Jackson COLLEGE

Monitoring Report

Student Learning

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Board Monitoring Policy: Student Learning Monitoring

This ENDs performance area focuses on the drivers and outcomes of instructional process. It discusses what our students should learn and why, as well as what existing evidence the College possesses regarding student learning and achievement, and what the College has concluded from the evidence. Consideration is given to best and promising instructional practices and trends in learning and instruction. Special consideration is given to academic progression. Additionally, the instructional process at Jackson College has an impact upon student learning. To that end, instruction must be devoted to the delivery of high quality education, achieved in part through the work of high caliber instructional staff, market-driven instructional technologies, superior instructional spaces, and related support structures.

President/CEO interpretation of key metrics used to demonstrate the achievement of this END include: new course development; ACS comparative data; program currency; faculty qualifications summary; classroom observation summary; student evaluation summary; active and collaborative learning data; student effort data; academic challenge data; student/faculty interaction data; support for student learning data; Student Success Center activity data; ACS instructional support data; grading summary; and student self-assessment.

Executive Summary

A cornerstone of Jackson College's Total Commitment to Student Success (TCS^2) is our focus on student learning. This monitoring report focuses on the drivers and outcomes of the College's teaching and learning processes. Key performance areas discussed in this report include data on student engagement, instruction, instructional programming, and student and instructional support. This report summarizes the work accomplished over the previous 12 months and highlights trend data where appropriate. Also included are descriptions of the current state of practice at the College, as well as improvement strategies, performance trends, and action steps and goals to be undertaken over the next 365-day period.

An exciting recent development is our selection to participate in the Higher Learning Commission's [Assessment Academy](#). The Academy provides a structured, mentor-facilitated program aimed at advancing and accelerating an institution's efforts to assess student learning. Our Academy project is focused on strengthening our program learning outcomes and, by design, will support and advance many of our student success initiatives, including guided pathways, 7-week terms, aligning degrees with industry-recognized credentials, and competency-based education (CBE). A new and improved curriculum matrix tool has been developed by our Academy team and will be used for the 2019-2020 program review cycle.

Other accomplishments that are highlighted in this report include the following:
- Completing the contextualized assessment efforts of our first General Education Outcome (GEO1): Write clearly, concisely and intelligibly. According to data collected and analyzed in 2018, 98% of students met the contextual expectations for their program of study.
- Fully implementing work-based learning opportunities across our occupational programs.
- Offering the "Ready Set Jet!" (RSJ) program that provides extra support to students who need it most. Nearly 90% of RSJ students completed the Fall semester.

- Restarting our program review process and completing six (6) quality program reviews.
- Strengthening our co-curricular programming and assessment efforts.
- Launching and growing our innovative Instructional Coaches program, positively impacting 16 coaches, 35 instructors, and roughly 630 students.
- Achieving remarkable results from our new co-requisite developmental math model. Nearly two-thirds of students in the pilot program successfully completed MAT 130, outpacing the success of students who placed in college-level math.
- Growing the quantity and quality of our faculty professional development offerings, particularly on topics related to CBE, 7-week terms, online instruction, and student engagement. Over the last year, we offered over 20 workshops and four intensive faculty/adjunct learning days, engaging over 250 faculty in professional development.

Over the next 12 months, we look forward to the following:
- Completing the contextualized assessment efforts of GEO 2: Speak clearly, concisely and intelligibly.
- Expanding work-based learning and internship opportunities across all our students with the goal of positively impacting at least 30 students, an increase of 30% from last year.
- Ensuring our degrees are industry/employer-recognized and lead to gainful employment that provides a family-sustaining wage (at least 150% of the Federal Poverty Level).
- Revamping our computer programming degree into a highly relevant software engineering program.
- Completing 13 high-quality program reviews across multiple pathways. This target more than doubles the number of program reviews we completed last year.
- Fully scaling 7-week terms (roughly 70% of all courses offered).
- Enhancing student learning by offering 24/7 tutoring and unlimited access to digital learning materials through two innovative pilot initiatives.

In summary, this report demonstrates that the College's increasing focus on student learning is supporting its Total Commitment to Student Success (TCS[2]). We still have critically important work to do to build upon our culture of student learning, but our current performance indicators show that our students are engaged and learning, our instructors are effective and innovative, and our programs are focusing on continuous quality improvement.

Sample of Key Performance Indicators

Metric	Prior Year Actual	This Year Actual	Variance	Benchmark or Goal
Course Success Rates	78%	79%	+1%	78%
Student Feedback: "Instructors are concerned about student success"	3.50 (out of 4) Fall 2017	3.53 (out of 4) Fall 2018	+.03	3.5 (out of 4)
Total program reviews conducted	0 (on hiatus due to pathways)	6 completed in 2018	+6	13 planned for 2019
Student's level of satisfaction with instructional effectiveness	5.56 (out of 7) 2016 result	5.85 (out of 7) 2018 result	+.29	5.6 (national norm in 2018)
Pilot group results: % of students who passed college math after placing in developmental math	20% (prior avg pass rate within two years)	64% (pilot group *in first semester!*)	+44%	54% (avg. pass rate of MAT 130)

Institutional Context

At Jackson College, we are known for being totally committed to student success (TCS[2]). A cornerstone of that commitment is a steadfast focus on student learning. Our instructors and deans are continually assessing the drivers and outcomes of our instructional processes and are seeking ways to enhance learning across our diverse student body. For example, within the last three years, we have reviewed and revamped our general education philosophy and framework. We are also working diligently to improve the ways in which we assess student learning at the program/discipline and course levels. Recently, we have been working hard to assess the student learning that is achieved through our growing co-curricular programming.

Our participation in the HLC Assessment Academy starting this academic year (2018-19) will be an invaluable source of support as we continue to strengthen our culture around student learning. The timing of our participation in the Assessment Academy could not be better. We have an interim monitoring report due to HLC in February 2019 to affirm that we have restarted our program review process and that we identify and track learning outcomes across all our programs. With the aim of turning an opportunity for improvement into an area of strength, our Assessment Academy's project is focusing on further developing our program learning outcomes (PLOs) and connecting them to all core courses (including course outcomes and course competencies) within a program of study. The 13 programs that will undergo program review in 2019-20 will use a new and improved curriculum matrix tool that the Academy team developed to achieve this end.

A laser focus on learning outcomes will help us advance several of the student success initiatives upon which we are currently working as well. It will support our competency-based education (CBE) efforts and help to ensure our programs are fully transferable and/or aligned with industry-recognized credentials. Also, as a Guided Pathways college, this work will invariably help us strengthen our fourth pillar of guided pathways: Ensuring learning is happening with intentional outcomes. A focus on student outcomes (rather than a focus on content or textbook chapters) is also key to effectively redesigning 15-week classes into 7-week classes. All these initiatives are designed to help us achieve our 90/80/70 retention and completion goals. As this report shows, we have accomplished a great deal over the last 12 months and have much important work to look forward to as well.

External Context

In 2006, the U.S. Department of Education released the A Test of Leadership: Charting the Future of U.S. Higher Education, known as the Spellings Commission report. It was one of the first comprehensive reports to compile evidence that suggested the quality of student learning at U.S. colleges and universities was inadequate. The release of *Academically Adrift: Limited Learning on College Campuses* (Arum & Roksa, 2011, University of Chicago Press) added to the growing concern about the lack of learning that happens on college campuses; it suggested that college students do not show significant gains in critical thinking, problem solving, or written communication skills after their first two years of college. Although follow-up studies have questioned the narrow methodology of Arum and Roksa's work, the fear that higher education is in the midst of a crisis because students are not learning enough has

remained. Moreover, research has shown that equity gaps that exist upon enrollment—including differences in critical thinking, complex reasoning, and writing skills across student groups—tend to persist and even increase in college.

Defining, measuring, and tracking student learning is not an easy feat. The U.S. Department of Education's College Scorecard tracks a variety of data, including cost of attendance, graduation rates, employment rates, and salary of graduates. Consistently measuring and tracking what college students actually learn across institutions, let alone across institution types, remains very difficult to achieve. This is why college-specific reports like these that focus on metrics related to student learning are critically important.

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.

Student Engagement

Decades of research has shown that the more actively engaged students are at their college and in their own learning, the more likely they are to learn and achieve their academic goals. Jackson College administers several survey instruments to gather information from students on their college experience, including the Survey of Entering Student Engagement (SENSE) and the Community College Survey of Student Engagement (CCSSE). We stagger the timing of these surveys so that we can study their results and set goals before the next survey is administered. Because of the timing of these surveys this year, we do not have new SENSE or CCSSE data to report beyond what we reported in last year's Student Learning ENDS report.

However, we can report our progress on the goals we set last year. (See Table 1 below.) For example, we are pleased to report that we have implemented work-based learning opportunities across all occupational education programs at the College. Thanks to **Heather Marshall**, our Work-based Learning Coordinator, during the 2017-2018 year, 23 students obtained and completed internships through the new program. These experiences help students understand the relevance of their learning, build on what they already know, and get them actively involved in their own learning—all key elements that we know helps to boost student learning. For these reasons, we are considering expanding internships across transfer programs as well.

Another highlight over the last year was our Ready Set Jet! program. Although our envisioned Summer JETS bridge program did not meet enrollment goals to proceed in 2018, we quickly adapted and offered "Ready Set Jet!" (RSJ), a program that started with an intensive one-day orientation program in July that welcomed students and their family members to our campus. Throughout Fall 2018, we offered wrap-around supports to our RSJ students. We are pleased to report that 13 out of the 15 students who enrolled in the program remained in classes throughout Fall 2018. We will continue to provide support throughout 2019 as well. RSJ has

been a cross-departmental effort, but **Kelly Crum** and **Antoine Breedlove** deserve special accolades for the success of this new program.

We continue to offer high-quality faculty professional development to support student learning and student engagement across our campus. We have offered over 20 different workshops (both face-to-face and online) over the last year, including "Sparking Student Curiosity and Inquiry," "Get Your Game On: Engaging Students," and "Student Success through Retention," which all focused on student engagement strategies.

Table 1: Status of Student Engagement Goals

Goal	Status/Progress
Implement work-based learning opportunities across occupational programs	**Complete**. Work-based learning is now required across all occupational programs. In 2017-18, 23 students completed internships through the new program.
Support faculty in incorporating service learning as part of courses	**In process and ongoing.** The work of our Phi Theta Kappa (PTK) students who advocated to extend PTK to incarcerated students was featured in the 2018 issue of *Civic Scholar: PTK Journal of Undergraduate Research*.
Continue to offer Instructional Skills Workshop (ISW) faculty development program that emphasizes participatory learning	**Ongoing**. We have offered ISW to over 169 individuals; 30 participants completed ISW in last year. Our new Instructional Coaches program (see below) also supports faculty professional development in this area.
Increase usage and visibility of the 211 system for student success (faculty, adjuncts, navigators, student services).	**In process and ongoing.** Our Center for Student Success staff report utilizing 211 whenever appropriate. We can improve visibility across our faculty.
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.	**Complete.** We offered three semesters of Equity Cohorts: Fall 2017, Winter 2018, and Fall 2018—all were very well received. After plateaued participation in Fall 2018, we are exploring other ways to provide equity-minded professional development for our faculty and staff.
Implement growth mindset professional development for faculty and incorporate growth mindset module in SEM 140	**2017-2018 completed; 2018-2019 in progress.** 56% of our students reported thinking with a growth mindset in the pre-assessment; 71% reported thinking with a growth mindset in the post-assessment.
Develop the Summer JETS bridge program to acclimate high-risk students to college and help them gain early successes with Fall 2018 mentoring.	**Incomplete.** When enrollment goals were not reached for Summer JETS, we adapted and offered Ready Set Jet!— a program that offered an intensive one-day orientation in July and offers wrap-around supports to students throughout the academic year.
As part of CBE and 7-week semester efforts, emphasize the importance of communicating and providing support to students about drive and effort.	**Ongoing**. We recently released a Frequently Asked Questions list about 7-week terms that emphasizes the importance of preparing and managing time to be successful in a 7-week class.
Hold faculty workshops on how to embed critical thinking throughout instruction. Ensure competencies such as analysis, synthesis, judgement, etc.	**Ongoing**. We offer a wide range of faculty development workshops. Workshops that are focused on these goals include "Active Reading: Teaching Your Students To Be Strategic Readers" and "Sparking Student Curiosity and Inquiry."

Goal	Status/Progress
are covered more intentionally and explicitly in each class.	

Co-curricular Programming and Assessment: Over the last year, we have made great strides in strengthening our co-curricular programming *and* building a framework to assess and continually improve it. The Co-curricular Committee has done a fabulous job reviewing the literature, exploring best practices, and shaping what the College's co-curricular Education Priority and Learning Outcomes should be in order to satisfy HLC expectations. The Educational Priority underpinning our co-curricular programming is as follows: "*We invite students to explore who they are, learn through peer engagement, and develop skills for success beyond graduation.*" Our co-curricular learning outcomes integrate with our General Education Outcomes (GEOs) and Essential Competencies (ECs). They include:

- Students will be able to articulate how they have deepened their understanding of personal ethics. (GEO 5; EC 1)
- At the conclusion of attending Jackson College, students will have the ability to adjust their communication style to differing situations. (GEO 1 and 2; EC2)
- At the conclusion of attending Jackson College, students will develop a personal budget. (GEO 3)
- At the conclusion of attending Jackson College, students will demonstrate respect for others through an expanded cultural lens. (GEO 7)
- At the conclusion of attending Jackson College, students will have the ability to responsibly manage their social media reputation. (GEO 5 and 7; EC3)

The Co-curricular Committee, including **Chas Lietaert**, **Melissa Merkel**, **Heather Bateman**, **Shelah Amburgey**, **Monica Bouman**, and **Liz Andrews**, deserve huge kudos for the excellent work achieved over the last year.

Instruction

High-quality student learning is predicated on high-quality instruction. Jackson College has an exceptionally dedicated group of faculty who are totally committed to their students' success (TCS[2]). This section reviews metrics related to how the College ensures the instruction we deliver to support student learning is topnotch.

Instructional Effectiveness: The Noel-Levitz Student Satisfaction Inventory (SSI) is an online survey that was most recently administered in Winter 2018. SSI asks students to identify their satisfaction with a variety of items, including questions that relate to instructional effectiveness (see below) and academic services (see subsequent section). It also asks students to rate how important each item is to them.

The SSI asks students to report their satisfaction with their faculty as it relates to them caring about students; delivering quality instruction; understanding students' circumstances; giving timely feedback on student progress; and providing clear and reasonable program requirements, among other items. Once again this year, Jackson College students ranked each item higher in satisfaction and in importance than the comparison group of other national community colleges. Jackson College was significantly higher in metrics related to

having faculty who are knowledgeable in their field and who are available after class. Jackson College was slightly lower in satisfaction for timely feedback, understanding students' unique circumstances and differences, and providing practical applications. In 2018, students' level of satisfaction with instruction hit an all-time high with a score of 5.85 out of 7 (see Table 2).

Table 2: Student's level of satisfaction with instructional effectiveness (SSI survey results)

Instructional Effectiveness	2007	2008	2009	2014	2016	2018
Jackson College	5.68	5.74	5.55	5.49	5.56	5.85
National Norm	*5.36*	*5.38*	*5.40*	*5.46*	*5.54*	*5.60*

Note: Survey designed around 7-level Likert scale.

Related to timely feedback to students, over the last year, Academic Council adopted a new grades reporting policy to ensure students receive timely feedback on their academic performance in each class. As we know from research and our participation in the HLC Assessment Academy, when students receive timely feedback on their performance it supports and promotes their learning. In Fall 2018, we also piloted with a group of faculty volunteers a new and improved online tool that helps faculty report student grades and attendance. The tool is available to all faculty now and will be used in the Winter 2019 term.

Classroom Observations: The outstanding results from the SSI are not surprising to us. This is because starting the Fall 2017 semester, academic deans have been conducting classroom observations for each of their full-time faculty members at least twice a year. Before each observation, faculty are encouraged to 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 each classroom observation. Deans then provide written feedback summarizing what was discussed. Faculty have commented that they value receiving feedback from their dean. We are currently exploring the return on investment of having deans observe each full-time faculty member twice each academic year, but overall, the classroom observations conducted in 2017-18 were very well received and led to stronger faculty-dean connections.

Instructional Coaches: An exciting highlight over the last year was the development and implementation of our Instructional Coaches (IC) program. It aims to support our goal of providing valuable professional development opportunities for our adjunct faculty, and it also supports our Master Adjunct Certification program. In March 2018 when the IC program began, eight (8) Coaches were nominated, selected, and trained to participate in the program. We have since grown to 16 coaches to accommodate the growth of our Prison Education Initiative (PEI) program and our online offerings. Coaches meet with adjunct faculty peers to connect about teaching and learning, discuss professional development goals, and prepare for and conduct classroom observations. Once a class is observed, the Coach shares insights about what he/she observed, including suggestions on how to further hone and strengthen teaching prowess. These observations are designed to be 100% formative, not evaluative. We recognize that valuable faculty-to-faculty connections are some of the most impactful professional development for our colleagues. Over the last year, Coaches visited over 35 classrooms, positively impacting roughly 630 students. Retired professor and Phi Theta Kappa and Honors Program Coordinator, **Martha Petry**, deserves

accolades for spearheading the development of the IC program. **Brian Newberry** has played in integral leadership role over the last year as well.

TCS[2] Faculty Conversations: Inspired by the stellar teaching and learning that was observed by deans and colleagues, we facilitated two structured conversations with faculty about what TCS[2] looks like from their perspective. First, we held a smaller group discussion in July 2018 and then replicated the conversation with all faculty at Faculty Learning Days in August 2018. Much thanks to **Anthony Cleveland** and **Ted Miller** for their support in planning the summer session and much thanks to **Sara Main**, **Kristi Laird**, and **Heather Ruttkofsky** for facilitating the discussion at Fall 2018 FLD. Four main categories emerged from the discussions: Building Relationships, Providing Feedback, Fostering Communication, and Teaching the Whole Student. See appendix for a graphic summary of the major elements that define what TCS[2] looks like from our faculty's perspective.

Supplemental Instruction: Jackson College is [known across the state](#) for having an exceptional [Supplemental Instruction program](#). Supplemental Instruction (SI) is a learning enhancement program that provides extra support and tutoring to students to help them learn and be academically successful. It involves the selection of top-notch students who are trained to become SI Leaders. We have offered SI in math classes for a number of years and recently began to expand to offer SI in sciences classes as well. SI Leaders are assigned to specific classes—they are in class each day with students and are available outside of class to provide extra support as well. SI Leaders help students think about what they learned from their instructors and help students practice the techniques they learned as well. While they support their peers, [SI Leaders themselves benefit from being part of the program](#).

Data has shown that students attending SI sessions had higher pass rates in five of the six SI-supported math courses. In Fall 2017, students who attended at least one SI session averaged a 33% higher pass rate in Statistics. Students who attended SI sessions during Winter 2018 averaged a 22% higher pass rate in college Statistics. Overall, math success rates went up in Fall 2017 compared to Fall 2016 in all courses, with a 21% increase in pass rates for our developmental Quantitative Reasoning (QR) course. The percent of students attending SI sessions increased by 2.9% from Fall 2016 to Fall 2017 and increased by 3.3% from Winter 2017 to Winter 2018. Table 3 below compares pass rates for students that attended at least one SI study session with the pass rates of those who did not attend any. It also shows the percent increase in students utilizing SI support.

Table 3: Positive Impact of Supplemental Instruction program

| Metric	Fall 2016	Winter 2017	Fall 2017	Winter 2018
Pass rates for students who utilized SI	61.49%	70.22%	72.45%	71.84%
Pass rates for students who did not utilize SI	52.59%	52.07%	59.43%	59.69%
Difference in Pass Rates	*+8.90%*	*+18.15%*	*+13.02%*	*+12.15%*
Percent of students who utilized SI support	11.50%	13.58%	14.39%	16.88%

Huge kudos to **Steven Tuckey**, **Monica Bouman**, and **Terry Anderson**, our Supplemental Instruction (SI) Support Specialist, for these remarkable results. Terry has worked hard to

improve the camaraderie of the SI program and has worked to improve the hiring process to find the best students available for the SI program as well. It is clearly making a difference. *Student Feedback Surveys*: At the end of each course each term, the College seeks feedback from students via a 15-question survey tool. 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 most recent data from Fall 2018 show that a wide majority of students continue to be highly satisfied with their instructors. For example, on a 4-point scale, students rate to what extent they feel their instructors are genuinely concerned with their academic progress and are actively helpful (3.53) and to what extent they promote teacher/student interaction (3.53). These scores represent a slight increase from Fall 2017's results (which were both 3.5). Note: These averages do not include PEI students' feedback scores, since PEI students are only allowed to use paper-based surveys.

Final Grade Reports: Another way to gauge student learning is to track course success rates. In 2017-18, 79% of final grades posted were passing grades. When looking at trend data (see Figure 1 below), average course success rates have remained very constant over time.

Figure 1: Course Success Rate Trend (2013-14 to 2017-18)
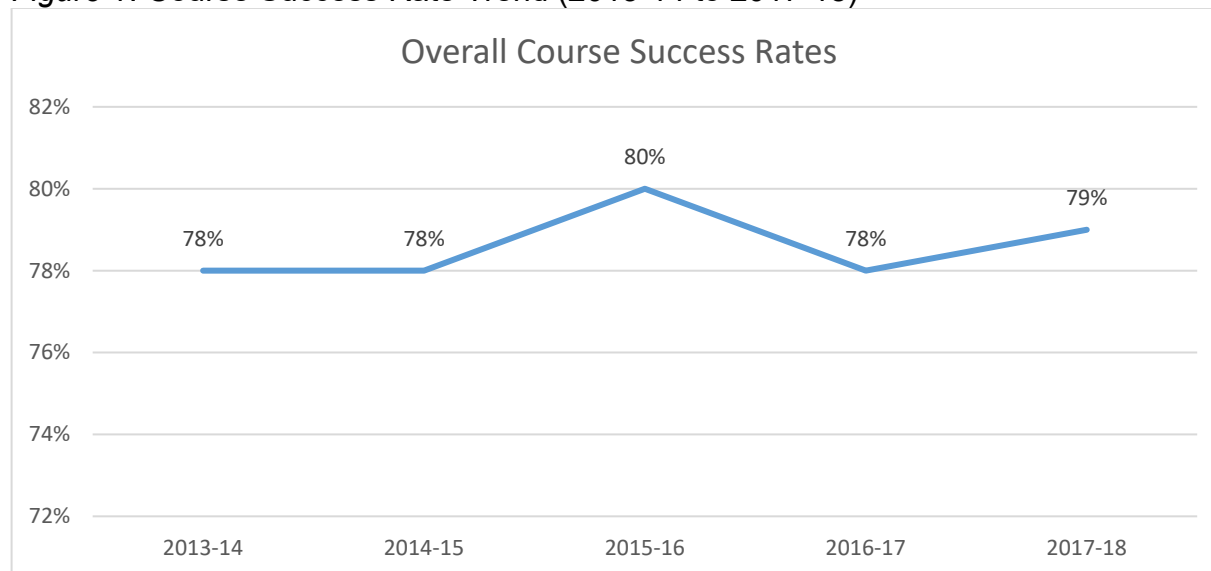
Instructional Programming

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.

Program Currency: Because of our focus on pathways, the program review process was on hold for a couple years, but it was re-established last academic year. In 2017-18, we had six programs and disciplines undergo a review (i.e., mathematics, general sonography, vascular

sonography, 3D animation and graphic design, political science, and science). The mathematics program review was selected as a best practice and has been shared on our Program Review website. We have a total of 13 program reviews on tap for this year. They will be presented at Academic Council meetings spanning January through May 2019.

Other highlights related to program currency include that our Academic Council has read about and discussed the importance of linking programs to industry-recognized credentials. One of our 2018-19 Strategic Agenda goals is to align our program degrees with industry-recognized credentials or be fully and directly transferable to four-year institutions. To this end, we were thrilled this year to be among the first group of community colleges to be able to offer Google's IT Support Professional Certificate. We have plans to offer students the chance to earn the certificate through our for-credit cybersecurity courses and plan to run a boot camp through our Corporate and Continuing Education (CCE) office as well. We are also reviewing our program offerings to ensure that they lead to a family-sustaining wage job.

Over the last year, we have been working on revitalizing several of our academic programs and received positive accreditation reports. Professor Dianne Hill is working on revamping our computer programming degree and turning it into a software engineering program. More recently, we have been discussing ways to revamp our education program to meet the growing demand for teachers in the region. Recognizing that a certificate in accounting does not lead to sufficient family-sustainable wage employment opportunities or sufficiently prepare students for a career in accounting or business, professor Suzanne Long and her advisory board decided to discontinue the accounting certificate. We still offer a robust accounting associates degree program. Finally, within the last year, we received stellar accreditation site visit reports for our Medical Assisting program and our general, vascular, and cardiac sonography programs.

New Course Development: We have engaged in some important course development and revamping over the last year. For example, driven by a commitment to equity across our student body, we are continuing to eliminate standalone developmental education courses by using an integrated, co-requisite approach. We have been offering ENG 091/131 at scale for a few years now to outstanding results. We have been scaling our co-requisite reading courses as well, blending ENG 086 with PSY140, COM240, and BUA100, which has also led to students earning college-level credits faster. An exciting development over the last year was our new co-requisite approach to developmental math education. In April 2018, a team of math faculty and a couple administrators visited San Jacinto College in Texas to learn how they have boosted student success rates in math by implementing a blended co-requisite model. Our team came back ready to pilot MAT 040/130 in Fall 2018. The results are still being finalized, but what we have seen so far has been extraordinary.

First, to describe the model of MAT 040/130: Students who do not place in MAT 130 enroll in developmental math (MAT 040) and college-level math (MAT 130) concurrently. In a 15-week term, students meet Monday through Thursday for two hours—one hour with just the MAT 040 instructor and the next hour with the MAT 130 instructor as well. Until this innovative design, less than half of MAT 030 students would go on to enroll in college-level math. About 11% of those students would pass college-level math in the second semester and 20% total

would pass within two years. In Fall 2018, we offered six sections of MAT 040/130. We are thrilled to report that nearly two-thirds (64%) of students passed MAT 130! The pass rate for MAT 040 was still being calculated at the time this report was written, but final exam scores indicate it was in the 80-85% range.

To put a finer point on how remarkable these results are, previously, just about two in ten students who placed in developmental math would pass college level math within two years. With this new model, nearly seven out of ten students are passing college level math *their first semester*. Students are succeeding at much higher rates *and* much faster. This simply smashes any success rate we have previously achieved. We had a fantastic team of faculty who put this model into action and inspired and transformed student lives as result. They include **Jaime Shepherd**, **Cynthia Cummings**, **Sara Main**, **Elaine Stewart**, **Robert Lombrana**, **Nicole Garcia**, **Terry Anderson**, **Jerome Gibson**, and **Eric Brown**. STEM Pathway co-chair, **Kristi Laird**, and Dean of Arts and Sciences, **Todd Butler**, also deserve kudos for this exceptional work.

Our faculty are routinely consulting with advisory boards and/or transfer partners and assessing community need for new or revised courses. We highlighted a number of new courses in development in the last Student Learning report. The following new courses were offered in 2017-18: International Business, Physical Geography (with lab component), and Project Management.

CBE Course Development: A number of activities related to CBE course development have been conducted over the last year. These include a CBE course development workshop; the creation, review and use of a CBE course development template; a professional development course in JetNet about creating course level competencies; and a CBE review of a number of existing online courses in the Medical Coder/Biller program that provided ideas for converting the existing online classes into a CBE structure. In addition, some instructors in the CBE workgroup have developed CBE elements in some courses. It is still our goal to have competencies and assessments identified for all courses by Fall 2020.

Transfer: Related to program currency, we have been growing the number and quality of transfer agreements with four-year institution partners. We have a new and robust transfer website that contains a wealth of information at https://www.jccmi.edu/transfer/. This enhanced site in effect creates a user-friendly, digital "transfer center" for our current and prospective students. In the last year, we have signed five brand new articulation agreements in cybersecurity, engineering, and business with partners including Eastern Michigan University, Baker College, Wayne State University, and Northwood University. We have also renewed ten additional agreements in areas spanning nursing (RN to BSN), business, social work, and a range of business focus areas as well. Last year, we partnered with the University of Michigan on a grant to provide a stronger transfer bridge for our U-M bound students, specifically those from underserved populations. We have also been engaged in the statewide MiTransfer Pathways work over the last year to identify common courses required in the first two years across a range of programs. Our University Transfer Coordinator, **Ashley VanHeest**, has been a source of invaluable leadership and support across our transfer work as well as across many of our big student success initiatives.

Assessment of Student Learning: In addition to engaging with the HLC Assessment Academy, our Assessment Committee has been hard at work over the past year completing the contextualized assessment efforts of our first General Education Outcome (GEO 1): Write clearly, concisely and intelligibly. Per data collected and analyzed in 2018, 98% of students met the contextual expectations for their program of study.

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, including peer and faculty tutoring. In 2018, the CSS provided academic services or support over 5,500 times to over 800 students across a variety of disciplines. (See appendix for graph depicting CSS student visit trend data.) These numbers are consistent with 2015 and 2016 visits, but represent a dip in usage from 2017. This drop could be due to the enrollment decrease over the last year and because CSS first moved to Bert Walker Hall in 2017, so there was excitement and built-in marketing about what CSS offers and where. Similar to 2017, however, the CSS had over 1,800 visits from students seeking math support alone. In Fall 2018 CSS served over four times as many visits as the previous semester (Spring 2018). With our move to 7-week terms, our goal is that these numbers will return to 2017 levels. We are encouraging more students to use CSS to help them focus and stay on top of their studies, since that will be imperative when taking shorter, accelerated courses. The data and feedback we have received from students make clear that space and environment matter, and students really like the CSS.

Academic Services: As described above, the Noel-Levitz Student Satisfaction Inventory asks students to identify their satisfaction with a long list of items, including academic services at their college. This category includes questions about library resources, study areas, computer labs, lab equipment, tutoring and support services. Each year that we have administered the SSI, Jackson College students have reported higher levels of satisfaction in each of these areas compared with the comparison group of other national community colleges. Our 2018 score reflects the highest score we have achieved since we first administered the SSI. Our 6.01 score (out of 7) is 0.27 points higher than the national norm of 5.74. See Table 4 below for more details.

Table 4: Student's level of satisfaction with academic services (SSI survey results)

Academic Services	2007	2008	2009	2014	2016	2018
Jackson College	5.64	5.74	5.51	5.66	5.68	6.01
National Norm	*5.39*	*5.42*	*5.45*	*5.56*	*5.67*	*5.74*

Note: Survey designed around 7-level Likert scale.

Related to Academic Services, our library team has been hard at work supporting student learning at the college. In Fall 2018, they visited 16 classes to share information about library services we offer and fulfilled over 350 PEI student research requests. They have compiled some excellent LibGuides that support student inquiry and research as well. Our library

director, **Jennifer Adams**, has done a fantastic job since she arrived here at Jackson College in 2017.

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. Last year, this ENDS report was able to include data related to our instruction expenditures and our instructional support from 2016-17. As of January 6, 2019, however, ACS data for 2017-18 is not yet available from the www.michigancc.net site. We will provide a full report in next year's ENDS report.

Faculty Professional Development: In 2017, our Faculty Professional Development Committee researched what other colleges in Michigan offer in terms of faculty professional development. It was not surprising to find out that Jackson College offers more faculty professional development funding per faculty than any peer institution investigated. Our Faculty Learning Days and Adjunct Learning Days programming outpaces peer institutions as well. On average, 150 adjuncts participate in Adjunct Learning Day and all 73 full-time faculty participate in Faculty Learning Days. We offer a [wide range of faculty workshops](#), many offered by our own faculty. Our Instructional Designer, **Brian Newberry**, has designed and facilitated several workshops on online teaching, online course development, CBE course development, and converting courses into a 7-week format. He also routinely meets with faculty one-on-one as well.

Goals for the Next 12-month Period

Our Assessment Academy work will keep us focused on **building a culture around student learning** and will fortify our Total Commitment to Student Success. This month, we will introduce our [Assessment Academy project](#) to all faculty at Winter 2019 Faculty Learning Days, share the curriculum matrix template with faculty who will be completing their program reviews in 2019-20, and spend the summer working on revising the program review template and process so they are better aligned with program learning outcomes, guided pathways, 7-week terms, and CBE.

Throughout the next year and beyond, we will remain focused on what we know helps to reinforce student learning. The following compilation of research results was shared at our HLC Assessment Academy roundtable event: Students learn best when:
- What they are learning builds on what they already know.
- They are actively involved in their own learning.
- Expectations for their learning are clear.
- They receive timely feedback on their performance.
- They understand the relevance of what they are learning.

With these in mind, we will continue to advance guided pathways, high quality faculty professional development, academic policies that support student learning (like the new timely reporting of grades policy), and usage of our new and improved curriculum matrix tool that will provide students with a clearer understanding of learning expectations and how their coursework builds on each other and is relevant to their career and life goals. Other student learning goals we are focused on include the following:

Student Engagement
- Expand service learning and work-based learning opportunities for students.
    - o Goal: Grow to serve at least 30 students who complete an internship in 2018-19. This number will grow significantly in 2020 due to the new program requirement.
- Building off of the great co-curricular work completed this year, Chas Lietaert will serve as the co-curricular rep at our Assessment Committee meetings. We will also begin introducing our co-curricular framework to Academic Council and other committees.
    - o Goal: By Fall 2019, begin implementation and assessment of our co-curricular programming.

Instruction
- Assess impact of our Instructional Coach program and dean classroom observations.
    - o Goal: Double the number of Instructional Coach classroom visits to 70 in 2019.
- Beyond ISW and the Equity Cohorts that ran this last year, explore options that may further support instructional skills and equity-minded student support efforts across all of our faculty. One option we are considering is AVID, short for Advancement Via Individual Determination, which fosters a safe, open culture, high expectations for teachers and students, and collaboration in all classrooms.
    - o Goal: Determine how to strengthen instructional skills and equity-focused faculty professional development by end of 2019.

Instructional Programming
- In line with our strategic agenda, we are focused on ensuring the credentials we offer are industry/employer-recognized and lead to gainful employment (150% of the FPL).
    - o Goal: Complete a review of all programs by June 2019.
- Our Assessment Committee has already been hard at work on the contextualized assessment efforts of GEO 2: Speak clearly, concisely and intelligibly.
    - o Goal: Complete contextualized assessment of GEO 2 by January 2020.
- We will be enhancing several of our program and course offerings by Fall 2019:
    - o Revamping our computer programming degree into a software engineering program (including new courses in mobile application development, an advanced programming class, and python scripting)
    - o Revitalizing our education program to offer an Alternative Route to Interim Teacher Certification (ARC) program
    - o Building up our smart grid technology coursework for our Energy System Management program
    - o Offering a linear algebra course for transfer students by Winter 2020.
    - o Expanding the MAT 040/130 co-requisite math model, given the outstanding success of the Fall 2018 pilot
    - o Finalizing plan to expand manufacturing offerings
    - o Finalizing plan that details options on how to revitalize our flight program
    - o Conducting SWOT analysis of our online programing (and how it relates to our CBE goals) and develop refreshed online strategy

- o Preparing for the May 2019 site visit by the Commission on Accreditation for Respiratory Care (CoARC) to review our Respiratory Care Associate in Applied Science program.
- o Completing our nursing self-study report in preparation for the October 2019 site visit by the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA).

Student and Instructional Support
- To better support students through the transition from 15-week classes to more 7-week classes, we will look to expand the hours and offerings at our Center for Student Success, and continue to encourage students to take advantage of all the academic support programming we offer there, including Supplemental Instruction sessions.
  - o Goal: Increase CSS visits by 25% in 2019 (calendar year), reaching over 7,000 visits total.
- In Winter 2019, we are piloting two exciting initiatives in partnership with two different publishers. Thanks to funding from the JC Foundation, we will be piloting Pearson's Smart Thinking 24/7 online tutoring services with our dual enrolled student population. With Cengage, we are offering all SEM 140 students Cengage Unlimited, which provides access to over 22,000 digital learning materials, supports our Textbook Zero efforts, and supports TCS[2] due to cost savings and instant access to learning materials.
  - o Goal: Assess the impact of these pilots and determine best next steps by August 2019.

Conclusion/Judgement

This report demonstrates that we have done much to enhance student learning at Jackson College, and there is more that we can do to build a stronger culture focused on student learning, not just student success. In terms of our strengths, we utilize a range of data to ensure we are best supporting student learning and are continually assessing what students should be learning, how they should learn it, and why. From survey responses, institutional data, feedback from advisory boards and transfer partners, program reviews, and external trend data, we aim to remain relevant and offer high quality faculty professional development, instructional programs, and student learning support. Areas we will work on in 2019-2020 and beyond include building a stronger, more comprehensive, and more consistent understanding of student learning assessment across our institution. Our participation in the HLC Assessment Academy over the next four years will be an invaluable source of support to help us achieve that end. It will also help us accomplish some of our big student success initiatives that we are pursuing, including CBE and 7-week terms. We also have important work to take on to ensure our programs are highly relevant, fully transferable or aligned with industry-recognized credentials, and lead to gainful employment that provides at least a sustaining wage for a family of four. As the goals described above show, throughout the next year and beyond, we will remain focused on what we know helps to support and reinforce student learning: offering learning that builds on what students already know, getting students actively involved in their own learning, making learning expectations clear, ensuring students are receiving timely feedback on their performance, and ensuring students understand the relevance of what they are learning.

Appendix

What TCS[2] Looks Like from the Faculty Perspective
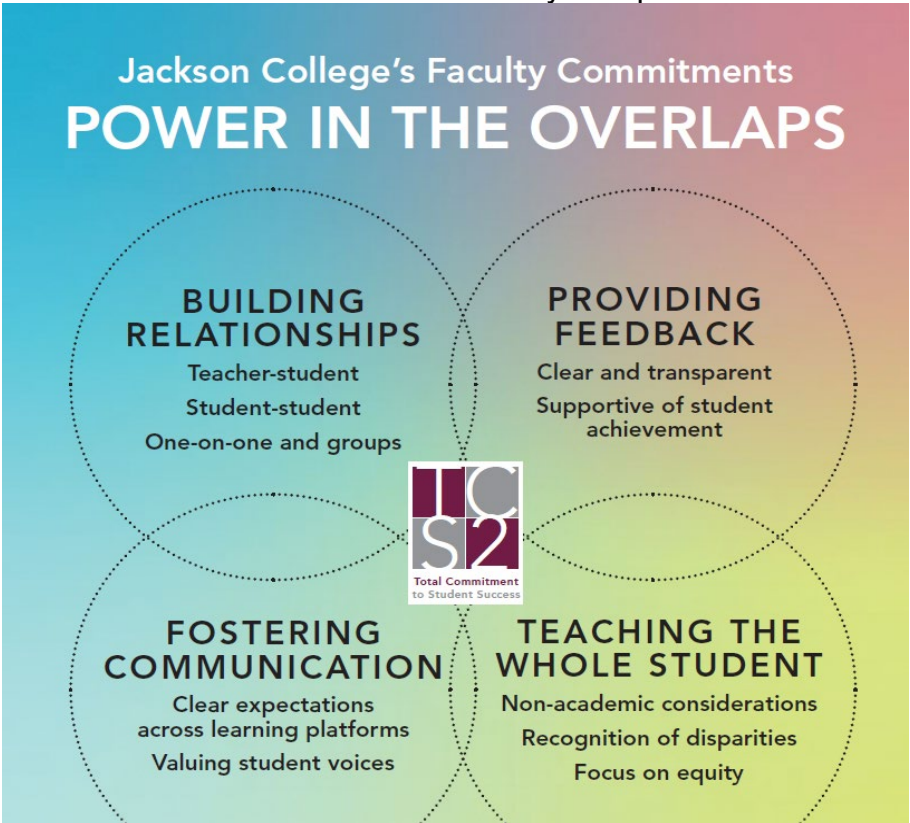
Center for Student Success Student Visits (2014-2018)