Jackson College
Board of Trustees Meeting
Regular Meeting - Monday, June 10, 2019
6:30PM

AGENDA

1.0 Call to Order & Pledge of Allegiance

2.0 Adoption of Agenda

3.0 Adoption of Minutes
   3.1 Regular Meeting Dated: 05.13.19

4.0 Declaration of Conflict of Interest

5.0 Ownership Linkage
   5.1 Public Comments (limit of 5 minutes per person)
   5.2 Community Affinity Group Discussion

6.0 Governance Process Items for Decision
   6.1 Consideration of Fall Planning Session Date
   6.2 Selection of Representatives to the MCCA Board of Directors
   6.3 Consideration of Ownership Linkage Committee Members

7.0 Monitoring CEO Performance
   7.1 Student Success Monitoring Report
   7.2 Talent Development & Employee Impact Monitoring Report

8.0 Self-Evaluation of Governance Process & Board Performance at this Meeting
   8.1 Principles of Policy Governance

9.0 Information Requested by the Board
   9.1 Administrative Personnel Practices Manual/Compensation
   9.2 [Closed Session] As provided by Public Act §15.268, Section 8, sub-section (c) for purposes of discussing negotiations of union collective bargaining agreements.

10.0 Adjourn
REGULAR MEETING OF THE BOARD OF TRUSTEES
Jackson College – Central Campus
Jackson, Michigan
May 13, 2019

The regular meeting of the Board of Trustees of Jackson College was held on Monday, May 13, 2019 at Jackson College’s Central Campus located at 2111 Emmons Road, Jackson, Michigan 49201.

Chairman Barnes called the meeting to order at 6:30pm Eastern Daylight Savings Time.

Board Members Present: Chairman, Sam Barnes; Vice Chairman, John Crist; Trustee; Matt Heins, Trustee; Philip Hoffman, Secretary, Sheila Patterson and Trustee Dr. Ed Mathein.

Board Member Absent: Treasurer, Donna Lake

Others Present: Dr. Daniel J. Phelan, Dr. Kate Thirolf, Cindy Allen, Sara Perkin, Darrell Norris, Teresa Choate, Jeremy Frew, Michael Masters, Randy Bentley, Jenna Pruitt, Dr. Dennis Baskin, Kelly Chambers, Julie Hand and Alana Tuckey.

ADOPTION OF AGENDA
The agenda for the meeting was presented and accepted by the Chairman on behalf of the Trustees.

DECLARATION OF CONFLICT OF INTEREST
Trustee Mathein shared that he will be assisting the College’s new Dental Hygiene Program.

There were no additional comments or conflicts.

ADOPTION OF MINUTES
The minutes of the regular Board meeting on April 8, 2019 were moved into the record by Chairman Barnes on behalf of the Trustees.

OWNERSHIP LINKAGE
Dr. Kate Thirolf, introduced Jenna Pruette, a new Science Faculty member at the College.

President Phelan provided a brief update on work that has been completed regarding affinity groups in preparation of expanding not only work of the College, but also as an opportunity for the Board’s Ownership Linkage work.

BOARD EDUCATION
President Phelan shared the training review report provided by Rose Mercier following the Spring Planning Session.
Additionally, he shared with the Board the Carver Policy Governance Guide Pack which serves as a succinct reference guide. Plans are underway for Rose to return for the Board’s Summer Retreat.

GOVERNANCE PROCESS ITEMS FOR DECISION
By-Laws Revisions
President Phelan shared the proposed change for the Boards consideration which is to add a standing Ownership Linkage Committee. MOTION BY TRUSTEE HEINS “to approve the By-Laws revisions.” MOTION PASSED UNANIMOUSLY.

EXECUTIVE LIMITATIONS ITEMS FOR DECISION
Purchase Agreement for DaVinci
President Phelan presented the agreement for the College to purchase the current DaVinci Building. MOTION BY TRUSTEE MATHEIN “to approve the Purchase Agreement for DaVinci.” ROLL CALL VOTE: TRUSTEES HOFFMAN, PATTERTON, CRIST, BARNES, HEINS AND MATHEIN VOTED AYE, MOTION PASSED UNANIMOUSLY.

Consideration to Amend FY 2019 Budget
Darrell Norris provided the annual budget adjustment for FY 19. MOTION BY TRUSTEE CRIST “to approve amend the FY 2019 Budget as presented.” ROLL CALL VOTE: TRUSTEES HOFFMAN, PATTERTON, CRIST, BARNES, HEINS AND MATHEIN VOTED AYE, MOTION PASSED UNANIMOUSLY.

Truth in Budgeting Hearing
Each year the College must satisfy its legal requirement of publicly presenting the coming year’s budget with appropriate “Truth in Budgeting” disclosures to the public, as required, a public notice was placed in the local newspaper (i.e., Citizen Patriot), The College received no responses from this posting.

MOTION BY TRUSTEE PATTERTON “to open the public hearing” MOTION PASSED UNANIMOUSLY. The public hearing was open at 6:57pm. There were no public comments. MOTION BY TRUSTEE HOFFMAN “to close the hearing” MOTION PASSED UNANIMOUSLY. Hearing closed at 6:59PM.

Consideration of Authorization to Levy
Darrell Norris, Vice President of Finance, presented the proposal to levy, noting that the Headlee Tax Limitation Act does take effect this new fiscal year, after a 12 year hiatus, which lowers our effective tax rate even more. The new tax rate for FY ’20 will be 1.1431. MOTION BY TRUSTEE HEINS “To approve authorization to levy a tax rate of 1.1431 mills, as presented. ROLL CALL VOTE: TRUSTEES MATHEIN, HEINS, CRIST, PATTERTON AND HOFFMAN, MOTION PASSED UNANIMOUSLY.

Consideration of FY ’20 Tuition and Fees
Vice President Norris presented the following proposed tuition and fee rates for FY ‘20 for the Board’s consideration, MOTION BY TRUSTEE HEINS “To approve tuition and fees as presented for FY ’20.” ROLL CALL VOTE: TRUSTEES PATTERSON, CRIST, BARNES, HEINS AND MATHEIN VOTED AYE, TRUSTEE HOFFMAN VOTED NAY, MAJORITY VOTE PASSES MOTION. The approved tuition and fees for FY ’20 are as follows:

- In-District tuition at $160.25 (was $152.80) a 4.9% increase
- Out-District at $240.38 (was $229.20) a 4.9% increase
- Out-of-State/International at $320.50 (was $305.60) a 4.9% increase
- Student Service Fee will be $46.00 for billing contact hour (was $44.00)

Vice President of Finance, Darrell Norris, reviewed the proposed Fiscal Year 2020 budget based on general parameters established by the Board of Trustees, MOTION BY TRUSTEE CRIST “To approve the Fiscal Year 2020 budget of $47,786,962.” ROLL CALL VOTE: TRUSTEES CRIST, PATTERSON, BARNES, HEINS AND MATHEIN VOTING AYE, TRUSTEE HOFFMAN VOTING NAY. MAJORITY VOTE PASSES MOTION.

MONITORING CEO PERFORMANCE
Student Access Monitoring Report
Jeremy Frew, Vice President of Student Services was on hand to present the Access monitoring report.

INFO REQUESTED BY THE BOARD
Closed Session
As provided by Public Act §15.268, Section 8, sub-section (c) President Phelan requested a closed session of the Board for the purpose of discussing contract negotiations. MOTION BY TRUSTEE HEINS” “To move into closed session for the purpose of discussing contract negotiations.” ROLL CALL VOTE: TRUSTEES MATHEIN, HEINS, BARNES, CRIST, PATTERSON AND HOFFMAN VOTING AYE. MOTION PASSED UNANIMOUSLY. The Board moved into closed session at 7:32PM.

MOTION BY TRUSTEE CRIST “To move back into open session”. TRUSTEES MATHEIN, HEINS, BARNES, CRIST, PATTERSON AND HOFFMAN VOTING AYE. MOTION PASSED UNANIMOUSLY. The Board reconvened to open session at 7:36PM.

ADJOURN
MOTION BY TRUSTEE HEINS “To adjourn.” MOTION PASSED UNANIMOUSLY, Meeting adjourned at 7:38PM.

The foregoing minutes of the regular meeting of the Board of Trustees held on Monday, May 13, 2019 were approved at the regular meeting of the Board held on June 10, 2019.
TO: Jackson College Board of Trustees  
FROM: Dr. Daniel J. Phelan, President

<table>
<thead>
<tr>
<th>Subject to be Discussed and Policy Reference:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.0 Ownership Linkage</td>
</tr>
<tr>
<td>5.1 Public Comments (limit of 5 minutes per person)</td>
</tr>
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<td>5.2 Community Affinity Group Discussion</td>
</tr>
</tbody>
</table>

*(BOARD POLICY: EXECUTIVE LIMITATIONS: Communication and Counsel to the Board)*

In addition to any public comments that may come forward, Under 5.2 I will be providing the Board with an update on our progress and plans with the Community Affinity Group work and related conversations with many community members. I will also visit with you about future plans and get your insight and counsel.

<table>
<thead>
<tr>
<th>Resource Impact:</th>
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</thead>
<tbody>
<tr>
<td>None</td>
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<table>
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<tr>
<th>Requested Board Action:</th>
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<tbody>
<tr>
<td>None</td>
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<table>
<thead>
<tr>
<th>Action Taken:</th>
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<tbody>
<tr>
<td>None</td>
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</tbody>
</table>
Subject to be Discussed and Policy Reference:

| 6.1 | Consideration of Fall Planning Session Date |

*(BOARD POLICY: EXECUTIVE LIMITATIONS: Communication and Counsel to the Board)*

Following the Board poll that Sara out, and your feedback, the date being proposed for the 2019 Fall Planning Session is Wednesday, November 6th. Using feedback from the Board, we will start at 8:15am and end no later than 4:00pm and convene on campus in the Walker Hall Community Rooms.

Resource Impact:

None

Requested Board Action:

Consideration of November 6 as the fall 2019 planning session date.

Action Taken:

**MOTION BY TRUSTEE LAKE** “to approve November 6 as the 2019 Fall Planning Session date.” **MOTION PASSED UNANIMOUSLY.**
TO: Jackson College Board of Trustees  
FROM: Dr. Daniel J. Phelan, President  

Subject to be Discussed and Policy Reference:  

<table>
<thead>
<tr>
<th>Number</th>
<th>Subject Description</th>
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<tbody>
<tr>
<td>6.2</td>
<td>Selection of Representatives to the MCCA Board of Directors</td>
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*(BOARD POLICY: EXECUTIVE LIMITATIONS: Communication and Counsel to the Board)*

The Michigan Community College Association (MCCA) requires the certification of each member college’s President/CEO, a Board member, as well as an alternate, to serve as institutional delegates (i.e., President-Director and Trustee-Director, Alternate Trustee-Director) by July 1 of each year.

Currently, I am designated as the President-Director to the MCCA Board. Last year, Trustee Crist was appointed as the MCCA Trustee-Director, with Chairman Barnes serving as the Alternate Trustee-Director. A Trustee-Director and Alternate Trustee-Director will need to be selected for this FY ‘20.

Enclosed you will find the memorandum from President Michael Hansen of the MCCA office along with the actual certification form.

Resource Impact:  
None

Requested Board Action:  
Appointment of the President/CEO Director, the Trustee Director, and the Alternate Trustee Director

Action Taken:  
Vice Chairman Crist volunteered to continuing serving as the College’s representative for the MCCA Board of Directors, as Trustee-Director. Chairman Barnes will serve as the Trustee-Director Alternate, and Dr. Phelan will serve as President-Director.
MEMORANDUM

TO:        MCCA Board of Directors
FROM:      Michael Hansen, Secretary, MCCA Board of Directors
DATE:      May 24, 2019

SUBJECT:   Certification of Appointments to the 2018-2019 MCCA Board of Directors

Article VII, Sec. 1 and 2 of the Michigan Community College Association (MCCA) Bylaw states:

“There shall be a Board of Directors composed of the chief administrative officer of each member college and one member of the governing board. The governing board of each member college shall also designate an alternate who shall serve in the absence of its governing board member Director of the Association.

…Prior to July 15 each year, each member college shall certify to the Secretary of the Association its members of the Board of Directors.”

Attached is a copy of a Certification Form for the designation of 2019-2020 representatives to the MCCA Board of Directors. Please indicate and certify the names of the President Director, Trustee Director, and Alternate Trustee Director from your member college.

Please return a signed copy of the Certification Form to the MCCA office before July 15, 2019, so the composition of the 2019-2020 MCCA Board of Directors may be known before the July 2019 annual meeting.

Please contact me if you have any questions regarding this procedure.

Michael Hansen
CERTIFICATION OF APPOINTMENT
2019-2020 MCCA BOARD OF DIRECTORS
MICHIGAN COMMUNITY COLLEGE ASSOCIATION

CERTIFICATION FORM

At a ______________________ meeting of the Board of Trustees or Board of
(Special/Regular)
Education of ______________________ held on ________________ (Date)
(College)
the following were designated as the chief administrative officer and governing board
representatives of ______________________ to the Board of Directors of
(College)
the Michigan Community College Association for the year beginning July 1, 2019 and

MCCA BOARD OF DIRECTORS REPRESENTATIVES

President/Chancellor Director ______________________
(Name)

Trustee Director ______________________
(Name)

Alternate Trustee Director ______________________
(Name)

Vice Chairman ______________________
(Board Title)

Chairman ______________________
(Board Title)

Submitted by: ______________________
(Signature of Authorized Agent)

6/11/19
(Date)

Return this completed form by July 15, 2019 to:

MCCA – 222 North Chestnut, Lansing, MI 48933-1000, fax to: (517) 372-0905 or
e-mail to michelle@mcca.org. Thank you.
TO: Jackson College Board of Trustees  
FROM: Dr. Daniel J. Phelan, President  

Subject to be Discussed and Policy Reference:  

<table>
<thead>
<tr>
<th>Subject</th>
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</tr>
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<tbody>
<tr>
<td>6.3 Consideration of Ownership Linkage Committee Members</td>
<td>(BOARD POLICY: GOVERNANCE PROCESS: By Laws )</td>
</tr>
</tbody>
</table>

Following approval of the By Laws last month, which included the addition of a standing Ownership Linkage Committee, this time has been allotted for the Board to discuss and take action on which Trustees would be willing to will serve on this committee.

Resource Impact:  

None

Requested Board Action:  

Assignment of Trustees to Ownership Linkage Committee

Action Taken:  

Trustees Lake and Crist both volunteered to participate in the Ownership Linkage Committee.
<table>
<thead>
<tr>
<th>Subject to be Discussed and Policy Reference:</th>
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<tbody>
<tr>
<td>7.0  Board Monitoring Reports: Student Success and Talent Development &amp; Employee Impact</td>
</tr>
<tr>
<td>7.1  Student Success Monitoring Report</td>
</tr>
<tr>
<td>7.2  Talent Development &amp; Employee Impact</td>
</tr>
</tbody>
</table>

On hand will be Dr. Kate Thirolf and Cindy Allen to present the Student Success and Talent Development & Employee Impact monitoring reports respectively.

The Student Success report will provide an in depth look at key performance indicators including retention and completion. The Talent Development & Employee Impact report will speak to our employee satisfaction and engagement and our work on the recruitment, retention and performance evaluation of our employees.

<table>
<thead>
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<tr>
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</table>
Monitoring Report
Student Success
June 10, 2019

Prepared by:
Kate Thirolf,
Vice President for Instruction

Presented to:
Daniel J. Phelan, President
Jackson College Board of Trustees
Board Policy:

ENDS Formal Inspection (Monitoring) Reporting:

Performance reports shall be prepared and presented to the Board for each of the ENDS... These ‘Monitoring Reports’ shall enable the Board to know the degree to which a reasonable interpretation of its ENDS and EXECUTIVE LIMITATIONS policies is being fulfilled. Consequently, the Board shall seek in the Monitoring Reports answers to two questions: (1) Has the College President made a reasonable interpretation of the Board’s policies; and (2) Do the data demonstrate accomplishment of that interpretation. Failing either constitutes a policy violation.

President/CEO interpretation of key metrics used to demonstrate the achievement of this END include: annual report of degrees, certificates, and other awards; annual report of job placement; annual report of student transfer; completion rates for underrepresented minority students; retention rates (semester-to-semester, first-year, year-to-year); number of credit hours earned in the first term and in the first year; completion of gateway math and English courses in the first year; number of credit hours earned in the pathway in the first year; zero credit hours earned data; licensure and certification pass rates; employer follow-up survey data; and CCSSE data.

Executive Summary:

Jackson College has become known for its powerful “Total Commitment to Student Success” Focus. More particularly, TCS² is our North Star and guides everything we do. This Monitoring Report demonstrates that the College’s commitment to students and the guided pathways model has continued to lead to positive, transformative gains across these student success metrics. Thanks to the hard work of all of our employees, our students are earning more college credits and earning them faster than in prior years. This suggests that our retention and completion results should be even stronger in future years. A sample of our Key Performance Indicators (KPIs) are listed below, together with associated benchmarks:
Sample of Student Success KPIs

<table>
<thead>
<tr>
<th>Metric</th>
<th>Last Year</th>
<th>Current year</th>
<th>1-year Trend</th>
<th>Benchmark or Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of students earning 6+ college credits in 1st term</td>
<td>58.3%</td>
<td>71.3%</td>
<td>+13.0%</td>
<td>55% (AACC average)</td>
</tr>
<tr>
<td>% of students completing both college math and English in 1st year</td>
<td>35.7%</td>
<td>36.2%</td>
<td>+0.5%</td>
<td>22% (AACC average)</td>
</tr>
<tr>
<td>Semester-to-semester retention</td>
<td>71.8%</td>
<td>74.8%</td>
<td>+3.0%</td>
<td>90% goal (72% = NCCBP average)</td>
</tr>
<tr>
<td>Fall-to-fall annual retention</td>
<td>n/a</td>
<td>55.7%</td>
<td>n/a</td>
<td>80% goal (48% = NCCBP average)</td>
</tr>
<tr>
<td>Six-year degree or transfer rate</td>
<td>50.6%</td>
<td>51.7%</td>
<td>+1.1%</td>
<td>70% goal (48% = VFA average)</td>
</tr>
<tr>
<td>ADN (Registered Nurse-RN) licensure exam pass rates</td>
<td>90.5%</td>
<td>90.7%</td>
<td>+0.02%</td>
<td>83.3% (national average)</td>
</tr>
</tbody>
</table>

Institutional Context:

Our first institutional belief states: “The success of our students is always our first priority.” This is fully aligned with our Total Commitment to Student Success (TCS²), including the significant guided pathways work in which we have been engaged over the last several years. We have become known as one of the more innovative community colleges in the country…this being validated by the request of the League for Innovation in the Community College, inviting Jackson College to become a board member organization. All in the spirit of TCS² and the guided pathways model, over the last year we have been actively scaling the number of 7-week classes we offer; working on our first application to the Higher Learning Commission to offer our first entirely competency-based academic program; and designing, piloting, and scaling foundation studies curricula, so we can eliminate standalone developmental education at the College by Fall 2019. We remain laser focused on our ambitious 90/80/70 goals whereby we seek to retain at least 90% of our students Fall to Winter and 80% of our students Fall to Fall. We also aim to ensure 70% of our students complete a credential of value from us.

External Context:

A paradigm shift is occurring across higher education, particularly among community colleges. Historically, two-year colleges focused on student access. Within the last ten years, our sector has shifted to also embrace a focus on student success, and Jackson College has been in the group of colleges leading that charge. Even more recently, Jackson College has joined the top community colleges in the country to focus on post-graduate success. As a sector, we are beyond the point where our goal is simply getting students to college, and we realize students need us for more than the degrees we offer.
Research has shown that, in the United States, the chances of a child who grew up in poverty to eventually achieve the “American Dream” and reach the top fifth of the income distribution is only 7.5%; meanwhile, in Denmark and Canada, the chances are much higher at 11.7% and 13.4% respectively (Chetty, et al., 2014). Research has also shown that higher education has the potential to be “engines of upward mobility” for students (Chetty, et al., 2017, p. 5).

Our commitment to student success at Jackson College means that we aim to inspire and transform the lives of our students in college and beyond, to where the credentials they earn from us will position them to earn a family-thriving wage, not just a family-sustaining wage. The data make clear that many high-wage, high-demand jobs go unfilled in Michigan, several of which only require an associate’s degree (State of Michigan, 2018). The next section reports on the strategies and work we have been engaged in over the last year and their impact on our student success metrics.

**Institutional Performance Reporting:**

This section presents a variety of data on how the College is performing against our Student Success goals. Categories of data include (1) credit hour achievement; (2) retention, (3) completion, and (4) alumni success.

**Credit Hour Achievement**

Data presented in this section are considered leading indicators of completion and success. The more credit hours a student completes early in their college career, the more likely he/she will achieve his/her academic goals and be successful.

Thanks to our nationally recognized work of implementing Guided Pathways over the last few years, we continue to see extraordinary increases in the number of college credits earned in the first term and first year (Figures 1 and 2). In 2015, before we officially implemented pathways, only 35% of our students earned at least 6 credits their first term at Jackson College. Two years later in 2017, after we implemented pathways, that percent more than doubled to 71% (Figure 1). Similarly, the percent of students earning at least 15 credits their first year at Jackson College also doubled, from 25% in 2015 to 50% in 2017 (Figure 2). Across all 30 community colleges who participated in the AACC Pathways Project, we ranked fourth from the bottom on this metric in 2015 and now rank in the top ten (Figure 2). The gains we’ve achieved in the percent of students earning 30 or more credits in the first year are also notable. In 2015, only 1% of our students achieved this mark—the lowest of all colleges in the AACC Pathways Project. In 2017, that percent jumped to 9%, moving us quickly to the middle of the pack (Figure 3).

Note: In the graphs below, the blue line in bold represents Jackson College. The translucent lines represent the other 29 colleges who participated in the AACC Pathways Project.
Figure 1: AACC Pathways 1.0 Early Momentum Metrics, compiled by CCRC

Figure 2: AACC Pathways 1.0 Early Momentum Metrics, compiled by CCRC
These results validate all the hard work that we have put into Guided Pathways over the last several years, including launching the role of Student Success Navigators and hiring enough Navigators to ensure that we have client ratios of less than 1 to 300; developing a first-year seminar course (SEM 140) required of all students that covers how to be successful in college and in life; and replacing standalone developmental education with more innovative and effective co-requisite course designs.

Data showing the completion rates of gateway math and English courses over time can be found in Table 1 below. The co-requisite blended composition courses (ENG 131/091) continue to foster increased success rates for students. For math, we saw a significant increase occur between 2015 and 2016, when we launched our quantitative reasoning (QR) curriculum. We anticipate another jump in credits earned in next year’s dataset because it will include the transformative impact that the co-requisite QR model (MAT 130/040) has had on students. As noted in the January 2019 Student Learning ENDS monitoring report, before MAT 130/040, a student who placed in developmental math had a 20% chance of passing college-level math within two years. In the Fall 2018 pilot of MAT 130/040, nearly two-thirds (64%) of students passed MAT 130 their very first term. The faculty in the Foundation Studies, English, and Mathematics departments deserve every accolade and recognition for these outstanding results.

Table 1: Completion of gateway math and English courses in the first year

<table>
<thead>
<tr>
<th>Gateway Math and English Completion KPIs</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>1-yr Change</th>
<th>5-yr Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed college math in year 1</td>
<td>22.7%</td>
<td>20.8%</td>
<td>18.8%</td>
<td>42.7%</td>
<td>41.8%</td>
<td>-1.0%</td>
<td>19.1%</td>
</tr>
<tr>
<td>Completed college English in year 1</td>
<td>51.7%</td>
<td>53.6%</td>
<td>58.4%</td>
<td>63.7%</td>
<td>67.2%</td>
<td>3.5%</td>
<td>15.6%</td>
</tr>
<tr>
<td>Completed both college math and English in year 1</td>
<td>18.2%</td>
<td>17.7%</td>
<td>17.2%</td>
<td>35.7%</td>
<td>36.2%</td>
<td>0.5%</td>
<td>18.0%</td>
</tr>
</tbody>
</table>
We’ve also seen how our Guided Pathways model is supporting the success of each unique, whole student. For example, in 2015 before we implemented pathways, only 6% of our African American students completed both college-level math and English in their first year. By 2017, that percent jumped to 31%, a remarkable 25% increase in just two years. It is important to note that students from every racial background improved on this metric, affirming our belief that guided pathways supports the success of students across all backgrounds.

**Retention**

We remain committed to our ambitious “90/80/70” retention and completion goals. We aim for a 90% term-to-term retention rate (i.e., fall-to-winter), an 80% fall-to-fall retention rate, and a 70% completion rate. We have seen gains in our term-to-term rate over the last five years. **At 74.8%, this past year marked our highest retention rate since we have been reporting it to the AACC Pathways (Table 2).**

*Table 2: Term-to-term retention, first-time-in-college students (AACC Pathways)*

<table>
<thead>
<tr>
<th>Retention Metric</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>1-year Change</th>
<th>5-year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term-to-term retention</td>
<td>68.4%</td>
<td>70.9%</td>
<td>72.3%</td>
<td>71.8%</td>
<td>74.8%</td>
<td>3.0%</td>
<td>6.4%</td>
</tr>
</tbody>
</table>

In last year’s Student Success Monitoring Report we were able to report on National Community College Benchmark Project (NCCBP) data, including year-to-year retention rates. These data were not available this year, however. Instead, this report highlights data that our IR department has begun to share via our monthly TCS2 Retention Report. The latest report sent May 13, 2019, showed that for students starting at Jackson College in Fall 2017, the fall-to-winter retention rate was 75.89% and the fall-to-fall retention rate was 55.61% (Figure 4).

**Figure 4: Snapshot of May 2019 TCS2 Report**

<table>
<thead>
<tr>
<th>Fall 2017 Cohort*</th>
<th>Retained to Winter 2016 or Graduated**</th>
<th>Retained to Fall 2016 or Graduated***</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>5,281</td>
<td>4,008</td>
</tr>
<tr>
<td>Retention Goal</td>
<td>90.00%</td>
<td>80.00%</td>
</tr>
<tr>
<td>Percent Retained</td>
<td>75.89%</td>
<td>55.61%</td>
</tr>
<tr>
<td>Variance between Retention Goal and Actual</td>
<td>-.14.11%</td>
<td>-.24.39%</td>
</tr>
</tbody>
</table>

*The Fall 2017 Cohort excludes Guest Students and non-credit enrollments.
** Includes Cohort students graduating in Fall 2017.
***Includes Cohort students graduating in Fall 2017, Winter 2018 or Spring 2018.
Completion

Credit hour completion and retention rates are leading indicators that should culminate in completion. Table 3 reflects the number of awards conferred over a five-year time period. It is important to note that our efforts to align our awards to industry-recognized credentials has shifted us away from concentrations and skillsets. In other words, the decreases noted in the table below are not necessarily negative trends in terms of institutional performance.

Table 3: Number of awards conferred by year and degree type

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>% 1-yr Change</th>
<th>% 5-yr Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors (BS)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associates (AA, AS, AGS)</td>
<td>216</td>
<td>159</td>
<td>319</td>
<td>300</td>
<td>245</td>
<td>-18%</td>
<td>12%</td>
</tr>
<tr>
<td>Applied Associates (AAS)</td>
<td>424</td>
<td>352</td>
<td>427</td>
<td>380</td>
<td>281</td>
<td>-26%</td>
<td>-51%</td>
</tr>
<tr>
<td>Certifications</td>
<td>183</td>
<td>237</td>
<td>158</td>
<td>126</td>
<td>105</td>
<td>-17%</td>
<td>-74%</td>
</tr>
<tr>
<td>Concentrations</td>
<td>61</td>
<td>27</td>
<td>26</td>
<td>45</td>
<td>11</td>
<td>-76%</td>
<td>-455%</td>
</tr>
<tr>
<td>Skill Sets</td>
<td>91</td>
<td>102</td>
<td>147</td>
<td>53</td>
<td>14</td>
<td>-74%</td>
<td>-550%</td>
</tr>
<tr>
<td>Total</td>
<td>975</td>
<td>877</td>
<td>1078</td>
<td>904</td>
<td>658</td>
<td>-27%</td>
<td>-48%</td>
</tr>
</tbody>
</table>

Operational definition: Number of degrees, certificates, concentrations and skill sets awarded during an academic year (SP, FL, WN). Note: We used updated data and a different dataset when we compiled similar data in last year’s Student Success Monitoring Report. Numbers may not match.

Because enrollments change year to year, it is also important to view percentages of students completing degrees. According to the latest figures reported to the AACC Voluntary Framework for Accountability (VFA), in 2018 we reported our highest two-year completion rate (in at least the last six years) at 5.3%. However, our two-year transfer rate decreased 8% after last year’s high rate of 27%. This means we missed our last year’s goal of increasing our two-year transfer rate to 40%.

Table 4: VFA Two-Year Completion Metrics

<table>
<thead>
<tr>
<th>Metric</th>
<th>2014 (Fall 2011)</th>
<th>2015 (Fall 2012)</th>
<th>2016 (Fall 2013)</th>
<th>2017 (Fall 2014)</th>
<th>2018 (Fall 2015)</th>
<th>% 1-yr Change</th>
<th>% 5-yr Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed certificate/ degree within 2 years</td>
<td>3.99%</td>
<td>3.90%</td>
<td>2.80%</td>
<td>4.6%</td>
<td>5.3%</td>
<td>0.70%</td>
<td>1.31%</td>
</tr>
<tr>
<td>Transferred within 2 years (to 2- or 4-yr college)</td>
<td>20.19%</td>
<td>21.50%</td>
<td>21.40%</td>
<td>27.0%</td>
<td>19.0%</td>
<td>-8.00%</td>
<td>-1.19%</td>
</tr>
<tr>
<td>Completed or transferred</td>
<td><strong>24.18%</strong></td>
<td><strong>25.4%</strong></td>
<td><strong>24.20%</strong></td>
<td><strong>31.60%</strong></td>
<td><strong>24.3%</strong></td>
<td><strong>-7.30%</strong></td>
<td><strong>0.12%</strong></td>
</tr>
<tr>
<td>Still enrolled after 2 years</td>
<td>40.72%</td>
<td>39.90%</td>
<td>40.40%</td>
<td>37.9%</td>
<td>40.5%</td>
<td>2.60%</td>
<td>-0.22%</td>
</tr>
<tr>
<td>Number of students in 2-Year Cohort</td>
<td>1,693</td>
<td>1,583</td>
<td>1,795</td>
<td>1,750</td>
<td>1,744</td>
<td>-6</td>
<td>51</td>
</tr>
</tbody>
</table>

See Figure 5 below for more details.
Figure 5: VFA Two-Year Completion Metrics by Cohort Type (Fall Students 2015)

Because many of our students enroll with us part-time and expect to take more time than two years to complete their degree, we also collect and analyze six-year completion metrics. Our VFA data show that our degree or transfer rate increased a little to 51.7% for the 2011 VFA cohort from 50.6% for the 2010 cohort (Table 5). The leading indicators described above suggest these completion rates should increase in future years. For a visual representation of how the 2011 cohort performed, view Figure 6.

Table 5: VFA Six-Year Completion Metrics

<table>
<thead>
<tr>
<th>VFA Metric</th>
<th>2010 Cohort</th>
<th>2011 Cohort</th>
<th>1-year Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Achieved</td>
<td>15.1%</td>
<td>15.8%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Transferred before getting degree</td>
<td>35.5%</td>
<td>35.9%</td>
<td>0.4%</td>
</tr>
<tr>
<td><strong>DEGREE OR TRANSFER RATE</strong></td>
<td><strong>50.6%</strong></td>
<td><strong>51.7%</strong></td>
<td><strong>1.1%</strong></td>
</tr>
<tr>
<td>Still Enrolled</td>
<td>4.3%</td>
<td>3.2%</td>
<td>-1.1%</td>
</tr>
<tr>
<td>Left with &gt; or = 30 credits</td>
<td>11.3%</td>
<td>10.3%</td>
<td>-1.0%</td>
</tr>
<tr>
<td>Left with &lt; 30 credits</td>
<td>33.8%</td>
<td>34.8%</td>
<td>1.0%</td>
</tr>
</tbody>
</table>

Figure 6: Outcomes by the End of Six Years (2011 Main VFA Cohort)
Alumni Success

Jackson College’s TCS² commitment extends beyond graduation. We are fully committed to our students’ post-college success. Each year, we conduct a survey of our recent graduates. In Fall 2017, 72.87% of respondents indicated they were currently employed. In Fall 2018, 79.4% of respondents indicated they were currently employed, an increase of 6.53%. Only 6.19% of students who responded to the Fall 2018 survey indicated they were unemployed and seeking employment; the year prior, 7.75% of respondents reported the same. This represents a positive trend of 1.56%.

Licensure and certification exam passing rates are another important metric to analyze. As noted in last year’s report, our students in our Health Sciences pathway are routinely performing better on licensure and certification exams compared to students nationally. See Tables 6, 7, and 8 below for details.

Table 6: Licensure and certification pass rates for nursing programs

<table>
<thead>
<tr>
<th>Program</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>Multi-Year Average</th>
<th>National 4-Year Avg</th>
<th>JC compared to Natl Avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADN (Registered Nurse-RN)</td>
<td>89.41%</td>
<td>77.18%</td>
<td>90.48%</td>
<td>90.70%</td>
<td>86.92%</td>
<td>83.26%¹</td>
<td>3.66% better</td>
</tr>
<tr>
<td>PN (Licensed Practical Nurse –LPN)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>83.84%²</td>
<td>16.16% better</td>
</tr>
</tbody>
</table>

¹ NCLEX Examination and Percent Passing (RN) – First Time, US Educated, Diploma
² NCLEX Examination and Percent Passing (PN) – First Time, US Educated, Certificate

Table 7: Licensure and certification pass rates for allied health programs

<table>
<thead>
<tr>
<th>Program</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>National Average</th>
<th>JC in 2017 compared to National Avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cardiac Sonography</td>
<td>87%</td>
<td>100%</td>
<td>78%</td>
<td>89%</td>
<td>66%</td>
<td>23% better</td>
</tr>
<tr>
<td>Vascular Sonography</td>
<td>75%</td>
<td>100%</td>
<td>85%</td>
<td>100%</td>
<td>73%</td>
<td>27% better</td>
</tr>
<tr>
<td>General Sonography – abdomen, small parts</td>
<td>n/a</td>
<td>n/a</td>
<td>89%</td>
<td>75%</td>
<td>75%</td>
<td>same</td>
</tr>
<tr>
<td>General Sonography – OB/GYN</td>
<td>n/a</td>
<td>n/a</td>
<td>91%</td>
<td>87%</td>
<td>73%</td>
<td>14% better</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>100%</td>
<td>95%</td>
<td>5% higher</td>
</tr>
<tr>
<td>Radiography</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>87%</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Table 8: Licensure and certification pass rates for our respiratory program

<table>
<thead>
<tr>
<th>Program</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>National Average</th>
<th>JC compared to Natl Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respiratory CRT Credential</td>
<td>100%</td>
<td>100%</td>
<td>92%³</td>
<td>61.92%⁴</td>
<td>30.08% better</td>
</tr>
<tr>
<td>Respiratory RRT Credential</td>
<td>100%</td>
<td>100%³</td>
<td>89%³</td>
<td>55.22%⁵</td>
<td>33.78% better</td>
</tr>
</tbody>
</table>

³ NBRC School Summary Report, CRT and RRT
⁴ NBRC School Summary Report, TMC
⁵ NBRC School Summary Report, CSE
Goals for the Next 12-month Period:

**Credit-hour Achievement:** The data presented in this report demonstrate the quickly transformative impact that Guided Pathways has had on supporting student success through credit-hour achievement.

- **Next Year’s Goals:** Continue to show increases in 6+ credit hours in first term and 15+ credit hours in first year. Move to the top 5% of all AACC Pathways colleges across all metrics. With the scaling our co-requisite math model across all math pathways and the scaling of our 7-week class model, we are confident we can achieve at least 40% of all FTIAC students completing both college math and English their first year.

**Retention:** We have seen gains in our term-to-term rate over the last five years. At 74.8%, this past year marked our highest retention rate since we have been reporting it to the AACC Pathways (Table 2). We have more work to do to improve our current 55.61% year-to-year retention rate, as reported in our most recent TCS2 Report.

- **Next Year’s Goals:** It is our goal to achieve 80% retention fall-to-winter by this time next year—an increase of 5% from this year—getting us closer to our big 90% goal. We want to see a bigger jump for our year-to-year retention rate over the next year as well. Our goal is to move from 55.61% to 65%, positioning us well to achieve our big 80% goal within the next couple years.

**Completion:** Our VFA data this year showed that we have work to do to improve our six-year completion rates. Our degree or transfer rate increased a little to 51.7% for the 2011 VFA cohort from 50.6% for the 2010 cohort (see Table 5).

- **Next Year’s Goals:** Our leading indicators represented by credit-hour achievement increases suggest that our completion rates should improve soon. It is our goal to achieve at least a 55% six-year completion rate for the 2012 VFA cohort next year, which should lead to us achieving our big 70% completion goal soon after.

**Transfer:** This report indicates we have some work to do as it relates to transfer. Last year, we aimed to increase our two-year transfer rate to 40%, but data this year suggest we dropped from 27% last year to 19% this year. With our participation in state-wide transfer efforts and our continued work signing articulation agreements with transfer partners, we feel confident we can top our 27% rate from 2017. **Next Year’s Goal:** Increase our two-year transfer rate from 19% to 30%. We also will work with our other 27 Michigan Community College peers to establish common course acceptance and naming, beginning with the MTA.

**Alumni Success:** Our post-graduate data in our Health Sciences pathway continues to outpace all national averages. Our nursing department is engaged in significant curricula and accreditation work in preparation for the National League of Nursing’s site visit in October 2019.

- **Next Year’s Goal:** Continue to prepare students to beat national averages on licensure exams. Achieve at least 90% pass rates across the Health Sciences programs. Achieve a successful accreditation site visit in nursing.
**7-week Classes:** As you know, we are heavily engaged in offering more 7-week classes to replace traditional 15-week classes. Shorter, more intense class sections have shown to support student success. Visit [www.jccmi.edu/7weeks](http://www.jccmi.edu/7weeks) for more details. We met our goals last year in this area by instituting a 7-week Implementation Team, offering a range of professional development on how to design 7-week courses and teach in a 7-week format, and building a Fall 2019 schedule that fully scales the 7-week class model. Roughly 70% of all courses will run in a 7-week format.

- **Next Year’s Goal:** Continue to track success rates, offer valuable professional development, and effectively advise students so they can best take advantage of our fully scaled 7-week class model.

**Competency Based Education (CBE):** Over the last year, we achieved an important milestone regarding our transformative CBE efforts. In May, we submitted our first application to the Higher Learning Commission to offer our first fully CBE degree program: Medical Insurance Coder Biller. Members of the CBE Faculty Workgroup and CBE Operational Workgroup deserve many kudos for this big accomplishment.

- **Next Year’s Goal:** We plan to submit our second CBE application for our Business program by the end of the calendar year. This will be another important step to achieving our longer term goal of being fully competency-based by Fall 2020.

**Conclusion/Judgement**

We remain committed to our first institutional belief: “The success of our students is always our first priority.” We always aim to help our students by serving each unique whole student so they can achieve their educational and career goals. We still have work to accomplish to support student success, but this report has shown that our hard work implementing guided pathways best practices has led to transformative results for our students. Our ambitious 90/80/70 retention and completion goals are within sight.

Finally, it is the President’s belief that the ENDS of the board have been achieved as evidenced by the aforementioned data, obtained for the prior 12 months.
ENDs Monitoring Report
Talent Development & Employee Impact Board Monitoring Report
June 10, 2019

Presented to:
Dr. Daniel J. Phelan, President
Jackson College Board of Trustees

Presented by:
Cindy Allen, Vice President of Administration, Talent and Human Resources
Board Policy:

ENDS Formal Inspection (Monitoring) Reporting:

Performance reports shall be prepared and presented to the Board for each of the ENDS as outlined below. These ‘Monitoring Reports’ shall enable the Board to know the degree to which a reasonable interpretation of its ENDS and EXECUTIVE LIMITATIONS policies is being fulfilled. Consequently, the Board shall seek in the Monitoring Reports answers to two questions: (1) Has the College President made a reasonable interpretation of the Board’s policies; and (2) Does the data demonstrate accomplishment of that interpretation. Failing either constitutes a policy violation. In the Monitoring Report then, the Board should expect to see the College President's interpretations along with justifications for the Board to find them reasonable. The Board must fairly, but rigorously, decide whether the College President’s case is convincing. Also in the report, the Board should expect to see data purported to demonstrate achievement of those interpretations. Again, the Board must fairly but rigorously decide whether the data credibly prove compliance.

Talent Development & Employee Impact Monitoring:

This key ENDS performance area principally considers Jackson College’s human resource actions, which have the aim of demonstrating how well the College has been creating and maintaining a productive, caring, loyal, engaging learning environment for all members of the College’s workforce. Key workforce measures include:

• Employee Satisfaction rates;
• Employee Turnover rates;
• Employee performance recognition (disaggregated) rates;
• Employee culture & engagement survey data;
• Employee participation in Health Assessment program;
• Employee participation in professional development activities;
• Employee participation in community and college service;

Executive Summary:

This Talent Development & Employee Impact Board Monitoring considers our organization’s outcomes as they relate to hiring, TCS2 commitment, evaluation, College values and beliefs fulfillment, recognition and development of our employees. The College’s Talent & Human Resources Department has had a very busy and successful year. A revamp of our Leadership Academy, based on research and feedback from participants from our first two academies, launched a much, more robust academy that included three projects that were presented to leadership. Two of the three projects will be implemented by Fall. Our 5-Star Talent Program continues to reap significant benefits, while the College continues to allow other colleges and universities to benchmark against us. The most recent visitor to our Central Campus was from Columbia Basin College. Each new participating cohort expresses delight in that each
interaction with our employees during orientation confirms that our employees are all committed to student success.

Providing great customer service prompted the creation of a cross-departmental workgroup to define standards in greeting individuals, telephone interactions, e-mails responses, timeline expectations and more. Known as the Customer Service Standards Committee, this group has benchmarked other organizations and is currently in the process of putting together copy for an on-line reference to assist in defining expectations. We are also seeking input from approximately 12 of our employees who are going to be participating in the Disney Institute training program (hosted by the Jackson Chamber of Commerce) later this month. The final draft will go up through the Workforce Focus Committee (WFC) to review and then on to leadership to review prior to implementation.

Individuals from the first two Academies conveyed interest in becoming mentors of our new hourly and administrative employees. Faculty has had mentoring teams in place, but this year outlined the expectations of the mentor to help identify their roles. They also created a list created of the top 20 things a new faculty member should know, which will help in defining the mentoring role even further. With so much time and effort going into the Academy and creating our customer service standards for the College, the mentoring project goal will be moved into next year.

We are in the process of pulling together the list of administrators and support staff who will be eligible for performance pay recognition for FY ‘19. Initial numbers indicate that 91% of the Administration and 89.3% of the Support Staff are eligible for performance pay recognition. Faculty members will be meeting with their supervising deans this summer to evaluate this past year and set goals for the upcoming academic year. Performance pay for faculty will be distributed in August.

A subcategory of this Talent Development & Employee Impact Board Monitoring Report review includes the recognition of our employees and celebrating successes. Hot Dog Wednesday is back by popular demand, as is Jackson College Jeans Friday, which run from Memorial Day to Labor Day each year. These are by far, two of the most requested employee initiatives. On a more individual basis, we just finished the year with recognition of three TCS² award winners, one presented at each convocation to the recipient, together with a cash payment and three minutes of notoriety in front of their peers.

Engaging employees with community service projects provides much needed support to our community and is still very popular. For two afternoons a year, College employees spend time giving back to the community by lending their time and labor. Our employee’s service is incredibly appreciated by all of our community partners. This past year we contributed a significant number of labor hours to several area organizations on our Jackson College Community Service Day. The organizations supported by our volunteer efforts are included in the Community Service section of this report.
Keeping our employees healthy continues to be an important initiative for the College. Our partnership with Henry Ford Allegiance, and the Its Your Life Program, is moving our employees toward better personal health, which in turn benefits the College and our service to students. The hospital-provided health coach is very pleased with the progress of our employees and is excited that our new Jets Fitness Trail will be launched in another month on our Central Campus. Interestingly, our employees also did not seem to have the knowledge of making healthier eating options for themselves and wanted guidance on how to pack a nutritious lunch. To that end, we invited Sarah Chapel, a Dietitian, to present during our Spring Convocation. Great information was shared and, due to her response by our employees, we will be inviting her back for a breakout session during our all-day Professional Development Day. Later in this report you will also notice the increased usage in our Oasis Center by our employees.

Overall, we have made great strides in our workforce efforts. Although unemployment rates are incredibly low and some local private companies and other colleges are poaching our employee ranks, our overall turnover is less than what we reported last year.

**Institutional Context:**

Figure 1 (below) presents the Baldrige/Higher Learning Commission (HLC) accreditation criteria for Talent Development & Employee Impact Board Monitoring Report Priorities. The overarching HLC components are process, results and improvement.
Jackson College is committed to providing a world-class work environment for all employees. To that end, the Human Resources and Talent Development Office continues working on the following initiatives:

The Leadership Council will distribute certificates to Administrators and Support Staff for performance recognition pay, acknowledging an employee’s hard work, total commitment to student success (TCS\(^2\)) and living our College’s values and beliefs. The TCS2 Award was given out three (3) times this year during Convocation. For more information on this year’s award winners please click on the following link: https://www.jccmi.edu/human-resources/human-resources-employee-recognition/human-resources-tcs2-award/#jcc-tabs-1-tab-1.

A large celebration was scheduled around the holidays when our employees were invited to Cascades Manor House for great food and camaraderie. All employees have an opportunity to catch up with one another. We also used this celebratory opportunity to acknowledge employees significant work anniversaries. Random drawings provided a fun opportunity to win prizes. As well, any individuals donated food to our food pantry as their contribution to pay it forward to our students.

Jackson College Jeans Friday from Memorial Day to Labor Day is popular with our employees that requires a $3 donation, which can be directed to the student emergency fund or the food bank.

**External Context:**

An external environmental scan related to Talent Development & Employee Impact priorities identified several articles with the focus on employee retention and motivation:

**Opportunities:**

- New Employee Mentoring program
  - Mentoring in the workplace is a two-way street that benefits both the mentor and the mentee. More importantly, it elevates the quality of work, increases productivity, creates a positive work environment and shores up employee retention.

- Millennial Generation
  - Employers are now being told not to “paint with broad brushes”. While some millennials may fit the mold that was created as entitled, lazy individuals, there are just as many who are amazing workers.
Institutional Performance Reporting and Assessment:

The PACE Survey, sent out biannually, was completed in the Spring of 2019.

Top 3 Strengths indicated in the survey:

- The extent to which I feel my job is relevant to this institution’s mission, 4.277
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 4.244
- The extent to which my supervisor expresses confidence in my work, 4.227

Top 3 Challenges/Opportunities indicated in the survey:

- The extent to which I have the opportunity for advancement within this institution, 3.035
- The extent to which I am able to appropriately influence the direction of this institution, 3.157
- The extent to which information is shared within the institution, 3.297

The Workforce Focus Committee will be working on detailing out areas for improvement and an action plan.

Employee Professional Development:

Winter Convocation offered a variety of professional development options. Sessions offered throughout the day included “Mental Health (Lifeways),” Safety/Security (speaker from the FBI),” Medical First Aid,” Adverse Childhood Experiences,” “Autism Awareness,” and “Cultural Competency.”

Additional professional development opportunities offered to employees during the past year include “Green Dot” bystander training; Steve Thompson, author of No Zebras, presented awareness training on sexual assault; and Jackson College is sending 8 employees, administration and staff, to The Disney Institute - Disney’s Approach to Quality Service training, to be held at the Jackson Area Chamber of Commerce on June 26th.
The 3rd Annual Jackson College Leadership Academy completed in May with 12 successful participants. A variety of professional development sessions were provided during the Academy including, but not limited to, Internal and External Customer Service, Emotional Intelligence, Process Mapping, and Cultural Awareness. The participants worked together on a stretch project throughout the 3 months in the academy and have presented to the Leadership Team. The Academy wrapped up with a trip to Lansing to meet legislators, MCCA leadership, and tour the Capitol and legislative office buildings/hearing rooms with President Dan Phelan.

![Group photo of the Leadership Academy participants.](image)

Other professional development initiatives included:

- Three (3) employees attended the MCCA Leadership Academy for the 2nd year in a row;
- A Customer Services Standards committee has been developed to define expectations of customer service standards and provide professional development for all employees;
- The Women of JC Mentoring Luncheon meets on a monthly basis to discuss a variety of topics that women in leadership face including Work Life Balance, Working Moms, and Goal Setting;
- Monthly training in the Administrative Council meetings has proven to continue to be valuable. Training on effective performance evaluations, setting goals, recognizing employees with potential drug and alcohol problems, reviewing changes to the support staff contract, review of health benefits/changes, budgeting and data breach challenges and associated costs.
- Securing the Human training is online training offered by the IT Department to bring awareness to employees on the topic of cyber security, in both their work and personal lives;
- SafeColleges Online training provides employees the opportunity to complete training on a variety of subjects at their discretion. SafeColleges is a robust system that also meets compliance requirements under Clery, Drug Free Schools and Campuses, Title IX, Violence Against Women and more; and
• External professional development, conferences and workshops throughout the state and nation are available to employees with an annual budget of $422,934.

**Jackson College Employee Turnover Trend:**
As displayed in figure 2 (below), employee turnover decreased from FY18 to FY19 to 10.6%. The Employee Turnover rate that was reported by 17 of Michigan’s Community Colleges is slightly higher from 2017 at 8.84%, 4.89% excluding retirements for 2018.

![Figure 2](image)

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>13%</td>
<td>12%</td>
<td>13%</td>
<td>13%</td>
<td>10.6%</td>
</tr>
<tr>
<td>Faculty</td>
<td>18%</td>
<td>7%</td>
<td>13%</td>
<td>11%</td>
<td>9.5%</td>
</tr>
<tr>
<td>Staff</td>
<td>8%</td>
<td>11%</td>
<td>13%</td>
<td>14%</td>
<td>13.2%</td>
</tr>
<tr>
<td>Administration</td>
<td>14%</td>
<td>21%</td>
<td>11%</td>
<td>13%</td>
<td>4.5%</td>
</tr>
</tbody>
</table>

*2019 Turnover Rate Less Retirements: Overall: 7.1%; Faculty: 2.7%; Staff: 11% and Administration: 2.3%

Exit interviews are conducted by HR when an employee resigns. It has been noted that most employees are leaving for higher levels of compensation, but convey that they love the College and the culture and hope that this is just good-bye for now but not forever. Keeping connected with former employees, who made a positive impact on this College, will be a great tool in recruiting them back to the organization as positions become available. Many of those employees also say they are leaving because they don’t see a path for upward mobility. Additional initiatives to complement our leadership academy are being developed. Also included in employee turnover statistics are employees who did not fit our culture. Individual strategies were developed to off-board these individuals.

As we look at the breakdown of our workforce in figure 4, by employee classifications, age bands for administration is spread quite evenly starting at 30 years old; 57% of our full-time faculty are between 40-59 years of age and nearly half of our staff are between 30-49, with one-third between 30-39 years of age. These are important statistics to consider as leadership identifies future leaders for succession planning and knowledge transfer.
Valuing, Recognizing and Engaging: Valuing our employees continues to be a regular agenda item for the Talent Development & Employee Impact Board Monitoring Report Committee, and is also a component of our College’s Beliefs. During the Winter Convocation a campus wide session was held where small work groups were able to discuss Jackson College’s Mission, Vision, Values and Beliefs. This information has been taken through the Workforce Focus Committee with recommendation presented to the Leadership Council. On April 26th the Annual All College Celebration was held honoring 9 retirees and this year’s Outstanding Employees.

Implementation of the NEOGOV, an online employee evaluation tool, started in October 2018. This is a year-long process for staff implementation. Administration implementation will be in the 2019/2020 fiscal year. This comprehensive tool requires quarterly meetings between supervisors and employees and sends out reminders to supervisors when the meetings are due.

Corporate Social Responsibility:
Jackson College continues to make great efforts in focusing on corporate social responsibility and reducing our carbon footprint. The JC Sustainability Work Group recently presented to the Leadership Council on their progress over the past year. Examples of the progress we have made as an institution include single stream recycling, cardboard recycling, ferrous and non-ferrous metal recycling, composting, tree planting and more. Within the next two weeks, a complete picture of our progress will be available on the Human Resources webpage.
Community Service:
Jackson College continues to be a source of positive conversation for the community work that we do. Employees go to locations where help is needed. New locations this year included the Jackson Friendly Home and the Betsy Butterfield Center.

The College’s annual Easter Egg Hunt and Spooktacular events continue to be big hits with not just our community members but with our employees. Many employees bring their families out to central campus to participate. Employees also enjoy participating in the planning and volunteering for these events.

Our employee planning team proved able to roll with the inclement weather and still saw many smiling faces during the rainy Easter Egg Hunt in April. The event was moved inside attracting record breaking crowds.

Culture/Benchmarking:
Community colleges and universities from a multitude of areas continue to come, shadow and benchmark against Jackson College. Most recently, Kristi Duggan, Onboarding & Talent Development Manager with Columbia Basin College, spent the
week in Jackson during the April New Employee Orientation. She shadowed the on-boarding process with hopes to implementing a similar process at her institution.

**Increasing Diversity in the Hiring Process:**
Jackson College currently has seven (7) full-time faculty positions open. We see this as an opportunity to diversify our faculty workforce. A specific diversity package has been included with our annual renewal of Inside Higher Ed in advertising open positions. This is a “high impact marketing vehicle designed to maximize response from diverse candidates.”

**Institutional Performance Improvement Planning:**
With safety and security continuing to be a top priority, the new Security Operations Center (SOC) in the Jets Hangar is now complete. This innovative center allows security staff to view spaced at all centers at one time. The Center is fully staffed from 7 am – 12 am, with varied coverage during third shift hours.

**Wellness:**
Wellness initiatives continue to make a positive impact on our employees’ lives. In four years the College has witnessed significant improvements in employee health. We currently have 96% of our full-time employees participating in the It’s Your Life Wellness Program from Henry Ford Allegiance. Ten employees out of 226 are paying $500 a year, not to participate. Employee needs for support with emotional health and stress has improved with the addition of the Oasis Center. Our Health Coach indicated that employees need help making better nutritional choices, to that end we had a nutritionist from Henry Ford Allegiance present at Spring Convocation.

Based on 164 surveys completed:
- 89.6% of those employees surveyed feel their overall health is good compared to others their age;
- Overall the employees of Jackson College are beating the Michigan Health Averages:
  - High Blood Pressure: Michigan - 35%; JC - 20.1%
  - Tobacco Use: Michigan - 20.4%; JC - 4.3%
  - Depression Diagnosis: Michigan - 22%; JC - 15.2%
  - Diabetes: Michigan - 11.2%; JC - 6.1%
Figure 5

Health Coaching Feedback
Positive changes
• More participants are actively addressing their mental health with providers
• Participants are staying consistent and committed to exercise goals, including making adjustments after illness, injury, vacations, etc.
• More participants are seeking a variety of methods of eating more nutritiously—some with WW, growing gardens, limiting eating out, healthy meal prep/shop

Challenges
• Managing workloads and work/life balance

Continue to Build a Culture that Promotes Health
• Healthy eating options
• Cafeteria
• Vending
• Presentations on nutrition
• Physical activity/exercise
• Continued promotion of walking path and field house availability
• Stress management
• Promote Oasis
• Support work/life balance

On any given day you can see employees outside walking during break or before/after work, encouraging more employees to search out this time during the workday is one way to promote physical and mental wellness. Work on the Jet’s Fitness Trail, complete with exercise equipment stations, around the perimeter of Central Campus has started. The intent is to encourage more employees to get out and move more during their workday.

Monthly chair massages continue to be popular with employees.

The College’s Oasis Center opened in September 2017. Our employees continue to take advantage of the center as evidenced by the feedback in the Its Your Life survey.
The Oasis Center drop-in numbers in the chart above reflect individuals stopping by the center, including classroom tours, new employee tours, walk-ins etc.

**Conclusion**

**Future Goals: Recognizing, Rewarding and Engaging our Employees for 2019/2020**

The following ongoing goals are the focus of the Talent Development & Employee Impact Committee and part of the FY ‘20 strategic plan.

- Complete the implementation of NEOGOV online employee evaluation tool for Administration employees.

- Implementation of new employee Mentoring Program – Retention of Talent
  - After the completion of the New Employee Orientation, setting up an intentional mentoring program for employees would help promote retention of the talent we work (and pay) so hard to attract.
  - Define roles and set expectations of mentors, provide training for a successful program.

- Work to improve compensation levels for employees so we can remain competitive in the current environment.

- Expand our practices for minority recruiting and retention of new employees across all levels of the College.

Jackson College has been, and will continue to be, a great place to work. Much effort has been devoted to working cross functionally to reach our goals and make sure we
are hiring people who believe in the College’s values and beliefs. We recognize employees who are living our values and beliefs through performance evaluations and performance recognition pay.

The College President believes that compliance with this Board ENDs has been achieved.
TO: Jackson College Board of Trustees  
FROM: Dr. Daniel J. Phelan, President

<table>
<thead>
<tr>
<th>Subject to be Discussed and Policy Reference:</th>
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<tbody>
<tr>
<td>8.1 Principles of Policy Governance</td>
</tr>
<tr>
<td><em>(BOARD POLICY: Governance Process: Governing Style)</em></td>
</tr>
</tbody>
</table>

This time has been set aside for the Board to assess their work and commitment towards the ten Policy Governance principles as well as to review the Boards performance as it relates to Policy Governance at this meeting.

The URL link below will provide an overview of the principles that you can use for determining the effectiveness and efficacy of the Board’s work.

https://governforimpact.org/resources/principles-of-policy-governance.html

<table>
<thead>
<tr>
<th>Resource Impact:</th>
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<table>
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<tr>
<th>Requested Board Action:</th>
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<th>Action Taken:</th>
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<tbody>
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https://governforimpact.org/resources/principles-of-policy-governance.html


**Board Meeting Date:** June 10, 2019

**TO:** Jackson College Board of Trustees  
**FROM:** Dr. Daniel J. Phelan, President

### Subject to be Discussed and Policy Reference:

<table>
<thead>
<tr>
<th>9.1</th>
<th>Administrative Personnel Practices Manual/Compensation</th>
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<tbody>
<tr>
<td></td>
<td><em>(BOARD POLICY: EXECUTIVE LIMITATIONS: Communication and Counsel to the Board)</em></td>
</tr>
</tbody>
</table>

### Executive Summary:

Enclosed is a copy of the new Administrative Personnel Practices Manual/Compensation. Cindy Allen and I will be happy to address any questions you have.

### Resource Impact:

None

### Requested Board Action:

None

### Action Taken:

None
Administrative Personnel Practices Manual
2019-20
# Administrative Personnel Practices Manual 2018-19

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<td>Article III – Performance Appraisal</td>
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<td>Article X – Grievance Procure</td>
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<td>Article XI – Miscellaneous</td>
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</table>
The College President reserves the right to amend the Administrative Personnel Practices Manual at any time. In such an event, notice of such amendment shall be provided to all administrators in writing within 30 days of the affected changes. The Vice President of Administration and Talent will be responsible for annual review of the manual in an effort to remain abreast of current and future needs, as well as to bring recommendations forward to the president for consideration, as appropriate.

**Article I – POLICY AND RESPONSIBILITY**

**A. General Policy and Scope**

It is the general policy of the College to operate under a uniform administrative program, which is designed to:

- Attract, motivate, develop and retain well-qualified employees;
- Establish salary scales and benefits that are competitive with other similar-sized colleges undertaking similar programming and employing a similar caliber of employees;
- Compensate salaried employees on an individual basis, based upon job performance and consistent with the College’s beliefs, as well as commensurate with the relative value of their respective positions to the organization, mindful of a competitive marketplace; and
- Provide for regular Personal Management Interviews (PMIs), as well as an annual performance appraisal of each administrative employee.

The policies and procedures set forth in this manual were established with the objective of achieving a solid basis for the administration of the College. Thus, these policies and procedures are applicable to all administrative positions of the College. The Administrative Personnel Practices Manual will be amended as necessary to reflect the intentions of the board of trustees, as expressed, in part, through the College President.

**B. Responsibilities**

In keeping with the tenants of Policy Governance, the Board of Trustees delegated the responsibility of establishing and administering the Administrative Salary Plan to the President at its spring 2007 planning session. The President may further delegate authority to administer the plan as deemed necessary.

The President has the primary responsibility to coordinate the administration of the College to assure that established objectives are attained. Elements of this specific responsibility include:

- Provide an annual review of changes to Administrative Personnel Practices pertaining to employee benefits to the Board;
- Final approval of position descriptions and position salary levels for all
personnel;

- Special performance recognition, as well as critical market adjustments to salaries;
- Final approval of all salaries for all positions;
- Assurance that all employees benefit from regular Personal Management Interviews;
- Maintenance of consistency in the application of salary plans and benefits with regard to position descriptions and position evaluations;
- Consultation of those persons reporting directly to him/her; and
- Periodic audit of conformance to the established salary administration policies.

Article II – SALARY ADMINISTRATION

A. Salary Determination

Salary classes will be established using the following criteria:

- Budget authority;
- Supervisory responsibility of staff and/or administration;
- Indirect supervisory responsibility;
- Estimated weekly hours required for the job;
- Level of education required;
- Level of experience required;
- Scope of responsibility beyond budget and supervision;
- Purchasing authority;
- Authority to direct other administrators of same or lower salary class;
- Representation of College publically;
- Labor and letter of appointment negotiation/compliance;
- Representation authority of the College president;
- Errors and omissions - institutional liability;
- Risk level of decisions to organization; and
- Impact upon the primary mission, vision, values and beliefs of the College.

B. Salary Class

All administrative positions will fall within one of the following classes:

- Class 1: College President (the CEO is independent of this manual, though the CEO base salary serves as a keystone to the administrative compensation formula)
- Class 2: Vice President, Chief of Staff
- Class 3: Chief Diversity Officer, Executive Dean/Dean/Executive Director/Director I
- Class 4: Associate/Assistant Dean, Director II/Controller
- Class 5: Director III/Manager
C. Starting Ranges

The performance of the President is considered synonymous with the performance of the Institution as a whole. Consequently, salary ranges have been established as a percentage of a Keystone Salary Level, tied to the Board ENDS, market variables, achievement of the strategic agenda, and the College’s overall success. The intention of this approach is to garner a broad commitment by all administrators to labor well in the achievement of the aforementioned performance goals and institutional targets. The broad determinant of the beginning salary paid an employee is the approved position class level and corresponding salary range for the job. The appraised performance of an individual and his or her attendant commitment to the College’s Mission, Vision, Values and Beliefs are the primary determinants of actual salary movement within the approved salary range.

An administrator’s actual salary placement may vary based on the individual’s credentials, experience, and longevity in service to the College. Increases to the below salary schedule will be approved annually by the Board of Trustees.

As a general practice, FY 2018 compensation shall fall within the following range:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keystone/Class 1</td>
<td>$170,340</td>
<td>$198,178</td>
</tr>
<tr>
<td>Class 2</td>
<td>$104,040</td>
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<tr>
<td>Class 3</td>
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<td>Class 5</td>
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</tr>
<tr>
<td>Class 6</td>
<td>$46,002</td>
<td>$59,453</td>
</tr>
</tbody>
</table>

D. Changes in Assignments

Job assignments may be modified at the discretion of the President. The President and Vice President of Administration and Talent will evaluate all changes in assignments/responsibilities. The following guideline will be used in determining salary adjustments:

1. Lateral Change
   If an administrative employee is transferred laterally into another position in the same class, it will be at the current salary rate, or if the salary is below the range for the position, the salary will be adjusted to meet the minimum range for the position.
If the current salary is at, or above, the range of the classification, typically no salary adjustment is made, however the President reserves the right to provide additional compensation up to $2,000.

2. Promotion
If the transfer is into a position that calls for a higher job classification, the employee will be given an increase to the minimum of the new class, or be given an appropriate amount within the new range to demonstrate approval of the upward progress.

In unique cases, there may be sound reasons for allowing individual salary rates above the maximum for limited periods of time. The President reserves the right to approve all rates over the maximum limit.

E. Annual Salary Action/ Appointment Renewal

It is at the sole discretion of the President to renew administrative appointments, or to not renew appointments. Nothing herein shall be construed to guarantee employment for any specific period of time.

Each year, the President will recommend to the Board of Trustees funding support used to make salary adjustments based on individual performance as reflected in the annual evaluation, as well as demonstrated commitment to the College’s mission, vision, values and beliefs. Such consideration will be made in consultation with the President’s Leadership Council.

1. Timing of Increases
Normally salary adjustments shall be made at the beginning of each fiscal year for administrators who have held their position prior to Apr. 1 of the current year.

When an administrator’s salary is above the maximum of the salary range, he or she shall not participate in the annual salary increase.

2. General Procedure
The Human Resources Department shall complete and forward to the President, a recommended employee change notification.

When approved, administrative letter of appointments shall be distributed as follows:

- Employee
- Employee’s personnel file
- Payroll
F. Salary Administration Practices

1. Salary Payment Schedules
   Administrators will generally be paid bi-weekly.

2. Salary Advances
   College policy provides that no salary advances shall be made. In cases of extreme hardship, the President reserves the right to make exceptions.

Article III – PERFORMANCE APPRAISAL

A. Purpose

The College compensation policies and practices are directed toward attracting, motivating and retaining high quality talent that contribute to the mission, vision, values and beliefs, and ultimately the success of the College.

The performance appraisal provides the key link between the College and its most valuable asset (i.e., employees) who perform their responsibilities admirably and in a way that is consistent with the College's stated beliefs and values (Appendix A College Values and Beliefs), in the advancement of its mission, and in pursuit of its vision, in the service of others.

This approach is highly important because it:

- Provides a record of performance;
- Promotes and strengthens the relationship and two-way communication between the employee and supervisor;
- Highlights the employee's strengths and develops ways to utilize them fully;
- Identifies areas for improvement and makes suggestions for professional development to enable the employee to make a greater contribution to the College;
- Provides a sensible approach to high quality service to the College with a common understanding of shared beliefs and values, working toward those ends;
- Assists in the effective placement and use of an employee's abilities;
- Clarifies job duties and responsibilities; and
- Acts as the most significant determinant in establishing the employee's annual compensation increase.

B. Frequency of Appraisals

The College will endeavor to evaluate administrative employees using the Personal Management Interview (PMI) design in an on-going, regular one-on-one interview between a supervisor and administrator and recommended salary action, minimally
on a quarterly basis. An annual letter of appointment is normally issued for the College’s fiscal year.

The Personal Management Interview (PMI) is an on-going practice of regular one-on-one interviews between a supervisor and staff. These monthly (not fewer than quarterly) conversations are driven by a belief that the most important aspect of an employee’s experience at work is their relationship with their manager/supervisor. This process ensures that managers devote enough time to their direct reports and to ensuring a good two-way flow of communication. (See Appendix B for the PMI Template).

A new employee or an employee transferred to a new position will be brought back to the Leadership Council within 12 months of appointment. Here the primary objective is to promote an understanding of the new responsibilities and ensure that an employee gets off to a good start in the new position, and is ultimately successful. This review may or may not involve recommendations for salary action.

C. Responsibility for Performance Appraisals

In general, the primary responsibility for appraisal rests with the immediate supervisor of the employee.

D. Performance Appraisal Form

The official form for administrative performance planning and appraisal is available in human resources and online.

E. General Procedure for Using the Administrative Appraisal Form

1. Each administrator shall complete the annual appraisal form for direct administrative reports, after referring to their monthly meeting notes, including items noted in the PMI documentation. The human resources department will facilitate the process for all administrators.

2. The Administrative Performance Appraisal shall be discussed with the employee prior to its submission to human resources.

3. This review meeting with the employee is considered to be of utmost importance in the entire appraisal procedure and therefore each supervising administrator is specifically asked to assure that the procedure is conducted. The maintenance of the performance appraisal process for direct reports shall be given important consideration in appraising each person who supervises others and establishing goals for the following year. Failure to achieve a satisfactory rating and/or achievement of goals, may result in non-participation in performance funding.
Article IV – EMPLOYMENT PRACTICES

A. Hiring

When there is an administrative position to be filled, the administrative supervisor shall forward to the human resources department a ‘Notice of Vacancy’ and updated job description.

Upon the President’s authorization, the Human Resources Department will be notified and will work with the appropriate department to advance the posting and facilitate the hiring process, as well as recruiting either from within the organization or from outside resources.

When approved by the President, administrative positions may be filled through an appointment without posting or interviewing.

1. Equal Employment Practices
   The College policy on equal opportunity reflects our civic responsibility as well as the spirit and the letter of the law as set forth in the Equal Employment Opportunity Policy of the College.

2. Termination
   Employment may be terminated during the term of this appointment for any of the following reasons: (a) death; (b) dishonesty; (c) good cause; (d) nonperformance of duties; (e) adverse financial condition of the College as determined in the reasonable opinion of the College (provided that in such an event, at least thirty days prior written notice shall be given) or (f) mutual agreement of the parties. In any of the foregoing situations, no compensation shall be due beyond the last day worked, except for earned vacation. In addition, an appointment may be terminated by the College without cause at any time, but in such event, compensation and applicable benefits shall be paid through the end of the appointment.

B. Work Assignment

1. Eligibility for Overtime Compensation
   Eligibility for overtime compensation is not extended to exempt administrative personnel.

2. Full-time Administrator Status
   An employee is considered a full-time administrator and is eligible for all fringe benefits when scheduled a minimum of forty hours per week. The College will comply with the Patient Protection and Affordable Care Act, and therefore will offer health care coverage when an administrator works an average of thirty hours or more during the measurement period.
3. **Part-time Employees**
Part-time administrators, defined as working an average of twenty-seven hours or fewer per week, shall receive two days of vacation benefits but will not be compensated for lost time, unworked holidays, or for any other benefits for which full-time employees may be eligible.

4. **Administrative Teaching Assignments**
Administrative staff members who wish to teach courses at Jackson College are encouraged to contact the Human Resources Office. EduStaff, the College’s third party partner, processes all adjunct requests for employment at Jacksons College (to begin, go to www.EDUStaff.org). Administrators may teach courses that meet outside of the regular business hours (i.e., 8 a.m –5 p.m.) or other defined schedules for specific positions, so long as their teaching assignment does not interfere with their performance of their regular duties.

Upon permission of the President, administrative staff members may teach during regular business hours. However, under no circumstance may an administrator receive pay for his or her regular work assignment while also receiving pay as an adjunct instructor. Vacation time must be used during teaching time between 8 a.m. – 5 p.m.

**Article V – Benefits**

A. **Insurance**

1. All full-time administrators shall be eligible for the complete insurance coverage.

2. Coverage shall not apply to part-time administrators who work less than thirty hours per week on average during the College’s measurement period.

B. **Reopening Date**

1. The reopening date of all insurance policies shall be January 1 of each calendar year.

C. **Medical Insurance Programs**

1. Full-time administrators are offered health plan options through MESSA Options are PAK C, MESSA Choices $500/$1,000 or PAK D, ABC Plan 1 (a HSA) with $1,350 / $2,700. Additional options may be available through MESSA, effective January 1, 2018. Jackson College has an employee wellness program; opting out of the wellness initiative will cost the employee $40 per month.
D. **Health Insurance Opt-Out Plan**

Full-time administrators not electing health care shall receive the same monthly amounts as negotiated in the staff master agreement.

Those opting out of hospital, professional, master medical and Rx drug coverage must annually provide documentation of alternative health insurance.

E. **Admission to Courses**

Full-time administrators shall be granted tuition grants and registration fees for any Jackson College classes they desire, providing there is no conflict with their own current assignment. Courses in programs approved in advance by the VP of Administration and Human Resources are also eligible for course fee grants.

Spouses, natural and/or legally adopted dependent children and/or children qualified for dependent status according to IRS regulations of administrators shall be granted tuition and registration fees. All additional course fees for said courses are the responsibility of the employee. Retirees with ten or more years of service to the College shall be granted full tuition grants and registration fees for any Jackson College classes they desire. All additional course fees for said courses are the responsibility of the retiree.

Each full-time administrative member and eligible dependent shall be granted access at no cost to one LTL health and physical fitness course per semester.

Tuition grants and/or fees are not applicable to Corporate and Continuing Education courses, Ed-To-Go courses, the Dental Hygiene program or any other program with enrollment restricted to less than fifteen (15) students.

F. **Tuition Grant Program**

The College has established a tuition grant program for the advancement of the formal education of administrators. After the completion of one year of service, full-time administrators may apply to participate in the program for coursework not offered by Jackson College. Up to twelve credit hours per year can be approved. Credit hours will be reimbursed up to and including $300 per credit hour. Applications should be submitted by March 15 to the Human Resources Office for the following academic year. Allocations will be made known by Apr. 1 and this will be considered as the tuition grant budget is prepared.

Applicants to the program will be required to provide an educational plan that advances their knowledge, skills and/or abilities related to their existing position, or another position within the College that they seek to consider at some future point in employment.
Administrators may enroll in approved courses and submit a tuition reimbursement form to human resources for payment and must include an electronic or official transcript showing the completion of the course. A 3.0 GPA must be earned for repayment. Administrators participating in this program must agree to continue their employment for a period of one year for every twelve credits paid by the college, on a pro-rated basis, or refund the tuition payment to the College.

Applications for participation will be reviewed annually by the President and Vice President of Administration and Talent.

Article VI – LEAVES OF ABSENCE

A. Vacations

The College recognizes the desirability of, and need for, an annual respite from year-round work assignments and for this purpose grants twenty paid vacation days in advance of July 1 to each employee of the administrative staff of the College. This means that said twenty days are available immediately upon the beginning of the new fiscal year. If an employee is new to employment with the College after July 1, the twenty days will be awarded on a pro-rata basis for the number of months remaining until the end of said fiscal year (i.e., until June 30 of the same fiscal year).

Vacations may be taken at any time in the fiscal year when eligibility has been established and supervisor's advance approval has been obtained.

Administrators may carry a maximum of forty hours forward on June 30th each year in addition to the 160 hours posted on July 1 of the current year (not to exceed 200 hours on Sept. 30 of each year). Any hours in excess of the maximum will be forfeited unless the administrator obtains permission, prior to June 30th, from the President, to carry forward additional hours. Any hours forfeited will also prompt the employee’s non-participation in a performance pay increase. Additionally, an administrator may convert annually on June 30th, a maximum of eighty (80) unused vacation hours to Personal Time Off (PTO) hours. These PTO hours shall be “carry-over PTO” and may be carried over from one year to the next. All carry-over PTO must be used by December 31st. Any carry-over PTO not utilized by December 31, shall be forfeited.

The employee's supervisor must be notified in sufficient time for advance approval of intent to use vacation time. If a College holiday falls within an employee's vacation, that day will not be counted as vacation leave. If the scheduled vacation day later becomes a day on which the College is closed due to power, weather, etc., that day will not be counted as a vacation day.

If an administrator leaves employment prior to the end of the fiscal year, the vacation that was posted in advance of the prior July 1st vacation days will be pro-rated.
B. **Holidays**

Generally, the following will be recognized as holidays: spring Wednesday, Thursday and Friday (i.e., the Wednesday, Thursday and Friday of mid-semester break), Memorial Day, Independence Day, Labor Day, Thanksgiving (three days: the day before Thanksgiving, Thanksgiving and the day after Thanksgiving), Christmas (2 days), Week between Christmas and New Year’s (3 days) and the New Year’s holiday break (two days).

The President alone may approve additional holidays at his/her discretion.

When a holiday falls on Sunday, it generally will be observed on Monday. When it falls on Saturday, it generally will be observed on Friday.

The official College holiday calendar will be distributed by the Human Resources Office annually, and posted on the College’s web page.

C. **Paid Time Off**

Administrators shall receive one hundred twenty (120) hours of PTO each year credited to their leave balance on July 1st. Any PTO hours that are not used by the employee prior to June 30th of each year shall be forfeited. PTO hours shall not accumulate.

PTO hours used for reasons other than illness or emergency must be scheduled at least forty-eight (48) hours in advance. Human Resources may require proof of illness after three (3) consecutive unscheduled days. The employer may require the employee to take a medical evaluation by the employer-designated physician at no cost to the employee. Fraudulent application for a leave or improper use of a leave will result in discipline up to and including dismissal.

Administrators on probationary status shall earn PTO hours as stated above, but shall not be entitled to utilize PTO hours for reasons other than illness prior to the expiration of their probationary period.

D. **Sick Leave**

Administrators who, prior to July 1, 2018, have accumulated hours of sick leave may utilize accumulated sick leave after they have exhausted all of their PTO.

Accumulated sick leave may be used for absences due to illness or injury of the employee, including disability due to pregnancy or termination of pregnancy, and for absences because of illness or disabling accident of the employee’s immediate family (spouse, parent, children, siblings, grandparents and domestic partner).
When temporary disabilities require the employee to miss work for three (3) or more consecutive scheduled work shifts (due to illness, accident, pregnancy, etc.) a statement from a Physician or Physician’s Assistant will be required. The statement will include the beginning date of the disability and the date the Physician or Physician’s Assistant expects to release the employee to return to work. Prior to returning to work, the employee must provide a statement from the Physician or Physician’s Assistant releasing the employee to return to work.

Records of accumulated sick days are available on Jackson College’s website through the e-Services system. It is the individual administrator’s responsibility to confirm the records or question inaccurate reporting by contacting the coordinator of benefits and human resources.

There will be no payout of unused sick days or sick bank time when ending employment at Jackson College.

E. Short-Term Disability

1. During the first ninety (90) calendar days of a disability the employee must utilize all PTO and accumulated sick leave available to the employee. After the employee has exhausted all PTO and accumulated sick leave, the employee shall be paid at a rate of 66.67% of his/her normal rate of pay (up to the limits provided for under the College’s long-term disability insurance program). No short-term disability benefits will be paid to employees until such time as all available PTO and accumulated sick leave has been exhausted.

2. When holiday(s) occur during the employee’s first ninety (90) calendar days of a disability, the holiday will be counted in the calendar calculation. If the employee is utilizing PTO or sick leave during a week that a holiday occurs the employee will not be charged leave day(s) for the holiday(s).

3. If an employee has been on short-term disability for seventy (70) calendar days, the application for long-term disability (LTD) will be sent and/or mailed to the employee.

4. Total or permanent disability beyond ninety (90) calendar days will come under the provisions of the long-term disability insurance program set forth elsewhere in this Agreement.

F. Accident or Serious Illness in Family

Administrators may utilize sick time for accidents and serious illness to persons in the immediate family. The immediate family is defined to include mother, father, sister, brother, child (biological, step or adopted), mother-in-law, father-in-law, spouse or legal partner recognized by the State of Michigan.
1. **Death in Family**
   In the event of death in the immediate family (as defined above), the College will grant a reasonable amount of time off (e.g., typically 3-5 days, the latter if travel is required), with pay.

   For relatives other than above, one day will be granted. The President may approve additional days under extenuating circumstances.

G. **Jury Duty or Trial Witness**

   An employee who is summoned and reports for jury duty, or is subpoenaed and reports as a witness in any judicial hearing, may receive a leave of absence at no reduction in pay. Administrators who are excused from jury duty for one half day or more shall report to the College for regularly assigned duties. All jury duty fees and expert witness fees received while on leave shall be turned over to the College’s business office director of finance.

   An employee shall notify his or her supervisor at the College at the time he or she receives the notice to appear for examination for jury duty and a summons for service.

H. **External Employment**

   Consulting duties, speaking and other personal engagements (i.e., supplemental employment, etc.) should be scheduled during vacation time or at other times when the duties will not interfere with the employee's College responsibilities. When such an arrangement is not possible, the administrative supervisor may grant reasonable periods of time away from campus, with pay, for the employee to fulfill these types of duties. In the latter case, all consulting fees and salary received shall be remitted to the general fund of the College through the business office director of finance.

I. **Leave of Absence without Pay**

   The President may grant an administrator permission to be away from work without pay for a limited period under conditions agreed upon at the time the leave of absence is granted.

   The period of which a leave of absence is granted will be included in the employee's length of service, provided the employee fulfills the agreed-upon condition or makes other satisfactory arrangements with the College president prior to the expiration of the leave.

   All military leaves are without pay and shall be governed by applicable laws.
J. **Adoption**

The College’s Family and Medical Leave Act Policy will dictate leave for administrators legally adopting a child who is a minor at the time of adoption. More information can be found at [http://www.jccmi.edu/policies/HR/Policies/1705.pdf](http://www.jccmi.edu/policies/HR/Policies/1705.pdf).

K. **Workday**

Administrators are generally expected to be available during regular business hours (i.e. 8:00 a.m. – 5:00 p.m.). When approved by the immediate supervisor, on limited occasion, administrators may work from home. However, this authorization will be limited to special circumstances. Administrators who are absent for three or more consecutive hours during regular business hours for personal reasons must report their absence to their supervisor.

**Article VII – INSURANCE PROGRAMS**

A. **Life Insurance**

Active full-time administrators will receive basic life and accidental death and dismemberment insurance in the amount of two times their annual salary. Administrators retiring will have $10,000 for the remainder of their life. This program is paid by the College.

B. **Long-Term Disability Income Protection Insurance**

Full-time administrators are covered by a long-term disability (LTD) insurance policy. If the administrator becomes totally and permanently disabled for a period of longer than ninety calendar days, the College's long-term disability insurance program will provide payment of 70 percent of the basic monthly earnings at the time of disability, subject to a maximum benefit of $7,000 per month for as long as the employee remains so disabled, but not beyond the age sixty-five. The policy is administered by the College’s LTD insurance carrier, and benefits may change due to coordination of other benefits (Social Security, etc.).

Benefits payable from Workmen's Compensation, Social Security, etc., will not be included in the determination of the payment until total compensation reaches seventy percent of basic monthly earnings.

**Article VIII – RETIREMENT**

A. **Retirement Programs**

Newly hired full-time administrators or employees transferred into full-time administrative positions will have ninety calendar days to select either the Michigan
Public School Employees Retirement System (MPSERS) or the Jackson College Optional Retirement Plan (JCORP), which is portable. Information about the plans is available from the manager of benefits in the human resources office.

Individuals in part-time administrative positions are required by law to participate in the State’s MPSERS program.

B. Benefits after Retirement

Employees who meet eligibility for retirement and retire from an administrative position will be eligible for the same benefits as defined by the current faculty union Master Agreement, unless specifically addressed herein.

The administration has initiated a program entitled EMERITI, which increased the optional retirement program (ORP) by 1 percent, for a total of 15 percent, with a mandatory 0.5 percent contribution by the employee to a retiree health model plan. The health plan provides for unlimited tax-free contributions, and tax-free withdrawals by the retiree. For more information, please visit www.michigan.gov/ors for ORS (MPSERS), www.tiaa-cref.org for TIAA-CREF, or www.emeritiehealth.org for information on retiree health model plans.

The president reserves the right to modify retiree benefits, regardless of the faculty union Master Agreement, at any time.

Article IX – DISCIPLINE

A. Discipline Procedure

If a supervisor observes unacceptable performance by an administrative direct report, and coaching and professional development has not had the desired effect, normally, a written notification through a performance correction notice will be issued to the employee, with a copy placed in the employee’s permanent personnel file. Unacceptable performance or behavior, including illegal activity, may result in disciplinary action including written reprimand, time off without pay, and/or termination.

Employment may be terminated as outlined in Article IV, A, 2.

Article X – GRIEVANCE PROCEDURE

A. Non-Civil Rights Issues

Administrators are encouraged to initiate a conference with their immediate administrative supervisor to discuss any non-civil rights issues and/or complaints. If the problem is not resolved to the employee’s satisfaction, he or she may meet with the vice president of administration and human resources or the appropriate vice
president or provost. If the problem remains unresolved, the employee may appeal to the president.

B. Violations of Civil Rights, Title IX of the Education Amendment Act of 1972, Americans with Disabilities Act of 1992

In the event an employee feels that his or her civil or personal rights have been violated (e.g., harassment or discrimination), an internal grievance procedure is available through human resources. The employee should complete the Discrimination and Harassment Complaint Form found on the human resources website at http://www.jccmi.edu/humanresources/forms.htm.

If the employee is not comfortable with the initial steps in the procedure, he or she may contact the vice president of administration and human resources, who is also the Title IX coordinator, to discuss the complaint. It is recommended that such discussions or use of the grievance procedure be initiated immediately if an alleged violation occurs or is suspected.

Violation of employees’ civil or personal rights will not be tolerated.

Article XI – MISCELLANEOUS

A. Operational Policies

Operational policies have been established and are available on the College’s website at http://www.jccmi.edu/policies/. These policies should be reviewed annually, as they are regularly updated. It is the responsibility of each administrator to operate within the parameters of College policies and procedures.

B. Commitment

Each employee, by virtue of the signature below, agrees to commit to be evaluated by and held accountable for the College’s mission, vision, values and beliefs of the College, which can be found at http://www.jccmi.edu/administration/president/MissionDocuments.htm.
Appendix A  Jackson College Values and Beliefs

STATEMENT OF BELIEFS

As employees of Jackson College, We Believe:

- The success of our students is always our first priority
- We must perform our jobs admirably, giving our best service and support every
day, for everyone
- Teamwork is founded upon people bringing different gifts and perspectives
- We provide educational opportunities for those who might otherwise not have
them
- In providing employees with a safe and fulfilling work environment, as well as an
opportunity to grow and learn
- Our progress must be validated by setting goals and measuring our
achievements
- We must make decisions that are best for the institution as a whole
- Building and maintaining trusting relationships with each other is essential
- Competence and innovation are essential means of sustaining our values in a
competitive marketplace
- We make a positive difference in the lives of our students, our employees, and
our communities
- In the principles of integrity, opportunity and fairness
- We must prepare our students to be successful in a global environment
- Our work matters

VALUES

- **Integrity** – We demonstrate integrity through professional, ethical, transparent,
and consistent behavior in both our decision-making and in our treatment of
others; being accountable for our work and actions is the basis of trust.
• **Caring** – We demonstrate caring through attentive and responsive action to the needs of students and others. We listen with open minds, speak kindly, and foster relationships based on mutual respect and trust.

• **Collaboration** – We demonstrate collaboration through the mutual commitment of individuals and organizations who come together for a common cause, encouraging self-reflection, teamwork, and respect for ourselves and others.

• **Quality** – We demonstrate quality through innovation in the continuous improvement of all processes and services, encouraging students and others to become creative thinkers.

• **Inclusion** – We demonstrate inclusion by seeking involvement and providing access for those with diverse backgrounds to work toward a culture of equality while maintaining differences in a respectful way.

• **Service** – We demonstrate service by striving to make the communities we serve great places to live, work, and learn through our involvement, both as an organization and as individuals.

• **Leadership** – We demonstrate leadership by nurturing the full development of those we serve, identifying and empowering individuals’ greatest strengths.

**APPENDIX B – PERSONAL MANAGEMENT INTERVIEW (PMI) STRUCTURE**

Based upon the employee engagement methodology developed by Dr. Kim Cameron from the Department of Positive Scholarship at the University of Michigan, the following format is strongly encouraged for use by supervising administrators:

**Using the PMI**

1. **Initial role negotiation**

Prior to the regular meetings, an introductory one-off ?role negotiation? meeting is held. Professor Cameron suggests that at this meeting the manager and the direct report discuss and negotiate?

• Role performance

• Areas of responsibility

• Accountability and reward
• Interpersonal relationships
• Mission, goals and values

Once clear agreement is reached on the above, and any non-negotiable matters identified and justified? the decisions from the meeting are written up and form the basis for the following monthly meetings.

2. Primary Characteristics of PMI’s

• Regular and private
• Major goals:
  • Continuous improvement
  • Teambuilding and personal development
  • Feedback
• First agenda item:
  • Follow up on action items from the previous section
• The meeting lasts from 45 to 60 minutes
• Major agenda items include:
  • Organizational and job issues
  • Information and sharing
  • Training and development
  • Resource needs
  • Interpersonal issues
  • Obstacles to improvement
  • Targets and goals
  • Appraisal and feedback
  • Personal issues
• A supportive, non-punitive environment
• Last agenda item:
  • Review of action items
3. Implementation Guidelines for PMIs

- Regularly scheduled
- Private
- Free of interruptions
- Advanced preparation by both parties
- Accountability required of both parties
- Training of participants in advance
- Flexibility in format
- Action items and improvement plans
- Feedback, praise and development

4. Beneficial Outcomes of PMIs

- Actually saves time
- Institutionalizes continuous improvement
- Improves and sustains unit effectiveness
- Improves the quality of communication
- Maintains accountability for commitments
- Prevents regression from off-site training
- Provides opportunities for manager-subordinate meetings face-to-face
- Enhances meeting effectiveness
- Provides opportunities for training and development
- Becomes a success experience in itself
- @Copyright: Professor Kim Cameron, University of Michigan.
TO: Jackson College Board of Trustees  
FROM: Dr. Daniel J. Phelan, President  

**Subject to be Discussed and Policy Reference:**

<table>
<thead>
<tr>
<th>9.2 Wayne State University Partnership Update</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(BOARD POLICY: EXECUTIVE LIMITATIONS: Communication and Counsel to the Board)</em></td>
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</table>

**Executive Summary:**

Enclosed are some documents received today during a follow up meeting with Wayne State University. I am pleased to provide you with an update on the partnership that we have been pursuing.

**Resource Impact:**

None

**Requested Board Action:**

None

**Action Taken:**

None
Wayne State University and Jackson College (JC)
B.S. in Business Administration, Management

**DRAFT**

Most courses offered on-site at Jackson College for B.S. degree completion (online options available).

Note: All WSU General Education completed through Michigan Transfer Agreement (MTA)

### Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credit</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 1500</td>
<td>Business Tools and Applications</td>
<td>3</td>
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</tr>
<tr>
<td>COM 3300</td>
<td>Business and Professional Presentation</td>
<td>3</td>
<td>(pre-req ENG 132 at JC)</td>
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<tr>
<td>ISM 3630</td>
<td>Business Information Systems</td>
<td>3</td>
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<tr>
<td>GSC 3600</td>
<td>Operations and Supply Chain Management</td>
<td>3</td>
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</table>

**Total:** 12

### Winter Semester

<table>
<thead>
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<tbody>
<tr>
<td>BA 3400</td>
<td>Quantitative Methods II: Statistical Methods</td>
<td>3</td>
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</tr>
<tr>
<td>MGT 5530</td>
<td>Advanced Organizational Behavior</td>
<td>3</td>
<td>(pre-req BUA 220 at JC)</td>
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<tr>
<td>MGT 5700</td>
<td>Human Resource Management</td>
<td>3</td>
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<tr>
<td>FIN 3290</td>
<td>Business Finance</td>
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<td>(pre-req BA 2300)</td>
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<tr>
<td>MGT</td>
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</table>

**Total:** 15

### Spring/Summer Semester - WSU Campus (on-campus housing option)

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credit</th>
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<tbody>
<tr>
<td>MGT 6890</td>
<td>Strategic Management and Business Policy</td>
<td>3</td>
<td>(pre-req all Core, Foundation and Gen. Ed.)</td>
</tr>
<tr>
<td>MGT 6995</td>
<td>Seminar in Management</td>
<td>3</td>
<td>(pre-req MGT 5530, MGT 5700)</td>
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<tr>
<td>MGT</td>
<td>Elective or MGT 5790 Internship in Management</td>
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</tr>
<tr>
<td>MGT</td>
<td>Elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Total:** 12

### Total WSU Credits

39

### Total JC Transfer (min.)*

81

**Total:** 120

*Per current JC Business Administration Articulation Agreement up to 82 credits can transfer to WSU.
Articulation Agreement

Between
Wayne State University & Jackson College
Linking Jackson's
Associate in Applied Science, Business Administration

With Wayne State University
Mike Ilitch School of Business
Bachelor of Arts or Bachelor of Science in Business Administration in Accounting, Finance, Global Supply Chain Management, Information Systems Management, Management, or Marketing

This agreement made this 1st day of October, 2017 is by and between Wayne State University (WSU) and Jackson College.

Wayne State University and Jackson College wish and intend by this Agreement to set forth the terms and conditions of engaging in an educational program, to facilitate the transfer of students who earn an Associate in Applied Science in Business Administration from Jackson College to complete a Bachelor of Science in Business Administration (BSBA) or Bachelor of Arts in Business Administration (BABA) from Wayne State University, Mike Ilitch School of Business.

Article I
Agreement on Program Integrity

WSU and Jackson College will maintain the integrity of their separate programs and enter into this agreement as equal and cooperating partner institutions.

Article II
Agreement on Principle

This agreement between WSU and Jackson College is intended to provide a smooth and seamless curriculum transition for Jackson students that transfer to Wayne State to earn a bachelor degree from the Mike Ilitch School of Business. The agreement is designed for students who follow a prescribed plan of study leading to the Associate in Applied Science in Business Administration. The credits transferred from the Associate in Applied Science in Business Administration, as outlined in the appendices to this document, will be included in the total credit hours required for the Wayne State University baccalaureate degree. All other standard admission, curriculum, and graduation requirements of Jackson College and WSU must also be met.

Article III
Agreement of Program Articulation

Jackson College and WSU agree that any student, who has earned the aforementioned Associate in Applied Science in Business Administration, may transfer the credits from their program to the Mike Ilitch School of Business at Wayne State University toward the BSBA or BABA, as outlined in the attached appendices.
This agreement specifically allows the transfer of up to eighty-two (82) credits from *Jackson College* to *WSU*. This is beyond the currently stipulated sixty-four (64) credits, and was approved by the WSU Board of Governors. The purpose of allowing Jackson students to transfer additional credits is to enable them to complete the BABA/BSBA program at the WSU Main Campus and/or the Schoolcraft Center Campus.

The Bachelor’s degree requirements for students who follow this articulation agreement are outlined in Attachment A.

**Article IV**

**Agreement on Student Support**

*WSU* and *Jackson College* agree to track the progress and success of articulation participants. Responsibility for this tracking rests with the Mike Ilitch School of Business, Office of Undergraduate Student Services. A mechanism will be developed to track and report on *Jackson* students’ use of this Articulation.

**Article V**

**Agreement on Communication**

*Jackson College* and *WSU* agree to cooperate in communication with each other and with common and respective publics concerning the established relationships between the two institutions. Communication will include the development of various kinds of publications to inform those who might benefit from the opportunities provided by this articulation agreement. The appropriate faculty and staff in both institutions will share the information in this agreement with interested and qualified students. Both institutions will provide academic advising to students and prospective students. Joint efforts in marketing the program and student recruiting will be pursued.

*WSU* and *Jackson College* further agree to communicate annually concerning curriculum changes that may affect the agreed upon program relationship. Responsibility for communication related to this agreement will rest with the individuals appointed under Article VI.

**Article VI**

**Agreement and Review Body Procedures**

Each institution will appoint one or more faculty administrators to act as agents for the implementation of this agreement, and communicate changes to respective faculty members, advisors, and others to whom the information is pertinent. Responsibility for the oversight of this agreement rests with the Office of the Provost at *Jackson College* and with the Mike Ilitch School of Business at *WSU*. 
Article VII
Regarding Independent Relationship

In the performance of their respective duties and obligations under this Agreement, each party is an independent contractor and neither is the agent, employee, or servant of the other, and each is responsible only for its own conduct. Each institution is solely responsible for the development and design of its own curriculum. Changes on the part of either party will/may necessitate review of this document.

Article VIII
Agreement not to Discriminate

Each party covenants and agrees that it does not discriminate on the basis of race, creed, color, age, sex, or national origin and it complies with the Americans with Disabilities Act of 1990, and that it does not discriminate on the basis of “physical or mental handicap” except where there exists a bona fide academic qualification.

Each party shall be separately responsible for compliance with all federal and state laws, including nondiscrimination laws and all applicable sections of the Michigan Handicapper’s Civil Rights Act. Illegal discrimination by either party may be considered a material breach of this Agreement.

Article IX
Entire Agreement

This Agreement constitutes the entire agreement between the parties, and all prior discussions, agreements, and understandings, whether verbal or in writing, are hereby merged into this Agreement.
Article X
Amendment/Modifications/or Terminations Provision

Jackson College and WSU agree to the terms of this Agreement. No amendment or modification to this Agreement, including any modification or amendment of this paragraph, shall be effective unless the same is in writing and signed by all parties or their Successors.

This cooperative arrangement will be in effect immediately upon signature and will be subject to review for continuance after a period of five (5) years. Renewal will be for five years unless either party notifies the other in writing by December 31 of the year preceding the last year of the agreement of their intention to renegotiate or of non-renewal of this agreement.

This Agreement is effective immediately upon approval by WSU and Jackson College and shall remain in effect unless terminated by either party providing six months advance written notice. In the event that this Agreement must be terminated, all students currently enrolled in the program shall be allowed to complete the program as described.

Signatories for Wayne State University:

Keith Whitfield, Ph.D.
Provost

Robert Forsythe
Dean, Mike Ilitch School of Business

Signatories for Jackson College:

Dr. Daniel Phelan, Ph.D.
President

Dr. Rebekah Woods, J.D., Ph.D.
Provost

Mr. Zakary McNitt
Registrar

Date: ____________________  Date: 12.28.19

FORM APPROVED
PG
1307/2017
COUNSEL
In the time between the development of this agreement and the signing date, Dr. Rebekah Woods left her position at Jackson College. Dr. Kate Thirolf will be signing this agreement in the absence of a Chief Academic Officer/Provost.

Dr. Kate Thirolf, Ph.D.
Dean, Business/Technology & Human Services
ARTICULATION GUIDE
Wayne State University - Bachelor of Science or Arts in Business Administration
Jackson College – Business Administration Associate in Applied Science

<table>
<thead>
<tr>
<th>Jackson College Degree Requirements</th>
<th>Transfer to WSU as:</th>
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<tbody>
<tr>
<td>General Education (26 credits)</td>
<td>ENG 1020: Introductory College Writing 3</td>
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<tr>
<td>ENG 131 Writing Experience I</td>
<td>COM 2XXX: Oral Communication 3</td>
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<tr>
<td>COM 231 Communication Fundamentals</td>
<td>STA 1020: Elective 4</td>
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<tr>
<td>MAT 133 Intro to Probability &amp; Statistics</td>
<td>BIO 1XXX or GEL 1XXX: Elective 4</td>
</tr>
<tr>
<td>Natural Science Elective (NSC 131 or GEL 109)</td>
<td>ECO 2020: Principles of Macroeconomics 3</td>
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<tr>
<td>ECN 231 Macroeconomics</td>
<td>PHI 1XXX: Fulfills General Education 3</td>
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<tr>
<td>Humanities Elective (HUM 131 or MUS 131)</td>
<td>SOC 2600: Race and Racism in America 3</td>
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<tr>
<td>HIS 211 Minority Groups in America</td>
<td>Does not transfer 0</td>
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<tr>
<td>SEM 140 Seminar in Life Pathways</td>
<td>ACC 3010: Introduction to Financial Accounting 4</td>
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<tr>
<td><strong>Business Administration Related Requirements (10 credits)</strong></td>
<td>CSC 1000: Elective 3</td>
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<tr>
<td>ACC 231 Principles of Accounting I</td>
<td>ENG 2XXX: Intermediate Composition 3</td>
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<tr>
<td>CIS 101 Intro to Computer Systems</td>
<td><strong>Business Administration Core Requirements (12 credits)</strong></td>
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<td>ENG 232 Technical &amp; Business Writing</td>
<td>BA 1XXX: Elective 3</td>
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<td><strong>Business Administration Core Requirements (12 credits)</strong></td>
<td>MGT 2530: Management of Organizational Behavior 3</td>
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<td>BUA 100 Contemporary Business</td>
<td>MKT 2300: Marketing Management 3</td>
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<td>BUA 220 Principles of Management</td>
<td>BLW 2510: Business Law 3</td>
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<td>BUA 230 Principles of Marketing</td>
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<td>BUA 250 Business Law</td>
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<td>BUA 120 Human Relations in Business</td>
<td>PSY 1020: Elements of Psychology 4</td>
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<td>BUA 122 Successful Small Business</td>
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<td>PSY 140 Intro to Psychology</td>
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<td>BUA 130 Customer Service</td>
<td><strong>WSU Additional Major Requirements (10 credits)</strong></td>
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<tr>
<td>BUA 121 Leadership</td>
<td>ACC 232 Principles of Accounting II 4</td>
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<td><strong>WSU Additional Major Requirements (10 credits)</strong></td>
<td>ECH 232 Microeconomics 3</td>
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<td>ACC 232 Principles of Accounting II</td>
<td>ENG 132 Writing Experience II 3</td>
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<td>Additional Requirements to Complete MTA (7 credits)*</td>
<td><strong>Additional Requirements to Complete MTA (7 credits)</strong>*</td>
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<td>Natural Science Elective (NSC 131 or GEL 109)</td>
<td>ENG 3020: Introduction to Managerial Accounting 4</td>
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<td><strong>Subtotal</strong></td>
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<td><strong>81 credits</strong></td>
<td>BIO 1XXX or GEL 1XXX: Elective 4</td>
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<tr>
<td><strong>MTA Satisfied:</strong></td>
<td>PHI 1XXX or MUH 1XXX Fulfills General Education 3</td>
</tr>
<tr>
<td>*It is highly encouraged for students to complete the Michigan Transfer Agreement (MTA) as this will satisfy WSU General Education requirements.</td>
<td><strong>Subtotal</strong> 78 credits</td>
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</tbody>
</table>

An additional 4 credit hours may be taken at Jackson College to transfer a maximum of 82 credits, provided they are transferable to Wayne State University (www.transfercredit.wayne.edu).

MTA is strongly recommend, it will satisfy remaining General Education requirements at Wayne State University.
ARTICULATION GUIDE
Wayne State University - Bachelor of Science or Arts in Business Administration
Jackson College -- Business Administration Associate in Applied Science

Total credits required for degree from JC  
Additional Electives taken at JC  
Additional credits required for WSU degree  
(taken at WSU)  
BA or BS Degree Total

Courses taken at WSU to fulfill WSU Bachelor in Business Administration degree requirements**:

BA 2300 Quant Methods I: Prob & Stat Infer  
COM 3300 Business and Prof Presentations  
BA 3400 Quant Methods II: Statistical Methods  
FIN 3290 Business Finance  
GSC 3600 Operations & Supply Chain Mgmt  
ISM 3630 Business Information Systems  
MGT 6890 Strategic Mgmt & Business Policy

Choose One Concentration for Major Requirements:

Accounting
ACC 5100 Intermediate Financial Accounting I  
ACC 5110 Intermediate Financial Accounting II  
ACC 5115 Intermediate Financial Accounting III  
ACC 5130 Accounting Systems Design and Control  
ACC 5160 Managerial Accounting  
ACC 5170 Introduction to Taxation: Individuals

Finance
FIN 5000 Applied Financial Analysis  
FIN 5215 Security Analysis and Portfolio Mgmt  
FIN 5270 Advanced Business Finance  
FIN 6996 Corporate Financial Strategies  
FIN 5XXX Electives (2 from list)  

Global Supply Chain Management
GSC 5600 Supply Chain and Distrb Strategy  
GSC 5620 Global Supply Chain Management  
GSC 5650 Strategic Procurement  
GSC 5690 Principles of Quality Management  
GSC 6997 Global Supply Chain Anal & Planning  
GSC 5XXX Elective from list

Information Systems Management
ISM 5820 System Analysis and Design  
ISM 5860 Data Communications and Networks  
ISM 5992 Database Systems  
ISM 5994 Software Tools for Bus Applications  
ISM 6997 Information Systems Policy and Mgmt  
ISM 5XXX Elective from list

Marketing – Advertising/Marketing
MKT 5410 Marketing Research and Analysis  
MKT 5450 Consumer Behavior  
MKT 5490 Principles of Advertising  
MKT 6996 Strategic Marketing  
MKT 5XXX Electives (2 from list)  

Additional credits may be taken at Jackson College up to a maximum of 82 credits, provided they are transferable to Wayne State University (www.transfercredit.wayne.edu).
**ARTICULATION GUIDE**
Wayne State University - Bachelor of Science or Arts in Business Administration
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<table>
<thead>
<tr>
<th>Marketing – Management</th>
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<tbody>
<tr>
<td>MKT 5410 Marketing Research and Analysis</td>
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<tr>
<td>MKT 5450 Consumer Behavior</td>
<td>3</td>
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<tr>
<td>MKT 6996 Strategic Marketing</td>
<td>3</td>
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<td>MGT 5530 Advanced Organizational Behavior</td>
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<td>MGT 5700 Human Resource Management</td>
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<tr>
<td>MGT 6995 Seminar in Management</td>
<td>3</td>
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<td>MGT 5XXX Electives (3 from list)</td>
<td>9</td>
</tr>
</tbody>
</table>

**Additional credits needed for degree**
(all majors)  

**Subtotal for WSU credits in the major**  

40

**Assumes student is completing MTA agreement along with Associate in Business.**
TO: Jackson College Board of Trustees  
FROM: Dr. Daniel J. Phelan, President  

Subject to be Discussed and Policy Reference:  

<table>
<thead>
<tr>
<th>9.3</th>
<th>Closed Session</th>
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</thead>
<tbody>
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<td>(BOARD POLICY: EXECUTIVE LIMITATIONS: Communication and Counsel to the Board)</td>
</tr>
</tbody>
</table>

Executive Summary:  

As provided by Public Act §15.268, Section 8, sub-section (c) for purposes of discussing negotiations of union collective bargaining agreements.  

I hereby request closed hearing at this time for the above purposes. This requires an individual vocal affirmation.  

Following the closed session the Board will need to return to open session and declare such thru a vocal individual affirmation.

Resource Impact:  

None

Requested Board Action:  

None

Action Taken:  

**MOTION BY TRUSTEE LAKE** “To move into closed session for the purpose of discussing contract negotiations.” **ROLL CALL VOTE: TRUSTEES LAKE, MATHEIN, BARNES, CRIST, PATTERSON AND HOFFMAN VOTING AYE. MOTION PASSED UNANIMOUSLY.** The Board moved into closed session at 7:16PM.  

**MOTION BY TRUSTEE CRIST** “To move back into open session”. **TRUSTEES MATHEIN, LAKE, BARNES, CRIST, PATTERSON AND HOFFMAN VOTING AYE. MOTION PASSED UNANIMOUSLY.** The Board reconvened to open session at 7:21PM.