSE data also reveal areas for improvement at Jackson College, particularly in the area of support for learners, which includes providing support needed to succeed in college, encouraging contact among diverse students in terms of class and race, providing support needed to thrive socially, and providing financial support. Jackson College was below the comparison group in each item (see Table 2).

Table 2: Academic & Social Support and Support for Learners Summary

Metric Category		Jackson College	Comparative Group	Difference
SENSE	Academic & Social Support Network	56.7	51.9	4.8
CCSSE	Support for Learners	47.5	49.2	-1.7

Student Effort: In SENSE, items reflecting student effort appear in the Effective Track to College Readiness benchmark. These include learning to improve study skills, understanding academic strengths and weakness, and learning skills and strategies to improve test-taking. In these areas, Jackson College students were higher than the comparative group, but overall, the College scored equivalently with its comparative group. According to CCSSE, Jackson College

scored slightly lower for Student Effort overall. We were highest on preparing several drafts of assignments, yet lower on preparing for class (studying, reading, writing, and doing homework). This category also asked students about their use of computer labs, and since we have encouraged students to bring their own devices, this item likely negatively impacted our overall score. See Table 3 below for a summary.

Table 3: Student Effort Summary

Metric Category		Jackson College	Comparative Group	Difference
SENSE	Effective Track to College Readiness	54.2	54.2	0.0
CCSSE	Student Effort	48.2	49.2	-1.0

Academic Challenge: Our only low SENSE score was in High Expectations and Aspirations, which asks students to report their motivation to succeed and confidence in feeling prepared academically to succeed. Turning in assignments late and coming to class without assignments are indicators of low expectations, according to SENSE officials. We believe this data point was impacted by the fact that a majority of students taking SENSE were in SEM 140 classes, and SEM 140 instructors tend to encourage their students to turn in work late for reduced grades rather than not turning in work at all. Relatedly, the Academic Challenge category was the area where the College scored the lowest, according to CCSSE. This category asked students to report how often they worked harder than they thought they could, how challenging their examinations were, etc. The College scored slightly lower on each item than the comparison group (see Table 4). We discovered that the students completing the CCSSE survey last year were much younger and earlier in their college careers than our overall student population, which may explain the lower scores; yet, we remain committed to improving in these areas.

Table 4: Academic Challenge

Metric Category		Jackson College	Comparative Group	Difference
SENSE	High Expectations and Aspirations	46.2	52.6	-6.4
CCSSE	Academic Challenge	46.8	49.2	-2.4

Instruction

High quality student learning is predicated on high quality instruction. Jackson College has an exceptional and dedicated group of faculty who are totally committed to their students' success. This section reviews metrics related to how the College ensures the instruction we deliver to support student learning is topnotch.

Faculty Qualifications: Spurred by a change made by the Higher Learning Commission (HLC) to their faculty qualification guidelines last year, for much of 2016-17, the College reviewed the qualifications of each and every active faculty member. The new guidelines state that instructors must possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach. Therefore, for general education courses, faculty must have at least a master's degree in the discipline *or* a master's degree in another discipline and at

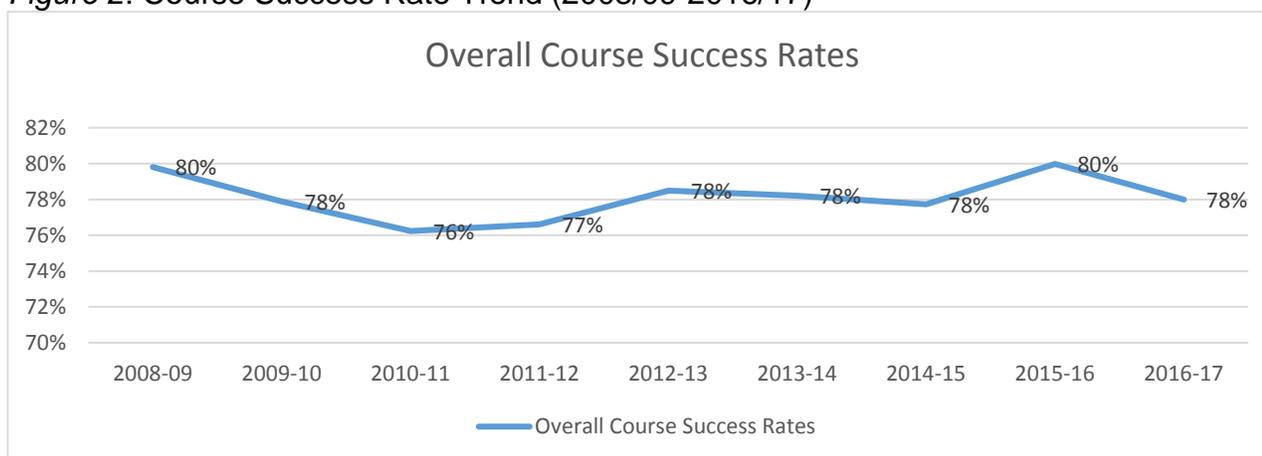
least 18 graduate credit hours in the discipline. Over the summer and fall of 2016, deans met in person with each of the College's **75** full-time faculty members to review his/her transcripts and qualifying work experience to ensure they align with HLC's new guidelines and were properly documented. Deans, lead faculty, and the Director of Instructional Innovation reviewed adjunct faculty files by discipline and by course to ensure the same. Roughly **500** adjunct faculty files were reviewed. Our process ensures that all newly hired faculty will meet qualifications as well. It is important to note that the College uses its mission, vision, values, and beliefs when hiring new faculty to ensure they are totally committed to student success as well.

Classroom Observations: In response to requests by faculty to have more interactions with their dean and guided by the belief that instructional skills are difficult to enhance in isolation, the deans began to conduct classroom observations for each full-time faculty member starting the Fall 2017 semester. To date, the results have been very positive. Faculty have commented that they value the opportunity to reflect on their instruction with their dean, and deans have commented that they have truly enjoyed observing some of the stellar teaching and learning that happens at the college. As part of the process, faculty share pre-observation details with their dean to ensure the observation is focused on their professional development goals. One-on-one debriefing meetings occur following the classroom observation. Deans then provide written feedback summarizing what was discussed. Another round of classroom observations with each full-time faculty member is planned for the Winter 2018 semester. The College is also committed to providing valuable feedback to adjunct faculty on their instruction. Starting Winter 2018, we are piloting an Instructional Coach program whereby our top quality adjunct faculty will be trained to conduct classroom observations with adjunct faculty colleagues. Our goal is to provide instructional feedback to every active adjunct faculty member each year.

Student Feedback Surveys: While feedback from deans and colleagues is tremendously helpful, feedback from students is also very important. Since Winter 2014, the College has been using the online tool, EvaluationKit, to deploy Student Feedback Surveys for each class. (Note: We use paper-based surveys for our Prison Education Initiative classes.) During the last two weeks of a class, students respond to five common college-wide questions, as well as a series of questions tailored to the specific discipline of each course. Faculty use this feedback to help them reflect on their teaching and, where necessary, make changes and improvements. The data also allows the Director of Instructional Innovation to plan appropriate faculty development workshops based on trends noticed in student responses. The most recent data from Fall 2017 show that a wide majority of students are satisfied with their instructors. For example, on a 4-point scale, students rate that they feel their instructors are genuinely concerned with their academic success (3.5) and they promote teacher/student interaction (3.49).

Final Grade Reports: Another way to gauge student learning is to track course success rates. In 2016-17, 78% of final grades posted were passing grades. Of those passing grades, 45% were final grades of 4.0, the highest grade that can be awarded. When looking at trend data since 2008-09, 2016-17's rate of 78% matches the average course success rate over that time period. (See Figure 2 below.)

Figure 2: Course Success Rate Trend (2008/09-2016/17)



Instructional Programming

At Jackson College, we are committed to offering high-quality and relevant courses and programs. This section details the metrics we track to ensure we stay true to that commitment.

New Course Development. Our faculty are routinely consulting with advisory boards and/or transfer partners and assessing community need for new or revised courses. The goal is that the following courses have or will be created/revised by Fall 2018:

- International Business: Addressing the need for global skills and competencies for any business person to be successful, business faculty are working on developing an international business course to be piloted by Spring or Fall 2018.
- Physical Geography (with lab component): This course focuses on meteorology, vegetation, and other related topics. Most notably, it offers a lab component that will particularly benefit our PEI students who require a lab experience to graduate.
- Public Health & Disease (BIO 140): The honors section of this course has been revamped to introduce an experiential learning opportunity through participation in University of Michigan's "Genomics and Antibiotic Resistance" symposium.
- Unmanned Aerial Systems (UAS 102): This course is a follow-on course to UAS 101, the college's first drone course.
- Finite math: We are revising our finite math course to align with math courses at four-year partner institutions geared for business majors. This course will prepare students for business calculus coursework.
- Project Management: Based on feedback from community members, Stephen Young has developed two new courses that will prepare students to be successful project planners and leaders (BUA 170) and gain teamwork and team leadership skills (BUA 270).

Program Currency. At Jackson College, a formal and regularly scheduled Program Review process is completed by all programs and disciplines at least once every five years. In line with HLC's standards, the Program Review process is designed to ensure the academic integrity and currency of all instructional programs, related technologies, and supports. Furthermore, we use the Malcolm Baldrige National Quality Award (MBNQA) framework to guide our Program Review

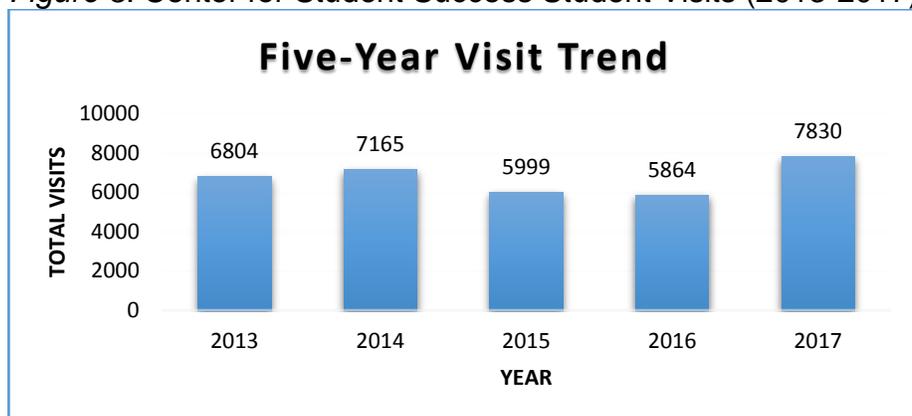
process. Because of our focus on pathways over the past two years, the program review process was on hold, but it has started back up again this year—six programs/disciplines are under review. As part of our pathways work, we also have been building strong transfer maps and articulation agreements with our four-year partners, ensuring the currency of our transfer programs. Other examples of how we are keeping our programs relevant include the following:

- Nursing curriculum revamp: Over the last year, our nursing faculty have been working tremendously hard to revise their curriculum to achieve National League for Nursing program accreditation.
- Graphic Design/3D Animation: As part of the program review process, Christie Hughes is repackaging graphic design and 3D animation courses to appeal to a broader audience.
- Microscopist Certificate for microbiology students: To acknowledge the microscopy skills his students develop, Steve Thurlow is working on this certificate that could be included in an academic or employment application made by a student in the future.
- Project Management Certificate: The new project management courses described above will form the basis of a certificate alongside other relevant BUA courses.
- Big Data: Recognizing the growing demand locally and globally, Larry Choate is working on a new associates degree or certificate that focuses on skills and competencies in mass storage and backup for Big Data, virtualization, and cloud computing.
- Work ethic endorsement: Our automotive program has worked with our career coach Michelle Shields to develop a certificate that students can earn if they demonstrate work-ready skills in terms of discipline, attitude, punctuality, teamwork, etc.

Student and Instructional Support

Center for Student Success (CSS) data: Jackson College students have access to a fantastic resource on our Central campus, the Center for Student Success (CSS). Here, students can access a variety of support services free of charge, including peer and faculty tutoring. In 2017 alone, the CSS provided academic services or support over 7,800 times to over 1,000 students across a variety of disciplines. The CSS had over 2,400 visits from students seeking math support alone. 2017 was the busiest year in five years at the CSS, both in terms of visits (see Figure 3 below) and unique students served.

Figure 3: Center for Student Success Student Visits (2013-2017)



These data are particularly notable given that our enrollment has declined over the past few years. More students are recognizing the value of the CSS and taking advantage of it.

ACS instructional support data: Comparative data from the [Michigan Community Colleges Activities Classification Structure \(ACS\) reports](#) also provide a look into the ways the College supports student learning. (Note FYES refers to Fiscal Year per Equated Student and CHES refers to Contact Hour Equated Student.) One metric reported by ACS is Instructional Expenditures, which includes faculty salaries and benefits, lab assistants, classroom supplies, and IT resources devoted to instruction. As Table 5 below reveals, the College spends more on instruction than the state average and the most compared to nearly all other colleges in its comparison group (i.e., ACS Group 2). For reference, in 2016-17, the College spent \$5,046 per CHES in instruction expenditures; in 2015-16, it spent \$4,690.

Table 5: Instruction Expenditure Data

College	Cost Per FYES	Cost per CHES	Instruction Expenditures
Jackson	\$5,670	\$5,046	\$19,209,322
Kellogg	\$6,391	\$5,412	\$18,053,369
Lake Michigan	\$4,551	\$3,748	\$9,556,673
Monroe	\$6,648	\$5,341	\$12,332,136
Muskegon	\$6,202	\$5,655	\$17,395,426
Northwestern	\$7,521	\$5,707	\$19,562,708
St. Clair	\$4,979	\$4,329	\$12,204,175
<i>State Average</i>	<i>\$5,558</i>	<i>\$4,690</i>	

Another metric reported by ACS is Instructional Support Expenditures. This metric includes maintenance of educational materials (e.g., library services), faculty release/stipends, activities that develop and support instruction, and activities directly related to the administration of instructional programs (dean and academic staff). As Table 6 below shows, Jackson College spends less on instructional support compared to the state average and all colleges in its comparison group. For reference, in 2016-17, the College spent \$835 per CHES in instructional support expenditures; in 2015-16, it spent \$760.

Table 6: Instructional Support Data

	Cost Per FYES	Cost per CHES	Cost Per Student Headcount	Instructional Support Expenditures
Jackson	\$938	\$835	\$409	\$3,177,202
Kellogg	\$2,266	\$1,919	\$633	\$6,400,367
Lake Michigan	\$1,570	\$1,293	\$650	\$3,297,883
Monroe	\$2,049	\$1,646	\$547	\$3,800,143
Muskegon	\$1,478	\$1,347	\$588	\$4,144,809
Northwestern	\$2,939	\$2,230	\$663	\$7,643,254
St. Clair	\$1,288	\$1,120	\$624	\$3,157,980
<i>State Average</i>	<i>\$1,636</i>	<i>\$1,373</i>	<i>\$598</i>	

This data shows that Jackson College spends comparatively more on resources and activities directly related to instruction (including faculty salaries and IT-related instructional costs) than it does on instructional support resources and activities more indirectly related to instruction, such as library services and administration costs. It should be noted that some variance may occur between peer institutions as a result of accounting practices by each college for cost coding.

Goals for the Next 12-month Period

In the area of *Student Engagement*, SENSE and CCSSE survey results were presented to Leadership, Academic Council, Foundation Studies, as well as smaller teams. These groups set goals for improvement, including those below:

Area	Goals
Active & Collaborative Learning	<ul style="list-style-type: none"> • Implement internships across occupational education programs [complete] • Support faculty in incorporating service learning as part of courses [in process] • Continue to offer Instructional Skills Workshop faculty development program that emphasizes participatory learning [ongoing]
Support for Learners	<ul style="list-style-type: none"> • Increase usage and visibility of the 211 system for student success (faculty, adjuncts, navigators, student services). [in process and ongoing] • Offer Equity Cohorts for faculty and staff focused on the critical importance of inclusion, diversity, and equity, and how to support the success of students from underprivileged backgrounds [Fall 2017 complete, Winter 2018 in process]
Student Effort	<ul style="list-style-type: none"> • Implement growth mindset professional development for faculty and incorporate growth mindset module in SEM 140 [Fall 2017 complete, continue in Winter 2018] • Develop Summer JETS bridge program to acclimate high-risk students to college and help them gain early successes. [in process, planned for Summer 2018] • As part of CBE and 7-week semester efforts, emphasize the importance of communicating/providing support to students about drive and effort. [in process]
Academic Challenge	<ul style="list-style-type: none"> • Hold faculty workshops and engage in discussions on how to embed critical thinking/metacognition throughout instruction [in process and continuing] • Ensure competencies and skills such as analysis, synthesis, judgement, application, and formation of new ideas are covered more intentionally and explicitly in each class. [in process and ongoing, embedded as part of CBE efforts]

In terms of the other areas covered in this report, goals over the next year in *Instruction* include to maintain our process of verifying faculty qualifications, continue classroom observations for both full-time and part-time faculty, and track Student Feedback Surveys and final grade reports. Under this area, we particularly remain focused on our goals as they relate to the Strategic Agenda (see below). For *Instructional Programming*, our goals remain to continue to connect with employers, four-year transfer partners, advisory boards, and community members—as well as continuing to seek and review data and research on high demand jobs locally, nationally, and globally—to ensure our curriculum remains relevant and valuable. We are focused on ensuring the credentials we offer are industry/employer-recognized and lead to gainful employment. For *Student and Instructional Support*, we will continue to track CSS data to ensure we’re offering services that students need. We will continue to analyze the comparative ACS data as we make budget decisions about our investments into instruction and instructional support.

As discussed earlier, we are focused on three initiatives in our Strategic Agenda that relate to Student Learning: (1) eliminating standalone developmental education, (2) offering accelerated 7-week semesters, and (3) offering competency based education (CBE):

1. We are continuing to eliminate standalone developmental education courses by using an integrated, co-requisite approach like our successful ALP writing model (ENG131/091 BC). We will be reviewing data on the blended reading courses that ran in Fall 2017, while also offering more this semester (Winter 2018). Later this semester, a team of math faculty and a couple administrators will be visiting San Jacinto College in Texas to learn how they have boosted student success rates in math by implementing a blended co-requisite model.
2. We are in the process of gathering data and reviewing the success rates of the students enrolled in the accelerated 7-week blocks in Fall 2017 and will be offering more 7-week course options this Winter and Spring. We are planning a visit to either Odessa College or Trident Technical College later this year to learn more from them about how they have scaled their accelerated semester models. We will offer support and professional development to faculty as they consider how best to deliver their classes in a 7-week format.
3. At our next Faculty Learning Days, we will be talking extensively about CBE and offering a range of workshops on the basics and benefits of CBE, how to break courses into competencies, and how to design and/or align assessments with those competencies. Our CBE faculty workgroup representing faculty across multiple pathways have been integral to this work. We have identified CBE as our Higher Learning Commission AQIP Pathway Action Project this year, whereby we will be breaking all courses into competencies, piloting CBE-based courses, and completing the HLC application to offer two CBE-based programs in Allied Health.

Conclusion/Judgement

Guided by our mission, vision, values, and beliefs, Jackson College remains totally committed to students and enhancing student learning. We are constantly considering what our students should learn and why and what are the best ways in which they learn. We utilize survey results, institutional data, feedback from advisory boards and transfer partners, program reviews, and external trend data to ensure we remain relevant and valuable and offer high quality instructional programs and support. Our faculty are not only qualified, they are committed to student success and take part in valued professional development opportunities to ensure their instruction remains of the highest quality. As evidenced by the information presented herein, there continues to be significant and comprehensive work underway across the institution that aims to enhance student learning, academic progression, and student success.