

**MISSOURI COMPLETION ACADEMY SELF-ASSESSMENT APPLICATION
JEFFERSON COLLEGE**

SECTION I: COMPLETION GOALS

Consistent with the American Association of Community Colleges Completion Goal (AACC, 2010), Jefferson is striving to “produce 50% more students with high-quality degrees and certificates by 2020.”

AACC in *The Completion Agenda: A Call to Action* suggests the following and these suggestions are serving as the focus for Jefferson College completion initiatives, strategic planning, and allocation of resources:

“enhance instructional program; enhance external engagement practices; enhance faculty engagement and professional development for faculty and staff; improve student engagement; enhance student services; strengthen technology and research structure; connect the completion work to the strategic plan; strengthen internal and external communication; build a culture of completion.” (AACC, p. 4)

In the ongoing Strategic Planning Process, Jefferson has established Strategic Aims, Objectives, and Key Performance Indicators that support student retention and completion.

Several *Jefferson Colleges Strategic Long Range Plan Aims and Objectives* support Completion. <http://vega.jeffco.edu/dmaupin1/2010-2015%20Jefferson%20College%20Strategic%20Plan%20-%20Revised%20090512.pdf>

The following are some of the Key Performance Indicators that support retention and completion:

Student Learning	Benchmark/Baseline	Target	Actual
<u>County Degree Attainment compared to the state’s proportion</u>	31.10%	30.00%	24.40%
<u>College Level Course Enrollee Success</u>	75.20%	79.00%	73.57%
<u>Post-Completion Success:</u>			Measure to be developed
<u>Course Pass Rate (lower division courses) at UMSL</u>	72.00%	76.00%	80.00%
<u>Undergrad Weighted Cum GPA Earned at UMSL</u>	2.991	2.8	3.126

Student Support	Benchmark/Baseline	Target	Actual
Fall-to-Fall Student Persistence Rates	50.60%	56.00%	51.67%
Completion or 4-yr Institution Transfer Rates, First-Time, Full-Time, Degree-Seeking Students	43.00%	50.00%	37.01%
CTE Completers Related to Job Placement Rates	66.32%	75.00%	65.14%
Safe and Secure Environment		98.00%	99.30%
First-Time, Full-Time, Degree-Seeking Students' Graduation Rate	22.80%	40.00%	26.60%

Assessment	Benchmark/Baseline	Target	Actual
General Education Student Outcomes (Enrollee Success Rate):			
Composition I	72.80%	78.00%	75.75%
Composition II	70.80%	75.00%	66.84%
College Algebra	58.00%	70.00%	66.60%
Speech	78.40%	78.00%	73.30%

While the work of all of the College's institutional committees supports student learning and retention, two institutional committees are focusing considerable effort on completion and retention initiatives: the Student Enrollment and Retention Committee and the Student Learning and Support Committee. The Student Enrollment and Retention Committee has developed, with college-wide feedback, the *Student Enrollment Management Plan*. The *SEM Plan* includes the following main objectives with stated strategies to achieve each: (1) Determine and achieve optimal enrollment overall and by program; (2) Maximize the strategic use of technology in

enrollment management; (3) Design marketing and recruitment strategies for targeted populations; (4) Continue to improve college-wide persistence and completion; and, (5) Broaden understanding of a participation in enrollment management.

Section II: Common Completion Metrics

Completion Data Sources

The following are some of the data sources that inform our Completion Initiatives:

IPEDS Completions Data
NCCBP
Complete College America Annual Reports
MSAS
Jefferson Program Level Institutional Assessment Data
Jefferson Sequential Course Data

Race/Ethnicity and Age

This metric shows fewer student age 25 or older transfer or receive a degree:

Total Student Completion: 24.43%

Age 25 or older: 5.36%

[2013 CCA, Outcome Metric 2--Graduation Rates](#)

This metric shows a rather large gap among Full-Time students “age 25 and older” who transferred or received a degree within the time period collected, and a slightly smaller gap for students “20-24 years old” [2013 CCA, Outcome Metric 3--Transfer Out](#)

Although the 2012-2013 IPEDS Fall Enrollment and the 2012-2013 IPEDS Completion reports are not looking at the same cohort, they both reflect fairly similar ethnicity and gender percentages. (They do not both offer age and FT/PT comparisons)

Enrollments	Count	% Enrolled
NR Alien	13	0.2%
Hispanic	42	0.8%
Amer Indian/Alaska Native	24	0.4%
Asian	31	0.6%
Black	105	1.9%
Nat Hawaiian/Other Pac Islander	4	0.1%
White	5,010	91.2%
Two or More	23	0.4%
Unknown	242	4.4%
Male	2,292	41.7%
Female	3,202	58.3%
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Completions	Count	% Complete
NR Alien	4	0.4%
Hispanic	8	0.8%
Amer Indian/Alaska Native	4	0.4%
Asian	7	0.7%
Black	20	1.9%
Nat Hawaiian/Other Pac Islander	3	0.3%
White	991	93.8%
Two or More	0	0.0%
Unknown	20	1.9%
Male	475	44.9%
Female	582	55.1%
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	1,057	

[IPEDS—Fall Enrollment \(2012-13\)](#)

[IPEDS—Completions \(2012-13\)](#)

Remedial Course Enrollment

- The *Jefferson College 2012 Factbook* show counts and percentages of COMPASS placement test scores for new freshmen for the last five years. [Fall 2012 Factbook](#) (p. 28)
 - 744 first-time students from the Fall 2009 cohort enrolled in remedial courses, (48% of the total Fall 2009 first-time entry cohort).
 - ~ Math 313 (20.21%)
 - ~ English 178 (11.49%)
 - ~ Math and English 253 (16.33%)
- [2013 CCA Submission \(Progress Metrics 1 & 2\)](#)

Successful Remedial Student Completion of College-Level Courses

- 404 students (54%) of the students who enrolled in remedial education were successful in remedial education, and 235 (32%) of these enrolled in remedial students completed a college-level course in the same subject within two academic years of entry.
 - ~ Math (33.55%)
 - ~ English (41%)
 - ~ Math and English (22.5%)

[2013 CCA Submission \(Progress Metrics 1 & 2\), Performance of Students in Developmental Courses and Subsequent Success in College Credit Courses](#)” report offers additional information and perspectives.

Student Completion Time and Credit Hours

	Certificates	Associate Degrees
Time in Years	Full-time 3.16 Part-time 2.24	Full-time 3.61 Part-time 5.81
Credit Hours	Full-time 75.64 Part-time 48.47	Full-time 77.84 Part-time 84.45

[2013 CCA Outcome Metric 4](#) (Please note, this form was completed by DHE, using data made available to them through our compliance reporting; there are some anomalies).

Percentage of Attempted Courses Students Completed

- 74.66% of credit hours attempted in 2010-2011 were completed. [2013 Progress Metric 6](#)

Credit Hours Completed the First Academic Year

- Full-time students completed 24 credit hours in their first academic year 582 students (48.7%), from the first-time, full-time, Fall 2009 cohort, completed 24 credit hours within their first academic year. [2013 CCA Progress Metric 4](#)
- 118 students (33.3%), from the first-time, part-time, Fall 2009 cohort, completed 12 credit hours within their first academic year. [2013 Progress Metric 4](#)

Certificates of One Year or Greater Awarded

- Jefferson awarded 109 certificates of one year or greater during the 2011-2012 academic year: 98 certificates of one year or greater awarded the previous year. [CCA Outcome Metric 1](#)

SECTION III: COMPLETION STRATEGIES

Current and Ongoing Completion Strategies to Reduce Time-to-Degree and to Accelerate Student Success

- Credit for Prior Learning - Jefferson College has a published policy for Credit for Prior Learning demonstrated by CLEP, AP exams, industry-based exams, and departmental exams. For more information see <http://vega.jeffco.edu/cnash/Credit%20by%20Exam%20Brochure%20Current%202013.pdf>
- Articulation Agreements - Jefferson College has articulation agreements with 14 universities for ease of transfer credit.
- 2+2 Programs - Partnerships with universities offer students the opportunity to earn advanced degrees on campus. Jefferson currently partners with University of Missouri-St. Louis and with Missouri Baptist University, with both having offices on campus. Beginning Fall 2013, Central Methodist University will offer a BSN program at Jefferson's Arnold site.
- Core Transfer Library - The Registrar has submitted the spreadsheet indicating how various courses transfer to Jefferson from all public institutions in Missouri.
- Dual Credit and Dual Enrollment - Jefferson College offers dual credit courses and dual enrollment with the area high schools. The college is piloting $\frac{1}{3}$, $\frac{1}{3}$, $\frac{1}{3}$ programs with three area high schools in which the college pays $\frac{1}{3}$ of the tuition, the high school pays $\frac{1}{3}$, and the students pay $\frac{1}{3}$ with schedule paths that include online and face-to-face courses that are carefully sequenced and supported.
- FYE Courses - Jefferson College has First Year Student Success courses requirement to strengthen and educate students on non-academic skills and resources needed for student success.
- Development of an adult learner degree plan (A.A.) - Can be completed in two years with attendance by students one night per week combined with online learning.
- Introduction of a Computer Information System fast-track - A new certificate program.
- Initiation of a program titled "Jefferson Aspiring Student Scholar Institute" - A program designed to facilitate efficient completion of developmental courses and increased placement scores.
- Attendance Tracking - Software being piloted this summer.
- Mandatory First Semester Academic Advising
- Career Counseling and Job Placement Services
- Counseling and Behavioral Response Team - Provides interventions for students with mental health issues and/or behavioral issues.
- Academic Support - Free professional tutoring, peer tutoring, and online tutoring with chat features
- Technology Support - The Academic Computing department offers ongoing training technology training and support for students and faculty, which is supported with the Help Desk
- Center for Teaching and Learning - Supports faculty professional development, new pedagogies, sharing of scholarship of teaching and learning, and support for new educational technologies.

- Early Alert - Provides faculty and staff an online means of reporting to the ARC (Advising and Retention Center) students who are struggling or not attending; this reporting triggers interventions and support.
- Child Care Center - Located on the Hillsboro campus.
- Dual Credit - Offered in 10 area high schools.
- Winter Session and Intersession - Three week sessions are offered in May and in December between traditional sessions.

Current and Ongoing Remediation Reform

- JASSI - Jefferson Aspiring Student Scholar Institute - Offered as pilot in Summer 2012. Offered again in Summer 2013. Summer Bridge program with main purpose to improve student course placement scores using a Compass correlated course in MyFoundationsLab.
- Project ARC LC - piloted in Summer 2012 - A collaboration between the Advising and Retention Center and the Learning Center areas to target students who have Compass tested and placed within 5 points of the next level course in Reading, Writing or Math. Students are contacted and given information on free resource study materials. These students are encouraged to review and retest. Results for Summer 2012: 34 students tested out of 42 courses for a total of 128 credit hours. Additionally, 16 students achieved reading proficiency by retesting.
- MTH001 Basic Math - Uses modules in MyMathLab which allow students to test out of mastered concepts, thus allowing students to focus on content not yet mastered and move through the course more quickly.
- ENG098 Basic Writing Skills I - Uses an initial diagnostic test in MyWritingLab which allows students to test out of mastered skills, thus allowing students to focus on skills not yet mastered and move through the course more quickly.
- Reading Placement - Has been implemented which ensures students have the necessary reading skills required for success in college level courses. The lower level course, RDG020 Introduction to Reading is offered in the college Learning Center as arranged, independent study courses, thus allowing students to take this course any semester when needed at either the JCA site or the JCH campus.
- Contextualized Remedial Reading - Accomplished in some courses.
- Course Placement Policy - Placement is consistent with the Statewide Course Placement. For more information see [http://vega.jeffco.edu/cnash/ADVISING%20COURSE%20PLACEMENT%20CHART%20\(MAR%2013-2013\).pdf](http://vega.jeffco.edu/cnash/ADVISING%20COURSE%20PLACEMENT%20CHART%20(MAR%2013-2013).pdf)

The Role of Certificates

- Jefferson offers 16 certificate programs. Most certificates are embedded in an Associate of Applied Science degree program; some have fast-track options, cohort scheduling, online hybrid options, and evening options.
- The College ensures quality and labor market value of certificates with Technical Skills Assessment, third party credentials, program accreditations, employer surveys, and institutional affiliations.

- All Jefferson College graduates who receive a certificate take the WorkKeys exit exam. These graduates then are awarded NCRC's, National Career Readiness Certificates, a nationally recognized ACT certification, based on scores the students achieved on the WorkKeys tests.
- Other certificate program graduates achieve an industry recognized certification. For example, students who receive certificates in CIS, Computer Information Systems, test to receive Comptia and A+ certifications offered through the Pearson VUE testing. HVAC students complete EPA testing.
- Area Technical Students, who complete a certificate program, including Culinary Arts, Business Information Technology, Criminal Justice, Machining, and Welding, complete a Technical Skills Assessment (TSA).

Outreach and New Delivery Structures to Help Students Balance Work and School

- Adult Learner Survey - Jefferson College recently conducted an "Adult Learner" survey targeting JCA evening students.
- Degree Plan for Adult Learners - Jefferson College has designed a degree plan for adult learners. The plan includes face to face and hybrid courses and allows students to attend one night a week only and receive a degree in two years. The initial offering will be Fall 2013.
- Previous new student surveys that tracked the numbers of hours those students worked per week, family responsibilities, etc.
- Questionnaires distributed at one educational site gathering information about the student population attending at that site and their needs.
- A recent survey of adult students at an outreach site asking about their preferences in course scheduling and class format.
- Feedback acquired from students participating in several institutional committees including Strategic Enrollment Management and Retention, Strategic Planning, and Student Learning and Support.
- Information secured through focus groups (including a group of student leaders) about the initiatives outlined in the Strategic Enrollment Management Plan.

Outreach to Business Community

- Business and Workforce Development Center that promotes training opportunities and business partnerships with area employers.
- Employment Services Office provides opportunities for employer interaction, including job fairs, employer job postings, and qualified applicants for positions.
- Regularly scheduled Program Advisory Committees.
- Surveys of local businesses.

Additional Completion Strategy Plans and Timelines

- New Two Day a Week Schedule Paths - Jefferson College is currently researching a scheduling option in which the majority of courses would be offered in a Monday-Wednesday or Tuesday-Thursday format. Students have indicated a strong interest in this possibility.

- No Late Registration Policy Research - Jefferson College is currently researching a No Late Registration policy to further enhance opportunities for student success.
- Compass Testing at High School Sites - Jefferson is working collaborating with one two of the largest high schools in the College's service area to provide Compass testing on site at the high schools. This is scheduled to begin Fall 2013.
- Flipped Classroom Re-Design in some courses 2013-2014 academic year.
- Blackboard Analytics (as budget permits).
- Compass Diagnostic Testing and Analysis with Interventions (determining resources).
- HLC Quality Initiative, "Attendance Tracking and Retention Interventions" - To be submitted to HLC Fall 2013.
- New Dual Enrollment/Dual Credit Initiative with area high schools - Beginning at one high school Fall 2013, and two other high schools Spring 2014. This is a cohort block scheduling approach that includes an Online Dual Enrollment Option and an Online and Face-to-Face Dual Credit Option using laptops, ebooks, and computer lab/academic support provided by the high schools.
- High School Student Compass Testing On Site at Area High Schools Fall 2013.

SECTION IV: COMMITMENT TO COMPLETION AGENDA

Campus Team Roster

Dr. Mindy Selsor	Vice President of Instruction
Ms. Julie Fraser	Associate Vice President of Student Services
Ms. Shirley Davenport	Dean of Arts and Science Education
Dr. Dena McCaffrey	Dean of Career and Technical Education
Ms. Betty Linneman	Director of Learning Resources
Mr. Allan Wamsley	Director of Online Learning and Educational Technology
Ms. Gabie Everett	President of Faculty Senate, Professor of History
Ms. Janie Blum	CTE Faculty Senate Representative, Professor of Business Information Technology