Jackson College Board of Trustees Meeting

Regular Meeting

August 10, 2026 06:30 PM

(*) Indicates a roll-call item

MISSION / VISION / MAROON & GOLD STANDARDS

MISSION

Together we inspire and transform lives.

VISION

Jackson College is a world-class institution of higher education where learners succeed and community needs are met.

MAROON & GOLD STANDARDS:

Why

Over the past few years, we’ve all seen just how quickly the world around us can change. Surely, our country is living through a period of division, uncertainty, and shifting values. In many workplaces, and even in higher education, clarity about purpose and expectations has been eroded, or at the very least, seems blurred. In moments like these, it’s easy for the noise of the times to distract us from the core of what truly matters.

In my view, at Jackson College, we don’t have the luxury of losing sight of a shared mission and purpose. The work we do here is too important, indeed the stakes for our students and community too high. Over the summer, I concluded that it is now the time to recenter ourselves, to keep first things first, and to speak plainly about who we are, what we stand for, and how we work together.

The following modified Vision Statement, Statement of Beliefs, and the companion lists of what employees can reasonably expect from Jackson College and what Jackson College can reasonably expect from its employees, are a way of doing that. They are not just words on paper. They are a reaffirmation of our shared purpose and a clear commitment to one another.

These statements make it unmistakable that student success is our highest priority, that professionalism and respect are non-negotiable, and that the greater good of the College must guide our decisions. I believe that they remind us that Jackson College is a place where people can grow, where input is valued, where we are responsible people, and where we treat each other with dignity, even when decisions do not go the way we might prefer.

We are, and must remain, an institution where excellence is expected, where integrity is lived, and where we willingly subordinate our personal preferences when the mission and direction call for it. This is how we honor our students, our colleagues, our community, and the trust the public has placed in us. It is how we create legacy.

This is now the moment to be intentional about our culture and not just yield to the changing attitude. We seek to create a place where people enjoy working, where they know they are appreciated, and where the work is worthy of the best we have to give.

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The following statements build upon a strong foundation for that kind of college. And they are a promise to one another…a noble pledge to Maroon & Gold Standards that currently struggle to find voice, no matter the challenges of the times.

Daniel J. Phelan, MBA, Ph.D.,
Jackson College
President & CEO

Jackson College Values

Introduction:

At Jackson College, our values are more than ideals, indeed they are lived commitments. They shape how we teach, lead, serve, and grow together. In a time of complexity and change, these values offer clarity and direction. They remind us of who we are, what we stand for, and how we carry our mission into every classroom, office, and conversation.

These values are aspirational by design and are intended to guide our daily work and elevate our collective purpose. They reflect our belief in the power of education, the importance of human connection, and the responsibility we hold to the public and one another.

Draft Jackson College Values:

1. We pursue truth through learning, dialogue, and discovery - We believe education begins with curiosity and thrives in a culture of evidence, inquiry, and intellectual courage;
2. We embrace the dignity of every person through compassion and respect - We care deeply for our students, employees, and communities, and honor each voice as essential to who we are;
3. We create opportunity through access, support, and belief in human potential - We are committed to helping every learner advance toward a better future;
4. We serve our communities with purpose and pride - Our mission compels us to strengthen the region we call home—through education, workforce development, and civic engagement;
5. We cultivate innovation to meet the challenges of tomorrow - We are future-focused, always learning, and unafraid to rethink how we teach, lead, and serve; and
6. We lead with integrity and are accountable to the public trust - In every decision and every action, we uphold the highest standards of ethics, transparency, and stewardship.

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Jackson College Beliefs

Introduction:

At Jackson College, our mission is more than a statement…it is a commitment lived out daily through the work of every one of us. In a time of complexity, rapid change, and increasing fragmentation across society, we are choosing to be a community grounded in shared purpose, high standards, and mutual respect.

This *Statement of Beliefs* reflects who we are and how we serve. It connects our individual roles to the College's larger mission and provides a common foundation for our decisions, actions, and relationships.

These beliefs affirm our dedication to student success, professional integrity, innovation, and the public trust. They are not abstract ideals. They are commitments we live by, each of us, every day, and hold ourselves in account to, because our work is important, our service to students is essential, and the College we build together must be impactful.

As employees of Jackson College, we believe…

- **student success is our highest calling.**
- **in acting with integrity and in service to the public trust.**
- **in pursuing truth through inquiry, evidence, and dialogue.**
- **in serving others with professionalism, respect, and compassion.**
- **innovation is vital to meet the challenges of today and tomorrow.**
- **we grow together through shared purpose and mutual responsibility.**

Reasonable, Sustainable, and Actionable Expectations Employees Should Have of Their Employer

Introduction:

At Jackson College, we believe that a thriving workplace is built not only on shared mission and values, but also on mutual understanding between the College and its employees. In an era marked by rapid change, increasing demands, and new ways of working, it is important to articulate what employees can reasonably expect from their employer.

These expectations are not abstract ideals; they are grounded in respect, professionalism, love, care, and service, as well as a commitment to institutional sustainability. They reflect our belief that a healthy organization honors its people by providing clarity, fairness, and support, while also upholding the standards necessary to serve our students and our communities well.

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Not every decision will include every employee, and not every challenge will have an easy answer. But we are committed to creating a work environment that is intentional, just, and human-centered. The following list outlines the foundational commitments that employees may reasonably expect from Jackson College in our shared work.

At Jackson College, employees may reasonably expect from their employer to:

1. Be Treated with Respect and Professional Courtesy - All employees should expect to be treated with civility, fairness, and basic human decency in the course of their work;
2. Receive Clear and Timely Communication - Employees should expect important and relevant information to be shared in a timely, clear, and consistent manner to help them perform effectively;
3. Work in a Safe and Orderly Environment - The workplace should be free from undue hazards, harassment, or dysfunction, and provide the tools needed for employees to succeed in their roles;
4. Have Clearly Defined Responsibilities and Expectations - Employees should expect to know what is required of them, receive feedback on their performance, and be supported in meeting clear, reasonable expectations;
5. Be Offered Opportunities for Skill Development and Growth - Every employee should expect access to tools for professional development, learning, and improvement; however, such development does not guarantee career advancement.
6. Maintain a Reasonable Workload and Time for Renewal - The College should strive to ensure employees are not consistently overburdened and have the time and space necessary to recharge and sustain high-quality work;
7. Receive Fair Compensation and Benefits - Employees should expect to be paid fairly, and on time, for their work and to have access to benefits that support their personal and family needs, within the College's resources and contractual parameters;
8. Be Recognized for Contributions - Employees should expect their efforts to be reasonably noticed, acknowledged, and appreciated, whether informally or through formal recognition efforts;
9. Be Trusted to Do Their Job - Employees should expect a baseline of trust, professional autonomy, and respect for their ability to carry out their duties, with accountability to same, but without unnecessary micromanagement; and
10. Have Opportunities for Input Where Appropriate - While not all employees will be involved in all decisions, they should expect that their input will be welcomed in areas relevant to their responsibilities and that supervisors and leadership will listen with sincerity when feedback is sought.

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Reasonable, Sustainable, and Actionable Expectations Jackson College Should Have of Its Employees

Introduction

As a public institution, Jackson College exists to serve the people of Jackson County and beyond through education, opportunity, and community impact. Our employees are the stewards of this mission. Whether in classrooms, offices, labs, or remote workspaces, each employee plays a vital role in fulfilling the promise of the College.

Excellence is not accidental—it is the product of clear expectations, ethical conduct, personal responsibility, and shared engagement. The following list outlines what Jackson College may reasonably expect from all employees. These expectations reflect standards of highly effective workplaces and are aligned with both the mission of the College and the trust placed in us by the students, families, and taxpayers we serve.

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1. Serve Others with Excellence

Employees are expected to provide consistently high levels of service to students, coworkers, and the public. This includes demonstrating professionalism, kindness, responsiveness, and a willingness to go beyond minimum requirements to solve problems and improve experiences.

2. Act in the Interest of the Mission, Not Self

Decisions and behaviors must reflect a commitment to the College's mission and to those it serves—not personal convenience, recognition, or self-interest. Employees should remain mindful of how their choices impact the greater good.

3. Demonstrate Loyalty and Constructive Support for the College

Loyalty includes supporting the College's goals, representing the College positively, in the community, and contributing to a healthy, united workplace. Constructive feedback and respectful disagreement are welcome—but must be rooted in a spirit of shared success.

4. Uphold the Highest Standards of Ethics and Professional Behavior

Employees are expected to act with integrity, honesty, and fairness. This includes avoiding conflicts of interest, protecting confidential information, honoring commitments, and complying with College policies and applicable laws.

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5. Be Present, Reliable, and Ready to Contribute

Regular attendance, punctuality, and active engagement are essential. Employees should come prepared each day—whether in person or remote—and take full ownership of their responsibilities and work quality.

6. Strive for Excellence and Continuous Learning

A commitment to growth is expected. Employees shall pursue opportunities to improve their skills, stay current in their fields, and adapt their work to changing needs and new ideas.

7. Use College Resources Responsibly and Honorably

All College resources—time, technology, funding, and facilities—should be used efficiently, ethically, and solely for professional purposes. Employees are expected to avoid waste and treat public assets with care.

8. Foster a Respectful, Collaborative, and Engaged Work Environment

A healthy workplace depends on respect of the hierarchy of decision-making, on-going communication, and cooperation. Employees should actively contribute to a positive environment by engaging with others professionally and avoiding divisive or counterproductive behaviors.

9. Adapt to Change and Support Institutional Priorities

As the College evolves to meet new challenges, employees must remain flexible and responsive. This includes being open to new tasks, new technologies, and new ways of working that support Jackson College's strategic direction.

10. Communicate with Honesty, Clarity, and Purpose

Effective communication is essential. Employees should speak and write clearly, listen actively, and provide feedback constructively. Employees must understand that not everything can be known by everyone, and in the moment – that there is a difference between 'needing to know' for one's job duties, and 'wanting to know' which is idle curiosity. Communication should support understanding, alignment, and the successful pursuit of College goals.

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: August 10, 2026

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

Report Category:
☐ Decision Request ☑ Information Only
Board Role Alignment: (Relevant Board Policy Quadrant and Number)
Open Meetings Act – Act 267 of 1976
Subject: (Topic or focus for consideration)
5:45pm Board Dinner [No Board discussion/decisions]
Description: (Concise explanation of the issue, item, or proposal)
In accordance with the Michigan's Open Meetings Act (OMA), 1976 PA 267, MCL 15.261 et seq, all public bodies are required to hold their gatherings in public, if a quorum of the Board is present. As further clarified in the Open Meetings Act Handbook, prepared by Michigan Department of Attorney General's Office, while the OMA "*does not apply to a meeting which is a social or chance gathering or conference not designed to avoid this act*,"28 a meeting of a public body must be open to the public. Though no board discussion or decisions are undertaking during the Board's dinner, the Jackson College Board has broadly interpreted this gathering to be a 'meeting of a public body' and, as such, is open to the public, though there is no opportunity for the public's input during this dinner gathering.
Resource Impact: (As applicable)
None
Requested Board Action: (If any)
Board members participate in a purely social dinner gathering, prior to the regular Board meeting.
Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)

Roberts Rule of Order for Small Assemblies

Board of Trustees
Jackson College, MI

Parliamentary procedure is a set of rules for conducting orderly meetings of the Board of Trustees that accomplish goals fairly. Excerpts from Robert's Rules of Order Newly Revised – 12th Ed. (RNOR), includes provisions for small assemblies (i.e., a grouping of 12 or fewer members). These rules apply to the Board committees as well.

I. General Principles:

RONR provides that Board of Trustees meetings are not to be conducted with the formality of a large assembly, but some general principles apply. Namely:

1. A quorum must be present for business to be conducted.
2. All Trustees have equal rights, privileges and obligations.
3. No person should speak until recognized by the chairperson.
4. Personal remarks or sidebar discussions during debate are out of order.
5. Only one question at a time may be considered.
6. Only one person may have the floor at any one time.
7. Trustees have a right to know what the pending question is and to have it restated prior to a vote being taken.
8. Full and free discussion of every main motion is a basic right.
9. A majority decides a question except when basic rights of members are involved or a rule provides otherwise.
10. Silence gives consent. Those who do not vote allow the decision to be made by those who do vote.
11. The chair should always remain impartial.

II. Unique Components to Small Assemblies:

These rules/exceptions are called the *Rules of Order for Small Assemblies*. However, the following RONR modifications to the Rules for small assemblies are notable and must be adhered to:

1. Members are not required to obtain the floor before speaking or making a motion, which can be done while seated. The chairperson merely recognizes the person.
2. Motions need not be seconded, although the chair should repeat the motion so that the meeting knows what is being talked about and before there is a vote, the proposed resolution should be repeated by the chair unless the resolution is clear. (A long motion should be in writing to assist the chair.)

3. There is no limit on the number of times that a person can speak, although in boards and committees it is not proper for a member to speak if a person who has not spoken wishes to be recognized. It is never proper to interrupt.
4. Informal discussion on a topic is permitted, even though no motion is pending. (It is required, however, to stick to the agenda.)
5. When a proposal is perfectly clear to the assembly, a vote can be taken without a motion having been made, but the chair is responsible for expressing the resolution before it is put to a vote.
6. The chair need not rise while putting questions to a vote.
7. The chair can participate in the discussion and unless there is a rule or custom of the board or committee to the contrary, can make motions and vote.
8. In order to have the benefit of the committee’s or board’s matured judgment, no motions to close or limit debate (such as “calling the question”) are permitted.

III. Amendments:

A ”motion to amend” can accomplish one or more of the following: 1) Inserting new language; 2) Striking language; and 3) Striking language in favor of adding new language.

Any motion can be amended by a subsequent motion. If the person who made the original motion consent to the amendment, the amendment is then deemed to be “friendly” amendment and it does not require additional support from another person; additionally, the matter is not subject to debate. If an amendment is not deemed friendly, it does require a person to second the amendment. Such a motion must then be debated and voted upon, before the debate resumes on the original motion.

A person wishing to make an amendment cannot interrupt another speaker. The chair should allow full discussion of the amendment (being careful to restrict debate to the amendment, not the original motion) and should then have a vote taken on the amendment only, making sure the board members know they are voting on the amendment, but not on the original motion.

If the amendment is defeated, another amendment may be proposed, or discussion will proceed on the original motion.

If the amendment carries, the meeting does not necessarily vote immediately on the "motion as amended." Because the discussion of the principle of the original motion was not permitted during debate on the amendment, there may be members who want to speak now on the issue raised in the original motion.

Board of Trustees Safety Tailboard

Jackson College - Potter Center Boardroom

Complete at the start of the meeting. Assign emergency roles, confirm locations, and review first actions.

Meeting Snapshot:

Date: _08.10.26_____	**Time: _6:31P________**	**Chair: _Donna Lake___**	**Meeting lead: _Dr. Phelan___**
Recorder: _K.E. Book_____	**Weather: _______________**	**Security #: _740.7986_____**	**Shelter area: _Bathrooms____**

Emergency Role Assignments:

Role	Assigned To	Key Direction / Location
Call 911	___________	Give location and nature of emergency
Call Security	___________	Campus security / switchboard
Bring AED	___________	**AED location:** _PC 2nd FL Grand Staircase entrance__________
Guide EMS	___________	**Meet responders at entrance:** _Bookstore___
Lead evacuation	___________	**Route:** _Bookstore Tower to exit__ **Rally point:** _Clocktower
Lead shelter	___________	Move to shelter area listed above

Critical Locations:

Nearest EMS entrance: __Bookstore________________

First aid kit: _President's Officer, Break Room____________

Fire extinguisher: _PC BR Secondary Door_____________

Person needing mobility/access support today:

____

Immediate Actions:

- Medical: Call 911, call Security, bring AED, clear area, guide EMS in.
- Fire/smoke: Evacuate, assist others, move to assembly point, take attendance.
- Severe weather: Move to shelter area away from glass and open-span spaces.
- Threat/violence: Call 911 and Security. Lock, barricade, or evacuate as safe.

Reviewed by meeting lead: __________________ Date: _08.10.26________

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: August 10, 2026

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

Report Category:
☑ Decision Request ☐ Information Only
Board Role Alignment: (Relevant Board Policy Quadrant and Number)
GOVERNANCE PROCESS: GP-13 Special Rules of Order BOARD BY-LAWS
Subject: (Topic or focus for consideration)
1.0 Call to Order, Pledge of Allegiance of the United States, & Safety Tailboard
Description: (Concise explanation of the issue, item, or proposal)
Chairwoman Lake will call all Trustees to Order in preparation for the Board Meeting, followed by a recitation of the Pledge of Allegiance: The Pledge: **"I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all".** Following the Pledge, if there are new guests present, CEO Phelan will lead the room through a safety tailboard briefing for the newly remodeled Boardroom, as well as for visitors to the College.
Resource Impact: (As applicable)
None
Requested Board Action: (If any)
Come to order, stand, recite the Pledge of Allegiance to the United States, and receive the safety briefing.
Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: August 10, 2026

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

Report Category:

☑ Decision Request ☐ Information Only

Board Role Alignment: (Relevant Board Policy Quadrant and Number)

GOVERNANCE PROCESS: GP-09 Board Code of Conduct

Subject: (Topic or focus for consideration)

2.0 Declaration of Conflict of Interest *

Description: (Concise explanation of the issue, item, or proposal)

Consistent with Board Policy, By-laws, and the standard of the Board's Fiduciary Duty of Loyalty, this item is placed on the agenda for members to formally consider and disclose any item on the agenda wherein they may have any apparent or actual conflict of interest. This duty also requires members to act transparently.

Should a conflict be present, it is requested that the member publicly note the item in question to the Board Chairwoman during the meeting and abstain from any action concerning said item.

A roll call vote is required for this item.

Resource Impact: (As applicable)

None

Requested Board Action: (If any)

Roll Call Consideration of any actual or perceived conflict of interest with agenda items.

Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: August 10, 2026

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

Report Category:

☐ Decision Request ☑ Information Only

Board Role Alignment: (Relevant Board Policy Quadrant and Number)

BOARD BY-LAWS

Subject: (Topic or focus for consideration)

3.0 Communications
3.1 Public Comments (limit of 3 minutes per person)

Description: (Concise explanation of the issue, item, or proposal)

This item is placed on the agenda for any citizen to provide comments to the Board of Trustees. This agenda item represents the only period during the Board Meeting wherein persons may address the Board directly…the rest of the meeting is dedicated to the Board doing its own work, in a public setting. Public comments are limited to three (3) minutes, unless the time is modified by a majority vote of the Board. If a large group wishes to communicate the same message, the Board Chairwoman may request that the group appoint a spokesperson to represent them and make remarks on behalf of the group. The Chairwoman reserves the right to conclude the public comment period if the comments become repetitive and do not add new information.

REMINDER: Trustees are not to engage the presenters, per Board Policy, though the Board Chair will thank each presenter noting that the Board will take presenter comments under advisement. *Doing so avoids potential legal liability for the Board (individually and collectively), as well as disruption of the Board-CEO Delegation policies and related authority and duties.*

The Chairwoman reads the following statement prior to persons offering comment and it is expected to be adhered to by persons wishing to address the Board:
"***When addressing the Board, speakers are asked to be respectful and civil. Be advised that, as an on-going practice, the Board does not respond in this Board Meeting setting when the matter presented concerns personnel, student issues, operations, or other matters that are being addressed through the established grievance or legal processes, or otherwise are a subject of review by the Board of Trustees***".

Requested Board Action: (If any)

Receive comments from people wishing to address the Board.

Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: August 10, 2026

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

Report Category:
☐ Decision Request ☑ Information Only
Board Role Alignment: (Relevant Board Policy Quadrant and Number)
BOARD BY-LAWS
Subject: (Topic or focus for consideration)
3.0 Communications 3.2 Board Comments & CEO Comments 3.2.1 Future Signaling
Description: (Concise explanation of the issue, item, or proposal)
This item is placed on the agenda for members, as well as the CEO, to make any prefatory comments before engaging in the board agenda content and deliberations. As such, Trustees can use this item to offer any comments of a non-action-oriented nature or future signaling nature for the edification of other members and/or the CEO. However, board policy and good governance practice notes that this is not an occasion to make comments / respond to the attending public, *as this is a meeting of the Board, not the public.* Thus, this item is provided solely as an opportunity for sharing items of interest among Trustees. Additionally, CEO Phelan requests board discussion on this future signaling item: 1. Enclosed 2026 Trends published by the Higher Learning Commission.
Resource Impact: (As applicable)
None
Requested Board Action: (If any)
Receive non-action item comments from members and/or the CEO.
Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)

Trends 2026

Higher Learning Commission

Each year the Higher Learning Commission presents a list of current trends at our spring annual conference. With appreciation to the higher education and national press, the many excellent books written in the past year and lessons learned from HLC's near 1,000 members, Trends 2026 reflects the sea changes taking place in higher education.

The significant and fast-paced shifts are more complicated than we might have predicted over past decades. Yet with each challenge comes an opportunity. Realizing that change is inevitable, the trends can inform readers about the signals and triggers that translate to needed reforms. The American higher education system leads the world; this inflection point in time demands agility and collaboration to meet the moment.

The trends are not prioritized. We encourage you to use them to identify the key strategic directions of your institutions and organizations, on behalf of students and the communities served. Ask how you, individually or as part of a team, will contribute to the future of higher education.

Barbara Gellman-Danley, Ph.D., *President*

1

Who Is in Charge of Higher Education? Governance and Increased Political Influence

Public perceptions of higher education have shifted dramatically over time. States and the federal government are introducing new oversight requirements. Institutions are dealing with governance issues in the changing environment, and several factors are impacting the future of higher education.

- **a.** Governance autonomy at the nation's colleges and universities is challenged in the face of increased scrutiny over higher education.
- **b.** The role of the states and the federal government in oversight and support of higher education is increasing exponentially.
- **c.** A new landscape impacting colleges and universities is driven by all branches of government — legislative, judicial and executive.
- **d.** Higher education is impacted by unreliable funding sources and continuity of past practices, i.e., federal research grants, state support and student aid.
- **e.** Increased court challenges lead to unsettled decision making.
- **f.** Colleges and universities are facing some reputation challenges on a broad level along with heightened questioning of institutional leadership.
- **g.** DEI and academic freedom are changing, including culture wars, civil discourse and a laser focus on ideological influences.
- **h.** Leaders are prioritizing maintaining commitment to institutional missions and values while finding a middle ground to compliance.
- **i.** Political influences may lead to transfer problems in the future among institutions or states.
- **j.** Many of these trends have been seen in the past decades.
- **k.** The current state will lead to increased advocacy from institutions, accreditors and other stakeholders.

2

Student Success and Outcomes: Validating the ROI of Programs and Institutions

The important concerns about the return on investment (ROI) of a college degree correlate with a variety of issues.

- **a.** There is a need for consistent, reliable and trustworthy data to measure student outcomes.
- **b.** Many states have advanced data systems and measurements.
- **c.** To date, there is no universal interoperability of data systems across all states. Upgraded data at the federal level could also aid in measuring outcomes.
- **d.** Expanded metrics are needed to validate evidence of student success. Many institutions do not have the sophisticated and costly systems needed to gather this data on their own.
- **e.** Learning records will assist in documenting student skills and outcomes across a lifetime.
- **f.** New artificial intelligence (AI) applications will be developed to provide coordinated, accurate data.
- **g.** Trust and public confidence improvements are aligned with evidence and documentation through data analytics.
- **h.** Student outcomes at the programmatic level will be a focal point within the new federal regulations.
- **i.** The dynamic debates about which metrics matter most will continue.

3

Competition and Choices: The Dynamic Landscape of Credentials

The "2025 Counting Credentials Report" by the Credential Engine states, "This report identifies 1,850,034 unique credentials in seven distinct credential categories, 134,491 providers of these credentials, with total annual expenditures of $2.34 trillion across the full ecosystem." The implications for higher education are wide-ranging.

- **a.** A broader view of credentials is redefining the access and completion agenda, broadened to a growing expansion of credential pathways.
- **b.** Many more choices for learners are available through a variety of credentials, including stackable options leading to a degree.
- **c.** However, not everyone needs a degree to meet their learning goals. Student intent varies and can lead to more personalized and adapted instruction.
- **d.** Time to market and the speed of delivery can be met through several credentialing options.
- **e.** Workforce readiness, job placements and promotion are fueling the need for more choices.
- **f.** Independent offerings are available outside of higher education, although quality assurance is inconsistent.
- **g.** Institutions are using a new paradigm in moving non-credit courses to credit. Additionally, institutions are converting some credit-based programs to non-credit certificates.
- **h.** The result will lead to an inflection point for student-focused innovation.
- **i.** Workforce Pell, while built on a high bar for disbursement of funding, will broaden support for short-term credentials.
- **j.** Overall, the degree remains the best path to a better quality of life, although the percentage of support is declining over time.

4 The Reality of Finances: Program Cuts, Mergers, Consolidations and Closings

Colleges and universities continue to face fluctuations in funding. Many issues impact this current state of finances.

a. The decrease in federal grants will impact institutions, with several challenged in the courts.
b. Institutions with large endowments are likely to fill some of the gaps.
c. Enrollment declines from the demographic cliff continue.
d. Tuition, affordability and use of waivers are under scrutiny. In some cases, waivers have escalated too high to sustain.
e. State and federal support for higher education is not guaranteed at the levels of the past.
f. Increased closings, mergers and acquisitions are prominent.
g. Institutional closures are more common in the face of financial challenges. In some cases, new affiliations between institutions prevent imminent closure.
h. Deferred maintenance may become marginalized during trying financial times.
i. Downsizing facilities often reflect the changes after the COVID-19 pandemic and the virtual learn and work environment.
j. New technologies and innovations are emerging, often with high costs. Not all sectors of higher education can meet the demands.
k. New research funding models will emerge.
l. The changing oversight of funding for athletics and players will lead to new business models on campuses.
m. Risk management oversight will be needed for many issues, including sustainability, costs, data security, crisis communications, etc.
n. Legal and advocacy expenses are growing due to the need for increased lobbying on behalf of higher education.

5 Teaching and Learning

The teaching and learning environment holds the potential to be transformed dramatically, driven by new trends.

a. Personalized and adaptive learning will help learners on their educational journey.
b. The increase in skills-based learning will enable more alignment with workplace needs.
c. Program relevance to market needs is a major focus for consumers.
d. New forms of teaching and learning with AI will impact both students and faculty. Debates will continue on the opportunities and concerns of AI integration.
e. Shared governance, a long-held value of higher education, is being questioned along with other key protections such as tenure. Some states are requiring post-tenure review.
f. Political pressure on the curriculum is rising with more intervention in course and program content.
g. Student support service needs are growing.
h. Reduced-credit degrees, dual enrollment and other new pathways to higher learning are increasing.
i. Graduate programs are being questioned, and federal GradPlus loans are at risk.
j. College readiness concerns continue.
k. Faculty pressures are leading to attrition and movement to new positions.

6 Harnessing the Strengths of Artificial Intelligence

AI is changing exponentially in many ways, moving rapidly to new and more reliable applications. Higher education institutions have entered this new environment and will continue. AI will improve and grow more rapidly than most colleges and universities will be able to absorb.

- **a.** Institutions are developing emerging governance policies for responsible use of AI. Board members are engaged and need to ensure evolving applications are reviewed through the policy lens.
- **b.** Opportunities and limitations are being analyzed at all levels.
- **c.** Admissions work is being redefined through the use of AI for recruiting, advising and enrollment. Staff time will become available to provide higher level advisement and coaching with students, using data provided by AI. The opportunity costs of enrollment management will be greatly improved.
- **d.** Student support services, assessment of learning, and other uses can create efficiencies for institutions.
- **e.** The role of faculty may change dramatically, with proper policies in place to allow them to focus their expertise on new ways to utilize AI to enhance the student experience. Oversight of academic integrity will shift with AI. Faculty can help institutions develop and implement responsible use policies.
- **f.** Opportunities for accreditation efficiencies will be enhanced with AI.
- **g.** AI dashboards may provide important analytics of data from a variety of systems that are not currently interoperable.
- **h.** AI literacy will be beneficial to all employees and students.

7 Strategic Partnerships

Colleges and universities are using a variety of partnerships to strengthen their institutions, create efficiencies and create new sustainable business models. Several patterns are emerging.

- **a.** New models are in place for public/private opportunities, i.e., shared teaching and learning, operations, and student support.
- **b.** External providers are offering programs through contractual arrangements with institutions.
- **c.** Revenue sharing can be beneficial to all partners and the students served. Institutions will need legal guidance to ensure that the arrangements are fair and balanced.
- **d.** Consortia are increasing as institutions work collaboratively to offer courses and programs.
- **e.** Students are earning credit from a variety of institutions versus the traditional model of attending only one college or university. Learning records will help document their work.
- **f.** Companies from outside of higher education are offering membership opportunities for long-term partnerships.
- **g.** Sharing of staff is increasing to ease the costs for any single institution.
- **h.** Critical partnerships are being formed and strengthened with the communities the institutions serve.
- **i.** Workforce partnerships through internships, mentoring, coaching, and apprenticeships often lead to employment, which can be documented as metrics for student success.
- **j.** Collaborative funding through grants and foundation support enables institutions to meet goals that might otherwise be difficult to realize individually.
- **k.** Strategic partnerships have the capacity to create critical new innovations and research.
- **l.** Physical plant sharing and outsourcing are more common in higher education when institutions need new business models for sustainability.
- **m.** Inviting influential partners for advisory councils, boards of trustees and other stakeholder groups will continue to increase expertise and networking.

8 Global Impact and International Students

The current trends in higher education have an impact beyond the United States. When colleges and universities go through significant changes, the ripple effect is felt across the globe.

- **a.** The reputation, rankings and influence of American higher education help lift the boat across the world. The interchange with other countries combines to provide the kind of services and learning needed in the age of technology, innovation and change.
- **b.** However, there are potential threats to the population of international students if they do not feel welcome and have to pay large sums for visas.
- **c.** It is important to maintain these students for their expertise, commitment and ability to conduct transformative research.
- **d.** Global learning helps all students see beyond their own frameworks.
- **e.** Institutions of all types are concerned about the financial impact if international students choose other countries for higher learning.
- **f.** The current trend will likely shift over time with increased public recognition of the importance of these students.
- **g.** While the U.S. remains first in the world, some institutional rankings have declined slightly. There is increased competition from China. It will be important to follow and control the outcomes of these rankings.

9 Navigating Change and Chaos: Burnout, Mental Health and Security

The mental health issues on campuses remain a strong indicator of rising stress and related issues.

- **a.** Student anxiety, depression and isolation remain across all sectors of higher education.
- **b.** Overall mental health issues impact not only students, but faculty, staff and leaders, including trustees.
- **c.** Burnout is observable in both the classroom and in employees, with an increased awareness of the need for strong support services.
- **d.** The COVID-19 pandemic created a challenge for college readiness, perceived as the “lost years” in the K-12 system. Long-term effects have led to trauma and PTSD for some students.
- **e.** Loneliness and social isolation impact students of all backgrounds. It is important to identify the need for help and hire professionals to address these problems.
- **f.** The rapid changes in higher education, growing over the past decade or more, have resulted in more frequent turnover of leadership. The job is more stressful than in the past. This will affect the pipeline for replacements.
- **g.** Turnover is present at all levels, and “time in a job” is decreasing across the board. This requires a laser focus on talent management.
- **h.** Students are facing fatigue, insecurity and workload pressures.
- **i.** Students’ ability to voice their opinions, deal with protests, the presence of ICE or Border Patrol, and other areas is distracting and confusing.
- **j.** Leaders seek to provide resilience on campus, while also facing their own wellness needs. It is a rewarding yet challenging job to serve as a CEO with increased demands and public scrutiny.
- **k.** There are many experts and services available to institutions to meet mental health challenges.

10 Talent Management and Turnover

Several factors impact overall talent management for colleges and universities. They reflect what many call the current existential crisis in higher education.

- **a.** Recognition that higher education creates a strong nation, and the burden to serve as contributor with competing demands.
- **b.** Leaders can provide a caring and supportive environment to increase retention.
- **c.** The speed of AI development requires literacy and experienced employees.
- **d.** Many new leaders come from outside of higher education, bringing new experiences and readiness for change.
- **e.** Additional lawyers, lobbyists and staff with advocacy expertise will be needed to meet the moment.
- **f.** Traditional practices to protect long-term employment are being questioned.
- **g.** Many people who work in higher education accept their careers as a “calling” and are committed to a positive future for their institutions and students.
- **h.** As more stakeholders weigh in on higher education, hiring managers will be positioned to identify important retention and attraction strategies.

11 Change Management: Resistance or Adaptation

Change management and leadership are growing needs in higher education. The system is at an inflection point, and it will be important to be flexible, adapt and accept reforms needed to sustain and lead for the future.

- **a.** New business models are being developed to build and sustain colleges and universities.
- **b.** AI literacy will help institutions move beyond the current trend, where many are trying to catch up with the students and workforce.
- **c.** Coalitions of the “ready” will be early adopters and shape the future.
- **d.** It is time to solve the transfer issue and work more collaboratively between and among institutions.
- **e.** Communication campaigns will be important to position the many positive impacts of higher learning.
- **f.** Governance models will be revisited.
- **g.** Resistance to change is normal; leaders need to set the example and encourage agility.
- **h.** Higher education has historically provided a very satisfying and rewarding career. Adaptive change will ensure that this continues.
- **i.** At all times, it is important to stay true to the mission of each college and university. The diversity of institutional types and learners is a core strength of the American higher education system.
- **j.** All students deserve the changes that will meet their needs across a lifetime.

12 Accreditation

More than ever, accreditation is on the national radar. State and federal regulations, executive orders, and increased competition continue to push for significant change.

- **a.** The core business of accreditation remains quality assurance. Metrics to ensure that quality vary by each commission.
- **b.** Accreditors are accused of using inputs instead of outputs, and most are quickly adapting to outcomes as a priority.
- **c.** New accreditors will seek recognition by the U.S. Department of Education in the coming years.
- **d.** States are weighing in on existing and potential new accreditors, some directing public institutions to change.
- **e.** New specialized accreditors will focus on workforce and credentials that are shorter and not necessarily resulting in a degree.
- **f.** Pressure is growing on some programmatic/specialized accreditors.
- **g.** The current structure of accreditation includes all sectors; a new accreditor's members will be narrowed to public systems. This could lead to more sector segregation within and between accreditors.
- **h.** Both states and the federal government have expressed concern about ideological bias within accreditors.
- **i.** The relationship within the Triad of the federal government, states and accreditors will become increasingly important.
- **j.** New competition brings a commitment to following antitrust laws and regulations.
- **k.** Accreditors will set up new business models, and some may choose to break the gatekeeper ties to federal financial aid.
- **l.** With the shifting environment, there could be mergers of some accrediting commissions.
- **m.** The boards of accrediting commissions are including strong representation from business as an intentional strategy.
- **n.** Recent Fund for Improvement of Postsecondary Education (FIPSE) grants from the federal government support the growth of new accreditors.
- **o.** The Council of Regional Accrediting Commissions changed its name to "Council of Recognized Accrediting Commissions" to reflect the new national scope in memberships, following regulations that became effective in 2020.
- **p.** Similar to accreditors' member institutions, each commission needs to be prepared to be agile and respond to changing market needs.
- **q.** Negotiated rulemaking will be held in April and May 2026, introducing many new proposals for accreditation.

How do you prioritize these trends?

____ Governance and Political Influence

____ Student Success and Outcomes

____ Competition and Choices

____ Finances

____ Teaching and Learning

____ Artificial Intelligence

____ Strategic Partnerships

____ Global Impact

____ Mental Health and Security

____ Talent Management

____ Change Management

____ Accreditation

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: August 10, 2026

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

Report Category:
☐ Decision Request ☑ Information Only
Board Role Alignment: (Relevant Board Policy Quadrant and Number)
EXECUTIVE LIMITATIONS: EL-08 Communication & Support to the Board
Subject: (Topic or focus for consideration)
3.0 Communications 3.3 Excellence Minute: West Shore CC Surgical Tech Agreement – Dr. Benjamin Valdez
Description: (Concise explanation of the issue, item, or proposal)
For this month's Excellence Minute, we welcome JC VP, Student Achievement & Academics Dr. Benjamin Valdez to provide some highlights of an agreement JC reached with West Shore Community College (WSCC) during a crisis for WSCC in which they could not provide final academic completion for their recent Surgical Technology Apprenticeship cohort.
Resource Impact: (As applicable)
None
Requested Board Action: (If any)
Receive the highlight and ask any questions.
Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: August 10, 2026

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

Report Category:
☐ Decision Request ☑ Information Only
Board Role Alignment: (Relevant Board Policy Quadrant and Number)
GOVERNANCE PROCESS: GP-11 Board Linkage with Ownership
Subject: (Topic or focus for consideration)
4.0 Board Governance 4.1 Ownership Linkage Update
Description: (Concise explanation of the issue, item, or proposal)
Chairwoman Lake, Vice-Chairman Heins, and Trustee Hoffman will provide a recap of their most recent Ownership Linkage meeting with former members of the Henry Ford Jackson Hospital Board on 08.07.26.
Resource Impact: (As applicable)
None
Requested Board Action: (If any)
Receive the Ownership Linkage Update.

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: August 10, 2026

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

Report Category:	
☐ Decision Request	☑ Information Only

Board Role Alignment: (Relevant Board Policy Quadrant and Number)

EXECUTIVE LIMITATIONS: EL-04 Financial Conditions & Activities

Subject: (Topic or focus for consideration)

5.0 Items for Discussion
5.1 Hillsdale Campus Discussion

Description: (Concise explanation of the issue, item, or proposal)

In an effort towards a stronger and more sustainable JC presence in Hillsdale County, I would like to share considerations for our JC Hillsdale property, subject to the completion of our due diligence and formal consideration by the Board.

Resource Impact: (As applicable)

None

Requested Board Action: (If any)

Consider the future of our JC Hillsdale property / strengthening our Hillsdale presence.

Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: August 10, 2026

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

Report Category:

☐ Decision Request ☑ Information Only

Board Role Alignment: (Relevant Board Policy Quadrant and Number)

EXECUTIVE LIMITATIONS: EL-04 Financial Conditions & Activities

Subject: (Topic or focus for consideration)

5.0 Items for Discussion
5.2 Capital Outlay Planning

Description: (Concise explanation of the issue, item, or proposal)

As I shared with the Board previously, we were successful in getting a Capital Outlay project approved. Enclosed is the formal notice of planning authorization for our Capital Outlay project, remodel of James McDivitt Hall, as well as a $22.5M Bond Financing Analysis. You will note that we have only two years to complete the planning cycle and apply for construction funding or we lose out. The enclosed financial analysis includes:

- Executive summary and recommendation
- Comparison of 15, 20, 25, and 30-year financing options
- Interest cost comparison and savings analysis
- Debt service impact chart
- Detailed debt service schedules for each financing term

Before moving forward, understanding that this project will have implications on future debt financing, I seek to obtain your general understanding and consensus of this opportunity before I undertake the planning work. Ultimately, I will be looking to undertake a 15-year financing option, which minimizes total interest costs while taking advantage of the scheduled reduction in existing debt service beginning in FY 2031.

Resource Impact: (As applicable)

$22.5M Bond

Requested Board Action: (If any)

Discuss the planning and financial analysis for the Capital Outlay remodel of James McDivitt Hall.

Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)

STATE OF MICHIGAN
STATE BUDGET OFFICE
LANSING

GRETCHEN WHITMER
GOVERNOR

JENNIFER L. FLOOD
DIRECTOR

July 30, 2026

Dr. Daniel J. Phelan, President
Office of the President
Jackson College
2111 Emmons Road
Jackson, Michigan 49201

Dear President Phelan:

Public Act 21 of 2026 was recently enacted into law by Governor Whitmer. This appropriations act included capital outlay planning authorizations for fifteen university and community college projects. Jackson College's STEM Remodel of James McDivitt Hall project was approved for planning as a part of this act.

The state capital outlay process requires two specific legislative approvals – a planning authorization, and a construction authorization. **While your institution's project has been authorized for planning, there is no guarantee that it will subsequently be authorized for construction.** Planning documents submitted to the State Budget Office for review will be carefully evaluated, and the state's ability to participate in the cost of the project will be assessed relative to other budgetary needs. If the planning documents are approved by the State Budget Office, a recommendation will be made to the Joint Capital Outlay Subcommittee (JCOS) to authorize construction of the project. If approved by the JCOS, a construction authorization will be included, and financing shares established, for approval by the Legislature in a subsequent appropriations act. Funds supporting the issuance of State Building Authority notes for the state share of project costs will be recommended for appropriation concurrent with the authorization of construction.

Please note that although Public Act 21 of 2026 provides your institution with a planning authorization, Senate Bill 729, which modifies the methodology used by the State Building Authority (SBA) to calculate outstanding bond capacity has not yet passed both chambers of the Legislature. Passage and enactment of this bill is necessary to ensure that all projects authorized for planning or construction in Public Act 21 of 2026 are within the SBA's statutory bond capacity so that the state's share of each project can be appropriately financed.

111 S. CAPITOL • P.O. BOX 30026 • LANSING, MICHIGAN 48909
.www.michigan.gov • (517) 335-3420

Planning Process

Your institution may now proceed with preliminary planning activities for the authorized project. Statutory requirements of the capital outlay process are outlined in the Management and Budget Act (Michigan Compiled Laws 18.1101 to 18.1594). The Management and Budget Act requires institutions to competitively select a design professional and develop project program statements and schematic plans with their own resources. Preference is to be given to Michigan-based firms. If the project is subsequently authorized for construction, design costs may be included as an eligible expense of the project.

The Department of Technology, Management and Budget (DTMB) publishes a Capital Outlay Design Manual for use by the institution and design professionals in the development of the project. This manual contains standard forms and templates for the presentation of the planning documents submittal, as well as instruction relative to its required content elements. To further assist your efforts, attached is additional information regarding the specifics of the capital outlay process and State Building Authority (SBA) financing. The Capital Outlay Design Manual can be accessed at DTMB Capital Outlay Design Manual (michigan.gov).

The planning authorization your institution received in Public Act 21 of 2026 is effective until September 30, 2028. If the project is not advanced to construction by this date, the planning authorization will expire unless re-appropriated. Approval of a construction authorization in an enacted appropriations act is required before a project may proceed to design development, bidding, and any construction-related activity.

If a project is subsequently authorized for construction, institutions electing to self-manage construction will be required to enter into a Project Management Agreement with the DTMB. DTMB oversight will ensure that state-supported projects are constructed consistent with the approved scope outlined in the program statement and preliminary plans, and within authorized costs. Failure to follow requirements of the Management and Budget Act or the Project Management Agreement may jeopardize the state's ability to provide matching funds for capital outlay projects. Any alterations in project scope or cost once a project has been authorized for construction requires the approval of the State Budget Office and the Legislature in an appropriations act.

In addition, the state share of project financing is typically provided through the issuance of long-term notes via the SBA. Such financing requires that the institution convey the project land and facility free and clear of all liens, easements, or other title restrictions to the SBA for the period the notes are outstanding. The state then enters into a lease with the SBA for the institution's use of the facility. Rental income paid by the state to the SBA is used to retire the long-term notes issued by the SBA. Once the SBA's debt obligation for a project is retired, the land and facility are conveyed back to the institution completing the transaction. The state capital outlay process now permits

Dr. Daniel J. Phelan
July 30, 2026
Page 3

the SBA lease to be approved concurrently with the construction authorization, which allows for enhanced cash flow coordination relative to reimbursement for the state share of project costs.

Preliminary Design Submittal

Upon completion of the preliminary design, please submit (6) *draft* hardcopies of the preliminary planning documents to the State Budget Office for review:

Attn: Ryan M. Fink, Capital Outlay Coordinator
State Budget Office
111 South Capitol Avenue
P.O. Box 30026
Lansing, Michigan 48909

We look forward to working with your institution on the development of this capital outlay project. If you would like to further discuss the development of your project or have questions regarding the state capital outlay process, please feel free to contact Ryan M. Fink at (517) 930-7514 or finkr@michigan.gov.

Sincerely,

Jennifer L. Flood
State Budget Director

Attachments

cc: Sen. Sean McCann, Chair, Joint Capital Outlay Subcommittee
Rep. Nancy Jenkins-Arno, Vice-Chair, Joint Capital Outlay Subcommittee
Senate Fiscal Agency
House Fiscal Agency
DTMB Design & Construction
State Building Authority
Office of Economic Development, State Budget Office

Act No. 21
Public Acts of 2026
Approved by the Governor
July 21, 2026
Filed with the Secretary of State
July 21, 2026
EFFECTIVE DATE: July 21, 2026

STATE OF MICHIGAN
103RD LEGISLATURE
REGULAR SESSION OF 2026

Introduced by Senator Anthony

ENROLLED SENATE BILL No. 878

AN ACT to make, supplement, adjust, and consolidate appropriations for various state departments and agencies, the judicial branch, the legislative branch, and capital outlay purposes for the fiscal years ending September 30, 2026 and September 30, 2027; to provide for certain conditions on appropriations; to provide for the expenditure of the appropriations; and to repeal acts and parts of acts.

The People of the State of Michigan enact:

ARTICLE 1

DEPARTMENT OF AGRICULTURE AND RURAL DEVELOPMENT

PART 1

LINE-ITEM APPROPRIATIONS

Sec. 101. There is appropriated for the department of agriculture and rural development for the fiscal year ending September 30, 2027, from the following funds:

DEPARTMENT OF AGRICULTURE AND RURAL DEVELOPMENT			
APPROPRIATION SUMMARY			
Full-time equated unclassified positions	6.0		
Full-time equated classified positions	540.0		
GROSS APPROPRIATION		**$**	**135,935,700**
Total interdepartmental grants and intradepartmental transfers			306,600
ADJUSTED GROSS APPROPRIATIONS		**$**	**135,629,100**
Federal revenues:			
Total federal revenues			14,845,000
Special revenue funds:			
Total local revenues			0
Total private revenues			0
Total other state restricted revenues			48,638,700
State general fund/general purpose		**$**	**72,145,400**

(35)

Sec. 1003. The one-time part 1 appropriation for a maritime and port facilities assistance program must be used for grants as provided under section 7 of the maritime and port facility assistance grant program act, 2022 PA 159, MCL 120.157. Priority shall be given to projects meeting the allowable uses of section 5, subsection (1)(c), (d), and (e) of the maritime and port facility assistance grant program act, 2022 PA 159, MCL 120.155.

Sec. 1004. The purpose of the part 1 line item Great Lakes tunnel project - phase II oversight is to support planning, construction oversight, and administration of the Great Lakes tunnel project by the Mackinac Straits corridor authority, in accordance with section 14d of 1952 PA 214, MCL 254.324d.

ARTICLE 16

CAPITAL OUTLAY

PART 1

LINE-ITEM APPROPRIATIONS

FOR FISCAL YEAR 2025-2026

Sec. 101. Subject to part 2, the following amounts are appropriated for capital outlay projects from the following sources for the fiscal year ending September 30, 2026:

APPROPRIATION SUMMARY		
GROSS APPROPRIATION	**$**	**2,800**
Interdepartmental grant revenues:		
Total interdepartmental grants and intradepartmental transfers		0
ADJUSTED GROSS APPROPRIATION	**$**	**2,800**
Federal revenues:		
Total federal revenues		0
Special revenue funds:		
Total local revenues		0
Total private revenues		0
Total other state restricted revenues		0
State general fund/general purpose	**$**	**2,800**
Sec. 102. CAPITAL OUTLAY		
(1) APPROPRIATION SUMMARY		
GROSS APPROPRIATION	**$**	**2,800**
Interdepartmental grant revenues:		
Total interdepartmental grants and intradepartmental transfers		0
ADJUSTED GROSS APPROPRIATION	**$**	**2,800**
Federal revenues:		
Total federal revenues		0
Special revenue funds:		
Total local revenues		0
Total private revenues		0
Total other state restricted revenues		0
State general fund/general purpose	**$**	**2,800**
(2) COMMUNITY COLLEGE AND UNIVERSITY PLANNING AUTHORIZATIONS		
Central Michigan University – Brooks Hall renovation – for program and planning to be paid for from university resources (estimated total cost $45,000,000; state share $30,000,000; university share $15,000,000)	$	100
Ferris State University – Allied health sciences building – for program and planning to be paid for from university resources (estimated total authorized cost $29,500,000; state share $22,125,000; university share $7,375,000)		100

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		For Fiscal Year Ending Sept. 30, 2026
Lake Superior State University – Center for applied science and engineering technology renovation and expansion – for program planning to be paid for from university resources (estimated total authorized cost $40,000,000; state share $30,000,000; university share $10,000,000)	$	100
Michigan Technological University – Center for convergence and innovation – for program and planning to be paid for from university resources (estimated total authorized cost $56,000,000; state share $30,000,000; university share $26,000,000)		100
University of Michigan - Dearborn – Computer and information science building renovation – for program and planning to be paid for from university resources (estimated total authorized cost $40,000,000; state share $30,000,000; university share $10,000,000)		100
Western Michigan University – IF1 Knauss Hall renovation and addition – for program and planning to be paid for from university resources (estimated total authorized cost $39,000,000; state share $29,250,000; university share $9,750,000)		100
Delta College – Student resource center/library (A-wing) – for program and planning to be paid for from college resources (estimated total authorized cost $23,602,900; state share $10,000,000; college share $13,602,900)		100
Jackson College – STEM remodel of James McDivitt Hall – for program and planning to be paid for from college resources (estimated total authorized cost $45,000,000; state share $22,500,000; college share $22,500,000)		100
Kellogg Community College – Roll Health Administration Building renovation – for program and planning to be paid for from college resources (estimated total authorized cost $15,400,000; state share $7,700,000; college share $7,700,000)		100
Lansing Community College – Energy and utility training center – for program and planning to be paid for from college resources (estimated total authorized cost $8,850,000; state share $4,425,000; college share $4,425,000)		100
Montcalm Community College – Student success center – for program and planning to be paid for from college resources (estimated total authorized cost $5,874,600; state share $2,937,300; college share $2,937,300)		100
North Central Michigan College – Skilled trades education pathways center – for program and planning to be paid for from college resources (estimated total authorized cost $7,700,000; state share $3,465,000; college share $4,235,000)		100
Oakland Community College – Skilled trades and industrial technology building – for program and planning to be paid for from college resources (estimated total authorized cost $126,500,000; state share $27,000,000; college share $99,500,000)		100
Washtenaw Community College – Center for success and innovation – for program and planning to be paid for from college resources (estimated total authorized cost $48,775,000; state share $12,193,700; college share $36,581,300)		100
West Shore Community College – Administration and conference center renovation – for program and planning to be paid for from college resources (estimated total authorized cost $11,829,900; state share $5,914,900; college share $5,915,000)		100
GROSS APPROPRIATION	**$**	**1,500**
Appropriated from:		
State general fund/general purpose	**$**	**1,500**

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		For Fiscal Year Ending Sept. 30, 2026
(3) STATE BUILDING AUTHORITY FINANCED CONSTRUCTION AUTHORIZATIONS		
Eastern Michigan University – Engineering and technology complex – state funded phase II – Roosevelt Hall (total authorized cost $42,500,000; state building authority share $29,999,800; university share $12,500,000; state general fund/general purpose share $200)	$	100
Grand Valley State University – Blue dot lab - state funded addition project (total authorized cost $66,700,000; state building authority share $29,999,800; university share $36,700,000; state general fund/general purpose share $200)		100
Michigan State University – Engineering and digital innovation building (total authorized cost $340,000,000; state building authority share $29,999,900; school aid fund share $30,000,000; state general fund/general purpose share $100; university share $280,000,000)		100
Northern Michigan University – Northern enterprise center (college of business) (total authorized cost $22,980,000; state building authority share $13,368,800; university share $9,610,000; state general fund/general purpose share $200)		100
Oakland University – Science complex renovation – Dodge Hall project (total authorized cost $44,775,000; state building authority share $29,999,800; university share $14,775,000; state general fund/general purpose share $200)		100
University of Michigan – Flint – Innovation and technology complex – state funded phase II (total authorized cost $40,000,000; state building authority share $29,999,800; university share $10,000,000; state general fund/general purpose share $200)		100
Wayne State University – Law classroom building (total authorized cost $46,000,000; state building authority share $29,999,800; university share $16,000,000; state general fund/general purpose share $200)		100
Bay de Noc Community College – Manufacturing innovation and training center project (total authorized cost $1,875,000; state building authority share $937,300; college share $937,500; state general fund/general purpose share $200)		100
Kalamazoo Valley Community College – Automotive technology/advanced manufacturing wing (total authorized cost $39,000,000; state building authority share $19,499,800; college share $19,500,000; state general fund/general purpose share $200)		100
Macomb Community College – Mobility and sustainability education center (total authorized cost $59,980,000; state building authority share $26,349,100; college share $33,630,700; state general fund/general purpose share $200)		100
Monroe County Community College – Renovation and addition to Welch Health Education Building (total authorized cost $32,000,000; state building authority share $10,932,000; college share $21,067,800; state general fund/general purpose share $200)		100
Wayne County Community College District – Center for virtual learning and digital careers (total authorized cost $11,564,200; state building authority share $5,781,900; college share $5,782,100; state general fund/general purpose share $200)		100
Michigan Department of Corrections – Capacity realignment project (total authorized cost $154,300,000; state building authority share $154,299,900; state general fund/general purpose share $100)		100
GROSS APPROPRIATION	**$**	**1,300**
Appropriated from:		
State general fund/general purpose	**$**	**1,300**

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PART 2

PROVISIONS CONCERNING APPROPRIATIONS

FOR FISCAL YEAR 2025-2026

GENERAL SECTIONS

Sec. 201. Pursuant to section 30 of article IX of the state constitution of 1963, total state spending from state sources under part 1 for the fiscal year ending September 30, 2026 is $2,800.00 and total state spending from state sources to be paid to local units of government is $1,400.00.

Sec. 202. The appropriations made and expenditures authorized under this part and part 1 and the departments, commissions, boards, offices, and programs for which appropriations are made under this part and part 1, are subject to the management and budget act, 1984 PA 431, MCL 18.1101 to 18.1594.

Sec. 203. For the state building authority financed construction authorizations in part 1 and sections 204 and 205, the legislature determines that the leases of the facilities from the authority are for a public purpose as authorized by 1964 PA 183, MCL 830.411 to 830.425. The legislature approves and authorizes the leases and conveyances of the property to the state building authority, the state building authority acquiring the facilities and leasing them to the state and the educational institutions, or state, as applicable, and the governor and secretary of state executing the leases for and on behalf of the state pursuant to the requirements of 1964 PA 183, MCL 830.411 to 830.425. Per the requirements of the leases, it is the intent of the legislature to annually appropriate sufficient amounts to pay the rent as obligated pursuant to the leases.

Sec. 204. The cost to construct the Michigan Technological University – H-STEM Engineering and Health Technology Complex – Phase I project, initially authorized for construction in 2020 PA 257 and reauthorized in 2022 PA 10, is decreased by $1,514,800.00 to a new total project cost of $51,585,200.00 (total state building authority share $29,699,800.00; Michigan Technological University share $21,885,200.00; state general fund/general purpose share $200.00).

Sec. 205. The cost to construct the Oakland University – South Foundation Hall renovation and expansion project, initially authorized for construction in 2020 PA 257 and reauthorized in 2021 PA 87 and 2022 PA 10, is hereby decreased by $500,100.00 to a new total project cost of $43,699,900.00 (total state building authority share $29,999,800.00; Oakland University share $13,699,900.00; state general fund/general purpose share $200.00).

ARTICLE 17

MICHIGAN NATURAL RESOURCES TRUST FUND

PART 1

LINE-ITEM APPROPRIATIONS

FOR FISCAL YEAR 2025-2026

Sec. 101. There is appropriated for certain capital outlay projects for the fiscal year ending September 30, 2026, from the following funds:

APPROPRIATION SUMMARY			
Full-time equated classified positions	0.0		
GROSS APPROPRIATION		**$**	**45,000,000**
Interdepartmental grant revenues:			
Total interdepartmental grants and intradepartmental transfers			0
ADJUSTED GROSS APPROPRIATION		**$**	**45,000,000**
Federal revenues:			
Total federal revenues			0
Special revenue funds:			
Total local revenues			0

341

07/2026

CAPITAL OUTLAY PROCESS
UNIVERSITY (U) and COMMUNITY COLLEGE (CC) PROJECTS

A U/CC MAY REQUEST DTMB PROVIDE HIGH-LEVEL MANAGEMENT OF THE PROJECT (ADDITIONAL FEES APPLY). A U/CC SHOULD NOTIFY DTMB AS SOON AS POSSIBLE DURING THE PLANNING PHASE WHETHER THE PROJECT WILL BE SELF-MANAGED BY THE U/CC OR DTMB MANAGEMENT WILL BE REQUESTED.

I. **Program and Planning Phase (for projects authorized for planning only):**

A. Legislature authorizes planning for a U/CC project in an appropriation bill. If self-managed by U/CC, U/CC competitively selects a design professional. If DTMB managed, DTMB coordinates the competitive selection process with U/CC. All program and planning phase work is done at U/CC expense.

B. U/CC submits draft Program Statement and Schematic Planning documents to the State Budget Office (SBO) consistent with the Department of Technology, Management and Budget's (DTMB) *Capital Outlay Design Manual.*

C. If recommended for approval, the SBO will submit the Program Statement and Schematic Planning documents to the Legislature and the Joint Capital Outlay Subcommittee (JCOS), for review and approval.

D. If approved, the Legislature will authorize the project for final design and construction as a line-item in an appropriations act.

II. **Design and Construction Phase (for projects authorized for final design and construction):**

A. If self-managed by U/CC, SBO will forward a Project Management Agreement for signature outlining various DTMB oversight reviews, approvals, monthly progress and expenditure reporting requirements, etc. The Project Management Agreement must be executed in order to proceed with final design and construction.

B. U/CC signs and returns Project Management Agreement to SBO prior to submission of preliminary and final construction documents to DTMB and prior to construction.

C. U/CC submits Preliminary Plans and updated budget sheet to DTMB for document review and approval.

D. U/CC submits outline of bid process and final construction documents to DTMB for review. DTMB notifies U/CC of approval and authorizes bidding of the project. If an accelerated/phased delivery of the project is anticipated, DTMB must be notified and complete construction documents and bid results submitted for each phase, unless otherwise agreed to by DTMB.

E. U/CC submits bid results to DTMB for review and submission to JCOS. DTMB authorizes U/CC to award contract(s).

F. U/CC starts construction and submits the following:

1. Monthly Status Reports, including Change Orders, to DTMB as outlined in the Project Management Agreement.

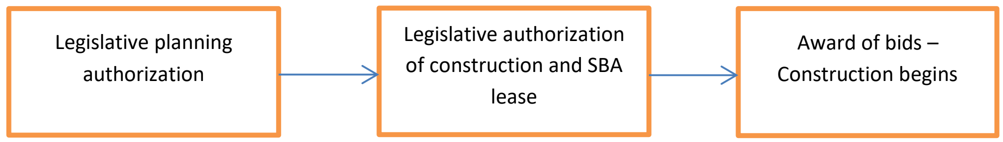
2. All project expenditures are submitted to DTMB on behalf of the State Building Authority (SBA), for review and approval. Please note that reimbursement by the SBA will not start until the U/CC share has been expended and all items above, as well as the requirements of the Project Management Agreement, have been completed, submitted and approved.

G. Contact Ryan M. Fink, Capital Outlay Coordinator, SBO, at finkr@michigan.gov or (517) 930-7514 regarding approvals of Program Statements and Schematic Plans and execution of Project Management Agreements.

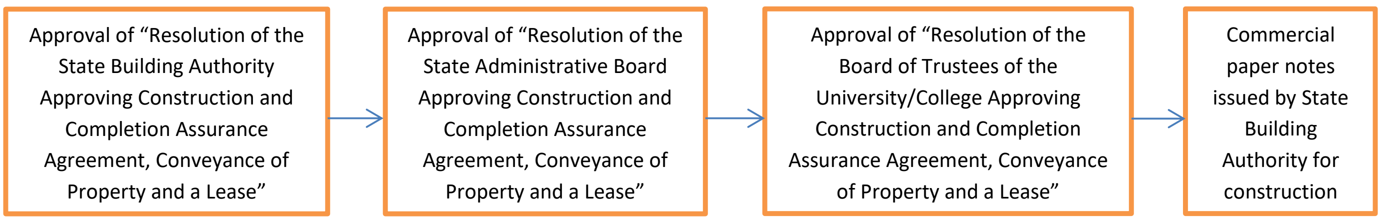
H. Contact Adam Lach, Director, Design & Construction Division, DTMB, at lacha@michigan.gov or (517) 898-2524 regarding the format, review and approval of program/schematic plans, preliminary plans, bid results, final construction plans and monthly status reports. The formats for these documents are detailed in the *Capital Outlay Design Manual*, hard copies also available through DTMB.

State Building Authority Process Flowchart

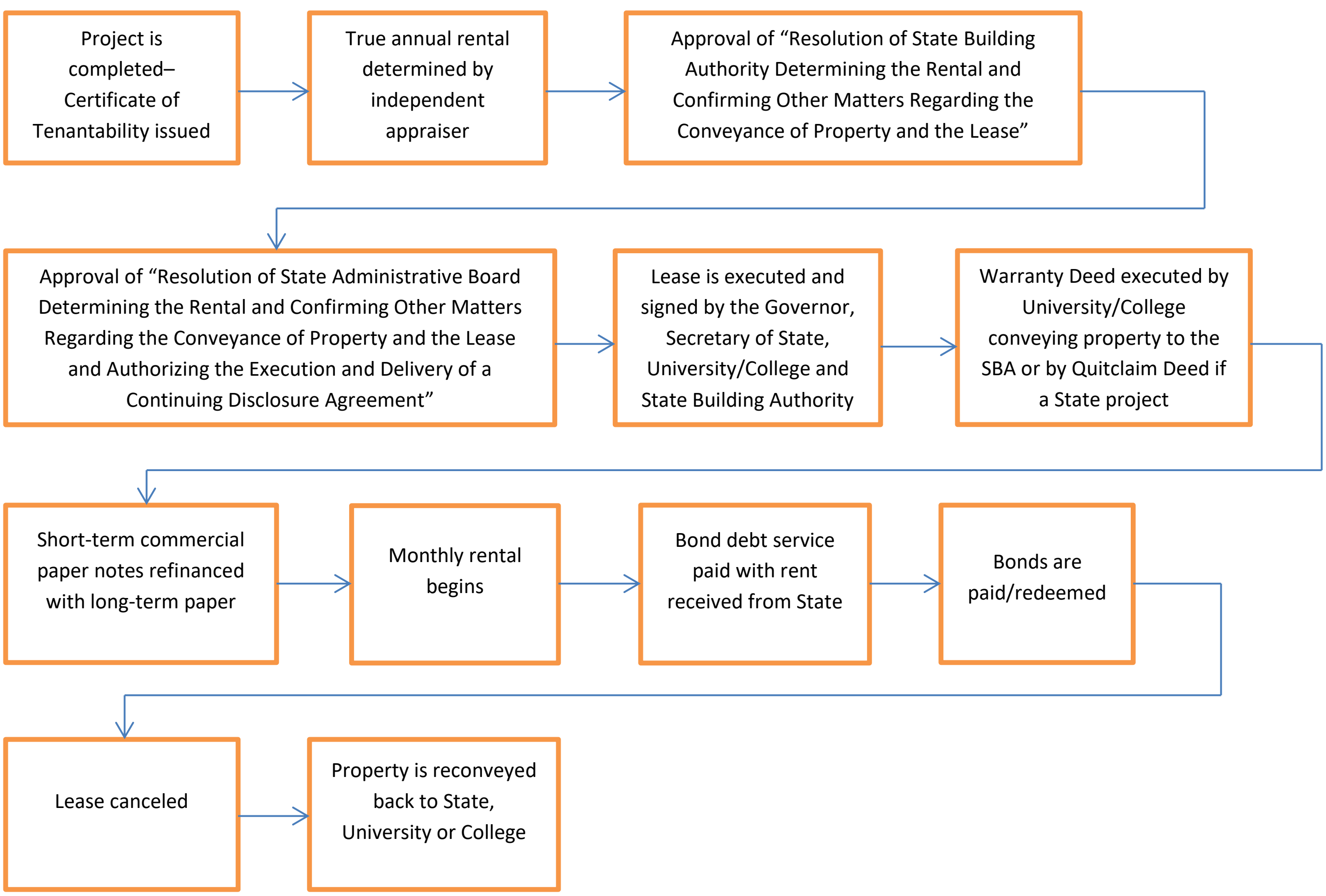
Project Authorization



Short-term Financing



Long-term Financing



State of Michigan Primary Contact Information:

Ryan M. Fink
Capital Outlay Coordinator
State Budget Office
111 South Capitol Avenue
P.O. Box 30026
Lansing, Michigan 48909
(517) 930-7514 phone
finkr@michigan.gov

Questions Relating to: Appropriations Process, Capital Outlay Process, Program Statement & Schematic Plan Reviews, JCOS, Project Management Agreement, etc.

Andrew Boettcher, Executive Director
State Building Authority
Department of Treasury
Austin Building, 1st Floor
430 W. Allegan
Lansing, Michigan 48922
(517) 335-0994 phone
(517) 241-9509 fax
boettchera@michigan.gov

Questions Relating to: State Building Authority Financing, Project Cash Flow, Conveyances, Lease, Property Titles, Surveys, etc.

Adam Lach, Director
Design & Construction Division
State Facilities Administration
Department of Technology, Management & Budget
3111 W. St. Joseph Street
Lansing, Michigan 48917
(517) 898-2524 phone
lacha@michigan.gov

Questions Relating to: Major Project Design Manual, Project Management, Competitive Bidding, Procurement Policies, Prevailing Wage, Construction Documents, Change Orders, Monthly Reporting, etc.

DEPARTMENT OF TECHNOLOGY, MANAGEMENT AND BUDGET ASSIGNED PROJECT DIRECTOR LISTING

Institution	Planning Authorizations - Project Name	DTMB Project Director	Telephone Number	Email Address
Central Michigan University	Brooks Hall renovation	Chris Kulhanek	(517) 749-2610	kulhanekc@michigan.gov
Ferris State University	Allied health sciences building	Chris Kulhanek	(517) 749-2610	kulhanekc@michigan.gov
Lake Superior State University	Center for applied science and engineering technology renovation and expansion	Alan Goschka	(517) 388-3489	goschkaa@michigan.gov
Michigan Technological University	Center for convergence and innovation	Chris Parsons	(517) 256-5677	parsonsc5@michigan.gov
University of Michigan - Dearborn	Computer and information science building renovation	Maria Alvaro	(248) 520-6702	alvarom1@michigan.gov
Western Michigan University	IF1 Knauss Hall renovation and addition	Todd Cordill	(517) 897-7017	cordillt1@michigan.gov
Delta College	Student resource center/library (A-wing)	Sheri Ananich	(517) 243-7605	ananichs@michigan.gov
Jackson College	STEM remodel of James McDivitt Hall	Kristi Zakrzewski	(517) 243-5669	zakrzewskik@michigan.gov
Kellogg Community College	Roll Health Administration Building renovation	Heather DeKorte	(517) 243-7248	dekorteh@michigan.gov
Lansing Community College	Energy and utility training center	David Lenz	(517) 614-5450	lenzd@michigan.gov
Montcalm Community College	Student success center	David Lenz	(517) 614-5450	lenzd@michigan.gov
North Central Michigan College	Skilled trades education pathways center	Alan Goschka	(517) 388-3489	goschkaa@michigan.gov
Oakland Community College	Skilled trades and industrial technology building	Maria Alvaro	(248) 520-6702	alvarom1@michigan.gov
Washtenaw Community College	Center for success and innovation	Todd Cordill	(517) 897-7017	cordillt1@michigan.gov
West Shore Community College	Administration and conference center renovation	Heather DeKorte	(517) 243-7248	dekorteh@michigan.gov

DTMB Mailing address:

DTMB - State Facilities Administration
Design & Construction Division
3111 W. St. Joseph Street
Lansing, MI 48917

James McDivitt Hall Remodel - $22.5M Bond Financing Analysis

Assumptions

- Interest rates are based on preliminary financing assumptions provided by PFM and market conditions as of July 10, 2026.
- Schedule assumes a $22.5 million Jackson College local share for the James McDivitt Hall Capital Outlay project.
- Financing scenarios assume a $22.5 million bond issuance and, for planning purposes, debt service beginning in FY2029.
- Actual rates, debt service payments, and total borrowing costs will vary based on market conditions, issuance timing, final project costs, and financing structure at the time of issuance.
- Current debt service is based on the College's FY2025 long-term debt amortization schedule.

Current Debt Service Outlook

Metric	Amount
FY2029 Current Debt Service	$3.8M
FY2030 Current Debt Service	$3.8M
FY2031 Current Debt Service After Scheduled Bond Maturities	$1.4M

Note: Annual debt service declines from approximately $3.8 million in FY2030 to $1.4 million in FY2031, primarily due to the scheduled payoff of the 2016 General Refunding Bonds, 2024 General Refunding Bonds, and 2025 General Bonds. This reduction creates additional capacity for future capital financing.

Financing Option Summary - $22.5M Bond

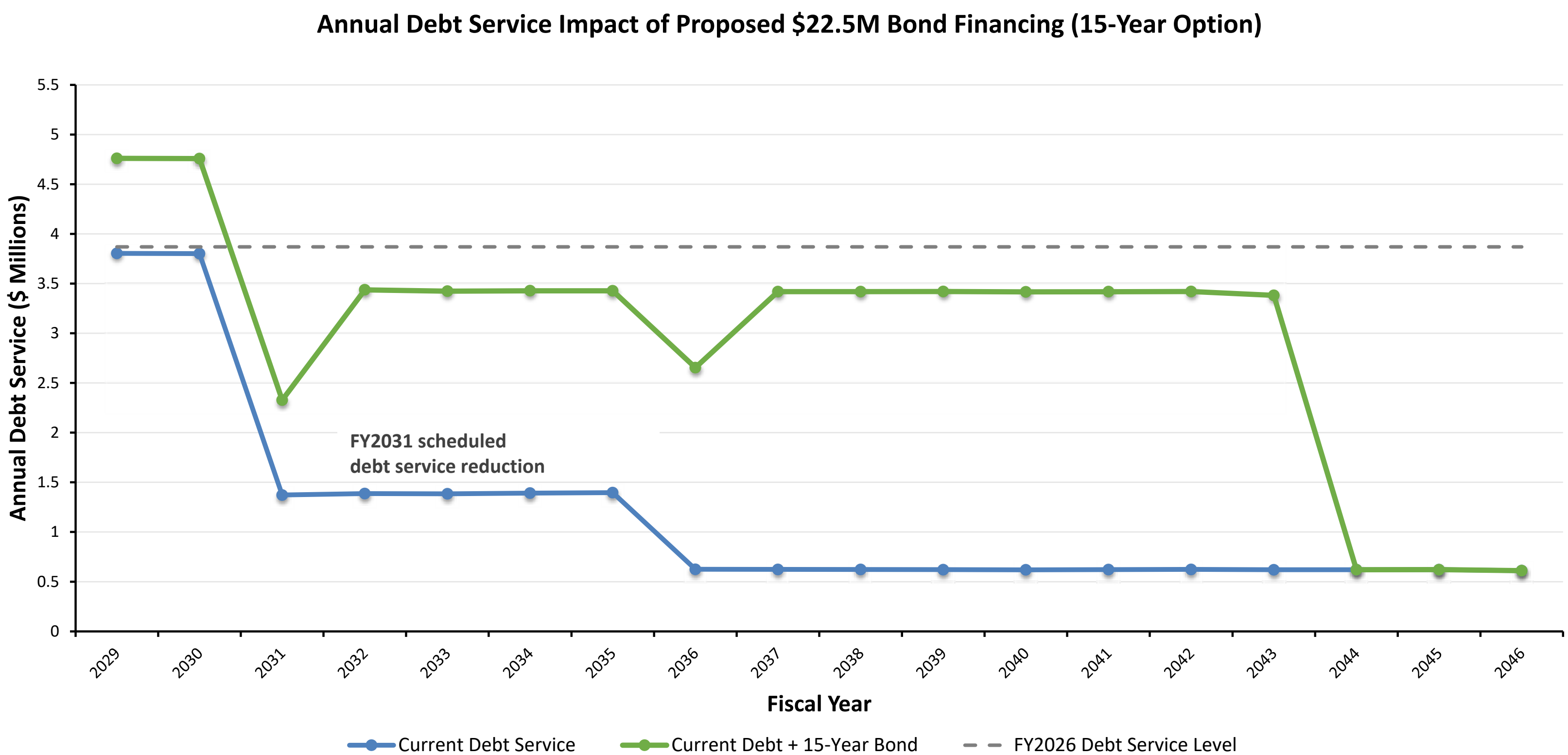
Option	Total Interest	Total Payments	Additional Interest vs. 15-Year	FY 2029 Total Payment	FY 2030 Total Payment	Highest Annual Debt Service (FY2031+)	Recommendation
15 Years	$13.3M	$54.0M	-	$4.8M	$4.8M	$3.4M	Recommended
20 Years	$17.4M	$58.1M	$4.1M	$4.8M	$4.8M	$2.8M	Consider if additional annual budget flexibility is desired
25 Years	$21.3M	$62.0M	$8.0M	$4.9M	$4.9M	$2.9M	Higher interest cost
30 Years	$26.1M	$66.8M	$12.8M	$4.9M	$4.9M	$2.8M	Highest interest cost

Interest Savings from Selecting 15-Year Option

Compared To	Additional Interest if Longer Term Is Selected
20-Year Option	$4.1M
25-Year Option	$8.0M
30-Year Option	$12.8M

Recommendation

Administration recommends the 15-year financing option for the $22.5 million local share. While annual debt service is approximately $1.0 million higher in FY2029 and FY2030, the scheduled reduction in existing debt service beginning in FY2031 offsets much of that impact. The 15-year option also minimizes total interest costs, saving approximately $4.1 million, $8.0 million, and $12.8 million compared to the 20, 25, and 30-year options, respectively.



Assumes $22.5M bond debt service begins in FY2029. The 15-year option increases debt service in FY2029-FY2030, then benefits from scheduled current debt service reduction beginning in FY2031.

Projected Debt Service Comparison: Current Debt and $22.5M Bond Options

	Current Debt			Current Debt + 15 Year Bond			Current Debt + 20 Year Bond			Current Debt + 25 Year Bond			Current Debt + 30 Year Bond		
FY	**Principal**	**Interest**	**Total Payments**	**Principal**	**Interest**	**Total Payments**	**Principal**	**Interest**	**Total Payments**	**Principal**	**Interest**	**Total Payments**	**Principal**	**Interest**	**Total Payments**
2029	$3,210,000	$594,300	$3,804,300	$3,210,000	$1,550,550	$4,760,550	$3,210,000	$1,606,800	$4,816,800	$3,210,000	$1,663,050	$4,873,050	$3,210,000	$1,719,300	$4,929,300
2030	$3,345,000	$456,550	$3,801,550	$3,345,000	$1,412,800	$4,757,800	$3,345,000	$1,469,050	$4,814,050	$3,345,000	$1,525,300	$4,870,300	$3,345,000	$1,581,550	$4,926,550
2031	$1,060,000	$311,882	$1,371,882	$1,060,000	$1,268,132	$2,328,132	$1,060,000	$1,324,382	$2,384,382	$1,060,000	$1,380,632	$2,440,632	$1,060,000	$1,436,882	$2,496,882
2032	$1,105,000	$281,232	$1,386,232	$2,200,000	$1,237,482	$3,437,482	$1,550,000	$1,293,732	$2,843,732	$1,505,000	$1,349,982	$2,854,982	$1,405,000	$1,406,232	$2,811,232
2033	$1,135,000	$249,232	$1,384,232	$2,265,000	$1,158,945	$3,423,945	$1,590,000	$1,241,707	$2,831,707	$1,535,000	$1,298,982	$2,833,982	$1,440,000	$1,359,232	$2,799,232
2034	$1,175,000	$216,257	$1,391,257	$2,350,000	$1,077,945	$3,427,945	$1,650,000	$1,188,257	$2,838,257	$1,600,000	$1,247,007	$2,847,007	$1,485,000	$1,311,007	$2,796,007
2035	$1,215,000	$181,138	$1,396,138	$2,435,000	$992,888	$3,427,888	$1,705,000	$1,131,763	$2,836,763	$1,665,000	$1,191,701	$2,856,701	$1,535,000	$1,260,388	$2,795,388
2036	$480,000	$144,144	$624,144	$1,750,000	$904,044	$2,654,044	$990,000	$1,072,719	$2,062,719	$950,000	$1,133,332	$2,083,332	$810,000	$1,207,394	$2,017,394
2037	$490,000	$133,344	$623,344	$2,580,000	$839,269	$3,419,269	$1,795,000	$1,038,969	$2,833,969	$1,295,000	$1,100,207	$2,395,207	$1,035,000	$1,180,094	$2,215,094
2038	$500,000	$122,318	$622,318	$2,680,000	$739,418	$3,419,418	$1,865,000	$969,218	$2,834,218	$1,345,000	$1,050,943	$2,395,943	$1,070,000	$1,141,818	$2,211,818
2039	$510,000	$111,068	$621,068	$2,785,000	$635,518	$3,420,518	$1,935,000	$896,543	$2,831,543	$1,395,000	$999,556	$2,394,556	$1,110,000	$1,102,068	$2,212,068
2040	$520,000	$98,956	$618,956	$2,890,000	$526,719	$3,416,719	$2,015,000	$820,306	$2,835,306	$1,445,000	$945,406	$2,390,406	$1,150,000	$1,059,956	$2,209,956
2041	$535,000	$86,606	$621,606	$3,005,000	$413,644	$3,418,644	$2,095,000	$740,681	$2,835,681	$1,505,000	$889,119	$2,394,119	$1,195,000	$1,016,106	$2,211,106
2042	$550,000	$73,232	$623,232	$3,125,000	$295,295	$3,420,295	$2,180,000	$657,107	$2,837,107	$1,565,000	$829,670	$2,394,670	$1,245,000	$969,732	$2,214,732
2043	$560,000	$59,482	$619,482	$3,210,000	$172,105	$3,382,105	$2,260,000	$570,007	$2,830,007	$1,625,000	$767,707	$2,392,707	$1,290,000	$921,232	$2,211,232
2044	$575,000	$45,482	$620,482	$575,000	$45,482	$620,482	$2,360,000	$479,507	$2,839,507	$1,690,000	$703,120	$2,393,120	$1,340,000	$870,732	$2,210,732
2045	$590,000	$31,106	$621,106	$590,000	$31,106	$621,106	$2,450,000	$384,806	$2,834,806	$1,755,000	$635,781	$2,390,781	$1,395,000	$818,106	$2,213,106
2046	$595,000	$15,618	$610,618	$595,000	$15,618	$610,618	$2,535,000	$285,618	$2,820,618	$1,815,000	$564,956	$2,379,956	$1,440,000	$762,368	$2,202,368
2047	-	-	-	-	-	-	$2,030,000	$182,700	$2,212,700	$1,280,000	$491,388	$1,771,388	$885,000	$704,500	$1,589,500
2048	-	-	-	-	-	-	$2,030,000	$91,350	$2,121,350	$1,340,000	$430,588	$1,770,588	$930,000	$660,250	$1,590,250
2049	-	-	-	-	-	-	-	-	-	$1,405,000	$366,938	$1,771,938	$975,000	$613,750	$1,588,750
2050	-	-	-	-	-	-	-	-	-	$1,475,000	$300,200	$1,775,200	$1,025,000	$565,000	$1,590,000
2051	-	-	-	-	-	-	-	-	-	$1,540,000	$230,138	$1,770,138	$1,075,000	$513,750	$1,588,750
2052	-	-	-	-	-	-	-	-	-	$1,615,000	$156,988	$1,771,988	$1,130,000	$460,000	$1,590,000
2053	-	-	-	-	-	-	-	-	-	$1,690,000	$80,269	$1,770,269	$1,185,000	$403,500	$1,588,500
2054	-	-	-	-	-	-	-	-	-	-	-	-	$1,245,000	$344,250	$1,589,250
2055	-	-	-	-	-	-	-	-	-	-	-	-	$1,305,000	$282,000	$1,587,000
2056	-	-	-	-	-	-	-	-	-	-	-	-	$1,375,000	$216,750	$1,591,750
2057	-	-	-	-	-	-	-	-	-	-	-	-	$1,445,000	$148,000	$1,593,000
2058	-	-	-	-	-	-	-	-	-	-	-	-	$1,515,000	$75,750	$1,590,750
2059	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	**$18,150,000**	**$3,211,947**	**$21,361,947**	**$40,650,000**	**$13,316,960**	**$53,966,960**	**$40,650,000**	**$17,445,222**	**$58,095,222**	**$40,650,000**	**$21,332,960**	**$61,982,960**	**$40,650,000**	**$26,111,697**	**$66,761,697**

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: August 10, 2026

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

Report Category:
☑ Decision Request ☐ Information Only
Board Role Alignment: (Relevant Board Policy Quadrant and Number)
EXECUTIVE LIMITATIONS: EL-08 Communication & Support to the Board
Subject: (Topic or focus for consideration)
5.0 Items for Discussion 5.3 Monthly HLC Accreditation Update – Dr. Benjamin Valdez
Description: (Concise explanation of the issue, item, or proposal)
As we work towards re-accreditation from the Higher Learning Commission in 2027, Dr. Benjamin Valdez will provide updates on the process for the Board leading up to the comprehensive visit. From time to time, there will be items on the agenda for review and comment.
Resource Impact: (As applicable)
None
Requested Board Action: (If any)
Receive the monthly update on the HLC Accreditation process and ask any questions of Dr. Benjamin Valdez.
Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: August 10, 2026

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

Report Category:

☑ Decision Request ☐ Information Only

Board Role Alignment: (Relevant Board Policy Quadrant and Number)

GOVERNANCE PROCESS: GP-01 Governing Style
EXECUTIVE LIMITATIONS: EL-05 Asset Protection
EXECUTIVE LIMITATIONS: EL-06 Investments
BOARD-CEO DELEGATION: BCD-03 Delegation to CEO
BOARD-CEO DELEGATION: BCD-04 Monitoring CEO Performance
BYLAWS

Subject: (Topic or focus for consideration)

6.0 Consent / Required Approval Agenda
- 6.1 Adoption of Minutes
  - 6.1.1 Regular Board Meeting, Dated 06.08.26 *
  - 6.1.2 Special Board Meeting, Dated 07.09.26 *
- 6.2 Policy Review
  - 6.2.1 Executive Limitations
    - 6.2.1.1 EL-05 Asset Protection – Policy Review *
    - 6.2.1.2 EL-06 Investments – Policy Review *
  - 6.2.2 Board-CEO Delegation
    - 6.2.2.1 BCD-03 Delegation to CEO – Policy Review *
    - 6.2.2.2 BCD-04 Monitoring CEO Performance *

Description: (Concise explanation of the issue, item, or proposal)

Linked are the minutes of the most recent meetings of the Board, for your review and consideration for placement into the formal record of the Jackson College Board of Trustees.

Please note that, by State law, a preliminary draft of these minutes are posted within 8 days of each Board Meeting and are finalized as a permanent record upon Board approval at this, the subsequent board meeting.

Linked for their regular reviews are Board Executive Limitations Policy EL-06 Investments and Board-CEO Delegation Policy BCD-03 Delegation to CEO to which policy pre-review Trustees (Chairwoman Lake, Trustee Page, and Trustee Simpson) and I recommend no edits at this time.

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: August 10, 2026

Enclosed for their regular reviews are Board Executive Limitations Policy EL-05 Asset Protection and Board-CEO Delegation Policy BCD-04 Monitoring CEO Performance to which policy pre-review Trustees (Chairwoman Lake, Trustee Page, and Trustee Simpson) and I recommend minor edits.

Also enclosed is a case study (Unofficial Interaction with the Press/Public) that the policy pre-review Trustees discussed during their policy review session on 06.08.26.

PLEASE NOTE: The Board may approve / assess all of these as a whole or pull items from this agenda item for in-depth discussion.

Resource Impact: (As applicable)

None

Requested Board Action: (If any)

Consideration of approving Board Meeting Minutes 06.08.26 & 07.09.26; approval of Executive Limitations policies EL-05 (as amended) and EL-06; and approval of Board-CEO Delegation policies BCD-03 and BCD-04 (as amended).

Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)

Unofficial Interaction with the Press/Public

A newly elected trustee frequently deals with local media as part of their day job and has begun receiving requests for information regarding board activities from those same media contacts. Though they redirect those requests to the Board Chair, the trustee's media contacts will repeat the requests, stating that it will be off-the-record or for background purposes only as the Board Chair isn't responding to their requests in time for their deadlines and the information will not be portrayed as the board's official position or statement on any matters.

Would the trustee be violating the Board Code of Conduct if they provided these informal, off-the-record comments to their contacts?

Does the content of their comments matter for determination if it is a violation? E.g., would your answer differ if the trustee was providing a list of agenda items to be heard at an upcoming meeting, sharing an overview of the different points of view expressed by trustees during preliminary discussions on a topic, or confirming the final determination of a vote on an issue at a recent board meeting?

Governance Process	ENDs
Board – CEO Delegation	Executive Limitations

JACKSON COLLEGE BOARD OF TRUSTEES POLICY

Policy Type: EXECUTIVE LIMITATIONS

Policy Title: Asset Protection
Policy Number: EL 05
Date Adopted: 01.13.20

Version: 7.0
Date Last Reviewed: 05.12.25
Responsible Party: Chief Governance Officer

Reviewing Committee: Chairwoman Lake
Trustee Page
Trustee Simpson

GLOBAL EXECUTIVE LIMITATIONS STATEMENT:

The CEO shall not allow College assets to be unprotected, inadequately maintained or unnecessarily risked.

Further, without limiting the scope of the preceding statement by the following list, the CEO shall not:

1. Permit the organization to have inadequate insurance against property, casualty, and cyber (i.e., data) losses.
   - 1.1. Permit the organization to insure its property and operations with inadequate valuation and limits due to an insufficient scope of perils.
     - 1.1.1. Permit insurance of all buildings and contents to be at less than the cost to replace, with a blanket limit of all buildings and contents.
     - 1.1.2. Permit the College to have inadequate insurance for theft, disappearance or destruction of money, and securities inside or outside the premises.
   - 1.2. Permit the organization to have inadequate privacy/cyber insurance.
2. Permit the Board members, College employees, and other individuals engaged in activities on behalf of the organization, or the organization itself, to have inadequate liability insurance.
3. Permit individuals traveling out of the United States, on behalf of the

College, to have inadequate travel accident insurance.

4. Allow the College to have insurance for theft and crime coverage that is less than community college industry standards.
5. Unnecessarily expose the organization, its Board members or College employees to claims of liability.
   5.1. Allow any material contracts or material internal human resource documents to be executed with inadequate review by qualified legal counsel.
6. Receive, process or disburse funds under controls which are insufficient to meet audit standards or reasonably insufficient to detect and prevent fraud.
7. Make any purchases that do not result in an appropriate level of quality, after-purchase service, and value for the dollar expended, or do not provide opportunity for fair competition.
   7.1 Make any purchase wherein normally prudent protection has not been evaluated against conflict of interest.
   7.2 Make any purchase of over $100,000 without having obtained comparative prices and quality from at least three competitive bids, unless considered a ‘sole-source’ provider. Orders shall not be split to avoid these criteria.
   7.3 Make any purchase without a stringent method of assuring: 1) Long-term quality; 2) Reasonable Cost; 3) Consideration of the financial support provided to the College by a bidder, and 4) Local vendor preference.
   7.4 Use College financial resources to support identity-based initiatives that conflict with federal non-discrimination laws.
   7.5 Allow vendors to be without information critical to their receiving equitable consideration in competitive bidding.
8. Allow College intellectual assets to be unprotected or exposed to loss or significant damage.
9. Endanger the organization’s public image, credibility, or its ability to accomplish Board
   ENDS.
   9.1 Allow non-adherence to guidelines required for required institutional and secondary program accreditors.
   9.2 Accept gifts or grants which obligate the College to make future expenditures other than those that are reasonably required by the gift or grant.
   9.3 Publicly position the College in support of, or opposition to, any known political organization, or candidate for public office.

9.4 Develop or continue collaborative relationships with organizations whose principles or practices are incompatible with those of the College.

9.5. Allow relationships with Owners and/or stakeholders to be inconsistent with the productive cooperation necessary to the achievement of ENDS.

9.6. Operate outside of ethical and legal compliance regarding ~~AI~~technology utilization.

9.6.1. Operate technology~~AI~~ systems without transparency and accountability for use.

10. Change the organization's name or substantially alter its identity in the community.

11. Create or purchase any subsidiary corporation.

Changelog

Date of Change	**Version**	**Description of Change**	**Responsible Party**
11.11.19	1.0	First release following Policy Governance consulting work.	Chief of Staff
1.13.20	2.0	Edits to original policy recommend by CFO and CEO to enhance clarify of policy	Chief of Staff
10.05.21	3.0	Minor edits based upon actual practice	President & CEO
11.08.21	4.0	Minor edits based upon actual practice	President & CEO
5.9.22	4.0	Regular Review – Approved	CEO
4.10.23	5.0	Minor clarifying edits	CEO
4.15.24	6.0	Regular Review – elimination of the word "minority".	CGO
3.17.25	7.0	Federally mandated compliance amendments	CGO
5.12.25	7.0	Regular Review – no edits.	CGO

JACKSON COLLEGE
BOARD OF TRUSTEES POLICY

Policy Type: BOARD-CEO DELEGATION

Policy Title: Monitoring CEO Performance
Policy Number: BCD-04
Date Adopted: 05.11.20

Version: 3.0
Date Last Reviewed: 08.11.25
Responsible Party: Chief Governance Officer

Reviewing Committee: Chairwoman Lake,
Trustee Page,
Trustee Simpson

BOARD-CEO DELEGATION STATEMENT:

CEO job performance will be measured solely by systematic monitoring of the CEO's job performance in comparison to the Board's required CEO job outputs: organizational accomplishment of the CEO's reasonable interpretation of ENDS policies and organizational operation within the boundaries of the CEO's reasonable interpretation of Executive Limitations policies.

1. The purpose of monitoring is to determine the degree to which Board policies are being fulfilled. Only information which achieves this purpose will be considered to be monitoring.
2. A given policy may be monitored in one or more of three ways:
   2.1. Internal report: Disclosure of compliance information by the CEO, along with his or her explicit interpretation of Board policy, and justification for the reasonableness of interpretation.
   2.2. External report: Discovery of compliance information by an external, disinterested third party, who has appropriate qualifications and a suitable level of independence from management, and who is selected by and reports directly to the Board. The CEO should be notified of this activity.
   2.3. Direct Board Inspection: Discovery of compliance information as directed by Board action. Such an inspection requires notification of the CEO.
3. ~~Regardless of the method of monitoring~~, the standard for compliance shall be any reasonable CEO interpretation of the Board policy being monitored. The Board is the final arbiter of reasonableness, but will always judge with a "reasonable person" test. ~~rather than interpretations favored by Board members, the disinterested third party, or even the Board as a whole.~~ Reasonable standard has often been used by courts for making a determination as to the constitutionality or lawfulness of legislation and regulations by those who practice them.

1

4. Upon the choice of the Board, any policy can be monitored by any of the above methods at any time. For regular monitoring, however, each *ENDS* and *Executive Limitations* policy will be classified by the Board according to frequency and method.
5. The performance of the College, as noted by CEO Monitoring Reports, is considered synonymous with the performance of the CEO. The Board's review and acceptance of the CEO Monitoring Reports each month constitutes a proportionate performance review of the CEO each month. A summative review of the CEO by the Board may occur annually in August, based on the achievement of the Board's *ENDS* policies and non-violation of its *Executive Limitations* policies. This summary review would be conducted by cumulating the regular monitoring data provided during the year and the Board's recorded acceptance or non-acceptance of the reports and identifying performance trends evidenced by that data.

MONITORING SCHEDULE				
Number	**Policy**	**Method**	**Frequency**	**Date**
EN-01 (#1-3)	Board's ENDS	Internal Report	Annually	August
EN-01 (#4)	Board's ENDS	Internal Report	Annually	September
EN-01 (#5)	Board's ENDS	Internal Report	Annually	October
EL-00	Global Executive Constraint	Internal Report	~~Annually~~At least every 5 years	August
EL-01	Treatment of Students	Internal Report	Annually	October
EL-02	Treatment of Staff	Internal Report	Annually	October
EL-03	Planning	Internal Report	Annually	June
EL-04	Financial Conditions & Activities	Internal Report	Annually	November
EL-05	Asset Protection	Internal Report	Annually	May
EL-06	Investments	Internal Report	Annually	May
EL-07	Compensation and Benefits	Internal Report	Annually	January
EL-08	Communication & Support to the Board	Internal Report	Annually	November
EL-09	Organizational Culture	Internal Report	Bi-Annually	January
EL-10	Access to Education	Internal Report	Annually	February
EL-11	Entrepreneurial Activity	Internal Report	Annually	March
EL-12	Land Use	Internal Report	Bi-Annually	April
~~EL-13~~	~~Use of Artificial Intelligence & Machine Learnings~~	~~Internal Report~~	~~Bi-Annually~~	~~August / February~~

Date Of Change	Version	Description of Change	Responsible Party
05.11.20	1.0	First release following Policy Governance consulting work.	Chief of Staff
8.8.22	1.0	Regular Review – Approved	CEO
8.14.23	2.0	Regular Review – Edits to the “Direct Board Inspection” section and the monitoring schedule.	CGO
8.12.24	3.0	Regular Review – Clarifying language added regarding practices contributing to the CEO performance review, as well as amendments to the ENDS monitoring schedule.	CGO
8.11.25	4.0	Policy EL-13 added to the monitoring schedule.	CGO

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: August 10, 2026

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

Report Category:

☑ Decision Request ☐ Information Only

Board Role Alignment: (Relevant Board Policy Quadrant and Number)

ENDS: EN-01 (1-3) Board's ENDS

Subject: (Topic or focus for consideration)

7.0 Monitoring CEO Performance
7.1 EN-01 (#1-3) Board's ENDS – Evidence Review *

Description: (Concise explanation of the issue, item, or proposal)

Attached for your review is the evidence (i.e., Monitoring Report) for EN-01 (1-3). You will note that my report indicates Full Compliance according to previously established and approved interpretations.

I will respond to questions you may have about the report.

Resource Impact: (As applicable)

None

Requested Board Action: (If any)

Board assessment of the monitoring report for Policy EN-01 (1-3) for evidence of full compliance with a reasonable interpretation of the policy.

Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)

Jackson College
Board of Trustees

Monitoring Report:
EN – 01 Board's ENDS (#1-3)

[FULL COMPLIANCE]

Note: Board Policy is indicated in bold typeface throughout the report.

I present this monitoring report to the Jackson College Board of Trustees which addresses the Board's Policy EN-01: "Board's Ends (#1-3)". I certify that the information contained herein is true and represents compliance, within a reasonable interpretation of the established policy, unless specifically stated otherwise below.

08.10.26

Daniel J. Phelan, Ph.D. — Date
President and CEO

POLICY STATEMENT:

Jackson College exists so that:

All those who choose to enroll have learning opportunities that prepare them to be successful global citizens and contribute to Jackson County's vitality at a cost that demonstrates wise and sustainable stewardship of resources.

INTERPRETATION:

I have interpreted "...learning opportunities that prepare learners to be successful global citizens and contribute to Jackson County's vitality..." in the lower policy levels below. Achievement of these, together with the following items will constitute achievement of the Board's ENDS policies.

I am interpreting wise and sustainable stewardship of resources to be the continuing low cost of quality education in comparison to both public and private four-year institutions.

Compliance will be demonstrated when:

a) Cost of achieving a four-year degree, offset by two years of Jackson College experience, is less than achieving same/similar degree at the four-year State or private institution.

This is reasonable because community colleges are established by the State. According to the State of Michigan Constitution of 1963, Public Acts 193 and 287 of 1964, and Public Act 331 of 1966, and the State Fiscal Agency of Michigan, “The singular purpose of these [sic] colleges was to provide the first two years of a baccalaureate program. Further, “…the comprehensive community college was founded upon three basic elements: 1) equitable access to educational services for all persons in the community; 2) the removal of geographic and economic barriers that prohibit persons from benefiting from the service; and 3) the reasonable opportunity for the individual to discover and develop his or her talents at low cost.” Considerations of total cost of attendance addresses the State’s expectations, as well as this ENDS provision.

EVIDENCE:

Jackson College Tuition and Required Fees Comparison 2025-2026 Academic Year

4-Year Institution Name	4-Year Institution Tuition and Required Fees	JC In-District Tuition and Required Fees	In-District Tuition and Fee Savings	JC Out-of-District Tuition and Required Fees	Out-of-District Tuition and Fee Savings
Albion College	$58,180	$7,680	$50,500	$8,670	$49,510
Adrian College	$42,843	$7,680	$35,163	$8,670	$34,173
Spring Arbor University	$35,511	$7,680	$27,831	$8,670	$26,841
Hillsdale College	$34,323	$7,680	$26,643	$8,670	$25,653
Siena Heights University	$31,812	$7,680	$24,132	$8,670	$23,142
University of Michigan	$18,346	$7,680	$10,666	$8,670	$9,676
Michigan State University	$17,323	$7,680	$9,643	$8,670	$8,653
Eastern Michigan University	$17,004	$7,680	$9,324	$8,670	$8,334
Western Michigan University	$15,954	$7,680	$8,274	$8,670	$7,284
Grand Valley State University	$15,872	$7,680	$8,192	$8,670	$7,202
Wayne State University	$15,862	$7,680	$8,182	$8,670	$7,192
Ferris State University	$15,796	$7,680	$8,116	$8,670	$7,126
Central Michigan University	$15,420	$7,680	$7,740	$8,670	$6,750
Baker College - Jackson	$13,193	$7,680	$5,513	$8,670	$4,523

The chart compares Jackson College tuition and required fees to those of four-year public and private institutions in Michigan for the 2025-2026 academic year. The comparison demonstrates annual tuition savings ranging from approximately $4,500 to $50,500 for learners who complete coursework at Jackson College before transferring to a four-year institution. The comparison reflects both in-district and out-of-district Jackson College rates.

Sources: NCES College Navigator, MASU 2025-2026 Tuition and Fees Report, and Jackson College published tuition schedules. Public university rates reflect 2025-2026 tuition and required fees. Private institution rates are estimated based on the most recent published data. Jackson College rates reflect published 2025-2026 tuition and required fees, annualized to a 30-credit academic year.

1. **Citizens experience a distinctive, collaborative, innovative institution that is responsive to the regional needs of workforce training, capacity building, and economic development.**

INTERPRETATION:

I have interpreted this statement to mean that Jackson College should have considerable operational and programmatic differences from other community colleges, as measured by the number of unique (i.e., offered by fewer than 25% of Michigan Community Colleges) operational and programmatic differences to other MCCA Colleges. I further interpret that a principal element of the College's programming should be leveraged to support local workforce and economic development, as measured by the number of programs provided, contract training opportunities provided, the total number of persons trained, as well as other related activities and contributions.

This is reasonable because: Workforce and economic development are both historical and distinctive roles of community colleges. The demonstration of the level of the College's involvement in these activities, and providing the same for citizens, as found among peer institutions, is achieved by documenting program offerings and enrollments provided, as well as other contributions to the economic health of the region.

EVIDENCE:

On 08.05.26, the Director of the College's Corporate and Continuing Education (CCE) department confirmed the following:

a. CCE continues to work diligently with local workforce and economic development agencies to support regional employment needs. In 2026, Jackson College partnered with Henry Ford Jackson (HFJ), Michigan Works Southeast, the Martin Luther King Center, College and Career Access Center, the Jackson Chamber, and Accelerate Jackson to host a one-day hiring event aimed at supporting HFJ's recruitment across all departments. The event drew over 50 job seekers from Jackson and surrounding areas.

b. In 2025-2026, Jackson College provided customized training to meet the workforce needs of several regional employers. Technique Inc. trained a total of 45 students across multiple programs, including Weld Inspection, GD&T, and Blueprint Reading.
c. In partnership with Alpha Omega, an industry educational partner, 10 students were able to brush up on climbing techniques through a 2-day workshop, confirming skills for employment.
d. America's Preferred Home Warranty and Jackson Area Transportation Authority each completed the Leading-Edge Series II with 24 and 6 students respectively.
e. GPWE trained 252 students in Basic Electricity & Fluid Systems, International Business and Information Technology courses.
f. In total, 271 individuals received certificates of completion through Jackson College Corporate and Continuing Education customized training programs in 2026.
g. In 2026 Jackson College solidified a significant relationship with local workforce and economic developers to continue supports with Jackson County Manufacturing Day planning through the Jackson Talent Consortium, for local employers, job seekers and K-12 Education. All 13 school districts participated, providing opportunities for 11th and 12th graders to attend a local Manufacturing Trade Show at the American 1 Event Center. Jackson College's booth showcased multiple JC programs and services as well as other partner resources with our silent disco booth. The event promoted job opportunities within Manufacturing fields, guest speakers and podcasts onsite.
h. Jackson College, CCE partnered with the Michigan Manufacturing Technology Center (MMTC) to host the Rebuilding Manufacturing event on campus, bringing together 15 manufacturers, suppliers, and workforce training organizations to support local and regional industry. The event attracted 78 attendees, including both new and existing employer partners, and resulted in five follow-up meetings to explore expanded workforce collaborations. As an outcome of this partnership, MMTC will also deliver four complementary manufacturing training courses on the Jackson College campus, further expanding workforce development opportunities for regional employers.
i. Jackson College, CCE continues to partner with Lenawee Now, Accelerate Jackson, and the Michigan Economic Development Corporation (MEDC) to support regional business attraction and workforce development. Through this ongoing collaboration, the College provides Michigan New Jobs Training Program (MNJTP) support letters as part of economic development incentive packages presented to prospective employers considering relocation or expansion within the region. Jackson College established a referral process to connect the employer with customized training, apprenticeship, recruitment, and academic workforce solutions.

j. Community and Continuing Education (CCE) and Michigan Works! Southeast (MWSE) continue to collaborate to expand workforce development opportunities through the Going PRO Talent Fund. By coordinating both independent and Industry-Led Collaborative grant applications, the partnership increases employer access to Jackson College workforce training while reducing the financial barriers to incumbent worker development. During the reporting period, the Leading Edge Series II curriculum was pre-approved for eligible Going PRO Talent Fund employers, resulting in two training cohorts delivered to companies representing multiple industries. More than 30 incumbent workers completed leadership training at no cost to the participating employers or employees.
k. Jackson College, CCE implemented its articulation agreement with the Jackson Area Joint Apprenticeship and Training Committee (JATC), awarding college credit to 102 electrical apprentices for completed apprenticeship training. The agreement recognized prior workforce learning, supported employer talent development, and resulted in more than $50,000 in Going PRO Talent Fund reimbursement.
l. Jackson College, CCE partnered with Michigan Works! Southeast to host the Race to Talent Southeast Michigan event at the Applied Technology Center, convening more than 30 employers, educators, workforce leaders, and state partners to advance Registered Apprenticeship programs and regional talent development. Representatives from the Michigan Department of Labor and Economic Opportunity (LEO), the U.S. Department of Labor (USDOL), the Michigan Economic Development Corporation (MEDC), the Michigan House of Representatives, local government, and workforce development agencies participated in the event, demonstrating a coordinated regional commitment to workforce development. Four regional employers were recognized with Crystal Awards for excellence in apprenticeship and workforce development, reinforcing Jackson College's role as a regional convener for workforce innovation and talent development.
m. On 07.15.26 The Dean of Workforce, Technical and Professional Education confirmed that The Reconnect Community Action Grant is a three-year, state-funded initiative that Jackson College secured on behalf of a collaborative of community, education, workforce, and industry partners to strengthen educational attainment and workforce development across Jackson County. Now entering Year 2 of the grant, the partnership is focused on implementing the work identified during the first year, including advancing a countywide 2030 Educational Attainment Goal, strengthening collaboration among workforce organizations, aligning education with regional labor market needs, and expanding pathways that lead residents to industry-recognized credentials and college degrees. Through the leadership of the Jackson County Chamber of Commerce and the Workforce Development Collaborative, the grant supports coordinated strategies, employer engagement, data-informed decision-making, and community outreach to ensure Jackson County develops the talent needed for long-term economic growth.

1.1 Learners complete degrees and obtain industry recognized credentials of value in the workplace.

<u>INTERPRETATION:</u>

I have interpreted "...learners complete degrees and obtain industry recognized credentials of value in the workplace." in 1.1. Achievement of this together with the following will demonstrate achievement of this ENDS statement:

a) The percentage of learners who successfully complete certifications and degrees in a 2-year period, year over year; and
b) Three-, four-, five-, and six-year success ratings of learners who complete certifications and degrees, year over year; and
c) The relative standing of Jackson College among other Michigan Community Colleges incorporating IPEDS and State data.

This is reasonable because it shows how quickly learners are able to complete a credential from Jackson College, or transfer to a four-year university, as well as the percentage that are able to complete the program in the intended two years which helps them realize the benefit of lower cost of education in a community college. The use of IPEDS and State data for progress determinations are a federal and state standard of productivity.

<u>EVIDENCE</u>:

The Chief of Strategy, on 7.20.26, affirmed the chart below. This chart illustrates the College's incoming learner cohorts alongside their respective success rates across two- to six-year intervals.

This chart includes students who have earned a certificate, associate degree, or bachelor's degree, and/or have successfully transferred to a 4-year institution.

- 2-year success rates have steadily increased. 3-year success increased by 5 percentage points.

Sector Entry Year	Rate Year 2	Rate Year 3	Rate Year 4	Rate Year 5	Rate Year 6
2023-24	22.7%				
2022-23	20.2%	36.9%			
2021-22	16.7%	31.9%	40.7%		
2020-21	17.0%	29.2%	36.2%	40.6%	
2019-20	14.2%	28.7%	35.6%	39.3%	42.9%
2018-19	17.8%	30.8%	39.4%	43.3%	46.6%
2017-18	17.8%	26.1%	32.5%	36.3%	38.4%
2016-17	15.2%	29.4%	34.5%	37.5%	39.5%
2015-16	21.5%	32.4%	38.8%	41.6%	43.8%
2014-15	11.6%	30.6%	37.0%	41.4%	42.8%
2013-14	12.7%	22.2%	35.3%	39.3%	43.1%
2012-13	16.2%	27.9%	31.8%	40.5%	43.0%
2011-12	14.5%	25.9%	32.8%	35.7%	42.2%
2010-11	15.1%	26.7%	32.9%	36.4%	37.9%
2009-10	15.4%	27.5%	34.3%	38.2%	40.9%

1.1.1 Graduates have the credentials that lead to employment that provides family-sustainable wages.

<u>INTERPRETATION:</u>

I have interpreted this to require the following:

a) Graduates should have employment with a compensation level that is above 150% of the most recent Federal Poverty Guidelines for a family of four.

b) All career related credentials are submitted to the U.S. Department of Education and are evaluated for qualification according to Gainful Employment Standards

c) Graduates of Jackson College certificate and degree programs should be placed in a related job not more than 6 months after their certification completion.

This is reasonable because employment after graduation is a reasonable expectation of learners after investing in their education. Furthermore, Federal Gainful Employment standards are universally applied to all higher education institutions and also require a reasonable income over education/training cost standard.

<u>EVIDENCE</u>:

Each year, the College administers a targeted survey directed at all alumni and non-returning students who were previously enrolled in a career and technical education program. This instrument is specifically designed to capture critical metrics including;

- Employment Status- Whether graduates have secured employment in their field of study or related industry.
- Career Advancement: Job titles, employer details, and started salaries.
- Further Education: Information on graduates who have chosen to pursue advanced degrees or additional certifications.
- Program Feedback: Direct insights into how well the curriculum prepared them for workforce demands.

By gathering and analyzing this data, the College can evaluate program effectiveness, fulfill federal reporting requirements, and continuously refine its offerings to ensure strong employment pathways for all graduates.

After leaving Jackson College, which of the following best describes your current status?	
I am employed	70.19%
I am seeking employment	0.00%
I am serving in the military	0.93%
I am enrolled in advanced training or education	1.92%
I am participating in a national service program	0.00%
I am a Peace Corps volunteer	0.96%
I remained at the college in a different program	12.50%
I transferred to a different college	13.46%

1.1.2 Ongoing regional labor force and employment needs are identified and supported.

INTERPRETATION:

I interpret this statement to require that the College not only regularly assess workforce needs of the tri-county area in terms of aggregate need and type of education needed through surveys, interviews, and on-site visits; but also develop the instructional planning to reasonably provide the training and instructional programming necessary to satiate this regional need.

This is reasonable because utilizing a survey methodology or through interviews conducted with vocational-technical advisory groups is a process that is required of all Federal Carl-Perkins grants for professional trades programs for obtaining information for program viability and sustainability. These same vehicles can be used to determine future programmatic needs as well.

EVIDENCE:

The Dean of Workforce, Technical and Professional Education, confirmed the following on 07.15.26.

Jackson College actively identifies and responds to workforce and employment needs throughout the region through ongoing labor market analysis, employer partnerships, advisory committee engagement, and strategic academic planning. This commitment is demonstrated through several significant initiatives that align educational programs with current and emerging workforce demands.

- Applied Technology Center (ATC) and Utility Technician Program Expansion: Jackson College continues to expand workforce programming to meet growing demand in the utility and skilled trades sectors. The opening of the Applied Technology Center has significantly increased the College's capacity to deliver hands-on technical training in utilities and skilled trades. The College has also expanded its Utility Technician programming to prepare students for high-demand careers supporting Michigan's critical infrastructure. Graduates have secured employment with a wide range of employers, including municipalities, electrical unions, gas and power companies, and telecommunications organizations. Employer input continues to shape facility use, equipment investments, curriculum development, and instructional delivery to ensure students develop the technical and workplace skills needed across these industries.

- Commercial Driver's License (CDL) Program: Jackson College launched its Commercial Driver's License (CDL) program in Fall 2025 in partnership with Alpha Omega Utility Services to address the growing demand for licensed commercial drivers throughout the region. Through the Fall 2025 and Spring 2026 semesters, 23 students have successfully earned their CDL, creating an immediate workforce pipeline for transportation, utility, construction, and logistics employers. Ongoing employer feedback continues to inform program operations and supports strong employment outcomes for graduates.

- Competency-Based Education (CBE) Expansion: Jackson College continues to expand competency-based education as a flexible pathway for adult learners and incumbent workers. In January 2026, the College launched its Certified Production Technician (CPT) competency-based program in response to regional manufacturing workforce needs. Developed in collaboration with employers and informed by labor market data, the program emphasizes industry-recognized competencies, performance-based assessments, Credit for Prior Learning (CPL), and flexible instructional models that accelerate credential attainment while maintaining workforce relevance. The College continues to explore additional competency-based offerings in healthcare, utilities, and general education based on employer demand and regional labor market needs.

The Dean of Health Sciences confirmed the following on 08.03.26 in relation to the above:

Jackson College's Health Sciences division continuously identifies and responds to regional healthcare workforce needs through employer partnerships, advisory committees, clinical affiliates, accreditation activities, and ongoing workforce engagement. Employer feedback directly informs instructional planning, curriculum development, simulation design, and the creation of new educational pathways.

To address regional workforce shortages and increasing constraints on clinical education capacity, Jackson College established the Health Sciences Simulation Center, which opened in Fall 2025, as a regional clinical education resource. Developed in collaboration with healthcare employers, faculty, and clinical partners, the Center expands instructional capacity through high-fidelity simulation, interdisciplinary learning, and competency validation while maintaining alignment with current clinical practice and employer expectations.

The Simulation Center also serves as a workforce development hub where healthcare employers participate in simulation design, learner observation, structured debriefing, and competency validation. This ongoing collaboration provides continuous feedback regarding graduate readiness and emerging workforce needs, ensuring instructional programming remains responsive to the evolving healthcare environment.

Additionally, Jackson College is developing an Emergency Department Technician micro-credential in partnership with Henry Ford Health and Jackson College faculty. The program was initiated in direct response to employer-identified workforce needs and demonstrates the College's commitment to developing innovative, stackable credentials that prepare graduates for immediate employment while strengthening the regional healthcare workforce pipeline.

1.2 Employers have properly qualified people available to meet their needs.

INTERPRETATION:

I have interpreted this statement to require regular assessment of employers to determine if the learners trained at Jackson College, and employed by their firms, meet their expectations of instructional preparation.

This is reasonable because surveying of the employing community would provide the best evidence of the quality of education provided and its alignment with employer needs.

<u>EVIDENCE</u>:

On 08.05.26, the Director of the College's Corporate and Continuing Education department confirmed the following:

Jackson College continues to expand internship partnerships with employers across Lenawee, Jackson, and Hillsdale counties, providing students with structured, work-based learning experiences across multiple academic programs. Employer evaluations of student interns serve as a direct measure of workforce readiness and instructional effectiveness. Feedback is collected through employer surveys and performance evaluations and shared with faculty. Many internship experiences lead to continued employment, demonstrating employer confidence in the preparation and quality of Jackson College students while strengthening the regional workforce pipeline.

The Dean of Workforce, Technical and Professional Education, confirmed the following on 7.15.26: While this outcome is not yet supported by comprehensive placement data, recent employer activity provides encouraging anecdotal evidence. Graduates of Jackson College's Utility Technician program were recently hired by Sky Tower, a telecommunications company, and Sky Tower and other employers have continued to contact the College to ask when additional graduates will be available. This ongoing employer interest suggests that the program is preparing students with relevant skills and helping meet workforce demand across utility, telecommunications, and related industries.

The Academic Deans confirmed the following on 08.03.26:

Jackson College Health Sciences programs evaluate graduate workforce readiness through publicly reported program outcomes, annual program review, employer feedback, accreditation standards, and continuous quality improvement. Program effectiveness is measured through credential attainment, licensure and certification performance, employment outcomes, employer satisfaction, advisory committee engagement, and documented program improvement. Together, these measures provide evidence that graduates possess the knowledge, skills, and professional competencies necessary to meet the workforce needs of regional healthcare employers.

Evidence of Graduate Workforce Readiness:

Health Sciences Program	**Credential Attainment / Licensure**	**Employment Rate**	**Annual Report Accepted**	**Employer Satisfaction Benchmark Met (≥3.0)**	**Employer Survey Response Benchmark Met (≥50%)**
Associate Degree Nursing (RN)	93.1%	100%	✓	✓	✓
Practical Nursing	97.8%	100%	✓	✓	✓
Radiography	75.6%	100%	✓	✓	✓
General Sonography	79%	84%	✓	✓	✓
Cardiac Sonography	75%	94%	✓	✓	✓
Vascular Sonography	78%	83%	✓	✓	✓
Respiratory Therapy	88%	98%	✓	✓	✓
Emergency Medical Services	83%	100%	✓	✓	✓
Surgical Technology*	New Program	New Program	✓	✓	✓
Dental Hygiene**	Pending Reporting Cycle	Pending Reporting Cycle	✓	✓	✓

Data retrieved from www.jccmi.edu program websites on 8/3/2026

* New program;

** Outcome measures will be reported following the applicable accreditation and reporting cycle.

1.3 Employers have avenues for employee training.

INTERPRETATION:

I have interpreted this statement to be satisfied when the College's Department of Corporate and Continuing Education (CCE) and Allied Health and Advanced Manufacturing faculty work with area employers to assess and identify current industry-recognized credentials (IRC) that are in-demand and lead to sustainable wages. Additionally, further vetting of identified programs would be reviewed by Michigan Works! Southeast (MWSE) to align access to Workforce Investment and Opportunity Act (WIOA) funding and wrap-around supportive services.

Achievement of this ENDS statement will be demonstrated when:

a) The College offers credit and noncredit opportunities, in person and remotely, through Corporate & Continuing Education (CCE) based on employers' requests/needs for industry- recognized credentials; and

b) The College facilitates funding for employee training, largely through the Michigan New Jobs Training Program and the Going Pro Talent Fund and Incumbent Worker Grant opportunities through collaboration with Michigan Works Southeast.

This is reasonable because it provides employers with the types of training that they need to gain in demand credentials at times and modalities to meet their individual needs.

EVIDENCE:

On 08.04.26, the Director of the College's Corporate and Continuing Education (CCE) department confirmed the following:

Employers have avenues for employee training:

- During 2026, Jackson College's CCE department expanded employer training opportunities and strengthened workforce partnerships to meet regional talent needs.
- Partnered with 9 employers across manufacturing, healthcare, finance, and business industries to deliver 19 customized training programs that upskilled incumbent workers.
- Delivered 7 online training programs serving more than 250 international students.
- Offered 21 community workshops, engaging more than 130 community members in lifelong learning opportunities.
- Collaborated with 11 employers through the Michigan New Jobs Training Program (MNJTP), including 2 new employer partnerships, resulting in the administration of more than $4.4 million in contracted training funds to support workforce development.
- Conducted more than 250 employer visits to identify workforce needs, strengthen business relationships, and develop future training opportunities.

- Implemented Workforce Connect as CCE's centralized tracking platform to manage employer engagement, workforce initiatives, training activities, and program outcomes, improving coordination, reporting, and responsiveness to employer needs.

The Dean of Health Sciences confirmed the following on 08.03.26:

Jackson College serves as an American Heart Association Training Center, providing Basic Life Support (BLS) certification and renewal opportunities for healthcare professionals, students, employers, and community members.

Health Sciences is partnering with Henry Ford Health to develop an Emergency Department Technician educational pathway, co-designed by employer representatives and Health Sciences faculty in response to an identified workforce need. The educational pathway is intended to expand training opportunities that prepare both incumbent and future healthcare professionals to meet evolving workforce demands.

The Health Sciences Simulation Center, opened in Fall 2025, expands the College's capacity to support healthcare workforce development through simulation-based education, competency validation, interdisciplinary team training, and educational experiences that strengthen clinical readiness while creating opportunities for future employer engagement.

1.4 The region has enhanced capacity for entrepreneurial innovation.

INTERPRETATION:

I am interpreting "...enhanced capacity for entrepreneurial innovation" as business owners and potential business developers in the region have opportunities to acquire the necessary theory, practices and applications for starting and sustaining a business.

Compliance will be demonstrated when:

a) The College offers credit and non-credit small business development and entrepreneurship courses and workshops, in various formats and lengths.

b) Learning outcomes for business program curricula include the learner demonstrating fundamental knowledge in core functional small business and entrepreneurship areas.

c) Small business learners participating in the rigorous business curriculum who participate in Learner Feedback Surveys will be asked to identify that the program of instruction and the instructors are doing well in preparing learners for the entrepreneurial workforce environment.

d) Response options for Learner Feedback Surveys for the courses would reflect a high level of satisfaction with the courses taken.

e) All CCE course completers survey data would verify that participants valued the courses offered and intend to enroll in additional courses to expand their skills.

This is reasonable because individuals are more likely be successful in starting their own businesses if they are equipped with basic entrepreneurial foundational tools.

EVIDENCE:

On 08.05.26, the Director of the College's Corporate and Continuing Education department confirmed the following

Building on the initiatives reported in 2025, Jackson College continued to expand career development and workforce connection services through the Employment Hub. The Employment Hub remains the College's primary resource for career exploration, work-based learning, and employment services, providing workshops on internship readiness, resume and cover letter development, job search strategies, interviewing, and professional skills. Students continue to have access to individualized career coaching, networking opportunities, and Canvas resources highlighting employment, internship, and volunteer opportunities.

The Employment Hub continued to collaborate with the Small Business Development Center (SBDC) and regional employers to connect students with entrepreneurial resources, career pathways, and workforce opportunities. During the reporting period, the Employment Hub partnered with the newly launched HVAC-R Technician program to place eight students in job shadowing and work-based learning experiences with regional employers, further strengthening employer partnerships and expanding experiential learning opportunities that support workforce readiness.

CCE also continued to provide responsive credit and non-credit programming that supports lifelong learning, workforce advancement, and entrepreneurial development. Participant feedback consistently identified career advancement, skill enhancement, and professional growth as primary motivations for enrollment, reinforcing the College's commitment to meeting the evolving needs of regional employers and learners.

The Academic Deans confirmed the following on 08.03.26:

Jackson College provides credit and non-credit opportunities that support entrepreneurship and small business development through academic programming, competency-based education, and Corporate & Continuing Education. Business curricula develop competencies in entrepreneurship, management, finance, marketing, leadership, communication, and strategic decision-making that prepare learners for entrepreneurial and business success.

The Business Administration competency-based education (CBE) program continues to expand, aligning curriculum with demonstrated workplace competencies and current industry expectations while providing flexible educational pathways for learners. Program quality is evaluated through annual program review, learner feedback surveys, curriculum assessment, and continuous improvement to ensure instruction remains relevant to evolving business and workforce needs.

Evidence	Demonstration
Entrepreneurship Certificate	Credit-bearing curriculum supporting entrepreneurship, business planning, marketing, finance, and small business development.
Business Administration Competency-Based Education	Flexible curriculum aligned with demonstrated workplace competencies and industry expectations.
Corporate & Continuing Education	Credit and non-credit business and professional development opportunities offered in multiple formats to support workforce and entrepreneurial learning.
Annual Program Review	Business programs undergo regular review to evaluate curriculum quality, student outcomes, student surveys, and continuous improvement. The most recent program review was accepted.

Student Survey Outcomes:

Student survey results continue to demonstrate a high level of satisfaction with instruction and faculty support within Business Administration (BUA), Accounting (ACC), and Entrepreneurship programs. Although one historical course recommendation question was temporarily removed from the departmental survey during a survey revision process and reinstated in Spring 2026, other student feedback measures continue to demonstrate strong learner satisfaction.

College-wide student feedback indicates that 85.6% of respondents agreed or strongly agreed that *"My teacher cares about how I'm doing and gives me support,"* with 55.6% selecting *Strongly Agree*. These results are consistent with the College's overall response rate and reflect the strength of faculty engagement and student support across academic programs.

Faculty and department leadership continue to review student feedback as part of ongoing program assessment and continuous improvement efforts to ensure instructional quality and responsiveness to student and employer needs.

2. Learners seeking to transfer to baccalaureate granting institutions have the requisite qualifications, skills and abilities for success at those institutions.

2.1. Current and prospective learners have accurate information about transfer agreements and opportunities.

INTERPRETATION:

I interpret this item to mean that all transfer-related materials should be current to ensure learners have access to accurate transfer information to assist them with making informed educational decisions.

I further interpret this to mean that all articulation agreements and transfer-related materials, specific to program areas, are reviewed and approved by the appropriate academic department, dean, faculty, and Registrar before publishing to the academic catalog and website.

Achievement of this ENDS statement will be demonstrated when:

a) Transfer Liaison confirms the accuracy of information that is published on the website; and

b) Transfer Liaison confirms that all transfer information is evaluated by academic department, academic dean, registrar prior to publishing in catalogue and on web.

This is reasonable because the Transfer Liaison is responsible for all transfer relationships and agreements with universities and the Academic Department, the Academic Dean, and the Registrar have most current information on instructional programs.

EVIDENCE:

The Chief of Strategy, through an internal review in July 2026, verified that Jackson College offers baccalaureate transfer programs aligned with four-year college and university partners. More particularly, college articulation agreements confirm seamless paths between Jackson College associate degrees and bachelor's degrees at baccalaureate granting institutions.

Responsibility for pre-baccalaureate pathways has transitioned from a Transfer Liaison role to the VP. Student Achievement & Academics. This transition enhances alignment between Jackson College's curriculum, faculty, and programming with that of our transfer partners. Partnerships that benefit the regional area, such as an elementary education pipeline for Jackson County Early College students with Spring Arbor University have been established, showcasing Jackson College's collaboration with local secondary and postsecondary institutions.

3. **All populations of learners experience learning and academic success responsive to their unique whole learner needs**.

3.1. Educational opportunities exist for those that might not otherwise have them.

INTERPRETATION:

I interpret this to mean that the "...learners that might not otherwise have educational opportunities..." are defined as first generation, learners of diverse background, PELL-eligible learners.

Achievement of this ENDS statement will be demonstrated when:

a) College tuition is lower than comparable four-year private or state Colleges;

b) Financial aid that lowers price and create additional resources for success is available to any eligible learner;

c) Learners have access to multiple modalities of delivery, (i.e., online, face to face, hybrid, that fits their unique life);

d) Learner housing is available to learners from other areas to live on campus that enables them to complete programs; and

e) Learner-parents have housing and are supported with employment services, academic tutoring, part-time campus employment, and learner success mentoring.

This is reasonable because it addresses the primary barriers that research has shown to be the primary barriers to access to education (i.e., financial and housing, lack of accommodation for life context.)

EVIDENCE:

a) Approximately 88% of learners receive some form of financial aid, including federal, state, and institutional funds, as confirmed by the Chief of Strategy on 07.20.26.

b) The Academic Deans confirmed on 08.06.26: The academic divisions intentionally design instructional delivery to reduce barriers to educational access while maintaining academic excellence. Learners are provided with multiple instructional modalities, including face-to-face, hybrid, HyFlex/JetFlex, flipped classroom, guided learning, online asynchronous, and online synchronous instruction, allowing students to engage in learning while balancing work, family, and geographic constraints.

   Experiential learning is embedded throughout the curriculum through simulation, laboratories, clinical education, internships, and work-based learning. The Clinical Education Center, Simulation Center, and Advanced Technology Center (ATC) expand access to authentic, hands-on learning experiences that strengthen workforce readiness.

Faculty continuously enhance teaching through Annual Performance Review Plans (APRPs), while Program Reviews evaluate learner outcomes, workforce alignment, instructional effectiveness, and continuous improvement. The Center for Innovation supports high-quality course design, instructional innovation, accessibility, and faculty development across all instructional modalities.

Evidence includes: the annual academic schedule; faculty APRPs; Program Reviews; the Center for Innovation; and the Clinical Education Center, Simulation Center, and Advanced Technology Center (ATC).

c) Our three housing facilities provided opportunities for learners to live and learn on campus was confirmed by the Chief of Staff and Governance Liaison in a review of the College website on 08.04.26.

d) Jets Village Family Residences can provide housing to 6 families and was confirmed by the Chief of Staff and Governance Liaison in a review of the College website on 08.04.26.

3.2. Learners have access to learning and academic support consistent with current technology and research.

INTERPRETATION:

I have interpreted “current” to be defined as meeting the requirements of the academic or professional field of study and learner’s academic program. I further interpret this statement to ensure that Faculty annually identify equipment or classroom needs, inclusive of technology and academic requirements, as meeting the expectation of this ENDS statement.

Achievement of this ENDS statement will be demonstrated when the College’s annual budget meets the requirements for equipment and classroom identified by faculty, as well as including those items needed for training and workforce development, as identified industry representatives, which are identified through the use of advisory boards.

This is reasonable because the Board has an existing policy of providing 3.5% of the annual College budget for the acquisition/replacement of instructional technologies, software, and support equipment necessary for the classroom and college operations.

EVIDENCE:

The Academic Deans verified on 08.03.26 that:

The Deans and faculty evaluate instructional technology and classroom needs through their annual planning and budgeting processes. Faculty members identify equipment, software, classroom, laboratory, and instructional support needs within their respective disciplines. These requests are reviewed by academic leadership and considered alongside enrollment, program performance, accreditation expectations, safety requirements, and available financial resources. Career and technical education programs also receive input from employers and industry representatives through program advisory committees. This feedback helps the College assess whether instructional equipment, technology, facilities, and training practices remain aligned with current workplace expectations and regional workforce needs.

Evidence of the College's commitment to maintaining current learning environments is demonstrated through multiple sources of investment, including institutional budget allocations, grants, philanthropic support, capital investments, program resources, and workforce partnerships. These resources support instructional supplies, laboratory resources, specialized equipment, software, and technology infrastructure across academic disciplines. Together, these investments reflect the College's process for identifying and prioritizing instructional needs based on program requirements, student learning needs, accreditation expectations, safety considerations, and workforce alignment. This approach ensures learners have access to current technology, equipment, and learning experiences consistent with their academic programs and professional fields. Examples of these investments include:

Area	Evidence Demonstrating Learner Access to Current Resources
Health Sciences	Investments in the Simulation Center, including instructional equipment, equipment upgrades and maintenance, simulation software enhancements, and laboratory resources supporting technology-enhanced experiential learning. Additional investments support clinical learning environments within Dental Hygiene, Nursing, Radiologic Technology, Diagnostic Medical Sonography, Surgical Technology, and Medical Assistant programs.
Science Programs	The 2025-2026 Lab Readiness Report demonstrates the evaluation and maintenance of laboratory resources, equipment, supplies, and instructional readiness for laboratory science courses. Investments support Biology, Chemistry, Physics, and Earth Science learning environments.
Career and Technical Education	The Advanced Technology Center and program-specific investments support workforce-aligned learning environments. Examples include equipment and instructional resources for HVAC, Advanced Manufacturing, Line worker, and Electronic Technology programs.
Instructional Technology Infrastructure	Institutional technology investments support software access, computer resources, audiovisual technology, and the technology infrastructure necessary for instruction and learner support.
Industry Alignment	Program advisory committees, student resource surveys, and employer feedback provide evidence that instructional resources, equipment, and learning experiences remain aligned with current professional expectations and workforce needs.

Examples of FY2026 budget allocations and expenditures demonstrate Jackson College's continued investment in instructional technology, laboratories, simulation, technical equipment, and program-specific instructional resources that support workforce development across the sciences, healthcare, skilled trades, transportation, technical education, and the arts. These strategic investments ensure instructional programming remains aligned with regional workforce needs while providing students with industry-relevant learning environments and hands-on educational experiences.

Examples of FY2026 Budget Allocations and Expenditures Supporting Regional Workforce Development:

Program / Investment Area	**FY2026 Budget Allocation**
Information Technology Management (instructional technology and workforce infrastructure)	**$2,090,461**
Biology Classroom Supplies	$27,000
Physics Classroom Supplies	$19,470
Simulation Center Classroom Supplies	$15,000
Surgical Technology Classroom Supplies	$10,000
Health Clinic Laboratory Supplies	$10,000
Chemistry Classroom Supplies	$8,500
Dental Hygiene Laboratory Supplies	$40,000
Theater Laboratory Supplies (technical workforce instruction)	$5,000
Theater Instructional Equipment	$7,500
Instrumental Music Classroom Supplies	$3,000
Vocal Music Classroom Supplies	$3,000
Earth Sciences Classroom Supplies	$2,000
Commercial Driver's License (CDL) Classroom Supplies	$1,500
Diagnostic Medical Sonography Classroom Supplies	$1,000

Program / Investment Area	FY2026 Budget Allocation
Medical Assistant Classroom Supplies	$1,000
Emergency Medical Services Classroom Supplies	$1,000
Respiratory Therapy Classroom Supplies	$700
Nursing Laboratory Supplies	$500

3.3. Learners have ancillary support that meets their unique needs.

INTERPRETATION:

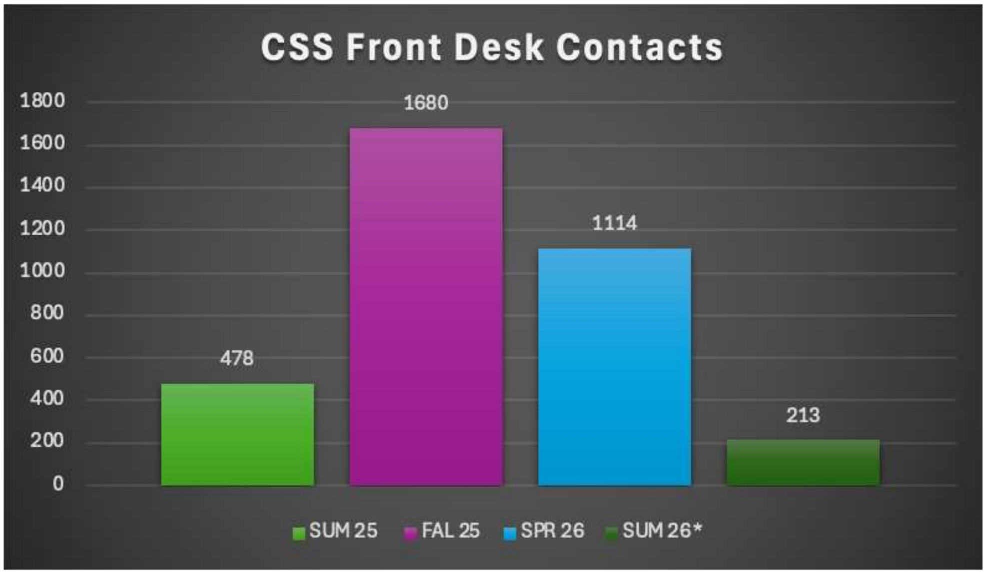
I interpret ancillary support for unique needs to require a more holistic approach in serving learners. More specifically, learners would have supplementary support that includes academic elements and related efforts based upon what research indicates is required to support academic results at the college level. Additionally,

a) Learners should have access to in-person and online tutoring, a writing lab, math lab, and supplemental instruction (SI) support on the academic side of education; and
b) Learners should have access to health and food supports.

This is deemed reasonable as research has indicated that addressing whole learner health and nutrition is essential as it directly impacts learners' ability to succeed academically.

EVIDENCE:
Visits to the areas of the VP, Student Achievement & Student Support confirmed, on 07.09.26, that learners use numerous support services to meet their learning needs. The data provided includes use for each of the following areas (see tables below): Tutoring, Supplemental Instruction (SI), Writing Center.

Annual enrolment on the census date for each of these terms were: 2025 Fall 5709 learners; 2026 Spring 5567 learners; and 2026 Summer 2838 learners. This year's headcount was a significant increase over last year's headcount for each of the three terms. Summer 2025 data is included in some charts since the data was not complete at the time of last year's reporting. Additionally, the numbers for Summer 2026 throughout the below tables may continue to grow as the semester comes to a conclusion.


CSS Front Desk Contacts
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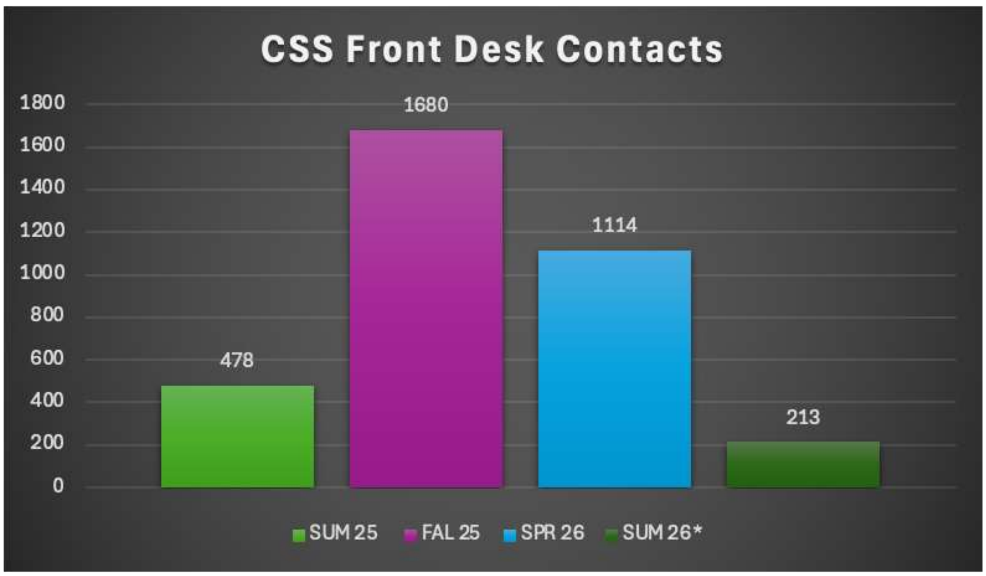
SUM 26*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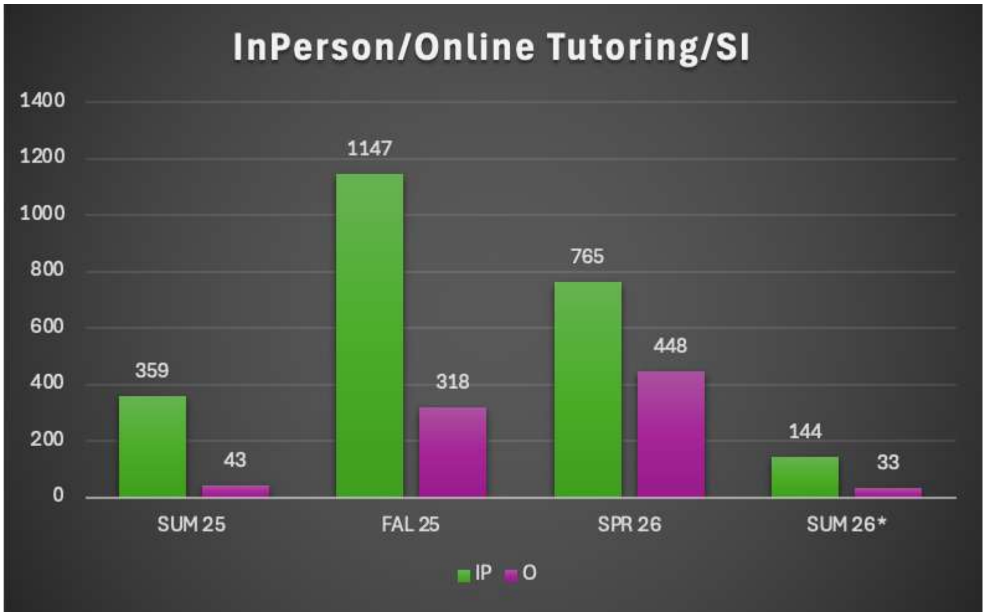
InPerson/Online Tutoring/SI
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1000
800
600
400
200
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43
1147
318
765
448
144
33
SUM 25
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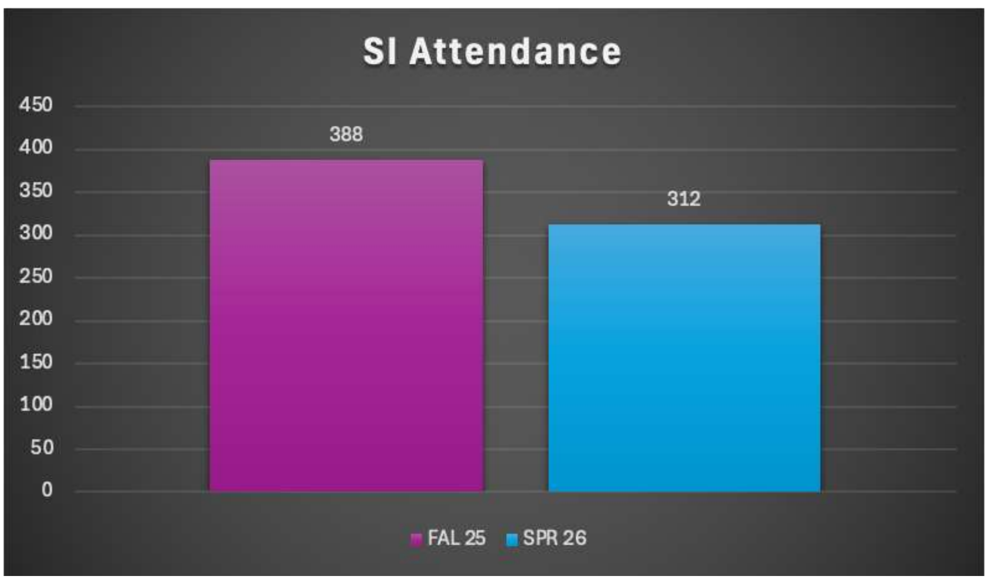
SI Attendance
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400
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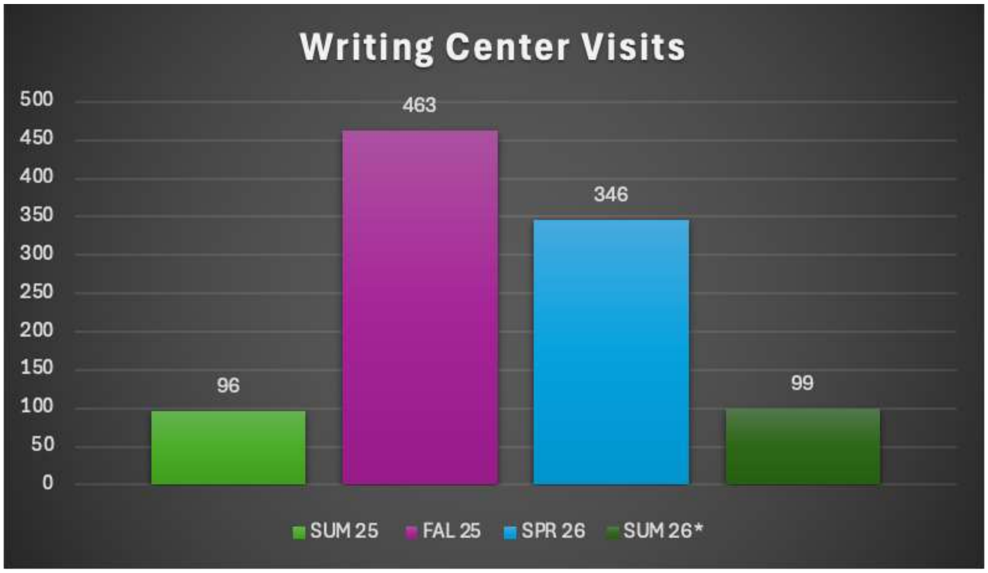
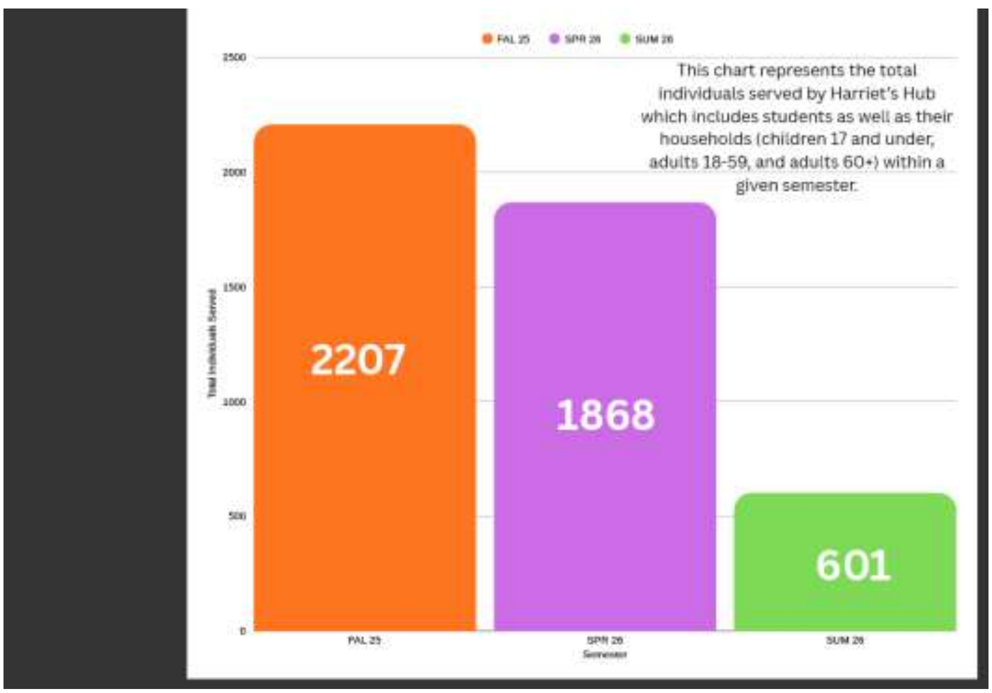
388
312
FAL 25
SPR 26



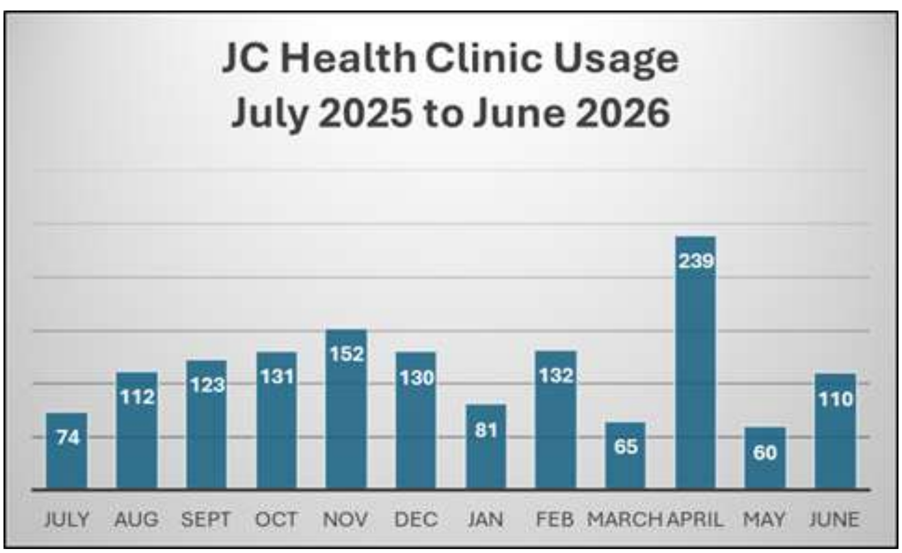
HARRIET'S HUB VISITS



Harriet's Hub reported 4,676 individuals served during the reporting period, compared with 3,653 during the prior year—an increase of 28%. This figure includes repeat users each time they accessed a service, as well as others in their household who may have benefited from those services. As a result, it should be viewed as a measure of service utilization rather than the number of unique individuals served.

While overall service utilization increased, these figures should not be interpreted as representing the percentage of students or employees who used the Hub. We will begin working with Institutional Research & Effectiveness (IRE), the Strategy Office, and Student Life to develop additional metrics that provide a more comprehensive and representative assessment of the Hub's effectiveness, reach, and utilization over time.

Several reasons were indicated for visiting the center; however, the dominant reasons were stress and anxiety.



The Health Clinic on average saw 120 visits per month, with 70% being students and 30% of visits being staff. The majority of student visits were program physicals, immunizations, sick visits, and sports physicals. The majority of the staff visits were labs, sick visits, and routine health maintenance.

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BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: August 10, 2026

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

Report Category:	
☑ Decision Request	☐ Information Only

Board Role Alignment: (Relevant Board Policy Quadrant and Number)

BOARD-CEO DELEGATION: BCD-04 Monitoring CEO Performance

Subject: (Topic or focus for consideration)

7.0 Monitoring CEO Performance
7.2 CEO Monitoring Compliance & Policy Review Schedule

Description: (Concise explanation of the issue, item, or proposal)

Attached is the report that provides the monitoring compliance schedule, as well as an updated summary of my monitoring compliance reports, presented to the Board over the preceding 12 months with the compliance status noted.

Recall that when 'partial compliance' is indicated, the expected date of full compliance is noted. Oftentimes, this is due to factors beyond my control (i.e., timing of data or other documentation).

Resource Impact: (As applicable)

None

Requested Board Action: (If any)

Consideration of the CEO's compliance to date.

Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)

President/CEO Monitoring Report Compliance

Jackson College

Policy	Date Monitoring Report Presented	Presented as Compliant? Yes/No Partial	Deficient Items?	Expected Date for Full Compliance	Date Deficiencies corrected	Extenuating Circumstances	Board's Formal Judgement
EN – 01 (#1-3) Board's ENDS	8.10.26	Yes	8.14.23: Future monitoring of this report will reflect what *increase* there has been in the number of learners that complete degrees and obtain industry recognized credentials of value in the workplace.	n/a	n/a	n/a	Compliant 8.11.25
EN – 01 (#4) Board's ENDS	9.8.25	Yes	8.14.23: Future monitoring of this report will reflect what *increase* there has been in the number of learners that complete degrees and obtain industry recognized credentials of value in the workplace.	n/a	n/a	n/a	Compliant 9.8.25
EN – 01 (#5) Board's ENDS	10.13.25	Yes	8.14.23: Future monitoring of this report will reflect what *increase* there has been in the number of learners that complete degrees and obtain industry recognized	n/a	n/a	n/a	Compliant 10.13.25

President/CEO Monitoring Report Compliance

Jackson College

			credentials of value in the workplace.				
EL – 00 General Executive Limitations	8.11.25	Yes	n/a	n/a	n/a	n/a	Compliant 8.12.25
EL – 01 Treatment of Learners	10.13.25	Yes	n/a	n/a	n/a	n/a	Compliant 10.13.25
EL – 02 Treatment of Staff	10.13.25	Yes	n/a	n/a	n/a	n/a	Compliant 10.13.25
EL – 03 Planning	6.08.26	Yes		n/a	n/a	n/a	Compliant 6.8.26
EL – 04 Financial Conditions & Activities	11.03.25	Yes	n/a	n/a	n/a	n/a	Compliant 11.3.25
EL – 05 Asset Protection	6.08.26	Yes	n/a	n/a	n/a		Compliant 6.8.26
EL – 06 Investments	5.11.26	Yes	n/a	n/a	n/a	n/a	Compliant 5.11.26
EL – 07 Compensation and Benefits	1.12.26	Yes	n/a	n/a	n/a	n/a	Compliant 1.12.26
EL – 08 Communication & Support to the Board	11.3.25	Yes	n/a	n/a	n/a	n/a	Compliant 11.3.25

President/CEO Monitoring Report Compliance

Jackson College

EL – 09 Organization Culture	1.12.26	Yes	n/a	n/a	n/a	n/a	Compliant 1.12.26
EL – 10 Access to Education	2.16.26	Yes	n/a	n/a	n/a	n/a	Compliant 2.16.26
EL – 11 Mission-Support & Entrepreneurial Activity	3.09.26	Yes	n/a	n/a	n/a	n/a	Compliant 3.09.26
EL – 12 Land Use	4.20.26	Yes	n/a	n/a	n/a	n/a	Compliant 4.20.26

FY 2027 BOARD POLICIES REVIEW AND MONITORING SCHEDULE

ENDS & EXECUTIVE LIMITATIONS POLICIES REVIEW AND MONITORING SCHEDULE

Number	Policy	Method	Frequency	Date
EN-01 (#1-3)	Board's ENDS	Internal Report	Annually	August 2026
EN-01 (#4)	Board's ENDS	Internal Report	Annually	September 2026
EN-01 (#5)	Board's ENDS	Internal Report	Annually	October 2026
EL-00	Global Executive Constraint	Internal Report	At least every 5 years	August 2031
EL-01	Treatment of Students	Internal Report	Annually	October 2026
EL-02	Treatment of Staff	Internal Report	Annually	October 2026
EL-03	Planning	Internal Report	Annually	June 2026
EL-04	Financial Conditions & Activities	Internal Report	Annually	November 2026
EL-05	Asset Protection	Internal Report	Annually	May 2027
EL-06	Investments	Internal Report	Annually	May 2027
EL-07	Compensation and Benefits	Internal Report	Annually	January 2027
EL-08	Communication & Support to the Board	Internal Report	Annually	November 2026
EL-09	Organizational Culture	Internal Report	Bi-annually	January 2028
EL-10	Access to Education	Internal Report	Annually	February 2027
EL-11	Mission-Support & Entrepreneurial Activity	Internal Report	Annually	March 2027
EL-12	Land Use	Internal Report	Bi-annually	April 2028

GOVERNANCE PROCESS & BOARD-CEO DELEGATION POLICIES REVIEW SCHEDULE

Number	Policy	Method	Frequency	Date
Bylaws		Internal Review	At least every 5 years.	June 2026
GP-00	Global Governance Commitment	Internal Review	At least every 5 years	March 2032
GP-01	Governance Style	Internal Review	Annually	March 2027
GP-02	Board Job Contributions	Internal Review	Annually	April 2027
GP-03	Board Planning Cycle & Agenda Control	Internal Review	Annually	May 2027
GP-04	Role of the Board Chair	Internal Review	Bi-Annually	April 2028
GP-05	Role of the Vice Chair	Internal Review	Bi-Annually	September 2027
GP-08	Board & Committee Expenses	Internal Review	At least every 5 years	September 2032
GP-09	Board Code of Conduct	Internal Review	Annually	June 2027
GP-10	Investment in Policy Governance	Internal Review	Annually	April 2027
GP-11	Board Linkage with Ownership	Internal Review	Annually	February 2027
GP-12	Board Linkage with External Organizations	Internal Review	Annually	May 2027
GP-13	Special Rules of Order	Internal Review	Annually	January 2027
GP-14	Handling Operational Complaints	Internal Review	Annually	February 2027
GP-15	Handling Alleged Policy Violations	Internal Review	Annually	February 2027
BCD-00	Global Statement	Internal Review	At least every 5 years	April 2032
BCD-1	Unity of Control	Internal Review	Bi-annually	September 2027
BCD-2	Accountability of the CEO	Internal Review	Annually	January 2027
BCD-3	Delegation to the CEO	Internal Review	Annually	August 2026
BCD-04	Monitoring CEO Performance	Internal Review	Annually	August 2026
BCD-05	President & CEO Succession	Internal Review	Annually	May 2027
BCD-06	President Compensation	Internal Review	Annually	March 2027

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: August 10, 2026

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

Report Category:
☑ Decision Request ☐ Information Only
Board Role Alignment: (Relevant Board Policy Quadrant and Number)
BOARD-CEO DELEGATION: BCD-04 Monitoring CEO Performance
Subject: (Topic or focus for consideration)
7.0 Monitoring CEO Performance 7.3 Closed Session – CEO Performance Review *
Description: (Concise explanation of the issue, item, or proposal)
As provided by Public Act 15.268, Section 8, Sub-section (a) …to consider a periodic personnel evaluation of, a public officer, employee, staff member, or individual agent, if the named individual requests a closed hearing, I hereby request a closed meeting, as provided by OMA, at this time for the above purpose as it relates to the CEO's performance review. Linked here is a summary of the CEO's FY '26 monitoring reports.
Resource Impact: (As applicable)
None
Requested Board Action: (If any)
Affirm the request and move to closed session.
Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: August 10, 2026

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

Report Category:	
☐ Decision Request	☑ Information Only

Board Role Alignment: (Relevant Board Policy Quadrant and Number)

EXECUTIVE LIMITATIONS: EL-04 Financial Conditions & Activities

Subject: (Topic or focus for consideration)

8.0 Information Requested by the Board
8.1 Quarterly Financial Report

Description: (Concise explanation of the issue, item, or proposal)

Linked for the Board's review is the quarterly financial report. I will provide a few highlights with respect to changes since the last quarter.

Resource Impact: (As applicable)

None

Requested Board Action: (If any)

Receive the quarterly financial report.

Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: August 10, 2026

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

Report Category:	
☐ Decision Request	☑ Information Only

Board Role Alignment: (Relevant Board Policy Quadrant and Number)

EXECUTIVE LIMITATIONS: EL-08 Communication & Support to the Board

Subject: (Topic or focus for consideration)

8.0 Information Requested by the Board
8.2 Administrative Personnel Practices Manual

Description: (Concise explanation of the issue, item, or proposal)

As requested by the Board on an annual basis, linked is the Administrative Personnel Practices Manual, perpetually available to the Board via the Diligent Resource Center. This document is the guiding document for our work with College Administrators and establishes performance and compensation structures for these non-union colleagues.

Resource Impact: (As applicable)

None

Requested Board Action: (If any)

Receive the Administrative Personnel Practices Manual.

Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)

BOARD OF TRUSTEES MEETING
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EXECUTIVE LIMITATIONS: EL-08 Communication & Support to the Board

Subject: (Topic or focus for consideration)

8.0 Information Requested by the Board
8.3 College Feature: Jets Soccer Complex – Jason Valente

Description: (Concise explanation of the issue, item, or proposal)

For this month's College Feature, the Board welcomes Jason Valente to share the construction progress of the Jets Soccer Complex.

Resource Impact: (As applicable)

None

Requested Board Action: (If any)

Receive the College Feature and ask any questions of Jason Valente.

Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)

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Board Role Alignment: (Relevant Board Policy Quadrant and Number)

GOVERNANCE PROCESS: GP-03 Board Planning Cycle & Agenda Control

Subject: (Topic or focus for consideration)

8.0 Information Requested by the Board
8.4 Next Board Meeting Topics

Description: (Concise explanation of the issue, item, or proposal)

This time has been set aside for the Board to affirm the agenda topics for the Board's next meeting (09.14.26 Regular Board meeting). Below are currently anticipated topics. Please feel free to offer other agenda items at this point on the agenda.

- Excellence Minutes: TBD
- Policy Review: EL-03 Planning
- Evidence Review: EN-01 (4) Board's ENDS
- Interpretations Assessment: EL-05 Asset Protection
- Interpretations Assessment: EL-06 Investments
- CEO Monitoring Compliance Schedule & Summary
- College Feature: TBD
- Next Board Meeting Topics

Requested Board Action: (If any)

Review currently anticipated topics.

Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)

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Board Role Alignment: (Relevant Board Policy Quadrant and Number)

GOVERNANCE PROCESS: GP-01 Governing Style

Subject: (Topic or focus for consideration)

9.0 Self-Evaluation of Governance Process & Board Performance at this Meeting
9.1 Principles of Policy Governance

Description: (Concise explanation of the issue, item, or proposal)

This time has been set aside for the Board, as part of our continuous improvement work, to assess the Board's work and commitment towards the Ten Policy Governance principles, as well as its governance practice.

The URL link below will provide an overview of the Policy Governance principles that you can use for determining the effectiveness and efficacy of the Board's work both in terms of this meeting and in general governance practice.
https://governforimpact.org/resources/principles-of-policy-governance.html

Enclosed are the results of the 06.08.26 and 07.09.26 Board Meeting Self-Assessment Summaries.

Hardcopies of the Policy Governance Self-Assessment form are provided for your completion at the conclusion of this meeting as well.

Resource Impact: (As applicable)

None

Requested Board Action: (If any)

Define particular areas for improvement in the governance process.

Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)

Jackson College
Board of Trustees

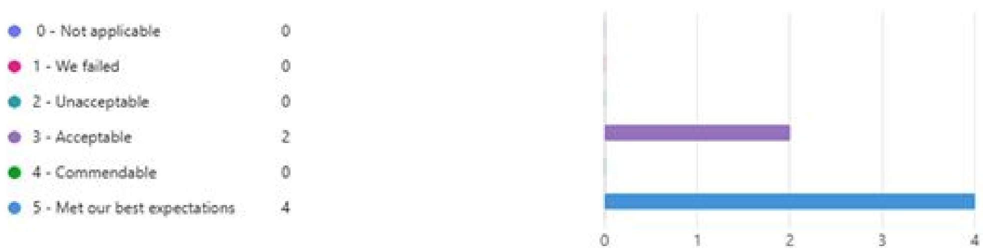
Board Post-Meeting Self-Assessment Report:

06/08/26 Regular Meeting

1. ***Number of Responses: 6 of 6 attendees***

2. ***Did our discussions and decisions at today's Board Meeting remain at the governance level and avoid operational interference?***

   Survey responses:

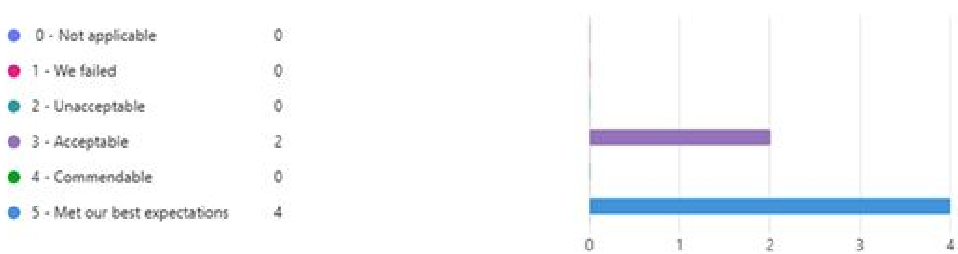


3. Comments:

   - *"Chair did a good job!"*

4. ***Did the Jackson College Board Agenda and subsequent discussions reflect our commitment to governing through policy and staying within our policy framework?***

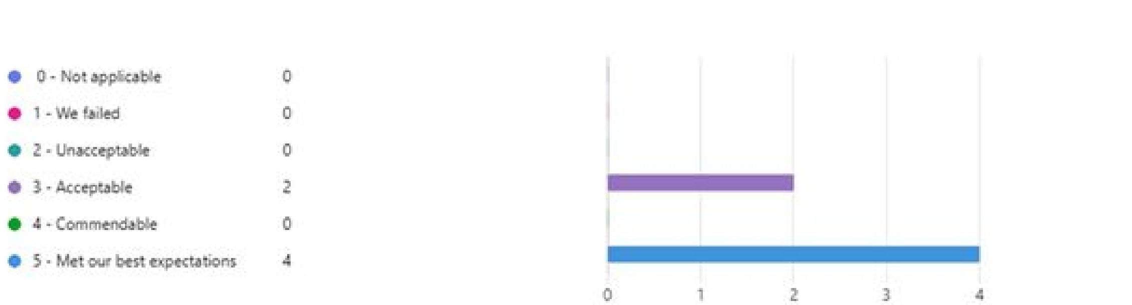
   Survey responses:



5. Comments:
    - *N/A*

6. ***Did we hold ourselves accountable to the principles of Policy Governance, including monitoring our CEO through policy rather than management directives?***

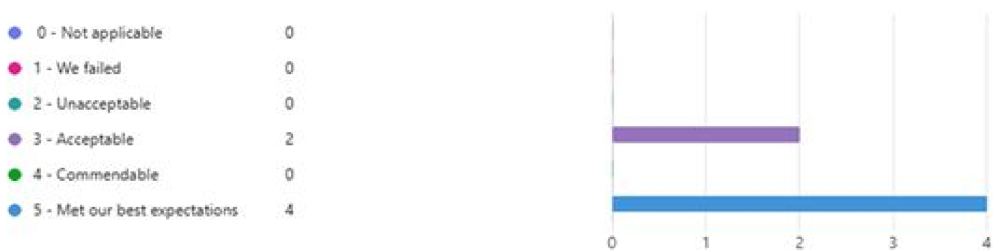
    Survey responses:



7. Comments:
    - N/A

8. ***Did our engagement today reflect our fiduciary responsibility and duty to represent the ownership, rather than personal interests or stakeholder pressures?***

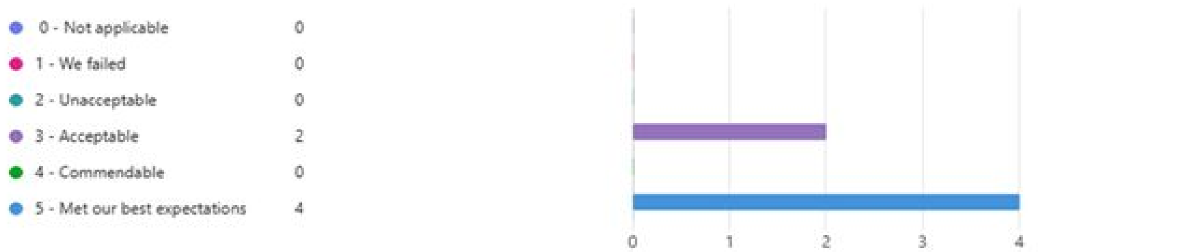
    Survey responses:



9. Comments:
    - *N/A*

9. ***How effective was today's meeting in ensuring board discipline, strategic focus, and alignment with our governance role?***

Survey responses:



10. Comments:

- *N/A*

Jackson College
Board of Trustees

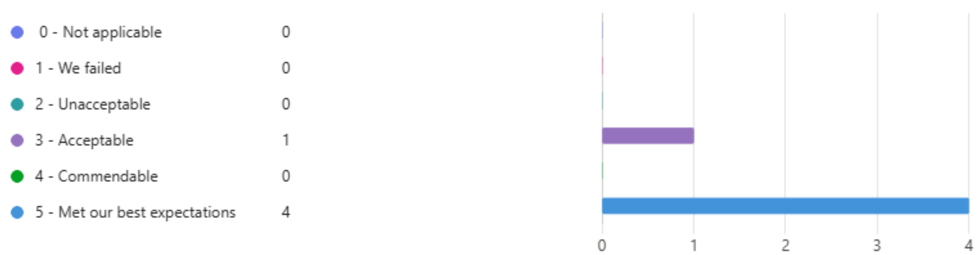
Board Post-Meeting Self-Assessment Report:

07/09/26 Regular Meeting

1. ***Number of Responses: 5 of 5 attendees***

2. ***Did our discussions and decisions at today's Board Meeting remain at the governance level and avoid operational interference?***

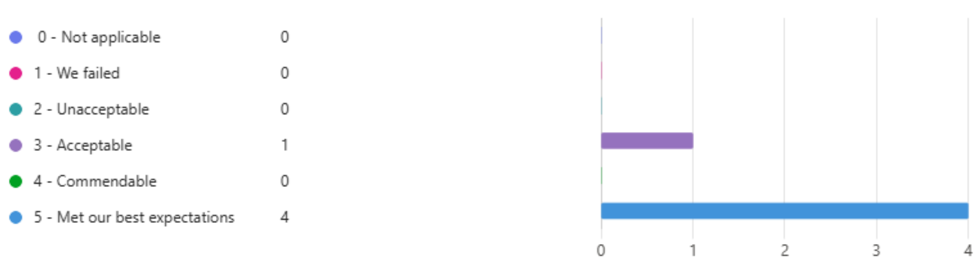
   Survey responses:



3. Comments:
   - *N/A*

4. ***Did the Jackson College Board Agenda and subsequent discussions reflect our commitment to governing through policy and staying within our policy framework?***

   Survey responses:



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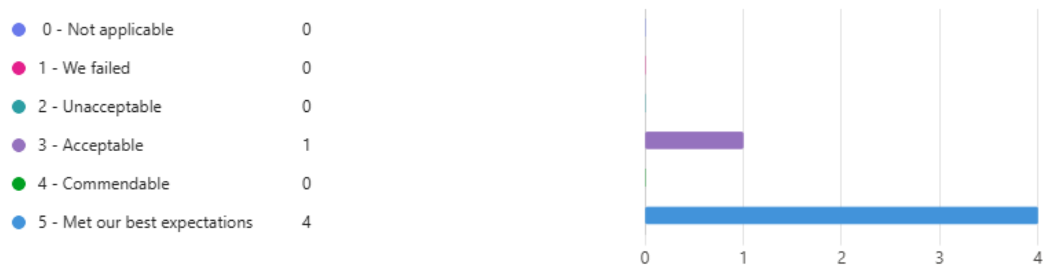
5. Comments:

    - *N/A*

6. ***Did we hold ourselves accountable to the principles of Policy Governance, including monitoring our CEO through policy rather than management directives?***

    Survey responses:

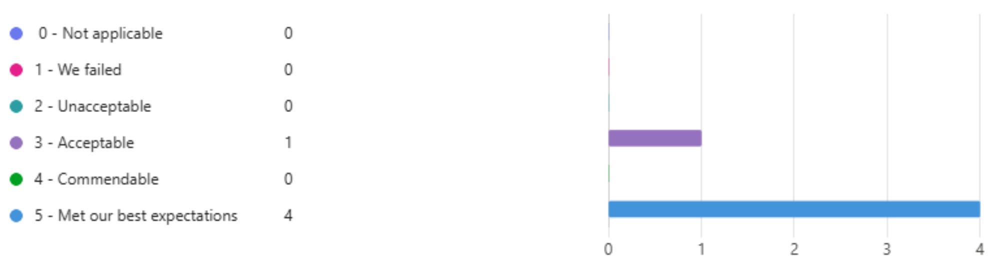


7. Comments:

    - N/A

8. ***Did our engagement today reflect our fiduciary responsibility and duty to represent the ownership, rather than personal interests or stakeholder pressures?***

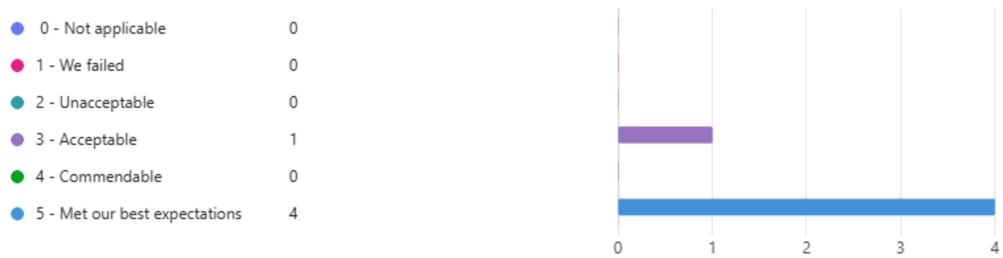
    Survey responses:



9. Comments:
    - *N/A*

9. ***How effective was today’s meeting in ensuring board discipline, strategic focus, and alignment with our governance role?***

Survey responses:



10. Comments:

- *N/A*

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Board Role Alignment: (Relevant Board Policy Quadrant and Number)

GOVERNANCE PROCESS: GP-01 Governing Style

Subject: (Topic or focus for consideration)

10.0 Meeting Content Review

Description: (Concise explanation of the issue, item, or proposal)

This item on the agenda provides the Board the opportunity to give the Board Chair and the CEO feedback on the quality of the content provided during this Board Meeting. We would appreciate receiving suggestions wherein you would like to see changes made to future Board Meetings.

Resource Impact: (As applicable)

None

Requested Board Action: (If any)

Consideration of areas for meeting content improvement.

Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)

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Report Category:	
☑ Decision Request	☐ Information Only
Board Role Alignment: (Relevant Board Policy Quadrant and Number)	
GOVERNANCE PROCESS: GP-13 Special Rules of Order	
Subject: (Topic or focus for consideration)	
11.0 Adjourn *	
Description: (Concise explanation of the issue, item, or proposal)	
Board action is required to adjourn the meeting.	
Resource Impact: (As applicable)	
None	
Requested Board Action: (If any)	
Meeting adjournment.	
Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)	