Assurance Argument

Jefferson College - MO

2/11/2019

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

Subcomponent 1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

The Jefferson College Board of Trustees approved and adopted in April 2018 the institution's current mission documents, which are comprised of the College's Mission, Vision, and Values. When the mission documents are reviewed, input is sought from constituent groups, including faculty, staff, students, administrators, and Board members as well as community partners. In early 2017, a Mission, Vision, and Values Task Force was formed to review the College's mission documents and recommend revisions.

Mission

"Jefferson College serves our community by delivering quality learning opportunities that empower individuals to achieve their goals."

Vision

"Jefferson College strives to inspire our community to explore, develop, and engage in innovative learning experiences in a supportive and inclusive environment."

Values

"Jefferson College fosters a culture of excellence for its community of students, faculty, and staff by embracing the following values:

Success: Supporting a focus on achievement, self-discovery, scholarship, creativity, completion, and skill mastery;

Accessibility: Fostering an environment of diversity and inclusion where a culture of collaboration

responds to the needs of our communities through quality and affordable educational opportunities;

Integrity: Encouraging open, honest, and respectful communication; committing to accountability in all interactions, operations, and procedures;

Learning: Establishing a high-quality learning environment that features collaborative and innovative engagement, academic freedom, professional development, and continuous assessment for improvement; and

Service: Infusing a spirit of civic engagement through community volunteer initiatives, cultural enrichment, and service-learning opportunities."

Subcomponent 2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

As a comprehensive community college, Jefferson College offers five associate degrees and several career and technical education certificates. Degrees offered include the Associate of Arts (A.A.), Associate of Arts in Teaching (A.A.T.), Associate of Fine Arts (A.F.A.), Associate of Science (A.S.), and Associate of Applied Science (A.A.S.). Twenty-three degree programs and 17 certificate programs are offered at Jefferson College; general requirements for each program are articulated in the College Catalog.

Jefferson College delivers quality learning opportunities to residents of Jefferson County at three campus locations in Hillsboro, Arnold, and Imperial and through an online academic community. The College's student population includes new first-time, continuing, returning, transfer, dual credit, and Area Technical School students. These populations include traditional, non-traditional, early college, veteran, senior adult, adult literacy, and continuing education students.

Jefferson College offers a variety of support services designed to promote success within its varied student populations and among its diverse communities. In January 2014, the Admissions, Academic Advising, Registration & Student Records, and Financial Aid departments transitioned into Enrollment Services, a one-stop shop model, to better serve prospective and current students in one location. Support services include admissions, advising, registration, financial aid guidance, career exploration, academic and personal support, and transfer assistance. In addition to these services, Jefferson College offers a variety of programs to meet the diverse needs of the College's student population. These programs are designed to promote success in and outside the classroom and are outlined in the Jefferson College Student Handbook as well as on the institutional website: Student Support Services - Project SUCCESS, Disability Support Services, Employment Services, Academic Success Center, Student-Athlete Success, Student Development, and the Peer and Professional Tutoring Program.

Enrollment peaked in 2010 as a result of the economic downturn. Since that time, enrollment has decreased. However, the trend suggests a stabilizing enrollment pattern. The fall 2018 census enrollment profile of Jefferson College includes 4,425 students and 43,170.5 credit hours generated. The Information Technology department produces daily enrollment reports that identify full-time or part-time status, classification, student type, degree level, and campus location.

Subcomponent 3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

The College's Strategic Plan includes five Strategic Aims, which guide the institution in serving its communities to achieve their goals. Planning and budgeting are an integral part of the College operations and processes. The Strategic Planning Committee houses the capital project process; all members of the campus community are encouraged to submit projects to support learning and innovation and create a culture of excellence. Results of these efforts support various needs of the College's services, programs, and communities, and include, but are not limited to, these campus enhancements and program supports:

- Automotive Laboratory
- Nursing Education Simulation Technology (NEST)
- Fine Arts Theater sound system and new chairs
- Renovation of the Student Center

Additional information on planning and budgeting is explained in Criterion 5.C.1.

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1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

Subcomponent 1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

Jefferson College's mission documents are visible and public. They are published on the College's website, in the College Catalog, Faculty/Staff Handbook, Student Handbook, and BoardDocs. The Mission, Vision, and Values are visible in campus buildings on posters and on indoor and outdoor signage.

Subcomponent 2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

The current mission documents were reviewed and revised by the Mission, Vision, and Values Task Force in 2017 with feedback provided by students, faculty, staff, administrators, Board of Trustees, and community members. The Board of Trustees approved the mission documents in April 2018.

Jefferson College delivers quality learning opportunities through multiple internal operations. For example, the Center for Teaching & Learning (CTL) was created in 2006 to stimulate conversation about the learning environment and assessment through exploration of best practices in the classroom, research on pedagogical issues, and innovations in higher education. The CTL supports service learning, mentoring, reading circles, and brown-bag luncheons, which are transcribed for faculty professional development. The Jefferson College Agreement for Success, published in the College Catalog and discussed at Student Orientation Seminars and First-Year Experience courses, supports integrity and states the expectation that members of the College community are respectful to all regardless of differences. To support the College's Value of Service, a Community Service Task Force was created in March 2017. This group partnered with a faculty group to integrate civic engagement and service learning into the Jefferson College experience. Together, the leaders of these initiatives are in the process of developing policy regarding institutionally-supported service opportunities for faculty, staff, and students in the College's community.

The College supports students by working to create a streamlined process for transfer to four-year

institutions. Jefferson College has multiple university partnerships and 2+2 agreements which enable seamless transfer for students. Students succeed in subsequent transfer programs, and pass rates for external exams indicate courses and programs at the institution are appropriate in content and performance expectations.

To better meet the needs of many non-traditional students and to provide means for them to achieve their goals, Jefferson College makes accessible a variety of Career and Technical Education programs. One example is the Apprenticeship Credit Option Program, which provides access to the Associate of Applied Science Degree. This program is an opportunity for skilled trades union employees in Jefferson County and throughout the state of Missouri to access an educational program that recognizes workers' pre-existing skills and abilities. Credit is awarded for quality skill training that takes place outside the realm of traditional community college education.

Additionally, Jefferson College supports learning and success in the community through Library services and the Jefferson County History Center, Performing Arts and Cultural Enrichment (PACE) programs, workforce development, adult education and literacy, and continuing education.

These are just a few examples of how the College is living its Values and Mission to serve the community by delivering quality learning opportunities that empower individuals to achieve their goals.

Subcomponent 3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Jefferson College, being the sole provider of higher education with roots in Jefferson County, is integrated in the many communities of its district. With locations in Hillsboro, Arnold, and Imperial, the institution has a significant presence in the county. Dual credit partnerships exist with the 10 public school districts, and economic development initiatives propel industry partnerships through collaborations with the Jefferson County Growth Association, the Economic Development Corporation, the Workforce Development Board of Jefferson/Franklin County, and multiple civic organizations. As well, the College hosts the Mastodon Science Fair and presents its Performing Arts and Cultural Enrichment (PACE) series to the community. These efforts and others support the Mission to deliver quality learning opportunities that empower individuals to achieve their goals and the Vision to inspire the community to explore, develop, and engage in innovative learning experiences in a supportive and inclusive environment.

Sources

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1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

Subcomponent 1. The institution addresses its role in a multicultural society.

The service area of Jefferson College is a homogeneous population. Within the scope of the population, Jefferson College provides education and employment to a greater racial diversity of students, faculty, and staff than compared to Jefferson County.

While the College recently reviewed and revised the Mission, Vision, and Values statements, diversity is identified in both the new and former versions. In the former document, diversity was identified as "preparation of students for excelling in a world of cultural and intellectual diversity." The current Value uses the term Accessibility, which is defined as "fostering an environment of diversity and inclusion where a culture of collaboration responds to the needs of our communities through quality and affordable educational opportunities." Since 2009, the College has increased its diversity initiatives not only through student, faculty, and staff recruitment but also through institutional curriculum, programming, and planning.

In 2012, the institutional committee organization was restructured. In this restructuring, two institutional committees (Cultural Events and Outreach and Student Learning and Support) were charged to enrich the institutional educational environment with cultural diversity opportunities (described in more depth in 1.C.2). Furthermore, in 2015, the Accreditation Committee launched a Diversity Subcommittee to develop a comprehensive Diversity Plan to assist the College in creating a culture that embraces diverse experiences and perspectives. This plan was approved by the Board of Trustees in May 2018. After being vetted by constituent groups representing students, faculty, and staff in spring 2018, the Diversity Committee became an official institutional committee effective with the 2018-2019 academic year.

Additional diversity initiatives are embedded in Jefferson College curriculum. For example, new students are required to enroll in one of three First-Year Experience College Studies courses in which there is an identified diversity lesson plan supported in collaboration with the creator of the "Humans of St. Louis" Empathy Project. The Health Occupation Programs identified several methodologies used to enhance student's cultural diversity awareness through videos, chapter readings, and lab scenarios. Furthermore, the Law Enforcement Academy works with recruits, in-service training options, and veteran officers to offer education regarding racial profiling and bias-based policing.

The Jefferson College Non-Discrimination Policy states, "It is the policy of Jefferson College that no person shall, on the basis of age, ancestry, color, creed, disability, genetic information, marital status, national origin, race, religion, sex, gender identity or expression, sexual orientation, or veteran status, be subject to discrimination in employment or in admission to any educational program or

activity of the College." In 2017-2018, Student Senate recommended the addition of "gender identity or expression" to the College's Non-Discrimination Policy. Upon constituent review and feedback, the recommendation was presented to the Board of Trustees for approval. Additionally, Jefferson College offers Safe Zone training for faculty, staff, and students.

Jefferson College formalizes its commitment to diversity at the institutional level through the Strategic Plan for 2015-2020. Strategic Aim 2: Community Collaboration states, "Jefferson College will collaborate with the community to promote the intellectual, economic, and cultural enrichment of its diverse residents." Furthermore, Strategic Aim 3: Support for Employees indicates, "Jefferson College will provide services, programs, and policies necessary to enable a diverse faculty and staff to contribute to the fulfillment of Jefferson College's mission." The Strategic Plan outlines objectives to achieve these Strategic Aims.

Moreover, the Diversity Subcommittee members created this Diversity Statement: "Jefferson College is a community leader dedicated to supporting and promoting diversity through opportunities and experiences that foster a culture of respect, inclusiveness, and understanding throughout the campus community to engage in a diverse world." This statement serves as the foundation for the Diversity Plan.

Subcomponent 2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Programs and activities at Jefferson College designed to highlight diversity go well beyond traditional curriculum. Created in 2012 by the Cultural Diversity Committee, the Performing Arts and Cultural Enrichment (PACE) series brings award-winning performers, engaging programs, and a variety of arts and humanities events that reflect human diversity to Jefferson College. During the 2016-2017 academic year, the Empathy Project facilitators collaborated with the creator of "Humans of St. Louis" to focus on socioeconomic and cultural differences within the common human experience, illustrated by hundreds of photos and narratives representing the greater St. Louis region. This collaboration continues as a diversity initiative for the First-Year Experience College Studies courses. An additional event supporting diversity awareness is Ripple of Hope, a subcommittee of the Cultural Events and Outreach Committee (renamed Community Engagement and Outreach Committee as of fall 2018) that showcases efforts of individuals to bring peace through nonviolence to the region, community, and personal lives. The program, which has operated for three years, is open to the public and allows for questions and dialogue among attendees and panelists.

Jefferson College Library offers programs, displays, online guides, and collections that reflect human diversity. Presentations cover topics as wide-ranging as media literacy and voters, hunting in North America and Finland, pop culture and death, The Harlem Renaissance, and American Indians, to name just a few. Yearly programs highlight national celebrations, such as Black History Month, Women's History Month, Veterans Day, and Banned Books Week, to engage our community with topics of diverse perspectives.

Several support services are available to meet students' diverse learning needs. The Disability Support Services (DSS) office provides appropriate accommodations for qualified students with documented disabilities, assists students in self-advocacy, and ensures compliance with ADA and Section 504 of the Rehabilitation Act. Additionally, Jefferson College supports students with mental health needs by partnering with COMTREA, a local mental health organization that provides free and confidential services on campus to any student. Jefferson College also provides customized services to meet the needs of veterans who are interested in starting or continuing their education.

Several co-curricular organizations support the advocacy, leadership, educational, and social needs of the student population. High-achieving students have the opportunity to participate with Phi Theta Kappa. Jefferson College's chapter has been recognized as a five-star chapter since 2014. Student Senate is a group of students who are elected to represent the students of Jefferson College. Senators participate on campus committees to ensure that student perspectives are considered in the shared governance structure. Additional student groups include Active Minds, Black Student Union, Legion of Gamers, LGBTQ+, Missouri Gamma Sigma Chapter of Lambda Nu for Radiologic Technology, National Association for Music Educators, Navigators, Political Discussions Club, Psychology Club, Student-Missouri National Education Association, Student Occupational Therapy Assistant Association, and Viking Cheerleaders.

Representatives with the Global Studies Program coordinated in early 2018 the first-ever international educational exchange program with students and faculty from Germany. This effort resulted in September 2018 a cultural exchange education opportunity for students, faculty, staff, and community, with members of the College community serving as hosts to the German students and faculty, and members of the greater St. Louis German Society hosting a welcome luncheon on campus.

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1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

Subcomponent 1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

Board Policy IV-003 recognizes that an institution of higher education is conducted for the common good. In accordance with the College's Mission Statement, "Jefferson College serves our community by delivering quality learning opportunities that empower individuals to achieve their goals," the College serves its community by delivering transfer education, supporting career and technical education (CTE), addressing workforce needs, and providing continuing education. As a public institution, Jefferson College's general education program aligns with the Missouri Department of Higher Education's MOTR Core 42 to ensure that courses seamlessly transfer to statewide public institutions. CTE programs provide students direct entry into technical, health care, and business careers.

Jefferson College is represented on the Workforce Development Board of Jefferson and Franklin Counties to support career development training and continuing education opportunities. Representatives from manufacturing, business, health care, social services, economic development, and educational partners participate on College advisory committees to ensure curricula are relevant to community needs. A publicly-elected Board of Trustees oversees the public obligation of the institution; employees represent the College through community engagement with local organizations.

Jefferson College works with outside groups to provide opportunities for growth and enrichment. The College has a strong community bond with local and regional businesses. Several employees also serve on community and civic organizational boards, such as Chambers of Commerce (Arnold, Fenton, Festus, and Northwest), Rotary Club (Arnold, De Soto, Festus, High Ridge, and Hillsboro), Jefferson County Community Partnership, Economic Development Board of Jefferson County, Jefferson County Growth Association, Jefferson County School Counselors Association, and the Construction Forum Education Foundation of St. Louis.

The College's Business and Workforce Development Center has provided innovative professional development and customized training solutions for individuals and over 70 businesses with a focus on building a stronger workforce, increasing business productivity, and advancing economic growth and development in the community. The workshops are facilitated by experienced professionals with

expertise in working with businesses. Each training solution is customized and tailored to a company's specifications. Additionally, Jefferson College is part of the Missouri Works Training Program Network in partnership with the Missouri Division of Workforce Development, which provides competitive training services and locally administered funding assistance for companies for the hiring, selection, and training of new and existing employees. Jefferson County is represented as part of the ACT Work Ready Communities Program. The original certification was received in July 2014 with recertification in July 2018. The Office of Business and Workforce Development maintains this data.

The institution also engages with its external constituencies through a variety of activities and services. The Veterinary Technology program staff and students volunteer at pet adoption events at local PetSmart stores. The Physical Therapist Assistant program director and students participate with the Adapted Triathlon hosted by the University of Missouri-Columbia. Furthermore, the Area Technical School (ATS) Construction Trades students build a sustainable house biannually. For Veterans' Day, the Automotive Technology program annually provides free oil changes for all military veterans. In 2016, the Computer Integrated Manufacturing program designed and created commemorative coins for veterans attending the local community Veterans' Day breakfast.

The annual Performing Arts and Cultural Enrichment (PACE) series provides the opportunity for community participation in theatre and musical performances. In addition to PACE, Ripple of Hope and TEDx events offer the opportunity to engage the greater community through critical conversations. The College collaborated with the local community in honor of the 15th anniversary of 9/11 by organizing the 9/11 Never Forget Memorial Exhibit in October 2016. Also, the public can participate in the Friday Speaker Series, where speakers represent a spectrum of fields and subjects spanning regional, national, and international agencies and organizations.

The College responds to the needs that support the mission and for which program capacity allows. For example, Jefferson College offered assistance to the displaced ITT students in 2016 when the sudden closure of ITT locations occurred across the region and country. In particular, College faculty and staff worked closely with the Missouri State Board of Nursing to identify strategies to help address the financial and academic challenges facing ITT nursing students in the College's service district. Additionally, for Health Occupation Programs, multiple locations within the surrounding community serve as clinical sites for the College's students.

Jefferson College also coordinates several activities to gain employer perspectives from local businesses and corporations. A primary resource is through Advisory Committees for various programs within the Career and Technical Education and Arts and Science divisions. Additionally, the College hosted a countywide manufacturing summit. An action item emerged, which resulted in the College implementing the annual Manufacturing Day event to align with National Manufacturing Week in October of each year.

Subcomponent 2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

To ensure educational responsibilities take primacy over other purposes, the College's Foundation, led by the Foundation Board, coordinates fundraising opportunities, the most significant being the recent Library capital campaign. Additional fundraising includes the annual Jazz & Jeans event and Foundation Golf Tournament event to raise scholarship funds for Jefferson College students. Policies related to the establishment and role of the College's Foundation are included in Board Policy VIII-

011 and the Faculty/Staff Handbook.

The College partners with local industry, healthcare organizations, manufacturers, and educational institutions to support its educational responsibilities to students through clinicals, internships, transfer opportunities, and continuing education. This commitment to education serves the community by delivering quality learning opportunities that empower individuals to achieve their goals.

Subcomponent 3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

In the greater Jefferson County community, the College strives to inform external constituencies and communities of interest of options for accessible education, both credit and non-credit. The Office of Business and Workforce Development staff offers a continuing education schedule to district patrons. The College participates in federal and state programs to improve educational attainment in the County, such as Workforce Innovation and Opportunity Act and Adult Education Literacy. In 2010, Jefferson College, along with six other community colleges in Missouri, received grant monies from the Broadband Technology Opportunities Program administered by National Telecommunications and Information Administration to provide communities with computer centers and digital- and technology-literacy training for the public. New and updated public access computers were added to Jefferson College locations. Librarians and Information Technology staff taught free classes to thousands of County residents between 2010 and 2013. Classes covered topics such as computer basics, computer security, finding a job, introduction to research, and introduction to social media. These classes were used by professionals for continuing education credit, seniors new to technology, and students in need of additional skills.

In partnership with the College's Library, Workforce Development also coordinates summer STEAM (science, technology, engineering, arts, and mathematics) camps for elementary and middle school students. The Vice President of Instruction, Area Technical School (ATS) Director, and Early College Director represent the College at monthly Jefferson County Superintendents' meetings. The College is included on the agenda to learn of school districts' needs while sharing updates about transfer, early college, general education, and ATS initiatives relevant to school district students.

The Student Services division facilitates "showcase" events that welcome families and potential students to campus to meet faculty and staff and learn about offerings and opportunities. A first for the College in 2018, a resource night for homeschool students allowed homeschool families an opportunity to learn about the College and campus. Beyond these recruitment events, Jefferson College also hosts annual college fairs and career fairs to introduce to students and the community a variety of higher education and career options. To educate the community about financial assistance to support higher education aspirations, Student Financial Services offers informational sessions about financial aid options at several local high schools for parents and students to attend.

Additionally, in collaboration with the Jefferson County Growth Association, the College hosts legislative forums for members of the public to meet candidates running for county, state, and federal office. The College organizes the forums outside of the academic schedule and provides the venue for the public event.

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1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

Jefferson College, being the sole provider of higher education with roots in Jefferson County, is integrated in the many communities of its district. With locations in Hillsboro, Arnold, and Imperial, the institution has a significant presence in the county with a mission to deliver quality learning opportunities that empower individuals to achieve their goals. The College's constituents include students, faculty, staff, administrators, and Board of Trustees members and its educational, economic, business, workforce development, and healthcare community partners.

The current Mission, Vision, and Values documents were adopted in April 2018 with input sought from internal and external constituent representatives. The College's student population represents traditional, non-traditional, early college, veteran, senior adult, adult literacy, and continuing education students. A one-stop shop serves the diverse student body by offering admission, advising, registration, financial aid guidance, career exploration, academic and personal support, and transfer assistance in one location. The diverse programming, which includes credit certificate and associate degree programs as well as non-credit workforce development and training programs, responds to the needs of the College's communities. Dual credit partnerships exist with the 10 public school districts, and economic development initiatives propel industry partnerships through collaborations with the Jefferson County Growth Association, the Economic Development Corporation, the Workforce Development Board of Jefferson/Franklin County, and multiple civic organizations. As well, the College hosts the Mastodon Science Fair and presents its Performing Arts and Cultural Enrichment (PACE) series to the community.

The Strategic Plan guides the institution in serving its communities to achieve their varied goals. These efforts and others support the Mission to deliver quality learning opportunities that empower individuals to achieve their goals and the Vision to inspire the community to explore, develop, and engage in innovative learning experiences in a supportive and inclusive environment.

While the College's service area is a homogeneous population, Jefferson College itself provides education and employment to a greater racial diversity of students, faculty, and staff than compared to Jefferson County. The College has established itself as an innovative and valued partner within the county as it continues to respond to the region's academic, economic, arts, healthcare, manufacturing, and workforce demands in alignment with its Mission, Vision, and Values.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

Integrity is one of Jefferson College's Values. The College encourages open, honest, and respectful communication and is committed to accountability in all interactions, operations, and procedures. Jefferson College operates with integrity in its financial, academic, personnel, and auxiliary functions and has established policies and processes that guide ethical and responsible conduct. These policies and processes are available in the following governing documents: Administrative Policies, Administrative Procedures, Board Policies, Board Procedures, Procurement Policies and Procedures, Faculty/Staff Handbook, Adjunct Handbook, and Student Handbook. Furthermore, a variety of institutional practices illustrates the College's commitment to following these policies and processes.

Jefferson College operates with integrity in its financial functions. Jefferson College has high standards of accountability and internal controls to ensure integrity in its financial functions. One staff member is a CPA and has specialized training in auditing and financial management. An A-133 audit of the institution's finances is conducted annually by independent accounting firms. Additionally, the President and Vice President of Finance and Administration provide financial reports to the Board of Trustees for review at regularly scheduled meetings.

The College has various policies in place that govern budgetary decisions and reporting, including budget development and management, purchasing and bidding [compliance with RSMo Sec. 34.353 Purchase of Domestic Products and other relevant Missouri State Statutes], and control of College assets/inventory. Evidence of College adherence to these policies can be found throughout Board minutes in sections on RFPs, Government Surplus Auctions (govdeals.com), recusals from votes involving the approval of firms with ties to College Board members, spending approvals, expense reports, audits, and much more. Policies also specify restrictions on the use of funds and the accounting of funds. Adherence to these policies is tracked by the Business Office for all areas of the College at every level of spending, from individual employee reimbursement forms through bids, grants, and annual inventory processes.

Budgetary integrity and ethical conduct include processes and procedures surrounding purchasing at the College. The Director of Purchasing streamlined requests for goods and services, updated policies to ensure greater transparency, and instituted increasingly fair practices with clear and complete documentation. Strict guidelines for addenda and public bid openings are also monitored. Campus correspondence keeps employees updated about changes to policies, laws, and internal practices. Streamlining of ordering allows for efficiencies, cost savings, and greater oversight of departmental

purchasing decisions. The Procurement Manual is kept up-to-date by the Director of Purchasing under the supervision of the Vice President of Finance and Administration. In addition to much improved processes, this office has increased shared governance by including faculty and staff in decisions involving their areas when evaluation of vendor services and goods are needed.

During the 2017-2018 academic year, the President established four budget workgroups to provide recommendations for increasing revenue and decreasing expenses for the College. The workgroups, comprised of faculty and staff from all divisions of the College, focused on four areas of review: 1) Revenue; 2) Cost Reduction and Effectiveness; 3) Programming; and 4) Employee Optimization and Benefits. Each workgroup prepared a final report and presented recommendations to the President's Leadership Council, a cross-representational group that meets monthly to review College business.

Jefferson College operates with integrity in its academic functions. Academic integrity is the foundation of all legitimate scholarly work and career preparation. Jefferson College is committed to giving students a strong foundation as they gain valuable skills and knowledge and develop professional mindsets. Faculty at Jefferson College bring the best practices and standards from their own undergraduate, graduate, and workplace experiences to their teaching, and they communicate these values to their students. The College's Agreement for Success, published in the College Catalog, states that faculty, staff, and students will be honest and maintain the highest level of integrity.

Institutional policies are specified for quality academic programs, including curriculum development, program review, student grading and records systems, and degree/certificate requirements. The faculty-driven Curriculum Committee is in place to ensure the integrity of the College curriculum and academic policies. In order to maintain quality programs, the College adopted an institutional effectiveness/assessment review process. Institutional assessments are conducted on a five-year cycle and are designed to promote and maintain high quality programming and support ongoing improvement. Additionally, after reviewing the Quality Matters framework, the Online Education Institutional Assessment for 2014 recommended the adoption of online course review standards to ensure integrity in online courses.

Several institutional policies support learning in an environment that is inclusive and non-discriminatory. The College's Non-Discrimination Policy can be found throughout College publications and provides the backdrop for practices to be followed for the benefit of employees and students. The College's Non-Discrimination Policy is published on the website, College Catalog, Faculty/Staff Handbook, Adjunct Faculty Handbook, Student Handbook, application for admission, application for employment, and all other official College-published materials.

Additional policies protect student rights and responsibilities in the academic environment in compliance with the Family Educational Rights and Privacy Act (FERPA). Institutional policies regarding formal complaints, grade appeals, and misapplication of policies, procedures, and practices are available for students. First-Year Experience College Studies courses include these topics as part of the curriculum.

Jefferson College operates with integrity in its personnel functions. As evidenced in its policies, the College values equal opportunity, privacy, fairness, respect, and safety toward employees and applicants. The College's Non-Discrimination Policy contains guidelines for individuals who feel they are the victims of discrimination, including harassment based on personal characteristics. Complaints involving employees are promptly investigated by the Director of Human Resources and/or the appropriate supervisor.

To protect employees, the College has specified conditions of employment. These conditions include recruitment, hiring, working conditions, promotion, termination, layoff, transfer, leave of absence, compensation, and training. The College complies with the Fair Labor Standards Act, the Americans with Disabilities Act, the Rehabilitation Act of 1973, Title IX, Family Medical Leave Act, and other state and federal laws that guide employment-related policies. As well, a grievance procedure is made available to all employees.

Policies that provide for a safe working and learning environment demonstrate ethical responsibility of the College. All employees are subject to criminal background checks. Confidentiality of employee files is expected. The College employs a commissioned police department, and the College complies with Title IX, Violence Against Women Act (VAWA), and Clery Act requirements. All employees are designated as responsible employees for Title IX, and employees who have a significant responsibility for students are designated as Campus Security Authorities. Furthermore, procedures for resolving complaints of sexual harassment are followed, and all new employees undergo training on Title IX and sexual misconduct, sexual harassment policy and procedures, and discrimination awareness in the workplace.

Standardized procedures exist for hiring and evaluating instructional and non-instructional personnel. Employees are evaluated annually by their direct supervisor, and goals are developed for the following year.

Jefferson College operates with integrity in its auxiliary functions. The College has adopted policies for activities and athletics that provide guidelines for the effective administration of these student activities. Other auxiliary functions of the College addressed by policies include the Child Development Center on campus, which operates in compliance with all state licensing requirements and Viking Woods Residential Housing. Policies also govern the Viking Café and Follett Bookstore. The services of these auxiliary functions are competitively bid per Board policy guidelines.

Jefferson College establishes and follows policies and processes for fair and ethical behavior on the part of its governing board and employees. Multiple policies ensure fair and ethical behavior on the part of the Board of Trustees of the College. These policies are reviewed on a regular basis. Multiple initiatives on campus demand review of Board Policies and Procedures. For example, the Vice President of Student Services/Title IX Coordinator, Vice President of Instruction/Deputy Title IX Coordinator for faculty, Director of Human Resources/Deputy Title IX Coordinator for staff, and Behavioral Concerns and Student Conduct Coordinator/Deputy Title IX Coordinator for students worked closely with legal counsel to review non-discrimination and harassment policies and procedures. Additionally, the Classification and Compensation Study for faculty and staff will result in numerous updates to Board Policy and Procedures.

One of the concerns cited in Jefferson College's 2009 Assurance Report was that "Board policies and procedures manuals need comprehensive review and revision. Many of the policies have not been reviewed or revised for ten or more years" (p. 10). In July 2010, the College hired the law firm of Tueth, Keeney, Cooper, Mohan, and Jackstadt for assistance in the review of existing policies, review of proposed policy revisions, and the determination of needs for new policies. The goal of the process was to conduct a comprehensive review of both the Board of Trustees Policies Manual and the Board of Trustees Procedures Manual. Revisions to both the Board of Trustees Policies Manual and the Board of Trustees Procedures Manual resulted in Board policies and procedures that are current, relevant, and in compliance with state and federal laws. Additionally, as mandated by the Assurance Report, the revisions "clarify the policy-making role of the Board and affirm and reflect the

administrative authority and responsibility of the President" (p. 10). In addition, updates to policies and procedures are recommended to the Board by College leadership, institutional committee representatives, constituent groups, or meet-and-confer negotiating processes.

The College follows state statute (RSMo 109.180) in making available to the public Board records, including minutes, budgets, audits, records of revenues and expenditures, bids and supply contracts, and election information. The Board conducts meetings, maintains records, and holds votes in accordance with the Missouri Sunshine Law and complies with statutory requirements for the viewing or copying of official records of the College.

Procedures for conducting meetings and the responsibilities of the Board of Trustees are outlined. The process for amending rules that govern the Board is also followed. Additionally, the conflict of interest policies that reflect state statute ensure ethical behavior in this regard.

Board members file forms annually with the Missouri Ethics Commission to support integrity in their roles. Board of Trustees members and certain College officials are required to annually complete a Personal Financial Disclosure for the Missouri Ethics Commission (MEC); they are informed of this requirement each year via mail. As well, every two years the College must update its Conflict of Interest Compliance and file it with the Missouri Ethics Commission. Jefferson College last updated its Conflict of Interest and Substantial Interests Disclosure Policy in August 2018 confirming the College's Policy and Procedure to disclose potential conflicts of interest and substantial interest for College Trustees and certain employees of the District.

Several institutional policies state that employee matters should be treated with fair and ethical practices, including cases of illegal discrimination and harassment complaints (including sexual harassment). Employees are subject to drug and alcohol testing based on reasonable suspicion and are subject to progressive disciplinary action when their conduct warrants it.

Additional policies address copyright compliance and the establishment of an Institutional Review Board (IRB), which requires internal and external researchers to receive IRB approval prior to initiating research on human subjects in association with Jefferson College.

Jefferson College establishes and follows additional policies and processes for fair and ethical behavior on the part of its administration. Policies that specify responsibilities of administrators provide guidelines for fair and ethical conduct. These policies address the College President and administrative officers and delineate their duties. The process of annual performance evaluations of the College President and administrators are outlined.

Multiple policies support the idea of shared governance on campus. The Board has approved policies that provide for shared governance with the rest of the College. The structure and relationship of committees in internal institutional governance are delineated. Additionally, the College recognizes the Jefferson College National Education Association as the bargaining representative for full-time faculty.

Jefferson College establishes and follows additional policies and processes for fair and ethical behavior on the part of its faculty. The expectations of faculty, including duties and responsibilities of both full-time faculty and adjunct instructors, are articulated. Procedures regarding evaluation of faculty are specified. Tenured faculty are evaluated annually by the Interim Associate Deans with classroom observations scheduled during the respective academic program's five-year institutional assessment cycle. Non-tenured faculty are evaluated and observed annually by the Interim Associate

Deans. Adjunct faculty are observed regularly by full-time faculty members or the Interim Associate Dean.

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2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

Jefferson College strives to maintain clear, complete, and accurate communication to prospective students, current students, and members of the public using a number of documents. These documents include the College Catalog, website, Student Handbook, and marketing and admissions materials. Each of these documents undergoes annual review and edits to ensure accuracy and integrity.

The College Catalog is the chief document used to communicate admission policies, academic policies, costs, program requirements, course descriptions, faculty qualifications, and accreditation relationships to current and prospective students. In 2012, the College Catalog transitioned to an online platform. Prior archived versions of the College Catalog are available online. Careful annual review and editing at the program, department, and institutional levels ensure the currency and accuracy of the College Catalog.

The Student Handbook is updated annually through the Office of Student Development and provides students with clear guidance on the Student Code of Conduct, academic and disciplinary policies, and student rights and responsibilities. Students are introduced to the Student Handbook during the Student Orientation Seminars (SOS) and the First-Year Experience courses. In addition to the Student Handbook, programmatic handbooks have been developed in some departments that align with policies documented in the College Student Handbook.

The website is the primary public medium for internal and external audiences to obtain information about Jefferson College. Jefferson College web pages are managed by the Office of Marketing and Public Relations, and the Webmaster-Digital Marketing Coordinator has primary responsibility and authority to keep the website up-to-date and to coordinate access to departmental pages. Departments are responsible for regularly reviewing content to ensure accuracy of policies, services, facts, figures, and reports relevant to their programming.

Following marketing and public relations best practices and industry standards, Marketing and Public Relations has an ongoing commitment to maintaining web content that is timely, functional, and appealing to the community. While the website has undergone several refreshes, the most recent launched September 4, 2018, with a new homepage template, social media feeds, student quotes, and video features.

This office also manages the College's social media pages, which are used to communicate with internal and external audiences. The office also provides faculty and staff with Social Media Guidelines and created an institutional Social Media Application for those departments that wish to create social media accounts. This application allows for central oversight, troubleshooting, and coordination of public relations messaging. This office also responds to questions or complaints posted on the College's social media sites.

Jefferson College's marketing materials, especially those that represent academic programs and policies, are drafted by the Graphics department in consultation with the faculty and Interim Associate Deans who oversee each academic program. The aim of each marketing piece is to reflect each academic program and accurately portray the culture, mission, and values of the College. Admissions and marketing materials are created and regularly reviewed in cooperation with the Office of Enrollment Services. Additionally, *The Windjammer*, the College's award-winning monthly electronic newsletter, contains information about faculty/staff/student awards and accolades, highlights of campus performing arts and cultural activities, a review of each month's Board of Trustees meeting, news from the Jefferson College Foundation, athletics schedules/season highlights, and a campus events calendar. During the fall and spring semesters, the President emails all faculty and staff an edition of the monthly *President's News & Views* to share news updates with the campus community.

Other ways the institution presents itself clearly and completely to its students and to the public is in regard to its faculty and staff. The College Catalog identifies faculty and certified staff credentials, and an employee directory is accessible to the public. In addition, Faculty Office Hours are posted online and accessible through the employee directory.

The College also presents itself clearly and completely to its students and to the public with regard to costs to students by publishing college tuition and fee information on the website. Students are provided access to a Net Price Calculator to help them determine the types of institutional, state, and federal aid for which they may be eligible. Student response to the Noel Levitz Student Satisfaction Inventory in 2014 and 2016 indicated that "cost as factor in decision to enroll" was one of the top 10 importance items for students. The College also publishes required federal disclosures and gainful employment information on its website.

Control of the College resides with the six-member publicly elected Board of Trustees. The meeting agenda, dates, and minutes are available to the public through the website and BoardDocs, an online board management platform. BoardDocs allows real-time access to Board meetings, including public access to the approval of warrants, consent agenda items, special presentations, new business, and administrative reports.

Jefferson College publishes on its website the many accreditation relationships maintained by the institution. Accreditation with the Higher Learning Commission is noted with the Mark of Affiliation on the College's website. Additionally, specialized program accreditations and institutional affiliations are included on the College's accreditation web page.

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2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

The Board of Trustees has a long history of oversight and service to the institution. The Board Policies and Board Procedures are clearly outlined in their respective manuals. The Board includes six members who are elected by the District at large and serve six-year terms.

Subcomponent 1. The governing board's deliberations reflect priorities to preserve and enhance the institution.

The structure and scope of the Board of Trustees is established by Missouri law. The Board provides oversight of the policies and operations of the institution and is responsible for approving the annual budget, approving all expenditures, and hiring and evaluating the President. Additional responsibilities of the Board are outlined in Board Policy I-009. All Board members complete an orientation program, which includes the scope of Board responsibilities, an overview of programs and services of the College, accreditation affiliations, and other matters pertinent to the continued success of the College.

The standing agenda items and minutes accessible to the public in BoardDocs indicate the Board of Trustees' deliberations reflect priorities to preserve and enhance the institution. These items include the time for Call to Order; opportunities for Public Communication; the Foundation, President's, and Administrative Reports; the Approval of Warrants; Consent Agenda items, to include such matters as the minutes, financial statements, investment reports, faculty load adjustments, curriculum matters, and Continuing Education offerings; and Old and New Business. Per Missouri Sunshine Law, the agenda includes Executive Session for matters related to legal actions; leasing, purchase, or sale of real estate; hiring, firing, disciplining, or promoting of personnel; and other general guidelines.

Subcomponent 2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

The Board of Trustees meets 10 times per year, and all Board meetings are open to the public. The College adopted BoardDocs in October 2015, an online platform designed for board management and governance. All Board meeting agendas and minutes are available to the public through BoardDocs.

The Board's operations are subject to public review and oversight, and an opportunity for public comment is featured in every monthly Board agenda. Members of the public and employees of the College have the opportunity to voice concerns and interests with the Board during the public comment segment of the agenda. Topics may include budgetary or programming interests. In addition, the agenda for each meeting includes reports from the President and Foundation and administrative reports from Finance & Administration, Instruction, Student Services, and Human Resources.

Subcomponent 3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

The Board Policy Manual defines the expectations of independence imparted upon Trustees. As stated in Board Policy I-004, "It shall be the policy of the Board of Trustees that all trustees and certain employees of the College comply with RSMo 105.452 and 105.454 on conflicts of interest as well as any other state law governing official conduct. All members of the Board of Trustees shall also take steps to avoid situations where the decisions or actions in their capacity as Trustees conflict with the mission of the College." Additionally, the Board of Trustees has a fiduciary responsibility to Jefferson College, and all decisions are to be made solely on the basis of a desire to promote the best interests of the institution and the public good. If a Board member has a substantial personal or private interest in a decision before the Board, he or she must abstain from voting on that particular agenda item. Board members' abstentions are recorded in the minutes of the meetings.

Subcomponent 4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

The Board of Trustees clearly delegates day-to-day management of Jefferson College to the administration. The President is the chief executive and administrative officer of the Board of Trustees and executes directly or by delegation all executive and administrative duties in connection with the operation of the College. As a result of the College's 2009 visit, the President's Administrative Team was restructured to include fewer direct reports. This administrative restructure (and stabilizing of the positions and personnel) addressed the following concerns expressed by the HLC visiting team members in the College's Assurance Report: "The turnover in administrative leadership since the last accreditation visit, together with the number of direct reports to the President, is of great concern at this time in the College's history. . .The Board needs to ensure that the new President has strong administrative leadership, at the senior leadership level, for internal operations so that he can carry out the executive responsibilities of the CEO" (p. 10).

The Vice President of Instruction and the faculty are responsible for managing all academic matters. Faculty have the responsibility for developing, implementing, and revising curricula and educational policies; determining credits for courses; and deciding requirements for graduation. While faculty representation is expected on all institutional committees, the Curriculum Committee is co-chaired by two faculty members from different divisions. The Assessment Committee is co-chaired by one faculty member. Board Procedures outline the rights and responsibilities of faculty as content experts to discuss relevant materials in whatever way they deem appropriate within the parameters of their areas of instruction.

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2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

Jefferson College demonstrates a commitment to freedom of expression and the pursuit of truth in teaching and learning in policy and procedure and across curricular and co-curricular campus activities. Informed by U.S. and Missouri laws, national standards, and individual department best practices, Jefferson College illustrates a high level of support for intellectual freedom.

Legislative Underpinnings. Amendments I and IV of the U.S. Constitution provide a bedrock of support for the free exchange of ideas and unencumbered intellectual pursuits as core national values. Furthermore, RSMo 182.817.1 establishes the right to privacy in research activities for all Missouri library patrons at publicly funded libraries, including those at universities, colleges, and community colleges. Research activities are recognized as essential to a functioning democracy and the "chilling effect" of undue surveillance is codified in this state statute. Missouri's statute is considered exemplary because of its inclusion of digital resources, including web searches, in the definition of library materials. In 2016, RSMo 173.1550, created the "Campus Free Expression Act" that established outdoor areas at Missouri's public institutions of higher learning as public forums, and allowed for non-commercial expressive acts by all persons, with proper time and place restrictions. This statute was meant to ensure that restrictive regulations were removed from campus policies.

Board of Trustees Policies & Procedures. Board Policies support academic freedom, expressive activities, and the freedom of College employees to express personal political views when not representing Jefferson College. Board Policy IX-011, *Expressive Activities*, outlines the parameters of use by those engaged in expressive acts, such as petition signature gathering, speeches, pamphleteering, peaceful protest, and other lawful activities that occur in the College's outdoor spaces. It outlines compliance with the Missouri statute and reasonable time, manner, and place restrictions. Board Policy VI-002, *Academic Freedom,* establishes Board of Trustees' support for, and encouragement of, the pursuit of truth in teaching and learning, and the need for faculty to research and teach "unencumbered by pressures from individuals or groups with vested interest." Board Policy II-008, *Political Activity,* recognizes the rights of faculty and staff as individual citizens to have and express views, and to engage in expressive acts and political activity when not representing the College.

A variety of co-curricular activities encourage students to experience diverse perspectives, including arts events, student clubs, workshops, and public lectures. Events on campus illustrate the College's active commitment to a free and open exchange of information and ideas and a robust campus dialogue about contemporary issues from a variety of perspectives.

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2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

Subcomponent 1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

Jefferson College provides effective oversight for the research and scholarly activities conducted at a comprehensive community college. Academic honesty policies, research requirements, and tools to ensure the integrity of work are found throughout the College's programs and services. The policies that provide oversight for academic honesty are shared with students through the Student Handbook and on all official course syllabi, and faculty stress the importance of these standards. Testing Center protocols, a new webcam proctoring service, software to help detect plagiarism, assistance from librarians and Academic Success Center professional tutors, and an on-campus reporting system to address dishonesty further ensure adherence to these standards. The Institutional Review Board (IRB) ensures that all research conducted on human subjects has been reviewed and approved.

A variety of support services ensure the integrity and scholarly practice. The Jefferson College Library provides opportunities for professional development and promotes adherence to best practices in scholarship and higher education through workshops and ongoing training. These efforts include outreach to campus faculty through embedded faculty librarians, workshops, and the creation, promotion, and use of LibGuides, research documents that focus on such topics as Copyright in the Classroom and Title IX. Faculty may request programmatic or course-specific LibGuides, such as the LibGuide created for Nursing students and the LibGuide for BIO101 General Biology. The Library's efforts reinforce standards from academia and professional organizations, including the American Association of University Professors, the Modern Language Association, the American Psychological Association, the American Library Association, and the Association of College and Research Libraries.

The Center for Teaching and Learning (CTL) coordinator facilitates professional development for faculty through regular workshops, reading groups, mentorships, and roundtables that reinforce proper research and scholarly practices. A teaching toolbox outlines Jefferson College's pedagogical strategies and methodologies, including ethical discovery, acquisition, and application of knowledge. Examples of pertinent CTL topics include Socratic Dialogue in the College Classroom, Open Educational Resource discussion, and Institutional Assessment and Quality.

The CTL coordinator also offers a New Faculty Cohort year-long continuous orientation program which is mandatory for all new full-time faculty. Sessions for the New Faculty Cohort include topics related to classroom management, assessment strategies, academic advising, disability support

services, Title IX, tenure processes, LGBTQ+/non-binary/non-gender conforming inclusive classrooms, standards for research, and course outcomes and objectives.

Jefferson College Library supports faculty and students in their efforts to ethically conduct research by providing a variety of materials and services. Librarians integrate standards from professional organizations such as American Association of University Professors, the Modern Language Association, the American Psychological Association, and the Association of College and Research Libraries, into library instruction sessions, point-of-need reference assistance, materials on reserve, and online research guides.

Subcomponent 2. Students are offered guidance in the ethical use of information resources.

Faculty guide students in ethical research processes across the curriculum. Practices are introduced in first-year courses such as English Composition, the College Studies classes, and Introduction to Psychology. Librarians teach students about participating in scholarly communication practices and have created numerous general and course specific guides that feature Modern Language Association (MLA), American Psychological Association (APA), and Chicago Style citation standards. In later classes, students are expected to utilize proper attribution, and they may receive assistance through the Online Writing Lab in the Academic Success Center and from librarians at both Hillsboro and Arnold and via chat, text, email, or phone.

Faculty may request programmatic LibGuides, such as the LibGuide created for Registered Nursing students. The Library's efforts reinforce standards from academia and professional organizations, including the American Association of University Professors, the Modern Language Association, the American Psychological Association, the American Library Association, and the Association of College and Research Libraries.

Subcomponent 3. The institution has and enforces policies on academic honesty and integrity.

The Student Handbook familiarizes incoming students with the principles and practices of academic honesty and integrity, and the Maxient centralized reporting system allows for better tracking of ongoing academic dishonesty issues. Expectations for academic honesty and integrity are outlined in each official course syllabus. Faculty determine the consequences for students who violate the academic honesty policy. Students may fail the assignment or fail the entire course. Multiple violations may subject the student to institutional disciplinary action. The Maxient incident reporting system allows the Behavioral Concerns and Student Conduct Coordinator to reach out to students and offer guidance in better understanding academic integrity.

In addition to policies and practices that teach and reinforce the ethical use of information acquisition and creation, faculty use Turnitin to aid in the detection of instances of inappropriate use of the work of others, inaccurate or missing attributions, and other instances of dishonest or negligent scholarship. Not only does this software help in the detection of unethical submissions of student work, but its use is thought to act as a deterrent to such unethical practices.

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2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

Integrity is one of Jefferson College's Values. The College encourages open, honest, and respectful communication and is committed to accountability in all interactions, operations, and procedures, including its financial, academic, personnel, and auxiliary functions and has established policies and processes that guide ethical and responsible conduct. These policies and processes are available in Administrative Policies, Administrative Procedures, Board Policies, Board Procedures, Procurement Policies and Procedures, Faculty/Staff Handbook, Adjunct Handbook, and Student Handbook. Furthermore, a variety of institutional practices illustrates the College's commitment to following these practices.

The Board of Trustees, the scope of which is established and governed by Missouri law, provides oversight of the policies and operations of the institution and is responsible for approving the annual budget, approving all expenditures, and hiring and evaluating the President. The Board's operations are subject to public review and oversight, and members of the public and employees of the College have the opportunity to voice concerns and interests with the Board during the public comment segment of a meeting agenda.

As well, Jefferson College demonstrates a commitment to freedom of expression and the pursuit of truth in teaching and learning in policy and procedure and across curricular and co-curricular campus activities. Informed by U.S. and Missouri laws, national standards, and individual department best practices, Jefferson College illustrates a high level of support for intellectual freedom and ensures the integrity of research and scholarly practice.

Expressed as a concern during the 2009 visit and addressed in the Assurance Report, the College responded to the matters related to administrative leadership. The College President, having served the College for 10 years, announced his retirement for June 2020, and the Board is planning timely action. As well, the number of direct reports to the President has been addressed.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

Subcomponent 1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

Jefferson College's degree programs are appropriate to higher education. The degree programs and individual courses at Jefferson College require substantial learning and rigorous performance by students. Each academic program undergoes frequent, thorough assessment. As part of the College's five-year Institutional Assessment Process, program areas reflect on strengths, weaknesses, opportunities, and threats, then develop action plans to make changes as necessary.

Advisory Committees, comprised of professional representatives of both transfer and career/technical programs, annually review curricula to ensure its relevance to job demands. For example, the Teacher Education Advisory Committee includes superintendents, principals, and other representatives from local public schools. The Automotive Advisory Committee provides industry guidance and employer perspectives on interviewing and curriculum.

Additionally, a number of Jefferson College academic and career and technical programs have external accreditation requirements to ensure professional standards and best practices are being followed. These requirements are published in the College Catalog and on the College website. Professional licensure results verify that courses and programs require appropriate levels of rigor in student performance. As well, university partnerships and 2+2 agreements with several four-year institutions enable seamless transfer for students. The success of Jefferson College students in subsequent programs indicates courses and programs are appropriate in content and performance expectations.

Subcomponent 2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

Jefferson College offers five associate-level degree programs and 17 certificate programs, which are identified on the College's website and in published materials. The General Education Program is required for associate degrees. The Associate of Arts (A.A.) and Associate of Arts in Teaching (A.A.T.) degree each require 42 credit hours of general education; the Associate of Science (A.S.) and Associate of Fine Arts (A.F.A.) degree each require a minimum of 27 credit hours of general education. The Associate of Applied Science (A.A.S.) degree requires a minimum of 18 credit hours of general education. General Education academic skills competencies include Communication, Critical Thinking, Civic Engagement, Understanding and Engaging Diverse Perspectives, Information Literacy, Technology Literacy, Creativity and Innovation, and Ethical and Social Responsibility. Certificate programs are designed for students whose intended job does not require the associate degree. Certificate examples are the Nursing LPN program and Welding or Automotive Technology programs.

Subcomponent 3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Each division maintains an official course syllabus for each course. Expected learning outcomes (ELOs) and assessment measures are identified on each course syllabus to ensure consistency of learning goals, regardless of modality or location. Adjunct faculty are required to submit their syllabi as part of the performance review process. The National Alliance of Concurrent Enrollment Partnerships (NACEP) standards require review of dual credit syllabi every semester to ensure they align with the College's respective course. At Jefferson College, full-time faculty serve as liaisons to the dual credit faculty to ensure consistency. In addition to common syllabi, adjunct handbooks provide general course and program-specific expectations and guidelines to further ensure program quality and emphasize learning goals.

Faculty for online and hybrid courses use the Blackboard learning management system (LMS) and post the syllabus and student grades for each class. Blackboard serves as the repository for course shells and standard templates. To promote quality and consistency in online and hybrid delivery modes, the Assessment Committee implemented a Faculty Certification process via Blackboard. Online Education staff oversee the program. Furthermore, based on Quality Matters standards, the Online Education department developed online course review standards to review online courses as part of the institutional assessment process.

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3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

Subcomponent 1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

The General Education Program equips students with the intellectual tools, knowledge, and creative capabilities to engage in today's globally interconnected and rapidly changing world.

In the General Education Program Requirements included in the College Catalog, each degree plan identifies general education courses required for those degrees. These courses achieve the basic competencies of Valuing, Managing Information, Communicating, and Higher-Order Thinking that reflect the knowledge areas of Communications, Humanities & Fine Arts, Natural & Mathematical Sciences, and Social & Behavioral Sciences.

The General Education Task Force performed a comprehensive institutional assessment of the general education program at Jefferson College from 2015-2017. In June 2016, Missouri Senate Bill 997 legislated the Higher Education Core Transfer Curriculum Act (Sections 178.785-789 RSMo), which directed the Missouri Coordinating Board for Higher Education (CBHE) to develop a standard transfer curriculum and a course equivalency matrix statewide for lower-division general education courses. Those legislative changes went into effect with the 2018-2019 academic year and frame the College's General Education Program. This General Education Program is referenced as MOTR Core 42 or Core 42.

MOTR Core 42 applies to the Associate of Arts (A.A.) degree. The Associate of Applied Science (A.A.S.), Associate of Science (A.S.), Associate of Fine Arts (A.F.A.), and Associate of Arts in Teaching (A.A.T.) degrees, considered by the Missouri Department of Higher Education (MDHE) to align with professional programs, are not bound by MOTR Core 42 legislation. They do, however,

require 18-42 hours of general education courses that are part of Core 42 and in alignment with their respective professional fields. Some certificate programs require general education coursework.

Subcomponent 2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

Purpose, Content, and Intended Learning Outcomes – General Education. The General Education Program includes courses from the traditional disciplines or knowledge areas of the arts and sciences to ensure a broad base of knowledge from multiple disciplines. Through the courses in these knowledge areas, students gain knowledge of the unique terminology, concepts, assumptions, theories, key figures, events, procedures, and practices distinctive to each discipline. Students learn academic skills, characteristics, and practices that reflect the competencies of educated persons needed for continuous learning in complex, diverse, and changing environments; full civic engagement; and fulfillment of personal life goals. The official course syllabus includes expected learning outcomes.

Adopting an Established Framework. As explained with the legislation and through the Missouri Department of Higher Education's (MDHE's) statements, "The framework for Missouri's Core 42 is designed for students to obtain the basic competencies of Valuing, Managing Information, Communicating, and Higher-Order Thinking through the completion of at least 42-semester hours distributed across the broad Knowledge Areas of Communications, Humanities & Fine Arts, Natural & Mathematical Sciences, and Social & Behavioral Sciences. The basic competencies are achieved through completion of the Core 42 in its entirety" (Missouri Higher Education Core Transfer Curriculum).

The core transfer curriculum is a framework for general education that all Missouri public two- and four-year institutions of higher education adopted effective for the 2018-2019 academic year. The completion of Core 42 at any public institution of higher education in Missouri will transfer to every public institution of higher education in the state and substitute for the receiving institution's general education requirements. Individual courses identified as Core 42 transfer among all public colleges and universities.

General Education at Jefferson College is consistent with statewide general education policy guidelines for curricular goals and student competencies to ensure graduates from Missouri colleges and universities possess a common foundation of college-level academic skills and knowledge. The General Education Program purposes, content, and intended learning outcomes are articulated in the College Catalog. MOTR Core 42 continues to redefine and shape general education at the College.

The College's General Education Program aligns with MOTR Core 42 requirements. Institutions submit courses for review by the statewide Core 42 task force comprised of faculty from public institutions around the state, and once approved, those courses are designated as meeting Missouri Transfer (MOTR) Core 42. A MOTR Core 42 icon, used by all public institutions of higher education, is attached to all general education courses approved by the statewide task force. At Jefferson College, the icon is noted on syllabi of Core 42 courses, on general education courses in the class schedule, and in the College Catalog.

Jefferson College faculty participated on MDHE's MOTR Core 42 planning and implementation task

forces. On campus, the General Education Program Council led the initiative to overhaul the program to align with MOTR Core 42. Some courses that were general education courses no longer satisfied general education requirements; courses not historically part of the College's General Education Program were now eligible. To prepare for the implementation of MOTR Core 42 for the 2018-2019 academic year, the General Education Program Council submitted general education course revisions to the Curriculum Committee in spring 2018. The Curriculum Committee approved the general education revisions in April 2018.

Broad Knowledge and Intellectual Concepts – General Education. Through the General Education Program, students acquire the following competencies: Communication, Civic Engagement, Creativity and Innovation, Critical Thinking, Ethical and Social Responsibility, Information Literacy, Technology Literacy, and Understanding and Engaging Diverse Perspectives.

In the months prior to the statewide restructure of general education, Jefferson College had updated the existing General Education Program after the program had conducted its institutional assessment. As an overview, the General Education Institutional Assessment Committee identified these challenges at that time:

- the general education objectives in 2014 were outdated and failed to include competencies or skills across the general education curriculum;
- the objectives were not in line with MDHE Credit Transfer Guidelines for Student Transfer and Articulation Among MO Colleges and Universities;
- the competencies or skills did not appear to guide the curriculum or instruction;
- the courses did not serve as a foundation for developing important knowledge and skills;
- the objectives were not being assessed in any formal manner.

As a result of this comprehensive review of the program, then-Vice President of Instruction (retired) directed an action item that would align the College's General Education Program with common transfer institutions' programs and MDHE credit transfer guidelines. As noted prior, Senate Bill 997 went into effect in June 2016 with a January 2018 initial deadline for academic year 2018-2019 implementation. MOTR Core 42 resulted in a restructure of the Jefferson College General Education Program.

Subcomponent 3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

Jefferson College offers five associate-level degree programs.

- The Associate of Arts (A.A.) degree is designed for transfer to another college or university as part of a bachelor's degree.
- The Associate of Arts in Teaching (A.A.T.) degree is designed for education majors who plan to transfer to another college or university as part of a bachelor's degree.
- The Associate of Fine Arts (A.F.A.) degree is designed for transfer to another college or university as part of a bachelor's degree in fine arts.
- The Associate of Science (A.S.) degree is designed for engineering students to transfer to a university as part of a bachelor's degree.
- The Associate of Applied Science (A.A.S.) degree is designed for entry-level employment through practical and theoretical courses.

Jefferson College offers a career and technical education certificate for students whose intended job does not require the associate degree.

Regardless of degree program at Jefferson College, students collect, analyze, and communicate information. In science courses, students conduct laboratory activities that apply scientific methodology in, for example, dissecting animals or compounding chemicals, and then students write a lab report of their results. In Organic Chemistry, students make nylon, pulling delicate threads from the beaker, learning not only about the scientific process but also by creating a component of an everyday fabric with common uses.

In math courses, students use quantitative reasoning to perform various operations with numbers and variables to solve problems; in history courses, they analyze causes for wars and other important world events. In English courses, students analyze works of literature, write essays, and perform research. In most courses, students present their ideas in written or oral form. Creative work is generated not just in art, music, creative writing, or theater courses but also in honors program courses, where students are offered opportunities for experiential learning. For example, in ENG250H Honors Mythology, students are asked to develop a creative project illustrating some significant theme or motif from the study of world myths. Their work includes research, writing, and speaking, but also some type of creative endeavor that takes the form of song, dance, poetry, short story, painting, sculpture, photography, video game design, board game design, culinary arts, and more.

Courses in the Health Occupation Programs also enhance classroom learning by means of course management software or lab practice software, such as Neehr Perfect and AHIMA Virtual Lab. In the Health Occupation Programs, the need for current and reliable professional resources is emphasized in visits with accreditors for those programs. Librarians support these programs in a variety of ways: acquiring appropriate and current materials, subscribing to the *Cumulative Index of Nursing and Allied Health (CINAH)* article database, among others. The RN Program Resource Guide is available for Nursing students, and the HIT Resource Guide supports Health Information Technology students. In collaboration with faculty, the Emerging Technologies Librarian has created additional LibGuides to support and assist students in all programs and across multiple courses.

Subcomponent 4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

A 14-member Diversity Subcommittee, with representation from administration, faculty, staff, and students, formed in August 2015 as a subcommittee of the Accreditation Committee. After a retreat in July 2016, the subcommittee drafted the following Diversity Statement:

Jefferson College is a community leader dedicated to supporting and promoting diversity through opportunities and experiences that foster a culture of respect, inclusiveness, and understanding for everyone in the campus community, to engage in a diverse world.

This statement was vetted through constituent groups and provides the foundation on which the subcommittee developed the Diversity Plan, which was adopted by the Board of Trustees in May 2018.

In May 2018, the Council of Institutional Committee Chairs recognized the Diversity Subcommittee as a formal institutional committee effective with the 2018-2019 academic year. The chairs of the Diversity Committee have established work groups to implement components of the recently adopted

Diversity Plan. The plan has four initiatives: 1) institutional leadership; 2) data and communication; 3) instruction and curriculum; and 4) campus climate, culture, and co-curricular activities.

Additional campus initiatives support the College's commitment to recognizing human and cultural diversity of the world in which students live and work.

1. In November 2016, the Athletics Department hosted a Cultural Competence – Communicating & Listening with Care Workshop to enhance the levels of cultural competency among student-athletes, coaches, administration, and other College staff.
2. Project SUCCESS, a federally funded TRiO program, provides students with cultural opportunities, such as attending professional theater productions, visiting the Holocaust Museum & Learning Center in St. Louis, and volunteering at a local senior care center.
3. In 2014, the Cultural Events and Outreach Committee formed two subcommittees, Ripple of Hope and Performing Arts & Cultural Enrichment (PACE). The Ripple of Hope subcommittee hosts one event each year. These events have included International Peace Week programming and presentations by guest speakers around a topic of peace and/or reconciliation. The PACE subcommittee brings high-caliber performances to Jefferson College from across the country and world and showcases student and community talent. A highlight of 2016-2017 that continued into 2017-2018 was the Empathy Project, an initiative with the creator of the "Humans of St. Louis" project. She captures the cultural, racial, and socioeconomic diversity of this region through social work and photography. She shares the stories of the individuals' or families' lives to all sections of the First-Year Experience College Studies courses, introducing to new students the diverse lives of individuals and families in this region. PACE events include Grammy award-winning acts and productions, a 48 Hour Film Festival, a French film festival, College plays, student and community concerts, and student art exhibitions.
4. As a member of the Missouri Community College Association (MCCA), the College has representation on the MCCA Consortium on Global Education, which began meeting in 1996. As a result of a federal grant, the Global Studies Certificate was founded to encourage faculty to internationalize curriculum. Its curriculum is designed to meet the needs of students who have interests in foreign language development, world cultural geography, and global issues. Members of the College faculty also participated with the Consortia's immersion opportunity to Morocco in 2010. Participants committed to integrating international competencies in their curriculum as part of the experience.
5. The Global Education Subcommittee grew out of the Student Learning and Support Committee in 2014 to promote and provide global activities on and off campus. The subcommittee seeks to actively develop and promote student study abroad, organizes global events on campus, and celebrates International Education Week. As of fall 2018, the subcommittee relocated under the leadership of the Diversity Committee.
6. The Library hosts programs, such as poetry slams, presentations, panel discussions, art contests, and book displays.

In September 2018, the Global Education Subcommittee organized the College's first academic and cultural exchange with a technical college from Darmstadt, Hesse, in Germany. Employees of the College served as host families for 12 students and three faculty members. The 15 representatives integrated into the campus courses and culture of the region. The goal is for the College to send faculty and students to Darmstadt in May 2019 to learn about that educational and apprentice system as well as business and industry of the region. The vision is for this program to move beyond a systematic experience and integrate into the College's culture.

Subcomponent 5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Students across the curriculum are given opportunities to expand their knowledge of research methodology and gain practice in summarizing and orally presenting their findings. For example, in various psychology courses, students perform research that can be presented at undergraduate psychology conferences attended by members of the Jefferson College Psychology Club. The art students' works are displayed and showcased on campus, and the ceramics students' works are sold twice per academic year. Music students perform band and choir concerts for the public. As part of the PACE events, students have the opportunity to participate in Master Class workshops with featured musicians performing at Jefferson College. ENG211 Journalism IV students create and publish *The Harbinger* newspaper.

Early Childhood Education students work and observe young children in the Jefferson College Child Development Center. Students interact with children in an accredited early childhood education setting, gaining real-world experience as they prepare for a career.

Service learning opportunities introduce students to the surrounding community partners and increase the impact of their classroom learning. For example, students in a PSY101 General Psychology course participate in a service learning project at local senior centers where they present on socialization through the life span and other course-related subjects. Another example of a service learning project involves HUM270 Leadership Development students interacting with local middle school students to offer insights about college. The students work with nearly 300 seventh-graders in interactive presentations focusing on leadership and college preparation. The Computer Integrated Manufacturing students designed and created Veterans' coins for distribution on Veterans' Day 2016. In addition to class opportunities, Jefferson College organized its first SAILS Into Service college-wide day of service in fall 2018.

Faculty also contribute to scholarship, creative work, and the discovery of knowledge. Creative and fine arts faculty have works represented on musical stages, in galleries and exhibits in the region, or have had original works published or themselves have served as editors for poetry journals. A jazz professor performs with the St. Louis Symphony and at opera productions alongside renowned sopranos. He played at both the 2015 World Saxophone Congress in Strasbourg, France, and the 2018 World Saxophone Congress in Zagreb, Croatia. A theatre professor collaborates with district high schools to take advantage of a Missouri Arts Council grant allowing the schools to each take an act of *Macbeth*, rehearse it, and then perform it together for the public. The production was staged at the College's Fine Arts Theater in spring 2018.

Science faculty participate in Yellowstone National Park wolf initiatives, bringing expertise to the Biology classroom. Physics faculty were significantly involved with the August 2017 Solar Eclipse activities on campus, as the College was along the eclipse path to experience two and a half minutes of totality. The faculty present at Jefferson College Friday Speakers Series for the public and host public astronomy viewing nights on campus. As well, faculty conduct book reviews published in scholarly journals.

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3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

Subcomponent 1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

Jefferson College employs adequate numbers of both full-time and adjunct faculty as shown in the College's 2017-2018 Annual Institutional Data Update, which identified 98 full-time faculty members and 171 adjunct faculty members. The ratio of students to full-time faculty is 18.61 to 1. Newly hired full-time faculty members are on tenure-track through the fifth year. If granted tenure, the continuing appointment begins at the start of the sixth year of service. Of the 98 full-time faculty employed by Jefferson College, 55 (56%) are tenured, another 38 (39%) are on a tenure-track, and five (5%) are faculty librarians or science lab coordinators on annual contracts. Therefore, over half of the full-time faculty members have been employed by the College for at least five years, demonstrating continuity within the institution. Specifications for tenured faculty members are outlined by a set of regulations, which are designed to protect academic freedom and tenure processes. Tenure regulations are implemented and monitored by the College President, the Vice President of Instruction, and the appropriate Dean or Interim Associate Deans.

The roles of all faculty members are clearly defined in Board Policy and Procedure IV-001 and the Faculty/Staff Handbook. These expectations outline faculty responsibilities for classroom and non-classroom roles, oversight of curriculum and expectations for student performance, involvement of assessment of student learning, and involvement in the College and community. The Promotion in Academic Rank System (PARS) sets requirements for office hours, College service, assessment, and performance expectations. The Adjunct Faculty Handbook and Board Procedure IV-001.03 define the

expectations for adjunct faculty.

College policies establish guidelines for curriculum development, program review, student grading and rewards systems, textbook selection/adoption, credit hour standards, and degree/certificate requirements. Faculty maintain oversight of the curriculum for their programs. Faculty co-chair the Curriculum Committee, which enables faculty to maintain an active role in curriculum development, program review, student grading and records systems, and degree/certificate requirements. Additionally, faculty members access guidance on curriculum changes and program revisions through the Curriculum Committee Submission Process. Faculty update syllabi and revise curricula to maintain course rigor and align course content with student needs.

Expectations for student performance are identified in multiple ways. The course syllabus articulates instructor expectations for a course, required textbooks and materials, and the instructor's grading policy. All faculty members have access to the official course syllabus template to ensure all required information is included in the course syllabus. Faculty members are responsible for creating expected learning outcomes (ELOs) and corresponding assessment measures for each course taught. The Assessment Handbook provides guidance on developing learning outcomes and assessment measures, and faculty participate in departmental assessment activities. The Assessment Committee is co-chaired by a faculty member. Additionally, programs may require clinical experiences, internships, and practicums to allow students to gain hands-on training in the students' selected employment fields. Capstone courses, including Veterinary Technology, require students to complete final projects, papers, or presentations to complete their programs of study.

The College has established academic credentials for instructional staff, and a Promotion in Academic Rank System (PARS) is in place for all full-time faculty. The criteria for faculty promotion, performance review expectations, academic rank and compensation, and minimum qualifications for all levels of academic rank are stated. All applications for Jefferson College faculty instructional positions are screened by institutional hiring committees comprised primarily of faculty, and such committees screen to ensure minimum credentials are met. Full-time faculty applicants submit a PeopleAdmin application that includes education history, work history, letters of recommendation, and unofficial copies of academic transcripts. If selected for hire, the candidate submits official transcripts. The chair of the search committee prepares a search committee report that offers an overview of the candidates selected for interview and the rationale for the candidate recommended for hire.

The Assessment Committee, co-chaired by the Senior Director of Online Learning and Assessment and a faculty member, leads the College's efforts to continually assess teaching, learning, and support services, with results informing ongoing improvement. Both the Assessment Handbook and the Adjunct Faculty Handbook outline assessment basics and classroom assessment techniques that are recommended for all instructional personnel at Jefferson College.

Subcomponent 2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.

The College has established academic credentials for instructional staff, and all instructors are properly credentialed including those in dual credit. The College does not participate in contractual and consortial programs. Advertisements for employment opportunities contain the minimum qualifications needed for the faculty application, and instructional positions are screened by institutional hiring committees to ensure that all minimum qualifications are met prior to conducting interviews. A personnel file is maintained in the Office of Human Resources, and each faculty

member is responsible for providing to Human Resources official academic transcripts, academic certifications, vocational certifications, licenses, renewals of certifications and licenses, and like documents/credentials to verify minimum qualifications required for said position. Promotion in Academic Rank System (PARS) is in place for all full-time faculty, and Board Procedure IV 006.02 specifies the criteria for faculty promotion, performance review expectations, academic rank and compensation, and minimum qualifications for all levels of academic rank.

Dual credit instructors must meet both the College's minimum qualifications and the minimum qualifications outlined in the Missouri Coordinating Board for Higher Education Policy on Dual Credit Delivery. These minimum qualifications include academic degree levels, documented professional experience, and/or industry-recognized credentials. Jefferson College faculty hiring practices align with HLC's Determining Qualified Faculty guidelines.

Subcomponent 3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

The faculty evaluation process includes student course evaluations, supervisor evaluations, classroom observations, and a self-assessment component. Written evaluation reports are conducted annually of the performance of all full-time faculty members, whether on temporary, term, or continuing appointment. Tenure-track faculty are observed in the classroom annually. Tenured faculty are observed in the classroom during the program's five-year institutional assessment cycle. The evaluations are completed and conducted by the appropriate Interim Associate Dean, with input from the faculty self-evaluation. The faculty and Interim Associate Dean then sign the evaluation, which is then reviewed and signed by the Dean. The Dean submits the evaluation for review to the Vice President of Instruction, who reviews, signs, and submits the evaluation to Human Resources. All faculty members submit an annual self-assessment of performance that includes innovations in the classroom along with assessment of results, teaching and learning activities, institutional service, scholarly endeavors, community/civic service, and summary of student feedback. Additionally, adjunct faculty are observed and evaluated by program faculty and/or Interim Associate Deans every two years.

Student evaluations are performed each fall and spring semester on all full-time faculty. Faculty on tenure-track receive students' complete evaluations on all classes taught; for faculty on continuous appointment (tenure), students must complete evaluations in at least one course per semester. Student evaluations from the previous spring and fall semesters are used for each annual review.

Evaluation reports are reviewed annually by the appropriate Dean with tenure-track instructors to ensure that the instructor is aware of progress toward tenure. Tenure-track faculty are retained when the President of the College submits to the Board of Trustees for approval that the faculty member is demonstrating a level of professional competence that will justify tenure status.

Subcomponent 4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

According to contractual obligations, full-time faculty members must meet and document all certification requirements, successfully complete a yearly teaching assignment, and meet classes at and for the time scheduled. As part of the minimum 10 office hours per week, faculty prepare for classroom activities, perform academic advising, and provide student consultation. Faculty are available for collegial consultation, perform outcomes assessment, participate in institutionally

sanctioned meetings, demonstrate a level of teaching performance that documents increasing value to the College through annual performance reviews, and complete all other duties and responsibilities as listed in the job description. If tenure-track faculty meet contractual obligations, they are eligible to move forward in PARS and apply for promotion in level and rank.

Faculty resources at Jefferson College ensure they are current in their disciplines and adept in their teaching roles. The Center for Teaching and Learning (CTL) offers resources, and faculty conduct professional development sessions for faculty interested in improving student learning, teaching, and assessment. Faculty share best practices and present topics of national discussion, such as sessions on Open Educational Resources (OER). Faculty In-Service also offers sessions for professional development. The CTL facilitates a faculty mentoring program by pairing a new full-time faculty with a veteran faculty. The mentor provides monthly workshops on teaching and assessment of course expected learning outcomes (ELOs), offers periodic evaluation of classroom performance, and provides teaching demonstration opportunities.

Adjunct orientation and a certification course for online and hybrid teaching are offered through the CTL. The Adjunct Faculty Handbook outlines the professional development and certification opportunities available to adjunct faculty.

Tuition reimbursement is available to faculty. Tuition for Jefferson College courses may be waived for full-time faculty and adjunct faculty. Full-time faculty may also be reimbursed for the cost of approved college and university study directed toward development of professional qualifications. Sabbatical/study leave is available for faculty to work on an advanced degree or project that might enhance a course they regularly teach. Professional development travel funds are also available for full-time faculty who present at or travel to conferences or conventions in their discipline. Some specialized accreditation programs require faculty to meet industry-related certifications. Industry-certified technical career fields require participation in 24 clock hours of professional development annually.

Subcomponent 5. Instructors are accessible for student inquiry.

In an academic semester, full-time faculty members are required to maintain 10 hours per week of regularly scheduled office hours, some of which may be conducted online. The schedule must be convenient for students who require advice or consultation. All faculty provide a copy of office hours to the appropriate Interim Associate Dean for publication to the Faculty Office Hours materials on the College's website. Students are provided with faculty contact information on the course syllabus and on the Blackboard course page. Jefferson College also maintains a staff directory on the website that allows students to search for specific faculty members to obtain contact information. As well, College email is identified in Administrative Policy as an official means of communication for personnel and students.

Faculty members, maintaining degrees and instructional experience in their field, serve as professional tutors in the Academic Success Center (ASC), which offers tutoring sessions at the Hillsboro campus, the Arnold location, and online. The ASC supports the educational development of students and reinforces classroom learning by offering free tutoring services to students, which includes the following supports: Writing Lab, Math Lab, Information Technology Lab, Science Lab, Business Administration Lab, and Psychology Lab.

Subcomponent 6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and

supported in their professional development.

Support staff are appropriately qualified for their respective positions. Minimum credentials, qualifications, duties, and expectations are contained in each job posting. Qualifications, levels of education, and experience vary depending on the type of work performed in the position. PeopleAdmin is the College's human resource management system, and employment opportunities with salary ranges and employment levels are posted through PeopleAdmin on the College website. Members of a hiring committee, under the supervision of the hiring manager and Human Resources, review all applications, select candidates for interviews, interview selected candidates, and recommend finalist(s) for additional interviews or hiring. Human Resources and/or the hiring manager conducts reference checks. Additionally, Human Resources performs background checks on all candidates for hire.

Support staff are appropriately trained and are eligible to participate in training programs related to their area. Staff members in Enrollment Services participate in cross-training to be well versed in the one-stop shop philosophy that enables the College to directly respond to students' needs, from financial aid to registration to graduation, in one location. The Management Development Series was formed in 2016 to support middle-level managers with resources and decision-making skills. List serves, especially statewide ones through the Missouri Community College Association and the Missouri Department of Higher Education, connect staff with those resources. Human Resources and the Employee Support Committee are reviewing onboarding processes to better support new employees.

Support staff are encouraged in their professional development. Budget permitting, staff members attend seminars, conferences, and workshops and complete coursework to stay current in their area of expertise. The Missouri Community College Association (MCCA) hosts an annual convention providing sessions related to student success, financial aid, academic advising, curricular, and co-curricular topics. Employees are encouraged to participate in this conference and other MCCA, MDHE, or state professional development opportunities.

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3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

Subcomponent 1. The institution provides student support services suited to the needs of its student populations.

Student support at Jefferson College encompasses a wide variety of services devoted to assisting students of differing needs through their educational journeys. From a student's first visit to the College to graduation day, Enrollment Services Specialists work to facilitate student success. The Office of Enrollment Services is a one-stop shop for students to find answers regarding admission, advising, financial aid, registration, student records, and transfer services. Enrollment Services Specialists deliver a variety of services designed to facilitate student success, including academic advising, registration, financial aid guidance, career exploration, academic and personal support, and transfer assistance. Veterans' Services strives to make former members of the military welcome and comfortable in the transition to the college environment. The VA certifying official is the Registrar.

There are many students who are parents of young children. Jefferson College offers a state licensed and Missouri Accredited Child Development Center that provides a safe, comprehensive, high quality care and education program for students to leave their preschool and school-age children while they attend classes, work in study groups, or otherwise pursue their educational goals.

The Employment Services Office provides students and graduates with information and tools to prepare for successful job searches. Services include advice on resume and cover letter development, interview techniques, job search strategy, and connections to job openings in the community. The office provides individual assistance and workshops, hosting job fairs and other opportunities for students to interact with potential employers.

Viking Woods Student Housing offers students an opportunity to live just a short walk from classes and campus resources. The apartment-style facilities include fully operational kitchens in addition to furnished living rooms and bedrooms. Amenities include Internet access, a 24-hour computer lab, laundry facilities, a volleyball court, basketball hoops, and more.

The Student Financial Services Office provides current and prospective students with information about funding opportunities available to assist with paying for college. Staff members can assist individuals in completing the necessary application forms for federal, state, and institutional financial aid. The office also has materials available on financial literacy topics, including money management.

The Student Leadership Office provides meaningful cultural, educational, and social opportunities to complement the academic programs of Jefferson College students. These include clubs and organizations, leadership opportunities and training, and volunteer opportunities in the community. Student clubs/organizations include the following: Active Minds, Black Student Union, LGBTQ+, Legion of Gamers, Missouri Gamma Sigma Chapter of Lambda Nu, National Association for Music Education, Navigators, Phi Theta Kappa, Political Discussions Club, Psychology Club, Student Missouri National Education Association, Student Occupational Therapy Assistant Association, Student Senate, and Viking Cheerleaders.

Jefferson College is dedicated to providing reasonable accommodations and appropriate services to students with disabilities, including but not limited to: visual, hearing, psychiatric, physical, and learning disabilities. The Disability Support Services (DSS) Office collaborates with students, faculty, and staff to provide equal access to educational opportunities, programs, and activities. The DSS Coordinator assists students with disabilities by working with staff and faculty to provide reasonable accommodations that allow students to demonstrate their abilities, knowledge, and skills. This is achieved while handling any disability-related information in confidence.

Jefferson College strives to promote a safe college environment for all students, faculty, staff, and community members. To assist in this endeavor, the Maxient reporting system is used. A Behavioral Concerns Team (BCT) reviews Maxient reports from faculty and staff regarding students who display concerning behaviors. Students can report concerns that they have about other students by completing the Maxient Student Incident Report on the "R U Ok?" tab in the College's web portal. All members of the campus community are encouraged to report behaviors that are concerning, such as displaying inappropriate levels of aggression or harassing behaviors, acting out of normal character, displaying frequent tearful behavior, or indicating suicidal or homicidal thoughts. Free confidential counseling services are also available for Jefferson College students through a partnership with a local mental health agency, COMTREA.

The Mercy on Campus Health Clinic is located in Viking Woods Housing and staffed by a Nurse Practitioner. This on-campus medical clinic benefits students by providing a convenient source of medical treatment. It also has the potential to reduce medical costs by offering an affordable alternative to hospital emergency rooms and acute care centers.

In fall 2018, the Vikings' Vault food and resource pantry opened for students. Any student enrolled in at least one credit hour may receive perishable and non-perishable food, personal care items, and infant/toddler items on a weekly basis.

Subcomponent 2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

Student Support Services (Project SUCCESS) is a TRiO program funded by the U.S. Department of Education. The purpose of Project SUCCESS is to help students acquire academic and coping skills necessary to persevere and succeed in obtaining a four-year college degree. Project SUCCESS staff

provide direct, individualized services, including workshops on personal and academic issues, career assessment and counseling, financial aid information, tutoring, peer mentoring, transfer assistance, and ongoing personal support. To qualify for Project SUCCESS, students must be at least one of the following: first generation college student (neither parent has earned a bachelor's degree), low-income (as determined by federal guidelines), or have a documented disability. Project SUCCESS also advises students and helps them select appropriate courses.

Jefferson College staffs an Academic Success Center (ASC), which supports the educational development of students and reinforces classroom learning. The ASC strives to empower students to achieve their academic goals by providing opportunities to enhance student learning and achieve course success. The following services are available in the ASC: Science Lab, Math Lab, Writing Lab, Information Technology Lab, Psychology Lab, and Business Administration Lab. These labs are staffed with professionals who have degrees and instructional experience in their respective fields; many are full-time faculty. Additionally, an Anatomage table is available for students enrolled in anatomy and physiology courses.

Jefferson College provides a number of online services to support student learning, including the Online Writing Lab (OWL), the Online Math Lab, and Ask-a-Librarian. Additionally, Jefferson College provides students with an Information Technology Help Desk, available by telephone, email, and live chat for extended hours to assist students with any technology-related issues, such as logging in to the College's web portal, synching cell phones or tablets to campus email accounts, testing or accessing course materials via the Blackboard learning management platform online, etc. Students can also take advantage of cyber advising, a convenient alternative for those who cannot easily get to campus.

Jefferson College has a clear process for directing entering students to courses and programs for which the students are adequately prepared. Initially, entering students are required to meet with an Enrollment Services Specialist or core advisor to enroll in classes. The student and advisor discuss programs and courses available, review requirements for programs of study, including prerequisites needed, and review placement standards. The student attends a Student Orientation Seminar, where Student Services staff review campus and technological resources.

The First-Year Experience College Studies courses introduce students to college life. These courses emphasize orientation to college, behavioral expectations of college students, required skills for academic success, Jefferson College resources, and essential college/workplace issues such as time management, decision making, and goal setting.

Subcomponent 3. The institution provides academic advising suited to its programs and the needs of its students.

The Office of Enrollment Services at Jefferson College is a one-stop shop for admission, advising, financial aid, registration, student records, and transfer services. Enrollment Services Specialists provide a variety of services designed to facilitate student success, including academic advising, registration, financial aid guidance, career exploration, academic and personal support, and transfer assistance. These services are critical in helping the student make the most of his or her college career. New students are required to make an advising appointment. After being admitted to Jefferson College, an Enrollment Services Specialist assists the student in registering for classes during a one-on-one appointment. Full-time, degree-seeking students are assigned appropriate academic advisors to assist in long-term academic decision making as well as current course selection. Many academic advisors are faculty members who specialize in advising students majoring

in the fields they teach. Students are encouraged to schedule an appointment to meet with their assigned advisor or an Enrollment Services Specialist each semester.

Additionally, students who are accepted into selective admission programs such as Nursing, Veterinary Technology, and Physical Therapist Assistant are assigned to the program coordinator or director within that department for academic advising. Many of the selective admission programs also host independent orientation sessions to inform students of program handbooks, rules, expectations, and required equipment/supplies. The Student-Athlete Success Coordinator provides advising support to student-athletes.

Subcomponent 4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).

Technological Infrastructure. Information Technology (IT) provides support services for Jefferson College's technological infrastructure. Their services include information for purchases and warranty of hardware and software, information on computer security, and systems for information sharing. They also provide support for faculty by troubleshooting, repairing, and replacing computers, printers, projectors, and Smart Boards. Jefferson College students can also contact the Help Desk for online technology support.

Jefferson College students have access to computer labs at each campus location, including the Jefferson College Library. Jefferson College offers Wi-Fi so students can use personal devices, such as laptops, tablets, and smartphones, in all buildings. The Jefferson College Library also allows students and faculty to check-out laptops for personal use.

The Office of Online Learning and Assessment is the main faculty resource for applying the most current technologies in teaching and learning. This office works closely with multiple campus partners to encourage innovative teaching and learning practices that meet the needs of a diverse student population, whether through online, hybrid, or face-to-face modalities.

Scientific Laboratories. Jefferson College has several modern and well-equipped science laboratories at the Hillsboro and Arnold locations. The labs support biology, chemistry, and physics courses. Each laboratory has up-to-date equipment for students to use. The College also employs a full-time science lab coordinator who ensures all supplies are ordered, prepared, and available for the needs of scheduled lab activities each semester. The lab resources are provided by the College to enhance student learning experiences through hands-on activities, including chemical and microbiology experiments, dissections, and computer simulations. The physics lab in Arnold was renovated through the capital project funding process.

Jefferson College also has many Career and Technical Education (CTE) programs that require specialized equipment and laboratory spaces. Each CTE program maintains an up-to-date laboratory area that allows students to utilize the most current equipment, procedures, and strategies for their chosen career field. For example, Nursing students routinely practice simulated hands-on experiences in the Nursing Education Simulation Technologies (NEST) lab. Additionally, many of the Health Occupation Programs use various clinical practice sites throughout the service area. Clinical practice sites include hospitals, clinics, and long-term care facilities. Clinical agreements are secured with each site identifying the practice area that will best meet the needs of the students while in the clinical rotation. Faculty and students have full access to facility resources and personnel while

engaged in a clinical rotation. Affiliated clinical practice sites are approved by the professional accrediting bodies of each discipline during the most recent site visit.

Library. The [College Library](#) is recognized as a leader among community college libraries in its commitment to excellent resources, services, and spaces for students, faculty, and staff. The Library's print and online collections support student and faculty research needs, reflect diverse perspectives, and offer materials for lifelong learning and enrichment. Research assistance, collection development, technology help, and research aids provided by librarians strengthen the work of classroom faculty and provide students strong support in a variety of ways. Librarians respond to faculty and administrative requests for additional resources and methods of delivery. In addition to the robust collection of materials required for scholarly work at a community college, Jefferson College Library has two unique collections: the *Federal Depository Library Program* (FDLP) collection of government information sources (one of only 50 nationwide at a community college), and the Jefferson County History Center Archives (county records that date back over 200 years and provide unique learning opportunities).

Library staff at Hillsboro are available to answer reference and technology questions, assist with research strategies, and check-out library materials. Additionally, online assistance is available through [Ask-A-Librarian](#), the Library's text, chat, email, and phone reference service, and [LibGuides](#), online research guides that contain recommended databases and websites, citation assistance, and video tutorials. Academic Librarians work with instructors in many classes to provide research assistance for specific assignments.

Access to thousands of scholarly and professional journals is available through the Library's database subscriptions, and access to millions of print materials is possible through the Library's catalogs, Archway, and MOBIUS. Interlibrary loan options are also available for difficult-to-obtain materials. Items may be picked up at any college library in the state of Missouri and a courier delivers items daily from Hillsboro to Arnold and Imperial. The Library's Reserves collection provides access to expensive reference books for specialized programs like nursing and veterinary technology, text books and supplemental materials placed on reserve by faculty, and test preparation and style manuals.

The Hillsboro Library building reopened in March 2018 after a complete remodel. The new Library provides 21st century study spaces, advanced technologies, varied learning environments, and the new Center for Teaching and Learning (CTL) suite. Early assessments from Association of College & Research Libraries (ACRL) Field Tests of *Project Outcome for Academic Libraries* indicate that the collaborative and quiet study spaces, technology, collections, and easy access to a variety of services have improved student learning outcomes. In addition to providing quiet and collaborative spaces and up-to-date equipment, software, and an abundance of places to plug-in personal devices, the Library offers students a space dedicated to scholarship where they can see examples of others engaged in the process of learning—getting help from librarians, working with peers, reading, writing, and meeting with faculty.

Performance Spaces. Jefferson College appreciates and promotes the importance and necessity of performing arts and cultural enrichment. The Fine Arts Theater supports the [Performing Arts and Cultural Enrichment (PACE) program](#), which hosts events throughout the year. Many of the College's cultural activities are scheduled in the evenings and on weekends so county residents as well as students may attend. Professional performers showcase their talents in art exhibits, lectures, drama and dance productions, ethnic festivals, and musical and vocal concerts in a wide range of

genres. Student art is also routinely displayed in the Fine Arts Theater and the Administration Building. Capital project funding has supported facility upgrades to the Fine Arts Theater, including new seating, improved lighting, and additional accessible parking.

Subcomponent 5. The institution provides to students guidance in the effective use of research and information resources.

Jefferson College provides students guidance in the effective use of research and information resources by offering courses that are designed to provide students with information and technology literacy. Many programs indicate specific requirements for research and information resources. These courses and programs are effectively supported by Jefferson College's Library system and individual program resources.

College Studies. The First-Year Experience College Studies course offerings are designed to provide students with a strong foundation for success in college. Areas of preparation include academic skills, reasonable expectations, resources, and behaviors. These courses also explain how to navigate Jefferson College processes and procedures.

English. ENG101 English Composition I offers the student the opportunity to perform preliminary research. All degree-seeking students are required to complete ENG101. The advanced composition course, ENG102 English Composition II, is required for students seeking the Associate of Arts and Associate of Arts in Teaching degrees. ENG102 continues the practice of reading and writing critically and analytically, writing exposition, writing persuasion/argumentation, and developing, organizing, and writing the research paper.

Library. As referenced, the Jefferson College Library offers resources and services to assist students with college-level research and personal enrichment. Library staff at Hillsboro are available to answer reference and technology questions, assist with search strategies, and check-out library materials. Additionally, guidance in effective research and support through online assistance is available through Ask-a-Librarian, the Library's text, chat, email, and phone reference service, and LibGuides, online research guides that contain recommended databases and websites, citation assistance, and video tutorials. Librarians work with instructors in many classes to provide research assistance for specific assignments. Citing Sources, a LibGuide, is available for student reference. Library faculty are available to teach Library Use Instruction (LUI) as requested from faculty. The Library follows recommendations from the Association of College and Research Libraries' *Framework for Information Literacy*. Continuous assessment helps librarians identify where pedagogical modifications need to be made in order to address the rapidly changing information landscape.

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3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

Subcomponent 1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

Jefferson College offers many co-curricular programs that are suited to the institution's mission and contribute to the educational experience of students. Examples of co-curricular programs that are offered at Jefferson College include the athletics program, various student clubs and organizations, the "R U Ok?" program, and the SkillsUSA program for career and technical education students.

Jefferson College is a member of the National Junior College Athletic Association (NJCAA), NJCAA Region XVI, and the Midwest Community College Athletic Conference (MCCAC). The College's athletics program is widely recognized as one of the premier NJCAA Division I colleges in the nation. The Student-Athlete Success Coordinator provides a comprehensive academic support program for the student-athlete population, leading to academic and athletic enrichment. The program emphasizes three areas of student development and support: academic athletic advising, mentoring, and goal setting.

Jefferson College also offers a variety of student clubs and organizations. Joining a student club or organization allows the students opportunities to meet other students, gain practical leadership experience, and simply have fun. The student clubs/organizations that are currently available to students are:

- Active Minds
- Black Student Union
- Legion of Gamers
- LGBTQ+
- Missouri Gamma Sigma Chapter of Lambda Nu for Radiologic Technology
- National Association for Music Educators
- Navigators
- Phi Theta Kappa
- Political Discussions Club
- Psychology Club
- Student-Missouri National Education Association
- Student Occupational Therapy Assistant Association
- Student Senate
- Viking Cheerleaders

Jefferson College and COMTREA on Campus, a local mental health organization, partner to promote student wellness, safety, and educational success. Jefferson College recognizes the challenges of being a college student and strives to provide educational opportunities to develop life skills, increase help-seeking behaviors, promote safety, and encourage diversity. Through R U Ok? programs, Jefferson College connects students to resources that help them achieve their goals.

SkillsUSA is another co-curricular program that focuses on students in technical programs. SkillsUSA is a national organization that supports the skill development of students in numerous career areas. Each year, Jefferson College students prepare and compete regionally and nationally with others in their area of interest. Jefferson College students have successfully competed and won awards at the state, region, and national levels.

Subcomponent 2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Jefferson College contributes to its students' educational experiences by promoting student involvement in the community through service learning projects and civic engagement. Jefferson College also contributes to the community by offering continuing education courses and workforce development programs for local businesses. Additionally, Jefferson College promotes community involvement by inviting local professionals to serve on Advisory Committees for Career and Technical Education (CTE) programs and select Arts and Science Education programs. The Advisory Committee members are charged with reviewing the program outcomes and curricula to ensure students are receiving a relevant, quality education.

Service Learning integrates community service with classroom learning and reflection. A service learning project enriches the learning experience, gives students real world experiences to apply to the concepts they are learning, teaches civic responsibility, and builds relationships in the community. Additionally, one component of the College's Civic Action Plan focuses on offering community volunteer service opportunities. These experiences align with the College's Service Value.

Beyond the classroom, Jefferson College offers diverse performing arts programs and community-based presentations. For example, Jefferson College appreciates and promotes the importance and necessity of performing arts and cultural enrichment through the PACE program, which delivers theatre, music productions, TEDx, and Grammy artists to the College.

Jefferson College also offers continuing education and workforce development opportunities to the surrounding community. Continuing education courses provide students with the opportunity to prepare for occupational advancement or re-training or make learning a lifelong process. The Business and Workforce Development Center provides innovative professional development and customized training solutions for individuals and businesses with a focus on building a stronger workforce, increasing business productivity, and advancing economic growth and development in the community. The department leads the ACT Work Ready communities and functions as the Jefferson County Service Delivery for ACT WorkKeys National Career Readiness Certificate Coalition (NCRC). Additionally, non-credit students have the opportunity to build metalworking skills through Business and Workforce Development. Upon successful completion of the WorkKeys curriculum, students may earn Computer Integrated Manufacturing stackable credentials, up to and including the Associate of Applied Science degree.

Jefferson College engages with its community through the Friday Speaker Series, participation in a variety of civic organizations throughout Jefferson County, and by hosting legislative forums through partnerships with the Jefferson County Growth Association. College representatives meet monthly with school district superintendents to learn K-12 trends and share updates regarding early college, general education, and other relevant matters.

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3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

Jefferson College's degree programs are appropriate to higher education. The degree programs and individual courses require substantial learning and rigorous performance by students. Each academic program undergoes a thorough five-year assessment, reflects on strengths, weaknesses, opportunities, and threats, with action plans to make changes as necessary.

The General Education Program equips students with the intellectual tools, knowledge, and creative capabilities to engage in today's globally interconnected and rapidly changing world.

The College has established academic credentials for instructional staff, and all instructors are properly credentialed, including those in dual credit. As well, Jefferson College provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning, such as the technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, and a Jefferson County History Center.

Faculty and support staff are encouraged in their professional development. Staff members attend seminars, conferences, and workshops and complete coursework to stay current in their area of expertise. Professional development travel funds are also available for full-time faculty who present at or travel to conferences or conventions in their discipline. Some specialized accreditation programs require faculty to meet industry-related certifications. The Missouri Community College Association (MCCA) hosts an annual convention providing sessions related to student success, financial aid, academic advising, curricular, and co-curricular topics. Employees are encouraged to participate in this conference and other MCCA, MDHE, or state professional development opportunities.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

Subcomponent 1. The institution maintains a practice of regular program reviews.

Jefferson College maintains a regular [program review process, or Institutional Assessment (IA)](#), in which each instructional or non-instructional department is assessed every five years, with the assessment schedule staggered such that approximately 20% of the programs/services are under review in any given year. The IA template includes a [self-study and report](#) that focuses on strategic planning, data collection, budget impact, enrollment, and assessment. As part of the IA, the action plan establishes a list of goals to be achieved within the upcoming five years before the next program review. For instructional departments, faculty work with Interim Associate Deans to develop goals, while for non-instructional departments, the Director works with department staff to address findings in the IA. For example, in its [2014 report](#), the Criminal Justice (CRJ) department noted the field of private security is one offering an increasing number of opportunities for its program graduates. The CRJ faculty and the Interim Associate Dean set the goal of increasing the emphasis on private security through revisions to curriculum, internship options, CRJ advisory board membership, and

guest speakers. The CRJ faculty led the development of the IA for this department and inclusion of feedback from internal and external stakeholders. The IAs are made available to the public via the College website.

The Assessment Committee began an effort to better align initiatives identified in General Education and Co-Curricular areas. There has also been a concerted effort to increase the alignment of General Education, Career and Technical Areas, and Co-Curricular Assessment into an Institutional-Level Review Process. Therefore, the department or division seeks continuous improvement throughout the five-year cycle. The newly created IA schedule was approved through the Assessment Committee and started in calendar year 2019.

Multi-section assessment (MSA) at Jefferson College has been a point of emphasis since the previous HLC site visit in 2009. The growth of the MSA at the institution can be observed with the number of MSAs performed across General Education. An example of one MSA is General Psychology (PSY101), which began its assessment process in spring 2009. MSA of PSY101 has continued annually since that time, growing to include all sections taught by both full-time and adjunct faculty across all modalities. MSA of Life Span Human Development (PSY205) was added in 2012. The Psychology Department creates annual reports documenting the assessment process to include analysis of data and actions to improve student learning outcomes. For example, data indicated that students were demonstrating difficulty in the three basic criteria of all psychological disorders. In response, the Psychology faculty created an instruction module with learning guide, PowerPoints, interactive instruction, media, and formative assessment options with input from full and adjunct faculty. Data was collected to assess student performance in response to the instructional improvements.

Traditionally, online courses at Jefferson College were reviewed as part of each department's IA. A subcommittee of the Assessment Committee worked to identify a process for evaluation of online courses. To that end, Jefferson College in 2015 piloted the Quality Matters quality assurance system as a means for assessing and improving online courses. Several faculty members from a cross-section of departments participated in the Quality Matters "Applying the QM Rubric" training workshop. As a result, the Assessment Committee formed a task force to align the rubric to Jefferson College needs. One course from each online faculty member in a department is reviewed as part of the department's IA (with the faculty member first performing his or her own self-study and making changes as necessary). If the online course peer reviewers find that all standards are not initially met, the faculty member is given time to make changes to the course design. If standards are still not met, the course enters a probationary period, and the faculty member is given one year to bring the course up to standards. If it is still not approved after that, it will be removed from the active course list. The assessment of online courses is on a schedule that aligns with program or departmental IAs.

Subcomponent 2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

The Registrar publishes on the College website the College's Transfer Procedure, which includes standards and procedures for awarding transfer credit. The Jefferson College Curriculum Committee procedures outline the process for evaluating new courses and ensuring an appropriate number of credit hours are awarded for the amount and rigor of work completed. The College also recognizes that many students come to Jefferson College already possessing significant knowledge and skills relevant to degree programs. These skills can be gained through experiential learning, work experience, advanced placement, and industry-recognized credentials. The Curriculum Committee

has approved policies and procedures for awarding credit for prior learning and experiential learning, which are documented in the College Catalog and Credit for Prior Learning (CPL) Guide. Using academic year 2018 as an example, Jefferson College awarded 440 credit hours through the CPL process.

International student transcripts must be certified and translated into English, contain descriptive titles of courses studied, contain final grades in each course, and provide an explanation of the grading system. Reference information for international students is readily available on the Jefferson College website. Students are encouraged to have their international transcripts evaluated by one of the international credential evaluating services, such as Foreign Credential Service of America; International Educational Equivalency Evaluation Services, Inc.; or Evaluation Service, Inc., to ensure appropriate credit is awarded for prior education.

Subcomponent 3. The institution has policies that assure the quality of the credit it accepts in transfer.

As referenced in 4.A.2., the Registrar publishes on the College website the College's Transfer Procedure. Jefferson College provides Transfer Resources for a significant number of state and regional institutions on the website. The College participates in the Missouri Reverse Transfer Agreement as legislated by House Bill 1042, a statewide agreement through the Missouri Department of Higher Education (MDHE) that advocates for associate degree completion.

Since the implementation of Missouri Senate Bill 997 in June 2016, Jefferson College's General Education Program Council has worked with two-year and four-year partners and MDHE to meet the legislative requirements of the Missouri Higher Education Core Transfer Curriculum Act (Core 42). General education courses that are Core 42 are articulated through academic maps, degree plans, and the College Catalog. The adoption of Core 42 courses at all Missouri public institutions of higher education went into effect with the 2018-2019 academic year.

Subcomponent 4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

Prerequisites for Courses, Rigor of Courses, and Expectations for Student Learning. The Curriculum Committee, whose voting members consist of 12 full-time faculty members representing the academic divisions on campus, ensures that all courses define necessary prerequisites, are appropriately rigorous for the number and level of credit hours awarded, and have clearly defined expectations for student learning. All courses and programs, whether new or modified, follow the Curriculum Committee Submission Process. The committee's Procedure Manual guides the approval process. Faculty members are responsible for creating expected learning outcomes (ELOs) and corresponding assessment measures for each course taught as detailed in the Assessment Handbook.

Learning Resources. The College provides students access to a variety of free learning and support resources.

On February 14, 2018, Jefferson College's Peer Tutoring Program received International Tutor Training Program Certification (ITTPC) Level 1 through the College Reading & Learning Association (CRLA). ITTPC certifies tutor training programs in postsecondary educational

institutions.

As a result of the Department of Labor's Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant program, Jefferson College implemented the Personal Resource and Education Plan (PREP), which is an open-source planning and advising platform developed at Sinclair Community College. The grant program provided navigation resources to support specific student populations. Jefferson College also developed a tutorial service, the Health Professions and Tutoring Resource Lab, to assist Anatomy and Physiology students. These resources have been integrated and are being scaled into College learning support services.

PREP allows staff, navigators, advisors, and faculty a simple interface to contact students to gain information, ask questions, and view a student's academic status, transcript, schedule, and financial aid status. This portal is linked with the College's student information system (Banner) to ensure accurate student information is utilized. Faculty can alert advisors/navigators when students are in academic distress through Early Alert Warnings, enabling advisors/navigators to refer students to academic resources and tutoring.

Faculty Qualifications. Board Procedure IV-006.02 Promotions in Academic Rank (PARS) details the minimum educational requirements of new faculty members and additional requirements faculty members must attain in order to be promoted. The Faculty/Staff Handbook includes the PARS policy and is available to all employees on the College's web portal. All faculty credentials are published annually in the College Catalog.

Early College. Jefferson College offers dual credit opportunities to students in 10 public high schools in Jefferson County and is diligent in ensuring those courses are held to the same high-quality standards and expected learning outcomes (ELOs) as college-level courses.

Jefferson College faculty serve as dual credit liaisons for the high school faculty in English, history, math, psychology, and science. Qualifications for dual credit faculty meet the same rigor and requirements for college faculty. The College, through a memorandum of understanding, requires professional development participation of dual credit faculty each academic year.

Jefferson College's Early College Program is guided by the principles established in the Missouri Coordinating Board for Higher Education (CBHE) Policy on Dual Credit Delivery. The College's program expectations are publicly displayed on the Early College website. The Early College Academy at Arnold allows high school students the opportunity to earn their Associate of Arts degree while earning their high school diploma. Furthermore, Jefferson College received National Alliance of Concurrent Enrollment Partnerships, Inc. (NACEP) accreditation in April 2016. An Early College Advisory Committee meets with high school counselors and administrators each semester to review College policies and procedures.

Subcomponent 5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

Jefferson College maintains specialized accreditation for numerous programs. The following programs are currently accredited or approved in good standing through the designated agencies.

Program	**Accrediting or Approving Body**

Automotive Technology	National Automotive Technicians Education Foundation (NATEF)
Child Development Center	Missouri Accreditation of Programs for Children and Youth
Dual Credit Program	National Alliance of Concurrent Enrollment Partnerships (NACEP)
EMT/Paramedic	Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP)
Fire Science Technology	Approved by the Missouri State Fire Marshal's Office
Health Information Technology	Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)
Heating, Refrigeration, and Air Conditioning Technology	Heating, Ventilation, and Air Conditioning (HVAC) Excellence
Law Enforcement Academy	Commission on Accreditation for Law Enforcement Agencies (CALEA), Licensed by the Missouri Department of Public Safety
Nursing Program	Missouri State Board of Nursing
Occupational Therapy Assistant	Accreditation Council for Occupational Therapy Education (ACOTE)
Physical Therapist Assistant	Commission on Accreditation in Physical Therapy Education (CAPTE)
Radiologic Technology	Joint Review Committee on Education in Radiologic Technology (JRCERT)
Teacher Education	Department of Elementary and Secondary Education (DESE)
Veterinary Technology	American Veterinary Medical Association (AVMA)
Welding Technology	American Welding Society (AWS)

The Computer Integrated Manufacturing Program submitted an application for National Institute for Metalworking Skills (NIMS) accreditation and received the initial self-study kit. The Nursing Program received pre-accreditation candidacy status by the National League for Nursing Commission

for Nursing Education Accreditation (NLN CNEA).

Subcomponent 6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and AmeriCorps).

Degree and certificate programs prepare students for advanced study or employment. Jefferson College has established articulation agreements with many of its transfer partners. Jefferson College faculty have worked collaboratively with faculty members at four-year institutions to ensure seamless transfer programs are available for students. In 2016-2017, Jefferson partnered with Southeast Missouri State University (SEMO) to develop the Transfer Mentor Program, an opportunity for students to track and plan their baccalaureate degree programs at SEMO while completing their associate degrees at Jefferson College. Additionally, the Health Occupation Programs have developed transfer pathways for students.

Some degree programs require internship, practicum, or clinical experiences to ensure student preparation for employment. For example, Business Management majors complete MGT199 Business Internship I, which is a supervised work experience in marketing, management, retail, and merchandising. The employer participates in the evaluation of the student. Emergency Medical Technology-Paramedic students complete two practicum experiences, PAR220 Paramedic Clinical Practicum I and PAR245 Paramedic Clinical Practicum II, which provide students the opportunity to work with live patients under preceptor supervision.

Indicators of success. Jefferson College is proud of the success its graduates achieve. The College uses a number of methods to track and assess that success. Through the Office of Employment Services, the Employment Specialist provides five-year employment rate information to each program of study within the College's Career and Technical Education (CTE) Division. The information is utilized to inform programmatic and institutional reporting processes, including Gainful Employment reporting. The Employment Specialist works with programs and employers in CTE to evaluate the work status of graduates through the 180-day Graduate Follow-up Report. This report is gathered on an annual basis and disseminated to programs of study and to College administration to evaluate the success of graduates or completers in attaining gainful employment. Additionally, the College's specialized programs publicly display the success rates of their students in areas such as board pass rates and placement rates. These rates represent the success of program graduates.

Jefferson's main transfer partner is the University of Missouri - St. Louis (UMSL). Data consistently shows that students from Jefferson College outperform UMSL's native students. Similar data is available for Jefferson students who transfer to Southeast Missouri State University (SEMO).

In four of the last five years, Jefferson College's Integrated Postsecondary Education Data System (IPEDS) graduation rates for full-time, first-time, degree/certificate-seeking students within 150% of normal time to program completion have exceeded the rates of Missouri peer institutions as noted in the table below. However, the College's graduation rates are below the national average by 3-7% each year.

IPEDS Graduation Rates	Jefferson College	Missouri Peers	National
2014 cohort	26%	29%	33%
2013 cohort	28%	26%	32%
2012 cohort	26%	22%	29%
2011 cohort	24%	22%	27%
2010 cohort	24%	19%	20%

When reviewing completion and transfer rates for the National Community College Benchmarking Project (NCCBP) for full-time, first-time students in three years, Jefferson College ranks in the 58th percentile in Missouri and 63rd percentile nationally. For part-time, first-time students in six years, the College ranks in the 75th percentile in Missouri and 33rd percentile nationally.

Through the Missouri Department of Higher Education, Jefferson College also participates in Complete College America. This information is collected on the College Reports webpage, along with additional state and national comparison data.

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4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

Subcomponent 1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

Jefferson College has been steadily growing a culture of assessment. Through the work of the Assessment Committee and the Office of Online Learning and Assessment, the Assessment Handbook was revised to codify institution-wide systems and methods for assessing student learning at multiple levels. The Assessment Cycle begins with articulating learning goals, followed by gathering contextualized information about student achievement, which are used to inform actions for improving student learning.

At the course level, each official course syllabus is required to be reviewed and approved through the Curriculum Committee process, which mandates articulated expected learning outcomes (ELOs) for the course of study. These ELOs are related to the programmatic and/or General Education competencies. Jefferson College has committed itself to an assessment program that connects course ELOs to General Education competencies and institutional-level learning goals.

Jefferson College acknowledges a long-term struggle with developing a focused and institution-wide assessment process. The focus on an institution-wide assessment plan has only recently been developed. Through the five-year institutional assessment process, it was identified that General Education Student Learning Competencies needed to be updated. Through the faculty-driven process, the General Education Institutional Assessment Committee updated the General Education Student Learning Goals as documented in the Institutional Assessment Report in academic year 2016-2017. The report is an extensive examination of how General Education has historically been articulated, assessed, and managed at Jefferson College. Several key internal weaknesses were identified through the Institutional Assessment process with action plans developed to mitigate these areas of weakness. A critical identified weakness was a "lack of a single party responsible for general education." The General Education Program Council (GEPC) was created to be a supervising body for General Education at Jefferson College. The GEPC is an institutionally-embedded subcommittee whose charge overlaps both the Curriculum and Assessment Institutional Committees. Another critical concern was "Gen Ed outcomes are not assessed in any consistent, documented way beyond the large amount of data collected and reported to outside agencies that is not specific to general education." This identification of a challenge in the assessment of the General Education Program

and institutional-level focus through the Assessment Committee has been a genesis for a significant movement toward a more thorough assessment process at Jefferson College. The GEPC continues to meet to complete the action plans identified in the IA.

Guided by the Assessment Committee, faculty and staff developed General Education and Co-Curricular student competencies to clearly articulate the expectations of student learning at the institution. These competencies provide the institution the ability to disseminate these expectations to current and future students as well as educational and workforce partners. The competencies are assessed on a parallel five-year cycle that are aligned to institutional goals. The General Education competencies were created through a collaborative process with faculty that examined other state institutions' and national models, including AAC&U, to create competencies for Jefferson College.

The Co-Curricular competencies were developed after Jefferson College participation in the HLC Individual Assessment Workshops in February 2016 (two-person team) and Strategic Assessment Workshop in July 2016 (nine-person team). Following these workshops, the Assessment Committee created a Co-Curricular Task Force to assist in establishing Co-Curricular student competencies. The Task Force convened a co-curricular stakeholder meeting performing an affinity process to develop draft competencies. In AY2016-2017, the Co-Curricular student competencies were reviewed by the Assessment Committee. The Assessment Committee worked with service department directors and their staff to map the competencies to departmental areas on campus. Following the mapping process, the Assessment Committee offered several professional development opportunities for departmental areas to establish measurable student learning outcomes and assessment methods for the Co-Curricular Competencies.

The Assessment Committee, in conjunction with the GEPC, formed an Institutional Outcomes Task Force to examine the common student learning competencies across curricular and co-curricular programs. The proposal for Institutional Goals was approved by a vote of the Assessment Committee at the October 2018 meeting. The four broad institutional student learning goals are: Valuing, Managing Information, Communicating, and Higher Order Thinking. These institutional goals align with both General Education and Co-Curricular Student Competencies.

Assessment of student development of General Education competencies at Jefferson College is conducted through Program/Institution-level assessment of the General Education Program and Course-level assessment of General Education courses. The longest-standing Program/Institution-level assessments have been the Exit Exams (standardized tests) for all associate degree and certificate candidates and the Graduating Student Opinion Survey with items surveying students of how well the curriculum has prepared them for future endeavors. The General Education IA Process identified that these two assessments were inadequate for documenting the effectiveness of the program and providing opportunities for improvement over time.

The GEPC conducted a General Education Program Academic Skill Competency Development (ASCD) pilot assessment project. The assessment includes evaluation of student artifacts from General Education Program courses to assess student development and learning of academic skills competencies across the General Education curriculum. Artifacts are collected and evaluated by both full-time and adjunct faculty and professional staff using internally-modified AAC&U VALUE Rubrics. Following this activity, a report of assessment findings is generated with identified actions. This comprehensive, systematic process of General Education assessment is further defined in the Assessment Handbook of Jefferson College. In addition, individual course-level assessments and multi-section assessments in General Education core courses assess student development and learning for both knowledge and academic skills competencies.

Jefferson College's Library has a mature process of assessing expected student learning outcomes through its information literacy initiatives. Prior to the College's development of new Co-Curricular Student Learning Outcomes in 2016-2017, Library staff used direct and indirect measures to assess the effectiveness of their instructional sessions. Current practices include analysis of quiz and assignment data from Blackboard, pre- and post-session questions, and surveys, from which action plans are composed and shared. Library staff received the Linda K. Johnston Excellence in Assessment Award from the Assessment Committee in August 2017 for their assessment efforts.

Jefferson College, in a desire to create improved efficiency in assessment, purchased Strategic Planning OnLine (SPOL). The recommendation for the College to purchase SPOL was submitted as a budget request by the Accreditation, Assessment, and Strategic Planning committees. This software enables colleges to have more efficient and consistent procedures for gathering and archiving student artifacts for the assessment process. This tool allows faculty to submit artifacts and assessment findings at the section level related to established competencies and outcomes. Jefferson College is implementing SPOL to improve the collection, dissemination, and use of assessment data to improve student learning outcomes.

Subcomponent 2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

Achievement of Learning Outcomes – Curricular. Expected learning outcomes for each course are clearly articulated on the Official Course Syllabus and tied to course-level assessments. Each instructor assesses student learning in specific courses using these course-level assessments. For some courses, these individual course-level assessments are incorporated into Multi-Section Assessment (MSA) of student learning. An example of the use of course-level assessments for MSA is the PSY101 General Psychology course. The Psychology Department has performed annual multi-section assessment on this course since 2009, which includes data from both full-time and adjunct faculty. In the General Education IA Report, a table summarizes MSAs performed between 2010 through spring of 2016. Two examples include College Algebra and General Biology.

The Health Occupation Programs (HOP) Division conducted a pilot Assessment Workshop in summer 2017 following attendance by the Interim Associate Dean of HOP to the Missouri State University Public Affairs Assessment Workshop. The Interim Associate Dean asked the HOP program directors to collect student artifacts which could reflect the students' learning in the areas of written communication and critical thinking. The program directors (faculty-classification) submitted a Year 1 and Year 2 example of student work in these two areas. The artifacts were collected and coded prior to the Assessment Workshop and subsequently assessed by the HOP faculty and the General Education Program Coordinator using the AAC&U VALUE Rubrics for Written Communication. As a pilot, the objective was to work through any challenges brought on by the assessment process as well as to examine student learning. A critical process observation by the faculty was that the lack of assignment instructions or class context made the assessment of artifacts more challenging. A second process observation was that the critical thinking rubric was not appropriate for use with health care students. An additional observation was that students demonstrated noted improvement from Year 1 to Year 2 across written communication artifacts. The challenge was a minimal number of written communication artifacts were assessed for correct format and citation.

As the HOP moved into Phase 2 of the process in the summer of 2018, changes had been made as suggested by faculty in 2017: 1) Faculty were asked to submit the instructions that were provided to

the students to provide context for the assessors; 2) A faculty-modified rubric was created for clinical reasoning (to replace critical thinking); and 3) Faculty were asked to provide written communication rubrics that required proper citation. The Interim Associate Dean and faculty chose to repeat written communication and use clinical reasoning to attempt to improve on the process observations identified in 2017. Faculty observed that students continued to demonstrate improvement across all sectors of written communication with the exception of citation, where students declined. The faculty identified an action plan item to address the apparent lack of reinforcing of foundation skills in American Psychological Association (APA) guidelines. Over the next three years, HOP faculty will reinforce use of APA guidelines and readdress written communication.

In relation to the General Education courses, the first ASCD Evaluation Session was conducted in summer 2018 to analyze student artifacts using AAC&U VALUE Rubrics for Written Communication and Critical Thinking. The Critical Thinking area was split into critical thinking, inquiry and analysis, problem solving, and quantitative literacy. The faculty provided artifacts for Critical Thinking and identified the appropriate rubric for the work-sample provided. The artifacts were from General Education Knowledge areas: philosophy, English composition, history, psychology, mathematics, biology, and chemistry. The artifacts came from courses taught by full-time and adjunct faculty. The 14 volunteers at the Evaluation Session included full-time faculty, adjunct faculty, and professional staff members. The findings from this session were compiled by an instructor and shared with all faculty during the In-Service Day in October 2018. A report of the quantitative and qualitative findings with action plans was developed from input of faculty who participated in the ASCD and from faculty input after viewing the presentation. These action plans will be used to improve student learning in General Education courses. The General Education ASCD Evaluation Session will be conducted annually to assess academic skills linked to institutional goals. The scheduled outcomes to be assessed annually are found in the College's Assessment Handbook.

All General Education courses were mapped to the General Education ASCD competencies through a faculty input process in fall 2018 in response to MOTR Core 42 General Education program curriculum revisions approved in spring 2018. Faculty teaching General Education courses mapped to a specific ASCD will submit student artifacts for evaluation. The submission of those artifacts align with previously identified annual cycles of Co-Curricular assessment. Cycle 1 focuses on 1) civic engagement, 2) ethical and social responsibilities, and 3) understanding and engaging diverse perspectives. Cycle 2 focuses on 1) information literacy and 2) technology literacy. Cycle 3 focuses on communication. Cycle 4 focuses on 1) creativity and innovation and 2) critical thinking. At the conclusion, in Cycle 5, the General Education Program IA Report is scheduled for submission, which will summarize the annual assessments from the previous four years, setting the plan for the next five-year assessment cycle.

Achievement of Learning Outcomes – Co-Curricular. The Co-Curricular Competencies are assessed through a process of mapping service areas to particular competencies. The service departments mapped to Effective Communication and Critical Thinking competencies piloted the assessment process in fall 2017 and spring 2018. These departments included Enrollment Services, Library, and Project SUCCESS (TRiO). The departments reported their assessment findings in the fall of 2018, and those findings have been aggregated into a Co-Curricular Assessment Report, which includes action plans. A four-year cycle ensures all Co-Curricular Competencies are assessed, and action plans document improvement efforts. Assessment of the Effective Communication and Critical Thinking Outcomes occurred during the pilot year. Cycle 1 (AY2018-19), Cycle 2 (AY2019-20), etc. are defined in the College's Assessment Handbook. Additionally, all Co-Curricular Competencies are

identified in the Handbook with the service departments that are mapped to them, their identified Student Learning Outcomes, assessment methods, and assessment cycles/timelines.

As part of the college-wide assessment plan for Co-Curricular Outcomes, the Library has been participating in the multi-year cycle by assessing the co-curricular impact on the following areas of student learning: 2017-2018 Critical Thinking (pilot), 2018-2019 Diversity, and 2019-2020 Information Literacy. Library staff collaborated with the Assessment Committee to develop Student Learning Outcomes (SLOs) to use multiple measures to assess student learning, including artifact assessment, faculty survey data, post-instruction quiz data, and in-class pre- and post-test assessments. Additionally, the staff use direct, indirect, formative, and summative assessment to help guide instruction, class activities, and assignments. The Library staff also developed a Critical Thinking Rubric to assess the effectiveness of the sessions of the First-Year Experience College Studies courses that focus on library use instruction.

Subcomponent 3. The institution uses the information gained from assessment to improve student learning.

Use of Information to Improve Student Learning – Curricular. As noted in Jefferson College's Assessment Handbook, the College goal for using data from the Academic Skills Competency Development (ASCD) process is to improve student learning. Faculty create action plans in response to identified areas of concern from the ASCD. The General Education Program Council (GEPC) provides oversight of the submission and implementation of action plans. Prior to the new ASCD assessment process and updated General Education Competencies, the College's course and program assessment of student learning was largely focused around multi-section assessment activities. The new ASCD process provides for a more comprehensive and systematic method of assessing student learning.

The number of multi-section assessments performed by General Education faculty has steadily increased from two courses in 2010-2011 to 14 courses in 2018. Full-time and adjunct faculty have shared and analyzed the results through various means, including adjunct orientation and departmental Blackboard pages. The dissemination of the findings of multi-section assessment led to emphasis of certain concepts and skills as well as adjustments to, or additions of, student assignments and activities.

One example of information gained from an assessment process is the English faculty reviewing the MSA for English Composition I and English Composition II to improve student use of research resources. The faculty did not believe the questions provided a fair measure of students' understanding of citations. Therefore, the faculty revised the MSA to include assessment of practical research skills that students will use in their educational careers. Additionally, History faculty learned that they need to improve communication with their adjunct faculty through their U.S History I MSA process. After five years of MSAs, students demonstrated significant improvement.

Another example of this would be the General Psychology 101 Multi-Section Assessment process. The full-time Psychology faculty have met on a weekly basis since 2012 to discuss administrative functions, observations of adjunct faculty, and informal assessment of student learning. Through these meetings, the full-time faculty observed a lack of student proficiency with demonstration of American Psychological Association (APA) style formatting and references. This observation was verbalized within the Psychology Institutional Assessment (IA) which was submitted in 2015. In response to these faculty observations of student-demonstrated learning of APA style, two action plans were created: 1) Work with Library staff to create psychology-specific resources to include

APA style, and 2) Create Psychology program goals and align curricula to reflect APA recommendations for undergraduate psychology curriculum and articulate exit competencies for General Psychology. To achieve these action plan items, the Psychology faculty worked with the Library faculty to create several resources for APA style formatting. Also, the Psychology faculty worked through the Curriculum Committee process to update ELOs and the assessment utilized to develop APA style for crediting sources. The Psychology faculty have observed improved demonstrated student learning of APA style through observations in General Psychology through the APA Style Mastery Quiz and through performance of APA style in upper-level Psychology courses. The Psychology faculty will perform the next IA for the Psychology Department in 2020. In this IA, they will provide updated data collection and satisfaction of action plan items.

The Radiologic Technology program, through work with its third-party accreditor, developed an assessment plan to examine student learning within the program. Through review of student demonstrated work within the class and examination of board exam pass rates focusing on specific content, faculty identified that student performance in regard to radiation protection was problematic. In response, the faculty made substantive changes to the curriculum including the creation of a separate course, RAD101 Radiation Protection. Following this curricular change, the Radiologic Technology faculty demonstrated significant improvement in student learning within coursework and through examination of specific content on preparatory examinations for registry.

In 2011, the Jefferson College Library began a comprehensive MSA of its learning outcomes for the library assignment in all sections of the required First-Year Experience College Studies courses. The first semester included data from 58 sections, delivered by nine librarians at different campus locations. Data was used to measure the effectiveness of one-time instruction sessions in providing improved outcomes essential to student success: the application of navigation of library resources and critical thinking skills used to determine the quality and appropriateness of open web sources. Since that first multi-section assessment, every section of the College Studies course has been assessed and the material, presentation, and expectations have been modified based upon analysis of the data.

Use of Information to Improve Student Learning – Co-Curricular. Enrollment Services uses the Student Orientation Seminar (SOS) to ensure new students are aware of campus resources that can support their success at the College. Analysis of student responses to an assignment revealed a pattern of student misunderstanding of the term "campus resources," and the department revised the course to clarify terminology and better present those resources to students.

The Library participates in curricular and co-curricular assessment of student learning outcomes. As described in the 2018-2019 Co-Curricular Assessment Report, the Library tied its past assessment practices to new institutional efforts to measure critical thinking. The Library evaluated critical thinking skills related to student acquisition and application of college-level research concepts as demonstrated in introductory classes. Assessment results indicated that teaching and learning exercises were largely successful, but the incorporation of more explicit ACRL's *Information Literacy Framework* principles were needed, and a method to capture closed/quantitative responses would improve future analysis. These changes were implemented in summer 2018.

As a result of the Office of Employment Services Institutional Assessment in 2011-2012, the Employment Specialist established a need for additional student awareness of individual skills and credentials accumulated through programs of study within the Division of Business and Technical Education. The Skills to Resume process was developed, permitting the Employment Specialist to assist students in more effectively documenting these skills and credentials on their resume and thus increasing employability. The Computer Information Systems Skills to Resume Report shows

evidence of this process.

Subcomponent 4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

In an effort to adopt and adapt best practices in assessment, faculty, staff, and members of the Assessment Committee have attended multiple professional development experiences. These professional development opportunities include, but are not limited to: HLC Assessment Workshop, HLC Annual Conference, Assessment Matters (Johnson County Community College), and the Missouri State University Public Affairs General Education Assessment Workshop. In an effort to create a culture of assessment at Jefferson College, the institution provided the following internal assessment events: Opening Week Assessment Workshops, Faculty Professional Development Day, Adjunct Professional Development Seminars, CTL Workshops, Co-Curricular Assessment Training Workshops, General Education Assessment Workshops, and Health Occupation Programs Assessment Workshops. The Instructional Division dedicated a full day during the annual orientation week in 2018 for general education and career/technical faculty to work on alignment of course-level ELOs to General Education competencies and knowledge areas. This process was developed through the Assessment Committee and is ongoing.

The process by which Jefferson College adopted its student learning competencies for General Education demonstrates extensive faculty participation. This process to define General Education at the institution and provide a framework for the program was conducted by the General Education Institutional Assessment (IA) Committee and included a March 2015 Faculty Task Force Workshop. In addition to the March workshop, feedback was sought from all faculty through multiple rounds in April and August 2015. Faculty members and the General Education IA Committee refined the framework, and in April 2015, feedback from all faculty was requested. The approval process for the Curriculum Committee included formally documenting the signatures of every full-time faculty member, as required by Missouri Department of Higher Education (MDHE) Credit Transfer Guidelines for Student Transfer and Articulation Among MO Colleges and Universities as well as the Jefferson College Credit Transfer Agreement. The changes were signed by all full-time faculty, and the Curriculum Committee approved the changes to the General Education Program effective for the 2016-2017 academic year.

In spring 2017, faculty and staff members of the Assessment Committee participated in Missouri State University's (MSU) Public Affairs General Education Assessment Workshop, a part of that institution's Quality Initiative Project. College faculty and staff at the HLC Annual Conference in spring 2017 attended a general education assessment session presented by Missouri State University. As a result of that presentation, Jefferson College followed up with the presenters and was invited to participate in their Public Affairs General Education Assessment Workshop in May 2017 and May 2018.

The successes and challenges of the Health Occupation Programs (HOP) pilot were shared with the Assessment Committee and General Education Program Council in the fall of 2017. The results of the HOP Assessment Workshop were also shared with all HOP full-time faculty during division meetings in academic year 2017-18. Based on feedback provided by faculty that participated in the pilot, the process was revised to include faculty-modified AAC&U VALUE Rubrics and provision of assessment instructions to evaluators. The updated process was applied by faculty to student artifacts during the summer of 2018. The HOP performed a second assessment workshop. Based on feedback from the first workshop, both HOP faculty and the Interim Associate Dean of Health Occupation Programs decided to use the student learning outcomes from the first workshop. The second

workshop identified an area of concern with the use of APA formatting by students within the HOP. An action plan was created to increase use of APA formatting to better prepare students for transition to baccalaureate work.

The GEPC conducted a pilot Academic Skills Competency Development (ASCD) project for the 2017-2018 academic year that mirrored the MSU Public Affairs Assessment Workshop and the HOP Assessment Workshop Pilot. This pilot involved a team of full-time and adjunct faculty, staff, and administrators evaluating student development of written communication and critical thinking using AAC&U VALUE Rubrics in June 2018. Artifacts of student work were submitted by full-time and adjunct faculty from all General Education Knowledge Areas. This pilot assessment data was shared with all full-time faculty in the fall of 2018 and informed the development of the ASCD as part of the comprehensive General Education Assessment Plan.

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4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

Subcomponent 1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

Jefferson College has defined goals for student retention, persistence, and completion that are appropriate to its mission, student populations, and educational offerings. In academic year (AY) 2017-2018, Jefferson College's Strategic Enrollment Management and Retention (SEM/R) Committee established a SEM/R Data Task Force of faculty and staff to clearly articulate the retention, persistence, and completion goals for the institution. Task Force members began by reviewing and analyzing high school and college enrollment data, retention rates, persistence rates, and completion rates for the past several years. The following goals for AY2018-2019 were recommended by the SEM/R Data Task Force and approved by the SEM/R Committee:

- **Retention:**   65% goal for full-time; 47% for part-time
- **Persistence:**   88%*
- **Completion:**   30% graduation; 20% transfer

*Upon reviewing the persistence rate data more closely, it was discovered that the original persistence rates were calculated incorrectly. The revised persistence rates were presented to the SEM/R Committee in January 2019, and a new persistence rate goal of 75% was established.

The SEM/R Data Task Force is currently reviewing data to establish retention, persistence, and completion goals for the next three to five years. The SEM/R Committee is finalizing a new five-year Strategic Enrollment Management and Retention Plan, which includes action plans to achieve established retention, persistence, and completion goals.

Prior to the establishment of retention, persistence, and completion goals and in alignment with the

2015-2020 Strategic Plan, Jefferson College focused on meeting or exceeding the performance measures established by the Missouri Department of Higher Education (MDHE) for performance funding. MDHE performance funding measures vary each year. For 2018, the state identified six measures for an institution to achieve to earn all of its possible state performance funding. Jefferson College achieved five out of six measures, including three-year graduation and transfer rate, percent of attempted courses successfully completed, pass rates on professional licensure exams, tuition and fees as a percent of median family income, and graduate outcomes. The measure that the College did not meet is non-core expenditures as a percent of total expenditures.

The tables below provide data for the three performance measures related to completion.

Three-Year Graduation and Transfer Rate	
Fall 2008 – Fall 2010	36.1%
Fall 2009 – Fall 2011	34.6%
Fall 2010 – Fall 2012	35.4%
Fall 2011 – Fall 2013	35.6%
Fall 2012 – Fall 2014	39.6%

Percent of Attempted Courses Successfully Completed *	
Fall 2011 – Fall 2013	73.0%
Fall 2012 – Fall 2014	74.1%
Fall 2013 – Fall 2015	75.3%
Fall 2014 – Fall 2016	76.0%
*Note: New performance measure for 2016; therefore, prior data not available.	

Pass Rates on Professional Licensure Exams	
Fall 2012 – Fall 2014	94.4%
Fall 2013 – Fall 2015	94.4%
Fall 2014 – Fall 2016	93.9%

Fall 2015 – Fall 2017	91.3%
Fall 2016 – Fall 2018	91.8%

For three-year graduation and transfer rate, Jefferson College improved its rate and met the required performance measure in four of the five years. For percent of attempted courses successfully completed, the College successfully increased rates each of the past four years to meet the performance measure. Additionally, Jefferson College has consistently scored above the benchmark of 90% for pass rates on professional licensure exams for each of the past five years and met the performance measure.

Jefferson College recognizes that retention, persistence, and completion goals were recently established. While the College has had various initiatives tied to retention, persistence, and completion over the past 10 years, these initiatives were not tied to data. Through the work of the Strategic Enrollment Management and Retention Committee, the foundation has been established for data-informed retention, persistence, and completion rate analysis.

Subcomponent 2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

Jefferson College collects and analyzes information on student retention, persistence, and completion of its programs. One example is the Placement Task Force, which was established in 2018, to review data and explore alternative placement options for the General Education Program. Analysis of data showed that standardized tests like the SAT and ACT did not provide any indication of success in a course. However, analysis clearly demonstrated that students who graduated from their high school with a GPA of 3.0 or higher were more likely to pass any class into which they placed. Based upon this evidence, a high school GPA of 3.0 or higher was deemed as college ready starting in the fall of 2018. As a result, students with a high school GPA of 3.0 or higher were immediately placed into their general education courses in English and mathematics. After the fall 2018 semester, results indicated that success rates in English improved across the department. In comparison, math courses showed varying decreases in pass rates. Preliminary results indicate the new placement protocol based on high school GPA has been a success in terms of moving students from developmental to general education courses.

In the fall of 2013, the English department began working with a co-requisite model of remediation, the Accelerated Learning Program (ALP), for ENG101 English Composition I. While pass rates in the prerequisite course ENG099 Foundations of English Composition were higher than national averages (64%), data showed that the rate at which students would start ENG099 Foundations of English Composition and complete ENG101 English Composition I was still unacceptably low (23%). Only 20% of students who enrolled in ENG099 Foundations of English Composition completed a degree or certificate within three years of taking their ENG099 Foundations of English Composition course. Data from the pilot program indicated a higher level of course completion when students concurrently enrolled in ENG099 Foundations of English Composition and ENG101 English Composition I. Additionally, 33% of the ALP participants, compared to 24% of the non-ALP participants, completed a degree or certificate within three years of taking ENG099 Foundations of English Composition. As a result of this success, the ALP was scaled for all students in fall 2017. The ALP for ENG101 English Composition I removes a barrier for Jefferson College students and provides access to the intended program more quickly than without the ALP.

For Jefferson College's Early College Program, data has been compiled for each high school, including student course completion rates and student retention, persistence, and completion rates. This data is compared to all Jefferson College students and provided to the high school superintendents.

Jefferson College's Health Occupation Programs, which include Bi-level Nursing, Health Information Technology, Occupational Therapy Assistant, Physical Therapist Assistant, and Radiologic Technology, and the College's Public Safety Programs, which include Emergency Medical Technology and Law Enforcement Academy, as well as the Veterinary Technology Program, collect and analyze student outcomes in compliance with third-party accreditation requirements. One example of using student outcome data is the Physical Therapist Assistant Program. As a result of declining graduation rates, the program director analyzed at what point the program was losing students. She found the program lost students to academic reasons in the first spring semester of the program, when students complete four program-specific courses. Beginning in spring 2018, the program implemented additional student support and tutoring during this particular semester, including two weekly content review sessions, three hours of mandatory open-lab time for skills practice, and three different times during each week in which an instructor led the open-lab skills practice. While five students did not progress within the program after the spring 2017 semester, with these implemented changes, only three did not progress for academic reasons after the spring 2018 semester.

As noted in Criterion 4.A.4., Jefferson College participated in the Department of Labor's Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant program. Overall completion rates for this program (40%) were higher than the College's institutional completion rate (28%). One product of the grant program was the Health Professions Tutoring and Resource Lab (HPTRL) and given its success, this program transitioned to the Academic Success Center and became accessible to all students in July 2018.

Subcomponent 3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

Jefferson College regularly analyzes data on retention, persistence, and completion and responds to negative trends by implementing improved educational programs and support services. One prominent example of the College responding to lower-than-desired rates was the College's decision in 2013 to join the Missouri Completion Academy. The Academy began with a two-day workshop presented by Complete College America in conjunction with the Missouri Department of Higher Education, in which participants developed and committed to plans to increase completion among students. From that point, the College embarked on a mission to improve success in gateway courses, implement co-requisite models, offer more guidance and clearly defined pathways to degree attainment, and accelerate students' degree completion times.

Numerous programs and departments also track retention, persistence, and completion data and respond with measures to improve those numbers among their specific students. In 2013, the Student-Athlete Success Coordinator analyzed data from 2008 through 2012 that included comparing the number of credit hours student-athletes took in-season versus out-of-season, difference in GPA for each term, and number of course withdrawals. Based on those findings, academic plans of student-athletes were evaluated based on athletic schedules to ensure acclimation to demands of student-athletes.

To address declining retention and completion rates and to provide more comprehensive and

consistent support to students, Jefferson College implemented a one-stop shop in January 2014. Enrollment Services staff in the one-stop shop provide assistance with admission, advising, financial aid, registration, student records, transfer services, career exploration, and academic and personal support. The goal of the one-stop shop is for students to have comprehensive services available in one location and to develop relationships with their Enrollment Services Specialist who can assist them from admissions through graduation. Despite declining enrollment, data indicates that more students are meeting with Enrollment Services Specialists. Since the implementation of the one-stop shop, retention rates for full-time and part-time students as well as completion rates have increased or stabilized.

As a result of declining retention and completion rates, the Bi-level Nursing Program made significant changes to the Registered Nursing (RN) program. Faculty created the Students Assisting in Nursing Technical Skills (SAINTS) program, which is a peer tutoring program with Level II/RN students assisting fellow students needing extra practice time in the Nursing Education Simulation Technologies (NEST) lab or acting as an assistant during scheduled lab times. Also, in response to challenges from the Missouri State Board of Nursing with respect to completion and post-graduate success, the Bi-level Nursing faculty have worked to create a mandatory remediation program to ensure students have all necessary information, skills, and competency mastery prior to proceeding on to future course work.

Faculty make improvements to programs or initiate new programs as a result of data. For example, after identifying low completion rates, faculty modified the Automotive Technology certificate from a two-year program (54-56 credit hours) to a one-year program (25-27 credit hours). Art faculty identified that students were not completing their degrees in two years. The general education requirements for the Associate of Arts degree made it difficult for students to schedule the many hours of studio classes needed for an art concentration. Therefore, the Art faculty received approval for an Associate of Fine Arts degree.

Beginning in 2011, the Missouri Department of Higher Education (MDHE) began provisionally approving programs with a full review and approval of programs in five years. The MDHE also regularly performs a statewide review of existing academic programs to identify programs with less than an average of 10 graduates over the past three years. For programs that fall below the threshold of 10 graduates, justification is required for the programs to continue to be offered.

Subcomponent 4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Jefferson College aligns its definitions, processes, and methodologies for tracking and analyzing information on student retention, persistence, and completion with Integrated Postsecondary Education Data System (IPEDS) and the National Community College Benchmark Project (NCCBP). The College's Office of Institutional Effectiveness collates the data, coordinates the timelines, and manages this information to support the College's reporting needs.

Jefferson College uses IPEDS definitions and data to track and benchmark retention and completion. Because IPEDS does not provide a definition of persistence, Jefferson College has chosen the definition of fall to spring continued enrollment. These values are used by the Strategic Enrollment Management and Retention Committee, Strategic Enrollment Management and Retention Data Task

Force, and the Key Performance Indicator (KPI) subcommittee of the Strategic Planning Committee.

During academic year 2016-2017, the KPI subcommittee of the Strategic Planning Committee used IPEDS definitions and data to establish three KPIs with state and national comparisons. The KPIs included retention and completion as well as financial accessibility. The final version of the KPI report identifies Jefferson College's progress.

The National Community College Benchmark Project (NCCBP) is submitted on an annual basis by Jefferson College and other regional and national community colleges. The College uses these data points as well as licensing, registry, and other nationally-normed data resources to support student success upon transfer matriculation or placement in career positions.

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4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

Jefferson College is committed to evaluation and improvement of its teaching and learning processes. A regular program review process, or Institutional Assessment (IA), assesses each instructional or non-instructional department every five years on strategic planning, data collection, budget impact, enrollment, and assessment. As part of the IA, the action plan establishes a list of goals to be achieved within the upcoming five years before the next program review.

Jefferson College has made a concerted effort to increase both the quality and quantity of assessment of learning that takes place at the institution. Resources and personnel have been dedicated to improve the College's assessment processes. Through the work of the faculty and various committees, processes for articulating goals for student learning and assessment of student learning for every course are established and maintained. An Assessment Handbook was revised to codify institution-wide systems and methods for assessing student learning at multiple levels, including co-curricular assessment. The College continues to mature in its assessment processes.

As well, Jefferson College has recently established retention, persistence, and completion goals tied to data. While the College has had various initiatives tied to retention, persistence, and completion over the past 10 years, these initiatives were not tied to data. Through the work of the Strategic Enrollment Management and Retention Committee, the foundation has been established for data-informed retention, persistence, and completion rate analysis.

The College continues to demonstrate its growth in its assessment of the quality of its educational programs and support services, and it evaluates the effectiveness for student learning through processes designed to promote continuous improvement.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

Jefferson College's resources, structures, and processes support fulfillment of its Mission. The College is committed to improving the quality of its educational offerings and has structured planning processes that allow it to meet future challenges. While state support in funding has seen decreases, the College has been able to respond effectively by focusing on budget planning and mission-driven resource allocation.

Subcomponent 1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

Fiscal Resources. The College's resources are sufficient to fulfill its mission, improve quality of educational offerings, and respond to future challenges/opportunities:

- Jefferson College receives unqualified annual audits from its independent auditor each year. The College's most recent audit for FY2018 indicated a 7.5% increase in operating revenues and a 4.2% increase in net position.
- For FY2018, in spite of declining enrollments that exceeded budgeted expectations, conservative estimates for both state aid and property taxes were exceeded and total unrestricted revenues were at or above budgeted levels. These three components (tuition, state aid, and property taxes) account for approximately 85% of the College's general operating revenues. Additionally, each department critically analyzes programs, services, and positions

in response to declining state aid and enrollment. Since 2016, the College has offered early retirement incentives, presented voluntary separation agreements, or implemented a reduction in force to address budget needs.

- Capital expenditures continue to be a significant expense for the College and give strong support to program expansion, infrastructure maintenance, safety, and technology. The FY2019 budget includes $2.485 million in capital projects. Approximately 40% of this total is reserved for general infrastructure repair and replacements (roof, HVAC, parking lots, sidewalks, painting, lighting upgrades, etc.), 25% for technology upgrades, 15% for projects recommended by the College's Strategic Planning Committee, 9% for security upgrades, 6% for faculty and staff furniture upgrades, and the balance for miscellaneous projects.

Human Resources. As detailed in the 2017-2018 Annual Institutional Data Update, Jefferson College had 493 employees, including the following:

- 98 full-time faculty
- 171 part-time faculty
- 101 full-time staff
- 15 part-time staff
- 77 full-time administration
- 31 part-time administration

The number of part-time faculty employed by the College continues to decrease due to the impact of lower enrollment caused by external economic factors affecting the number of course sections offered. Turnover for full-time and part-time regular employees from July 2017 to June 2018 was 12%, which included a retirement incentive.

The College utilizes an online applicant tracking system, PeopleAdmin, to manage job postings and applications for employment. The Director of Human Resources trains search committees and hiring managers about fair and equitable hiring practices and reviews and approves interview questions. Committees and hiring managers submit a search report identifying the strengths and weaknesses of the candidates who were interviewed to support the selection of the finalist. References are checked by either Human Resources or search committee chairs. The Director of Human Resources, in conjunction with appropriate administrators, determines whether the applicant recommended by the committee or hiring manager shall be extended an offer for employment. If the committee/hiring manager's choice is not advanced, the Director of Human Resources explains the rationale to the committee. The offer of employment for all positions comes from the Director of Human Resources. Any offer of employment is contingent upon the satisfactory outcome of a criminal background check.

Board Procedure V-002 details Jefferson College's Salary Administration Plan to ensure fair and competitive wages and compliance with mandated requirements. The College contracted with a consultant in February 2016 to conduct a classification and compensation study. The study includes the review and analysis of staff job responsibilities and a compensation study that includes both faculty and staff. The College has implemented a plan, approved by the Board of Trustees, to respond to the compensation study recommendations.

Physical Resources. Buildings and Grounds encompasses management of a number of support functions for the College, including all maintenance, custodial services, and remodeling/new construction. The College maintains its facilities in support of a quality learning environment through routine maintenance and replacement. Projects related to capital infrastructure and repair are

currently budgeted at $980,000 per year. The Missouri Department of Higher Education makes available RSMo 163.191.6 Community College Maintenance and Repair Guidelines that are supported through state statutes.

Buildings and Grounds supports the strategic planning process by reviewing capital project requests, assisting with bids for projects, and providing construction or support in working with outside contractors as needed to implement the approved projects each year. In 2011, an upgraded electrical loop and conduit infrastructure for future fiber upgrade were installed to ensure the power and data needs of the campus and classrooms were met efficiently and with more reliability. Recent projects to improve classroom, lab, and building spaces through capital projects include the Automotive Technology renovation (2018), expansion of the Academic Success Center (2014), Fine Arts Theater lighting and seating replacement (2017, 2018), and the Fine Arts Visual Arts (2018) and Machine Tool Technology (2015) classroom remodels. With contractors, Buildings and Grounds also managed and coordinated the renovations for the campus Library that re-opened in spring 2018. Parking lot maintenance, regular re-painting of rooms and halls, and general building maintenance have been added to the annual planning of Building and Grounds to ensure support of a welcoming and safe environment.

Technological Resources. The Information Technology department provides students, faculty, and staff with a reliable technology infrastructure that supports the student learning process, academic programs, and the administrative service functions of the College. This includes support for the College's student information system, classroom and office technologies, wired and wireless networks, telecommunications, video surveillance, and business operations.

The Information Technology department was formed in the fall of 2011 by merging Administrative Computing, Telecommunications/Networking, and the Academic Computing departments into a single unit to better serve its constituents, promote efficiency, and improve service delivery. This model has positioned the College to address technological challenges now and in the future.

Information Technology develops departmental action plans to align with the College's Strategic Plan that enhance and address current and future technology needs campus-wide. The College recently deployed a new video surveillance system that joins three campus locations into a single platform, greatly enhancing campus safety/security. The MyJeffco landing page replaced the campus web portal to improve the user experience and reduce operating costs. Additionally, the College implemented a disaster recovery site using Amazon's Cloud Service for mission-critical business services.

The College uses Ellucian's Banner information system for the transactional functions of student services, financial aid, human resources, and finance. The public website and campus web portal are hosted by third parties and provide multiple communication tools to the campus community. Additionally, Jefferson College uses Blackboard for its Learning Management System. All full-time and adjunct faculty are required to post a course syllabus and grades for each course. As part of their initial onboarding, all faculty receive training on Blackboard.

Jefferson College uses a six-year desktop computer replacement plan and a three-year replacement plan for mission-critical components, including servers and security appliances. The department is responsive to compliance, regulatory, and security requirements.

Through collaboration across departments, Information Technology staff developed a student participation system in 2013 to track student attendance and participation, which is a mandated

requirement for students receiving federal financial aid. This system was part of the College's Quality Initiative and data was used to improve student retention and completion. This web-based application, written in Java, is integrated with Banner, so enrollment and course information is always current. Student participation in online courses is tracked by importing information from Blackboard. Student ID card scanners are used in four large classrooms to assist instructors in taking attendance. Students are able to scan their ID card, and their participation status is immediately recorded in the student participation system. Instructors are provided a color coded indicator of each student's participation status for the course. The indicators allow the instructor to easily identify students who have lagging participation. Instructors may submit early alerts through the student participation system.

To improve access to data and information, the Information Technology department researched data analytics and report software in 2018. They identified the FAST Reporting Suite as the most cost effective program and led the implementation. The software supports the culture of data-driven decision-making and assessment evolving at the College.

Subcomponent 2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

The College's resource allocation processes support the educational purposes of the institution. Over the last several years, the College's budgeting process has evolved from a centralized to an open, decentralized process. The Team, which includes the President, Vice Presidents, Dean, Interim Associate Dean, Executive Director of Development, Director of Human Resources, and Director of Public Relations/Marketing, has been seeking input from all levels of the College to facilitate the decision-making process. The Business Office generates monthly reports to the Board detailing changes in financial net position and current value of investments. Additionally, the Business Office annually produces current year budget and actual expenditures and transmits these to budget managers to assist them in determining needs for the following year. For the FY2019 budget, four budget workgroup committees were formed from a cross-section of College employees (faculty, certified professional staff, and classified professional staff) to develop cost-savings or revenue-generating ideas.

Each functional area, as part of the annual budget presented to the Board of Trustees for approval, provides narratives that highlight key accomplishments for the current year and planned goals for the coming year.

As noted in 5.A.1., roughly 15% of a year's capital expenditure budget is comprised of projects recommended by the Strategic Planning Committee, which is comprised of faculty, staff, and students. Although Jefferson College has had a capital projects process for many years, it has been improved since the implementation of the current Strategic Plan and the development of the Strategic Planning Procedure Manual in 2016. Employees are encouraged to submit capital projects for approval to the committee annually. The committee evaluates each of the projects based on the capital project rubric, which aligns with the College's Mission and Strategic Aims. The projects are scored and rank ordered. As an example, during the FY2018 process, a total of $650,000 was allocated in the budget to fund these projects. Six projects were selected, recommended for approval by the Team, and included in the budget for approval by the Board of Trustees. Presenters with projects "below the line" are encouraged to submit their proposals in the following years. This process is collaborative and provides employees the opportunity to request funding for projects that support the College's Mission and Strategic Aims.

Subcomponent 3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

Jefferson College's current strategic planning document, developed in 2013-2014 and implemented in 2015, supports the College's Mission documents and includes five Strategic Aims: 1) Student Learning & Support; 2) Community Collaboration; 3) Support for Employees; 4) Environment & Infrastructure; and 5) Financial Responsibility. The Strategic Aims support the Mission documents by guiding actions to serve the College's community, delivering quality learning opportunities, and empowering individuals to succeed. As well, the Strategic Aims integrate the Values of Success, Accessibility, Integrity, Learning, and Service. The 2015-2020 Strategic Plan guides the planning operations at the College. These Strategic Aims were developed with input from internal stakeholders, which resulted in the creation of realistic aims that take into account future needs and opportunities.

Through the work of the Strategic Planning Committee over the last several years, planning has become inclusive of all stakeholders, which has resulted in increased transparency and participation. The College is in the fourth year of the 2015-2020 Strategic Plan and has begun to develop the process to create the next five-year plan (2020-2025). The first step in this process was to conduct an inclusive Mission, Vision, and Values review that was completed in April 2018. A Strategic Plan Development Task Force, led by the co-chairs of the Strategic Planning Committee and including representatives of all constituent groups, developed a timeline for completing the next plan and is in the design phase of the process.

Subcomponent 4. The institution's staff in all areas are appropriately qualified and trained.

Jefferson College uses PeopleAdmin for its human resource management system. Qualifications, levels of education, and experience vary depending on the type of work performed in the position. Currently, employee job descriptions include a position description and functions of the position. Through the Classification Study, new job descriptions are under development for all staff. The new descriptions include sections for essential duties, training and experience, licensing requirements, knowledge, skills, and physical requirements.

Employee onboarding includes training on a variety of topics. These sessions include College policies, sexual misconduct, sexual harassment, Family Educational Rights and Privacy Act (FERPA), Drug-Free Workplace, Discrimination Awareness, Title IX, and Active Shooter. Volunteers for the College also undergo this training.

Professional development opportunities are available to ensure staff are knowledgeable and up-to-date in their respective areas. Professional development and training opportunities are available to all faculty and staff during Opening Week and through the Center for Teaching & Learning. Additionally, faculty lead professional development sessions for the Faculty In-Service Day in the spring semester each year. During this Faculty In-Service Day, the Instructional Division administrative support staff participates in training sessions, led by the Administrative Assistant to the Vice President of Instruction.

The Management Development Series was formed in 2016 to support middle-level managers with resources and decision-making skills. The schedule includes a Title IX presentation and Q&A session to the managers by the College's legal counsel representative. Legal counsel presented in December 2016 on employment law and policy topics and delivered a Title IX presentation in March 2018.

In AY2011-2012, the College began partnering with a regional sister college, Mineral Area College, to offer a Leadership Academy every two years. This professional development program is designed to support organizational continuity by developing top talent in key positions, maintaining the institution's values, and preparing the future leadership of the College. The Leadership Academy includes monthly trainings, participation in one or more President's Leadership Council meetings, attendance during at least one Board meeting, completion of reading and research assignments, and meeting with state legislators. Due to the success of the Leadership Academy, a second-year program was added in AY2016-2017.

Employees are supported in their pursuit of educational or professional development opportunities for their professional roles with the College. Board Policies II-019 and II-020 establish tuition waivers and tuition reimbursement provisions for employee financial assistance directed toward improvement of their qualifications. The College is committed to these funds for employee development. Through budget planning discussions over the past few years, College leadership has committed to retaining these funds and policies.

Through professional associations and memberships, employees have additional access to training and professional development opportunities. These include Missouri Community College Association, Missouri Association of Collegiate Registrars and Admissions Officers, Missouri Association of Student Financial Aid Professionals, Missouri Academic Advising Association, Missouri Association for College Admission Counseling, Missouri Department of Higher Education conferences, Missouri Library Association, Missouri Association of Career and Technical Education, and the Higher Learning Commission annual meetings.

Subcomponent 5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Processes are in place for budgeting and monitoring expenses. Monthly reports are prepared and submitted to the Board as detailed in 5.A.2. College policy requires a minimum of three bids for all expenditures over $1,500, and awards are made to the lowest and best bidder. For expenditures over $15,000, the College requires publicly advertised bids and Board approval prior to awarding of the contract. College policy also requires detailed approval of all expenditures with varying levels of approval required based on the dollar amount of the expenditure. Higher expenditures require additional levels of approval.

Preparation for the upcoming fiscal year begins during the fall semester of an academic year. The Team discusses institutional budgetary needs and local and state fiscal influences. A Board Budget Review Subcommittee is appointed each December. Budget assumptions are prepared early in the spring semester. Upon review of enrollments, assessment valuations, and state budget discussions by the Administrative Team and Board Budget Review Subcommittee, a researched and informed budget is presented to the Board in late spring. Daily reports on enrollment numbers offer comparative data for the previous year, which allows for a comparative review of tuition and fees.

The Missouri Community College Association (MCCA) Presidents and Chancellors Council has ongoing relationships with the state legislators that represent their areas. The College President is a member of this group and as such, receives ongoing feedback on legislative initiatives that might have a fiscal impact on the College.

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5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

Jefferson College is focused on creating an institutional culture that values input and participation from all stakeholders in an effective shared governance process. The administrative structures, including the Board of Trustees, support collaborative work to achieve the Mission of the College. Jefferson College is focused on an effective shared governance structure and seeks to increase participation by all stakeholders to focus on institutional improvement.

Subcomponent 1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

The College has a well-defined organizational structure with clear reporting lines. The Board of Trustees consists of six members elected by the citizens of Jefferson County. Each Board member serves a six-year term. Board members have the opportunity to participate in orientation, training and development, including retreats for skill development and participation in American Association of Community College Trustees National Legislative Summits.

The Board meets 10 times per year with executive sessions scheduled as needed. To support its financial and academic policies and practices and meet its legal and fiduciary responsibilities, these items are embedded as regular agenda items, which include public communication, approval of warrants, a consent agenda, old business, new business, and administrative reports. Recent improvements to public visibility include the implementation of BoardDocs, an online platform designed for board management and governance, and special presentations on key College initiatives, including strategic planning updates. Board meetings are open for public comment.

Subcomponent 2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.

The College's Assurance Report in 2009 stated, "Although there is a commitment to and valuing of collaborative processes in the College, there is evidence that the number and size of committees (at this point numbering at least 21 and continuing to proliferate) do not contribute to governance that is

efficient and effective as well as appropriately consultative" (pp. 9-10). As a result, the President appointed a committee in fall 2010 to lead constituent groups in an analysis of the roles of the committees. This 18-month campus-wide process resulted in a new institutional committee structure, which was approved by the Board of Trustees in January 2012. The number of committees was reduced from 21 to 11, and committee representation includes faculty, staff, and students with administrators serving as liaisons on committees. The committee structure is identified by the Board of Trustees as the College's shared governance process. According to Administrative Procedure III-001.02, "shared governance means that responsibility for institutional decisions is shared among administrators, faculty, and staff…The goal is to accomplish a committee structure that empowers members to participate effectively in the growth and development of the College and encourages and recognizes effective leadership" (p. 27).

Committee chairs comprise the Council of Institutional Committee Chairs (CICC), a group that focuses on the overall effectiveness of the committee and shared governance structure, recommending improvements each year. The CICC maintains a portal on the internal network that houses committee charges, membership information, agendas, and minutes that all employees can access. Recent improvements include the creation of a committee chair training and resource guide and the advancement of the process for committee recommendations.

In addition to the committee structure in place to support governance, the College also values constituent group representation, which includes Classified Professional Staff, Certified Professional Staff, Faculty Senate, and Student Senate. Each of these constituent groups has a president who serves as a liaison on committees or as a spokesperson regarding College matters. The President meets weekly with Team, senior leadership for the College. The President's Leadership Council (PLC) is comprised of representatives from all areas of the College, which includes members of the constituent groups, committees, and administration. PLC meets monthly to review and share information critical to effective operations. The committee and constituent leadership work together to advance shared governance at Jefferson College. Some examples of committee initiatives include the following:

Accreditation Committee. 1) Two task forces, the Data Analysis Task Force and Student Intervention Task Force, supported the College's Quality Initiative under the oversight of the Accreditation Committee. These working groups developed a predictive model to identify at-risk students and designed intervention strategies to help retain these students. 2) At the time, the Diversity Subcommittee was part of the Accreditation Committee and used an inclusive planning process involving faculty, staff, and students to design an institutional Diversity Plan. This work resulted in the creation of a full Diversity Committee, launched in fall 2018, to support implementation of the Diversity Plan through the institutional committee structure.

Assessment Committee. Members of the Assessment Committee have participated in HLC assessment training workshops, attended sessions at the HLC annual conference on assessment strategies, attended for two years a general education assessment workshop at Missouri State University, and implemented actions to assess co-curricular and curricular outcomes. As a result, a revised Assessment Handbook has been approved by the Board of Trustees and assessment is moving beyond isolated initiatives to systematic throughout the institution. The timeline and goal suggest the committee is seeking an integrated assessment process and cycle to guide Jefferson College's assessment processes.

Curriculum Committee. The Curriculum Committee reviews and approves all proposed new courses

and programs. The General Education Program Council coordinated the Missouri Transfer (MOTR) Core 42 general education redesign in 2017-2018. The Council submitted all general education revisions to the Curriculum Committee for review and approval in April 2018.

Employee Support Committee. The Employee Support Committee and Quality Work Environment Task Force recommended the implementation of Clifton StrengthsFinder training as a tool to improve work team effectiveness and campus morale. The project was piloted with the Council of Institutional Committee Chairs and the Management Development Series participants in 2016-2017. Additionally, several departments incorporated StrengthsFinder training and activities into their staff development opportunities. The President's leadership team ("Team") also completed the training.

The involvement of internal stakeholders, including students on committees, is critical to the governance process. The Council of Institutional Committee Chairs created a video in 2015 describing the committee structure and involvement opportunities. This video is updated annually and shared with new employees to encourage awareness of the College's commitment to shared governance, to explain the charge and purpose of the different committees, and to share the annual accomplishments of the committees.

Subcomponent 3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

The shared governance structure at Jefferson College is centered on the work of the institutional committees. Administration, faculty, staff, and students play a key role on all committees, subcommittees, and task forces. Each constituency group is represented on the committee membership. Active and engaged involvement of the members contributes to the success of the committee structure.

The charge of the Assessment Committee and the Curriculum Committee includes oversight of academic requirements. Committee recommendations have also informed policy and process revisions. The Placement Task Force of the Student Learning and Support Committee reviewed placement options as COMPASS was phased out. A Completion Academy was established to guide the College's Complete College America efforts in alignment with the Missouri Department of Higher Education initiatives. Recommendations that emerged were subsequently transitioned to the institutional committee structure, including recommended updates to the College's graduation residency requirement. The Administrative Withdrawal Task Force of the Strategic Enrollment Management and Retention Committee researched and recommended the College adopt an administrative withdrawal policy. Student Senate led the initiative to add "gender identity or expression" to the College's existing Non-Discrimination Statement. These examples provide evidence of how administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes.

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

A culture of institutional effectiveness and continuous improvement is integrated in the College's operations. The College developed its first five-year institutional Strategic Plan in 2009. Faculty, staff, students, administrators, Board of Trustees members, and external stakeholders took part in the creation of the plan and in setting the College's Strategic Aims. The process was refined and used to create the 2015-2020 Strategic Plan. A task force has been established to develop a comprehensive strategic planning process for 2020-2025. This effort began with a Mission, Vision, and Values Task Force, comprised of faculty and staff, leading a collaborative process to review the College's Mission, Vision, and Values statements in 2017-2018. The Strategic Planning Task Force will build on that work and strive to implement a Strategic Plan based on effective planning methods for higher education, especially in an era of reduced state funding, increasing tuition, and competitive enrollments.

Subcomponent 1. The institution allocates its resources in alignment with its mission and priorities.

Jefferson College planning resources align with the mission and institutional priorities. The Strategic Planning Committee, comprised of a representative group of faculty, staff, administrators, and students, oversees the overall planning processes of the College, conducts annual reviews of action plans, and establishes procedures to increase the effectiveness of planning throughout the campus. In 2015, the committee responded to concerns from campus constituents that the processes were confusing. This feedback resulted in the creation of the Strategic Planning Procedure Manual that contains information detailing the processes for creating and submitting action plans, creates common definitions of planning terms, and provides annual deadlines and timelines to assist with more effective planning. Initial feedback was positive, and the committee reviews and revises the manual each year and ensures it supports an inclusive planning process.

The Strategic Planning Committee's goal is to create a campus culture focused on excellence through planning linked with assessment. The committee analyzed progress on the Strategic Plan's Strategic Aims by piloting a gap analysis in 2016. As a result of this process, the committee supported implementation of SPOL (Strategic Planning OnLine), a software module designed to support more effective tracking of action plans, improve the ability to perform gap analyses, and link planning and

assessment more effectively. The planning module of SPOL launched in August 2018.

Action plans that cost more than $15,000 may be requested through a Capital Planning Request process that ensures funds are allocated based on the College's Strategic Aims. This competitive process is conducted annually by the Strategic Planning Committee in partnership with the Office of Finance and Administration.

Faculty in the Career and Technical Education division may request funds through the Enhancement Grant process. Faculty submit requests for equipment with a justification aligned with the Strategic Plan and measurable outcomes, demonstrating how the request will enhance instruction. Faculty then present their requests to leadership in Information Technology, Buildings and Grounds, Finance and Administration, and other administrators and faculty to ensure the appropriate office representatives are aware of these needs. Chairs for institutional committees also have the opportunity to submit funding requests each year.

Subcomponent 2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

Program level assessment is linked to strategic planning and assessment through the five-year Institutional Assessment (IA) cycle. Each program or department completes a comprehensive review, including an assessment of program/departmental effectiveness, to develop goals for the next five years. These goals are tied to the College's Strategic Plan and tracked by the Strategic Planning Committee through the Institutional Action Plan (IAP) process. To improve the effectiveness of the planning and assessment cycle, the College purchased Strategic Planning OnLine (SPOL) software in 2018. Implementation of SPOL software modules began in fall 2018 with a goal to completely implement both the Planning and Assessment modules by May 2019. SPOL will help improve effectiveness by linking action plans created as part of the IA process with on-going assessment. Staff training will follow implementation of both modules and focus the cycle of planning and assessment, how to track action plans and report results, and how to assess the need for new action plans based on assessment results.

The Assessment Committee is comprised of faculty, staff, and students. The committee's charge is to support the College's ongoing assessment efforts; review and share data pertinent to ongoing assessment of student outcomes and college services; and review and share course, program, and institutional level assessment (IA) efforts to provide feedback and to communicate assessment efforts internally. The Assessment Committee's processes are documented in the Assessment Handbook. The committee rewards excellence in assessment through an annual Linda K. Johnston recognition award.

Internally, the College posted Key Performance Indicator (KPI) data. Regular use of the data was sporadic. Through the increased attention to data resources and needs, the Strategic Planning Committee recognized the need for a KPI Subcommittee to advance these initiatives. Work continues to create a streamlined set of KPIs to enable faculty and staff to focus on data that demonstrates overall institutional effectiveness and supports continuous improvement.

The intent of the purchase of Strategic Planning OnLine (SPOL) is to link assessment of student learning, planning, and budgeting to ensure effectiveness of operations. The College purchased all five modules of SPOL, including Assessment, Accreditation, Planning, Budgeting, and Faculty Credentials.

Subcomponent 3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

Jefferson College continues to mature and integrate its internal and external constituents in its planning processes. The College developed its guiding strategic plan document in 2009. The minutes from the Strategic Planning Committee indicate broad campus input and feedback. Surveys were distributed to external constituents. In planning for its 2015-2020 Strategic Plan, the College sought feedback from the institution as a whole and considered its constituent groups. The minutes of the Strategic Planning Committee for 2013-2014 year note the approval process and distribution of the drafted plan for campus review.

In 2017, the Mission, Vision, Values Task Force was charged to review the Mission documents. The Task Force subsequently presented proposed revisions of the existing Mission, Vision, and Values to internal and external constituents, including the President's Leadership Council, Board of Trustees, institutional committees, and local community and civic organizations. A web page was dedicated to solicit community response to the proposed revisions. As the Strategic Plan Development Task Force develops its process for the 2020-2025 Strategic Plan, a similar model will be incorporated to solicit internal and external constituent feedback.

Overall, the College participates in legislative advocacy in January each year. Administrators, faculty, staff, and students have the opportunity to visit with legislators on financial aid, program support, and community college initiatives.

Subcomponent 4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.

Planning on the basis of a sound understanding of current capacity has been conducted through a review of prior year funding adjustments and budget modifications. Enrollment numbers, economic influences, and state support were considered year to year, but using data to inform the planning needed improvement. In 2017-2018, the Strategic Enrollment Management and Retention (SEM/R) Committee established a SEM/R Data Task Force to review data. The data points included a review of county population projections, high school 12th grade enrollments, county unemployment rates, and College enrollment patterns and trends. The subcommittee also calculated three-year moving averages for retention, graduation, and transfer rates. The Task Force recommended institutional goals for enrollment, retention, persistence, and completion that were approved by the SEM/R Committee in spring 2018.

Based on this data, the SEM/R Committee set its 2018-2019 enrollment target at 4,200 students, a decrease of 6%. Subsequently, since the state had mandated that public higher education institutions limit tuition increases to no more than 1%, the enrollment goal was used to inform budget revenue from tuition and fees. These metrics and the process became significant to budget discussions and campus planning.

Subcomponent 5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Emerging factors are considered in Jefferson College planning. For Jefferson College, these factors have included technology, demographic shifts, and dual credit degree completions. Information Technology continuously plans for technological needs and upgrades. The Director of Information

Technology presents to Team, sharing information related to the ever-adapting and shifting technological needs of the institution and its cyber security needs.

Demographic shifts inform enrollment planning as well. Anecdotal information shared in campus and planning conversations suggested Jefferson County secondary graduation rates would decrease. The Institutional Research data, however, contradicted this narrative, and the data suggested secondary graduation rates would remain stable if not experience a slight uptick. Additionally, over the past four years, Jefferson College has experienced a transition to more part-time students. This shift has resulted in students enrolling in fewer credit hours, thus resulting in less revenue.

A significant service to the College's county high school students presents a unique emerging factor which impacts first-year, first-time numbers. As more high school students complete dual credit hours or the Associate of Arts degree, the increased service to school district students could result in lower College enrollments of first-year, first-time student numbers as those students matriculate directly to universities. The College recognizes this correlation. As well, if more College students complete the 42-hour General Education Missouri Transfer (MOTR) Core and transfer, the College could post fewer Associate of Arts degree completions. The Office of Institutional Effectiveness continues to monitor this data.

The inaugural cultural exchange between Jefferson College and colleges in Darmstadt, Hesse, Germany, resulted in the coordinators arranging for German students to tour two manufacturing sites in Jefferson County, with the exchange program to Germany for Jefferson College students scheduled for May 2019. The study abroad trip includes excursions to cultural and historical sites throughout Germany.

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5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

Subcomponent 1. The institution develops and documents evidence of performance in its operations.

An Office of Institutional Effectiveness and Strategic Planning was created in AY2017-2018 by reorganizing existing departments and changing the position focus on the Director of Planning and Outreach to a model that offers oversight and support of campus efforts in planning, institutional research, grants, and accreditation. Additionally, position duties related to oversight of assessment were added to an existing position to create the Senior Director of Online Learning and Assessment. This position provides dedicated support to the institutional Assessment Committee and assessment efforts across the campus.

Institutional effectiveness is measured through the Institutional Assessment process, specialized program accreditation, and review of Key Performance Indicators (KPIs). Over the last five years, several institutional committees focused on a more transparent, systematic, and collaborative culture of continuous improvement. Changes have occurred across departments as these efforts have led to innovative projects centered on developing a culture of excellence.

As the College improves performance in its operations, new strategies inform its decision-making capabilities. In spring 2018, a predictive model for student enrollment was developed. This model was used to inform the FY2019 budget, planning for a 6% decrease in student headcount. Per the fall 2018 census enrollment report, headcount had decreased by 1.45% as compared to fall 2017. While spring 2019 census will not be included in this argument, internal enrollment reports for spring 2019 suggest a drop of approximately 4% in credit hours and 6% in headcount. The predictive modeling allowed the College to budget for such declines. While this example is a small one, its significance to Jefferson College's institutional growth and learning sets the bar for use of data in operational effectiveness, institutional capability, and overall sustainability.

Strategic Planning. The College has a developing culture of continuous improvement that started with an institutional focus on developing a strategic plan and encouraging departments and divisions to conduct planning processes to support achievement of institutional aims. Through the work of the Strategic Planning Committee and participation in various campus meetings, it was determined that faculty and staff understood the basics of planning but needed additional support to develop their individual and departmental efforts. Through the creation of a Strategic Planning Procedure Manual, implementation of annual planning retreats, and use of an action plan tracking sheet to align outcomes with College Strategic Aims, the College planning efforts are integrating across departments.

Assessment. In AY2017-2018, assessment leadership became part of an employee's duties as

opposed to being assigned to a committee chair role. The Senior Director of Online Learning and Assessment co-chairs the Assessment Committee with a faculty member, and they have coordinated College-wide assessment initiatives. The General Education Program Council, led by a faculty member, is a subcommittee of the Assessment and Curriculum Committees. The General Education Program Coordinator has guided the overall General Education assessment process through both its institutional assessment and the state's implementation of Missouri Transfer (MOTR) Core 42. Additionally, a Co-Curricular Outcomes Task Force of the Assessment Committee developed Co-Curricular Outcomes, including a cycle of assessment and professional development. College departments participate in institutional assessment every five years.

The Director of Institutional Effectiveness and Strategic Planning and the Senior Director of Online Learning and Assessment work together to reinforce the links between effective planning and quality assessment to promote continuous improvement. This includes ensuring cross-representation on campus committees in each area and partnering on projects.

Subcomponent 2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Jefferson College has a culture of performance that continues to evolve and improve. An institutional focus on planning processes supports achievement of institutional Strategic Aims and performance. The institution houses its College Reports, Strategic Planning Documents, and Institutional Assessments on the Planning and Reports site, which is accessible to the public. Posted on the College Reports page are FactBooks; Missouri Department of Higher Education performance funding reports; IPEDS Missouri, National, and Peer Group Comparisons; National Community College Benchmark Project reports (including comparison reports); Complete College America data; and Graduating Student Opinion Surveys. Institutional Assessments and Strategic Planning materials, which include Action Plans and Capital Project requests, are housed on the Planning & Reports site for access by the public and employees of the College.

Graduating Student Opinion Survey. The Graduating Student Opinion Survey asks graduating students to rate the quality of their experiences at Jefferson College. Surveys conducted for spring 2018 indicated 95% of students rated the College's employment and job placement as "satisfactory" or better, with 79.6% rating those services as "above average" or "outstanding." When students were asked how well they felt the curriculum at Jefferson College had prepared them for their future endeavors, 51.7% answered that they felt "somewhat prepared" and 42.9% answered that they felt "very prepared." The majority of respondents (89.2%) rated their experiences with Jefferson as an "A" (60.8%) or "B" (28.4%). The majority of graduating students, (84.3%), rated All (18.6%) or Most (65.7%) of their courses as being of high quality. Team reviews the feedback for trends and needs.

In addition to those reports and materials to support institutional effectiveness, capability, and sustainability, the College also conducts third-party surveys to assess performance of its operations, including the Modern Think-Great Colleges surveys and the Noel-Levitz Student Satisfaction Inventory.

Modern Think-Great Colleges. Jefferson College participated in the Chronicle's Great Colleges to Work For survey from 2011 to 2016 and will again participate in 2019. A Quality Work Environment Task Force, consisting of representatives from all constituent groups, was established in fall 2013 to assist the administration in further study of the workplace environment and make

recommendations that will foster satisfaction with the workplace. The members noted the College had improved in almost all categories with a goal to increase satisfaction further. Additional initiatives to garner information have included an employee survey to obtain further details on areas of concern, a guest speaker and leadership training during the College's Opening Week, communication to the campus community regarding survey results, discussions and work sessions at the President's Leadership Council and constituent meetings, and creation of a Shared Governance Task Force, facilitated by an outside consultant, with representation from all constituent groups. College administration reviewed the overall institutional trends as well as trends by constituent groups from 2011 to 2016 and continues to seek ways to improve employee morale in the midst of declining enrollments, state budget cuts, and reductions in force (RIF) or retirement incentives.

Noel Levitz Student Satisfaction Inventory. The Noel Levitz Student Satisfaction Inventory was administered in April 2014, April 2016, and April 2018. The survey inventory was sent as an e-mail to all enrolled students. A comparison of the three administrations has shown positive outcomes. Eleven strengths were identified by students for 2018, the most received in the three years of the survey. Additionally, each year the survey has been administered, the challenges have decreased. In 2014, ten challenges were identified; in 2016, eight challenges were identified; in 2018, five challenges were noted.

Five strengths and three challenges have been consistently identified in all three administrations. Suggested recommendations included hosting student focus groups, which were held in spring 2015 after the initial survey. This engagement provides College leadership the opportunity to ask some of the same questions that were asked on the instrument in order to assess and compare student feedback to determine if the one-stop shop model implemented in 2014 has improved the student enrollment and registration experience. Next steps are planned to celebrate the strengths identified and determine methods to further assess the challenges.

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5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

Jefferson College's resources, structures, and processes support fulfillment of its mission. The College is committed to improving the quality of its educational offerings and has structured planning processes that allow it to meet future challenges. While state support in funding has seen decreases, the College has been able to respond effectively by focusing on budget planning and mission-driven resource allocation.

Over the last several years, the College's budgeting process has evolved from a centralized to an open, decentralized process. Jefferson College is focused on an effective shared governance structure and seeks to increase participation by all stakeholders to focus on institutional improvement.

A culture of institutional effectiveness and continuous improvement is integrated in the College's operations. The process was refined and used to create the 2015-2020 Strategic Plan. A task force has been established to develop a comprehensive strategic planning process for 2020-2025.

Jefferson College promotes a culture of performance that continues to evolve and improve. The College has dedicated resources and established efforts to use data to improve operations and practices. Early results of these efforts suggest new models to support the College's planning and performance.

Sources

There are no sources.