

# Monitoring Report

Community and Economic Development

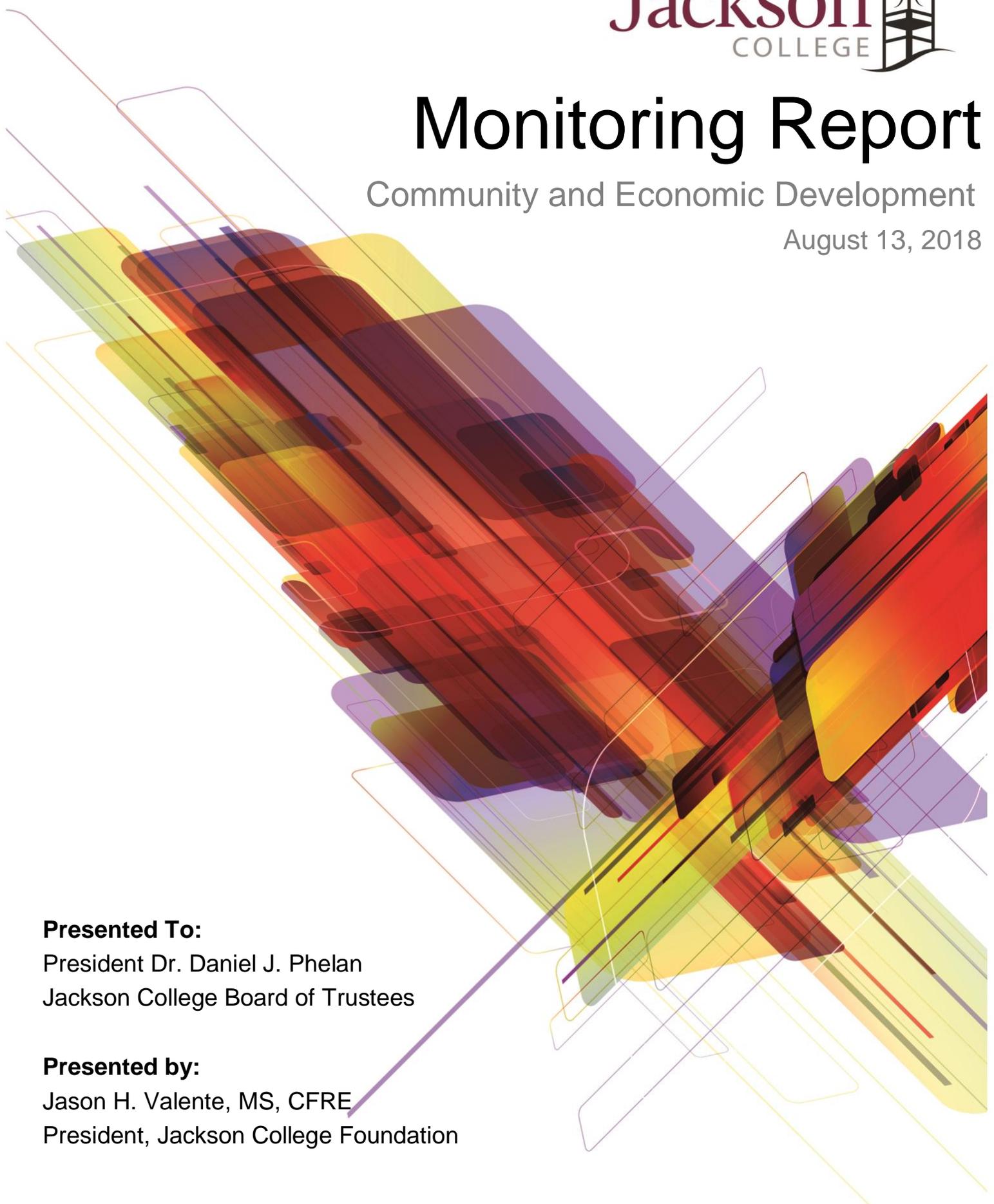
August 13, 2018

**Presented To:**

President Dr. Daniel J. Phelan  
Jackson College Board of Trustees

**Presented by:**

Jason H. Valente, MS, CFRE  
President, Jackson College Foundation



## Prefatory Section:

As described in the Board ENDS and Institutional Monitoring Policies, the President will provide monthly reports to the Jackson College Board of Trustees which enable the Board to engage in formal monitoring and inspection of the College's performance in essential areas. The key performance area for this month's review is a new report, the inaugural Community and Economic Development Monitoring Report.

The Community and Economic Development report provides an in-depth look at how the College adds to the economic, social and cultural vibrancy to the region vis-a-vis Key ENDS metrics. This report primarily focuses on the economic impact to students and the region, as well as the community and social benefits the College contributes to the region and State.

## Executive Summary:

The cultivation and creation of new talent in a community driven by education and learning at the College can lead to entrepreneurial innovation, improve community health, reduce crime, add civic engagement of the citizenry, and enhance the quality of life in the region. Moreover, the College's involvement in training and development activities of area employers can support employee and employer retention and recruitment. Furthermore, the mere existence of the College adds to the economic and cultural vibrancy of the region. The following metrics are examined in this report:

- **Stakeholder ROI:** Includes data on student, taxpayer and government return on investment of funds spent on Jackson College;
- **Economic Impact:** Includes data on College spending in the region, the number of educational 'completers' added to the workforce, as well as the impact of alumni productivity and income to the region. Also included are data on the number of students who do not continue their studies;
- **Reduced Social Costs:** Includes data on reduced costs to society in terms of healthcare, social support programs, crime and productivity;
- **Community Benefit:** Includes data on employee community service, cultural engagement, community participation and corporate responsibility; and
- **Workforce Training and Economic Development:** Includes data on the number of companies and individuals participating in corporate and continuing education opportunities, as well as participation in the Michigan New Jobs Training Program.

Jackson College fuels the region's economic engine by adding more than a thousand skilled graduates to the workforce annually. Through the comprehensive launch of Competency Based Education (CBE) model, the College is demonstrating its commitment to responding to industry needs and recognizing that often students bring content mastery to the table upon entering the College. The College is

supplying graduates who demonstrate relevant subject matter mastery as determined by research and dialogue with industry leaders.

Through the College's Corporate and Continuing Education (CCE) division, local business and industry can access hundreds of training opportunities and customizable programs. Through the Michigan New Jobs Training Program (MNJTP), Jackson College has assisted in providing no-cost training resources for eligible employers, including customized training, apprenticeship training, company specific curriculum development, and purchase of industry-specific training equipment. To date, Jackson College has held 19 agreements, totaling \$7.7 million. The economic impact of this program in the region is nearly \$59 million dollars using the standard economic multiplier.

The service area likewise benefits from the College's diverse cultural offerings. In many respects the College serves as the cultural hub of the region. Nearly 50,000 patrons visit the Potter Center each year, including more than 6,000 school-aged children. Thousands of families have participated in the annual Halloween Spooktacular, and the annual Easter Egg Hunt. Additionally, more than a hundred community organizations and nonprofits rent College facilities at discounted rates. These discounts alone contribute a community benefit of more than \$100,000 annually. Real estate companies, economic development organizations and employers use the College's cultural attractions as a quality-of-life recruitment tool to the region.

### **Institutional Context:**

The College has doubled down on its efforts to serve the "whole student" through the Total Commitment to Student Success (TCS<sup>2</sup>) initiative. This guiding philosophy is the institutional 'North Star' which directs all interactions and decisions we make. Through the Board's support, the College has invested heavily in building the Student Success Navigator (SSN) model to improve comprehensive student experiences, grow retention and improve completion. This relationship-based model is designed to provide a single point of contact for all students, identify potential problems early, and create customizable educational plans to provide the greatest likelihood of success.

The College's Leadership Council has been working for several years with innovation expert, and author, Saul Kaplan, and his Business Innovation Factory in Providence, Rhode Island. This relationship has resulted in a refined focus on "the job to be done" (i.e., why our students hire us). This focus has resulted in a commitment to prototyping initiatives to determine scalability before launching viable initiatives. The President and Board of Trustees have also set the "90/80/70" retention/completion initiative (90% retention term-to-term, 80% retention Fall to Fall and 70% completion) as an achievable goal. Relatedly, the College Leadership Council have been conducting extensive research on the student experience to better understand their experiences and particular needs. Both the Leadership Council and the Board have engaged in additionally related professional development with publications such as *Competing Against Luck*, by Clayton Christensen, and *Blue Ocean Shift/Strategy* by W. Chan Kim and Renée Mauborgne.

Enrollment, retention and particularly completion are critical to the economic sustainability of the region. This is true not only in terms of employability, income, tax revenues and quality of life, but also in terms of employer sustainability, economic growth, reduced social costs and burdens, and improved socioeconomic trajectories for generations of families. The College is embarking on an enhanced focus of the human-centric elements that often cause students to discontinue their studies.

In the past, the College had in place child care services and student emergency funds. Recently the College expanded its services to encompass the “whole student” by adding the Health Clinic, The Oasis, the Dental Clinic (Fall 2018) and the JC Food Pantry. Research and in-depth dialogue with front line employees is providing insight into our next focus, food and housing insecurity. The degree to which we can lessen the impact of outside forces impeding on student’s ability to continue their studies, the greater likelihood of persistence and success. Some our focus in this area has been guided by national research, including that undertaken by Sara Goldrick-Rab, <http://wihopelab.com/publications/Wisconsin-HOPE-Lab-Still-Hungry-and-Homeless.pdf> a report that shows that nationally, 56% of community college students struggle with food insecurity and 46% of the nation’s community college students struggle with housing insecurity.

## External Context:

The College faces a number of headwinds as it charts its preferred future. Chief among the concerns includes the pipeline of future students. A growing percentage of the region that is aging, coupled with receding birthrates, is decreasing the traditional enrollment pipeline of the College. Jackson College has been actively seeking to ameliorate the impact of our changing regional demographics by diversifying our enrollment base in a number of ways including student housing to attract out-of-region students, international student efforts, and the Prison Education Initiative to name but a few examples.

Population of Jackson, Hillsdale and Lenawee Counties						
Age Cohort		2017 Population	2022 Population	Change	Change %	% of 2017 Cohort
Under 5 years		17254	17992	738	4.00%	5.71%
5 to 9 years		17555	17482	-73	0.00%	5.81%
10 to 14 years		18635	17748	-887	-5.00%	6.16%
15 to 19 years		19830	18235	-1595	-8.00%	6.56%
20 to 24 years		19220	17207	-2013	-10.00%	6.36%
25 to 29 years		18652	17596	-1056	-6.00%	6.17%
30 to 34 years		17520	19724	2204	13.00%	5.79%
35 to 39 years		17332	17156	-176	-1.00%	5.73%
40 to 44 years		17335	17342	7	0.00%	5.73%
45 to 49 years		19594	16823	-2771	-14.00%	6.48%
50 to 54 years		21092	19087	-2005	-10.00%	6.98%

55 to 59 years	22838	20422	-2416	-11.00%	7.55%
60 to 64 years	21288	21813	525	2.00%	7.04%
65 to 69 years	18883	20011	1128	6.00%	6.24%
70 to 74 years	13384	16825	3441	26.00%	4.43%
75 to 79 years	9077	11313	2236	25.00%	3.00%
Total	302387	300457	-1930	-1.00%	100.00%

Source EMSI: Jackson College Regional Demographics

The demographic challenges noted in the chart above also impact the workforce. Already there are significant shortages in skilled trades and other manufacturing fields and low unemployment rates are compounding the talent wars. The College has a prime opportunity to fill the gap that exists in filling jobs for our region. The College is pursuing a number of initiatives to increase retention and improve completion, including Competency Based Education, (CBE) seven-week semesters, JAC3, and the Jackson County Early College. Further, through the CCE division, the College is active in partnering with local business for training, providing work-based learning opportunities for students and bringing training funds to the region through MNJTP.

In the demographic challenge rests an opportunity. Research shows larger numbers of older workers staying in the workforce longer than previous generations. Increased opportunities will exist to train the aging workforce for meaningful employment. Longer life expectancies, lower savings rates, and decreased pension and retirements are creating a pool of experienced individuals who need work later into their lives. CCE has an opportunity to serve one of the only growing demographics in the region, through continuing education offers, job training or personal enrichment.

Another threat facing the region as it relates to filling jobs in manufacturing and the trades, is the often fragmented, siloed and duplicative efforts of organizations focused on providing their own brand of training. These efforts vie for limited financial resources and human capital. Industry is tired of turf wars and is desperately interested in getting workers spooled up and into positions. The College has been involved in discussions aimed at combining resources and aligning efforts to efficiently and effectively spur sustainable economic growth.

Gallup's Jim Clifton, author of *The Coming Jobs War* states "the next economic breakthrough will be due to the combination of the forces within cities and powerful local leaders...the feat these leaders have to pull off is doubling their entrepreneurial energy by aligning all their local forces." Jackson College President, Daniel Phelan has been an advocate for aligning local forces for more than seventeen years. As Chairman of the Board of Directors of the Enterprise Group, Dr. Phelan has been tireless in his efforts to bring about alignment and momentum to regional economic development. The only way to meet industry demand is to work together and align offerings.

Relatedly, the College is also mindful of rising prices of energy costs, to say nothing of the impact of global warming and environmental sustainability. To that end, the College is currently exploring alternative power generation options so as to be totally

energy independent of traditional grid systems. Indeed, the College is currently installing a prototype photovoltaic system that will be researched, as well as used for instructional program delivery. A broader PV option will be presented to the Board for consideration in 2019. The College is also improving its recycling efforts and is eliminating all plastic and Styrofoam from its food service programs. These, and related efforts not only reduce the College's carbon footprint, but also improves its Triple Bottom Line (People, Plant, Profit) position, not to mention its TBL leadership in the community. Optimally, the College hopes to reduce its energy and related costs by over \$1 million dollars per year.

## **Institutional Performance Reporting:**

### **Economic Impact**

For more than twelve years, Jackson College has partnered with EMSI of Moscow, Idaho, ( <https://www.economicmodeling.com/company/> ) a premier econometric modeling organization, to research and enumerate the economic impact of the College in its service area. Since at least 2006, the College has worked with EMSI on a triennial basis to calculate the College's economic contribution and impact to the region. The last report was in completed 2015 using data from the 2013-2014 fiscal year. The College is in the process of initiating the 2018 study, the results of which will be including in the 2019 *Economic and Community Development Monitoring Report*.

EMSI's proprietary econometric modeling process has continually been refined over the past twelve years making direct comparisons of data from past reports difficult. However, several key calculations have remained static. The College has seen increases in the overall economic impact to the region over the past six years with total economic value (value of College labor and nonlabor spending and former student income) increasing to more than a third of a billion dollars in 2015.

The total economic impact of the College to the region (value added, and sales attributed to the College and its former students) totaled **nearly \$400 million in fiscal year 2013-2014**. Additionally, as the College has added housing units to its portfolio of student services, there has been a steady increase of spending in the local economy by out of area students to over \$800,000 in 2015. Further, since 2009, the College and its former students accounted for an average of 2.93 percent of the total Gross Regional Income of the service area. The College will undertake a new EMSI study during FY '19.

### **Student ROI**

Students see a clear and compelling case for investing in their education at Jackson College. In 2015, students who earned associate degrees could expect to see an average beginning income of \$41,900, which was \$8,200 more than individuals with only a high school diploma can expect to earn. Further, since 2006, students see the average number of years to recuperate the costs of their education (cost associated with school and associated income lost by attending classes instead of working) remain under a decade at 8.78 years. Students also see a favorable average benefit to cost ratio of \$4.78 for ever \$1 spent, and an average return of 16.73 percent on their investment over the past twelve years.

## **Taxpayer ROI**

Local communities and the State of Michigan also see a positive return on investment on funds invested in the College. Since 2009, taxpayers have seen, on average, \$12 of value for every \$1 spent on Jackson College. An educated populace produces significant savings to society. Prior to 2015, EMSI calculated social savings based on the current value of savings in health care, smoking cessation, crime, and utilization of social service programs (welfare, unemployment benefits, etc.) in the year of the report. Using that methodology, Jackson College provided an annual social benefit that averaged \$1.8 million a year. Further, the State continues to reap these rewards into the future as **an average of 97% of Jackson College students stay in the State of Michigan.**

In 2015, EMSI changed its formula for calculating social savings attributed to the College. The new model added the value of increased productivity and reduced absenteeism gained through education, and its inverse impact on costs to society. Using the new model, the social savings attributed to Jackson College in 2015 was \$22.2 million.

## **Prison Education Initiative (PEI)**

The addition of the College's Prison Education Initiative to the 2018 EMSI study will also provide a demonstrable increase to Jackson College's social benefits to the State of Michigan. Research by the VERA Institute for Justice indicates that participants in prison education programs are 43 percent less likely to recidivate after release. The State of Michigan spends more than \$36,000 a year to house one inmate. An investment in prison education returns to State taxpayers a benefit to cost ratio of \$5 for every \$1 spent.

Jackson College has been a national leader in providing higher education access and opportunity to incarcerated students for many years. More recently, in 2016, as part of the Obama Administration's "Second Chance Pell Pilot Program" Jackson College was selected by the United States Department of Education, together with 66 other higher education institutions nationally, to provide post-secondary education, supported by Pell Grants, to 1,305 inmates throughout Michigan – the largest Pell Grant allotment given to any higher education institution nationwide.

At present, the College's PEI program educates over 600 student-inmates and offers opportunities to earn college credit toward a Business Administration Certificate, Business Administration Associate in Applied Science, Associate of Arts, and an Associate in General Studies degree. Through a recently signed agreement with the MDOC, it is possible that this number may be doubled for FY '19. The College President continues to work in Washington DC and in Lansing, Michigan to advance the permanency of Pell Grant access for incarcerated persons. The VERA Institute for Justice cited the following key results in its entitled, *"Expanding Access to Postsecondary Education in Prisons"*:

**Public safety:** Incarcerated people who participate in prison education programs are **43 percent less likely to recidivate** than those who do not. Fewer crimes and less rule-breaking on post-release supervision lead to fewer crime victims and enable probation and parole agencies to concentrate their resources on their riskiest supervisees.

**Facility safety:** Prisons with college programs have fewer violent incidents, creating safer working conditions for staff and safer living environments for incarcerated people.

**Preparing for post-release jobs and successful reentry:** By 2020, 65 percent of jobs will require postsecondary education and training beyond high school. However, only 11 percent of incarcerated people in state prisons and 24 percent of those in federal prisons have completed at least some postsecondary education.

**Taxpayer savings/Return on investment:** Every dollar invested in prison-based education yields \$4 to \$5 of taxpayer savings in reduced incarceration costs.

**Stronger families and communities:** When parents-including those who are incarcerated- complete college, their children are more likely to do so, thereby disrupting the typical cycle of poverty and incarceration. (Vera, January 2017 Fact Sheet)

### **Community Benefit: Community Service**

Our employees are the heart of our enterprise and Jackson College continues to be a source of positive conversation for the community service that our employees perform. The College has been intentional about creating opportunities for employees from across the enterprise to work together in service of others. This is achieved in a variety of ways, but primarily through community service projects conducted as part of the Spring and Fall Convocation, called 'Jackson College Serves'. Spring Convocation includes an afternoon spent volunteering at local elementary schools, while Fall Convocation is spent volunteering at local community nonprofit organizations.

Over the past two years, Jackson College employees have volunteered more than 1,000 hours a year through Convocation service projects. According to Independent Sector, a national membership organization which represents nonprofits, foundation and other community organizations; the value of a volunteer hour performed in 2018 is \$24.69. As such, Jackson College employees, through Convocation service projects alone, have provided more than \$50,000 in valuable service to the community over the past two years.

We also know that Jackson College employees give of their time and talents outside of the two Convocation service projects. In July 2018, the President's Office conducted a survey of Jackson College employees to gauge their community service activity outside of work. The survey found:

169	Employees Responded
87%	Participate in Community Service
226	Organizations are Served by JC Employees
9,425	Hours Volunteered
\$232,703	Value of JC Employee Volunteer Hours
77%	Took place in the Service Area

73%	Volunteered in Jackson County
17%	Volunteered in Lenawee County
9%	Volunteered in Hillsdale County
26%	Volunteered Outside of Service Area

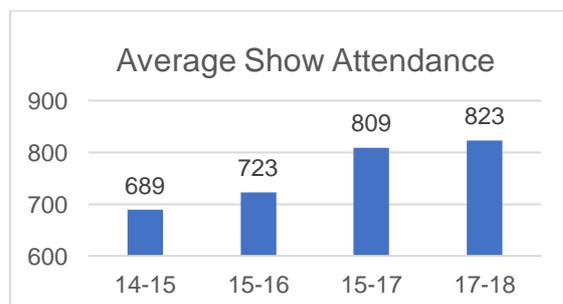
Source: 2018 Jackson College Community Service Survey IR/President's Office

### **Cultural Hub for the Arts and Crucial Conversations**

For more than 40 years, the Potter Center, at Jackson College, has been the cultural hub for arts and entertainment in southcentral Michigan, bringing tens of thousands of patrons to the Jackson area. The Potter Center theaters are the premier performing arts venues in the area. There are no other theaters that provide the combination of seating capacity, acoustical quality and amenities that the Potter Center offers. Additionally, the renovation and creation of the Myers Family Art Gallery features a stunning gallery in which local artists can share their work with the region.

Nearly 50,000 patrons visit the Potter Center each year, including more than 6,000 school-aged children. The venue is host to the Front Porch Concert Series, Community Concert Band, is the performance home to the Jackson Symphony Orchestra, the Michigan Shakespeare Festival, Miss Jackson Crossroads, and Center Stage Jackson. Thousands of families have participated in the Halloween Spooktacular, and the annual Easter Egg Hunt.

In addition, more than a hundred various organizations and individuals rent the facilities with a community benefit alone of more than \$100,000 annually. Real estate companies, economic development groups and large employers use the cultural attractions as a recruitment tool to the region. Additionally, the average attendance for the Bravo Series, the premier entertainment series of the College, has continued to grow in each of the last four years.



Source: Jackson College Community Relations Office

In terms of other value, the College serves as a hub of crucial community conversations and dialogue through our Office of Multicultural Relations. The College has been a leader and host of the annual Jackson County Drug Summit, African American Male Summits, Domestic Violence Forum, MLK Dinner and Award Ceremony, Black History Month, Hispanic Heritage Celebration, and the Native American Heritage Celebration.

### **Corporate Responsibility**

Additionally, as was highlighted in the July 2018 Talent Development and Employee Impact Monitoring Report, Jackson College is intentional in stewarding its role as a responsible and responsive corporate citizen. This is accomplished and demonstrated a variety of ways:

- President Phelan’s leadership in the Enterprise Group, Anchor Initiative and other community redevelopment efforts;
- President Phelan is working with organizations to expand wind and solar generation options for the Central Campus to reduce our carbon footprint;
- Installation of a \$100,000 back-feed electrical protection system with the sole purpose of protecting the electrical service of those around us;
- Annual Health and Wellness Screenings offered to the community at no cost;
- Sponsorship of dozens of community organizations through cash donations, donations of services, event tickets, and reduced fees for facility rentals;
- Designated “Disaster Relief Center”;
- Designated “Community Cooling and Heating Shelter”;
- Sustainable dining hall practices to reduce waste; and
- Sustainable building practices include LEED certified buildings and LEED modeled construction and materials.

### **Customized Workforce Training**

Corporate and Continuing Education (CCE) collaborates with economic and workforce development partners to better serve employers in Jackson, Hillsdale, and Lenawee counties. CCE offers a variety of services to employers, including innovative training solutions, grant information, and acting as a liaison between community partners, resources, and internal college programs. As companies expand and diversify, having a pulse on the business community allows CCE to be proactive and demand-driven in its training approach.

During the 2015-2016 fiscal year, CCE offered twenty-nine customized trainings for seven employers, reaching 262 (duplicated) employees. During the 2016-2017 fiscal year, CCE offered twenty-two customized trainings for six employers, reaching 241 (duplicated) employees. During the 2017-2018 fiscal year, CCE offered eleven customize trainings for six employers, reaching 110 (duplicated) employees. In addition, CCE provided curriculum development services for employers.

### **Continuing Education**

In addition to customized workforce training, CCE offers employers and community learners a broad selection of occupational and continuing education options in industry pre-certification courses, license renewal continuing education units, personal enrichment, and general workforce trainings. Most popular courses include real-estate and human resources pre-licensure, advanced manufacturing, electrical and teacher CEUs, supervisory skills training, and truck driving. To increase outreach, CCE offers both online and in-person training programs. During the 2015-2016 fiscal year, CCE served 75 community learners. During the 2016-2017 fiscal year, CCE served 139 community learners. And, during the 2017-2018 fiscal year, CCE served 112 community learners.

Furthermore, CCE works closely with Michigan Works! Southeast (MW!SE), the Jackson County ISD, Jackson Area Manufacturers Association, and Workforce Intelligence Network to provide training through various grant opportunities. Currently, CCE is offering FANUC® Robotics Training through the America's Promise Advance Michigan Catalyst Grant, Production Technician Training through the Families Forward Demonstration Project Grant, and Manufacturing Bootcamp Training through a Region 9 Prosperity Grant. CCE has also worked closely with MW!SE to bring Adult Education and High School Equivalency (formerly known as GED) opportunities to Jackson College campuses.

### **The Michigan New Jobs Training Program**

Through the Michigan New Jobs Training Program (MNJTP), Jackson College has assisted in providing no-cost training resources for eligible employers, including customized training, apprenticeship training, company specific curriculum development, and purchase of industry-specific training equipment. To date, Jackson College has held 19 agreements, totaling 7.7 million dollars. Currently, CCE manages eleven open agreements, with a combined total of 3.4 million dollars and 423 eligible positions for training.

Due to contract inactivity or company downsizing, five contracts have been cancelled before the agreement term date and three agreements successfully termed, providing training for 79 positions. Industries served include Manufacturing, Healthcare, Information Technology, and Engineering. Recently, CCE worked closely with an employer to purchase manufacturing equipment that will return to the college upon agreement completion to be used to train the workforce in robotics, CNC, and production. CCE worked with the Michigan Community College Association to formalize the equipment purchase agreement language and implement a best-practice moving forward.

### **Free College Day**

On July 8, 2017, CCE hosted the first annual Free College Day on Central Campus, from 10am – 1:30pm. The event featured a variety of engaging 45-minute sessions taught by JC faculty and staff, including Cyber Security, What to Expect in College, Homemade Pasta Cooking Demo, Intro to World Travel, Cheese Making, Genealogy, World Travel, Automotive Shop Experience, Drones, Hands-Only CPR, Yoga and more. In addition, community members were invited to explore campus through activities offered in the Quad, such as alumni guided tours, selfie-stations and free hot dogs provided, grilled, and served by the Leadership Council. Free College Day had 230 duplicated pre-registrations for the eleven scheduled sessions, and an estimated attendance of 145 duplicated participants. Session surveys were completed by 126 participants, of which 91% responded that they have never attended the Easter Egg Hunt, and 96% responded that they have never attended the Halloween Spooktacular, creating a new opportunity for community exposure to the College. Our second annual Free College Day took place on August 4, 2018.

### **Work-based Learning Program**

The Work-Based Learning Program fully launched in the winter semester of 2018. Since this launch, twenty students have participated in internships throughout the community in companies including Consumers Energy, Cascades Humane Society, University of Toledo, Grey Castle Security LLC, Arable Solutions, and Chelsea

Milling Co. Participating students represented programs such as Agriculture, Graphic Design, Culinary, Sports Management, Accounting, Administrative Assistant, Cyber Security, Computer Programming/Networking, and Business. In the fall of 2018, the WBL requirement will be present for the associate degrees in the Skilled Trades/Agriculture Pathway and Business/Computer Pathway. Therefore, we will see an increase in student participation as they move through their chosen program in the coming years.

### **CCE Apprenticeship Liaison Services**

CCE frequently serves as an apprenticeship liaison for various industry partners, employers, faculty, and grants, linking opportunities for Jackson College to be the Related Technical Instruction (RTI) provider or responding to employer inquiries. Currently, Jackson College works with industry to provide credit-bearing RTI for electrical apprentices, who are registered under the Jackson Area Manufacturing Association (JAMA), the United Auto Workers (UAW) or under a Sponsoring Industry Employer. Depending on the Standard requirements, the electrical apprentices earn between 27 to 30 credits.

In addition, the UAW recently added Jackson College RTI for Industrial Systems, comprising of 38 credits to serve area employers. JAMA frequently incorporates Jackson College classes through their various registered apprentice occupations, as well as through the JAC3 partnership to serve area youth. Recently, Jackson College joined as an Associate Partner for the Advance Michigan Center for Apprenticeship Innovation (AMCAI), under the Department of Labor, American Apprenticeship Initiative (AAI) grant.

### **Metrics:**

Determining metrics and the availability of data to compile this annual report will be a work in progress. One of key foci of this report is the economic impact of the College in the region. Naturally, we want to benchmark our performance against other organizations to determine our effectiveness. In the *2009 EMSI Economic Contribution of Jackson Community College Report*, the organization cautions against this, stating:

“Although the reports generated for JC are similar to those prepared for other colleges, the results differ widely. These differences, however, do not necessarily indicate that some colleges are doing a better job than others. Results are a reflection of location, student body profile, and other factors that have little or nothing to do with the relative efficiency of the colleges. For this reason, comparing the results between colleges or using data to rank colleges is strongly discouraged.” (EMSI 3)

The College’s results reflect its regional microcosm and its particular economies, workforces, geographies and demographics. Even comparing the College’s economic impact data from previous reports requires looking at the key national and global events during the timeframe of the report. For example, there is a notable difference in economic impact before and after 2008. Not only is this a function of the great recession globally, but also locally in terms of job losses, under employment,

wage stagnation, etc. The economic impact surveys always need to be considered in the micro and macro contexts in which they occurred.

<b>Economic Impact Indicators</b>	<b>2009</b>	<b>2012</b>	<b>2015</b>
Fiscal Year Data Set	(FY 2007-2008)	(FY 2010-2011)	(FY 2013-2014)
College contribution to service area Income (Labor and Non-Labor income)	\$24,100,000	\$30,900,000	\$32,300,000
Non-resident student spending in local economy	\$255,200	\$676,200	\$815,948
Taxpayer return for every \$1 spent supporting JC	\$11.00	\$12.80	\$12.40
Total economic impact of JC in region	\$324,700,000	\$266,582,000	\$254,200,000
Number of years for students to recover education costs at JC (including wages given up while attending classes instead of working)	9.30 Years	8.80 Years	9.00 Years
% of regional economy income generated by JC former students	3.00%	3.30%	2.50%
Source: EMSI JC Economic Impact Studies 2006, 2009, 2012, 2015			

### Goals for the next 12-month Period:

The Community and Economic Development Monitoring Report is based on work by many areas of the College, as opposed to a specific department or division. As such, the goals for the upcoming twelve months are tied primarily to specific initiatives of other areas. Goals for the next twelve months include the following:

- Senior executives actively participate and provide leadership to align community resources around skilled trades training, apprenticeships and related educational offerings;
- Conduct the 2018 EMSI Jackson College Economic and Community Benefit study;
- Implementation of CBE and seven-week semesters;
- Through TCS<sup>2</sup>, continue the focus on the whole student, and initiate an emphasis on programs that provide life sustaining wages; and
- Continue to focus and push the “completion agenda”, improved retention and completion rates, and lower discontinuation rates.

## **Conclusion/Judgement:**

The premise of this report is that the cultivation and creation of new talent in a community, driven by education and learning at colleges can lead to entrepreneurial innovation, improve community health, reduce crime, and add civic engagement of the citizenry. Moreover, the College's involvement in training and development activities of area employers can support employee and employer retention and recruitment. Furthermore, the mere existence of the College adds to the economic and cultural vibrancy of the region.

The College is successful accomplishing its role as an economic engine in the region, fueled not only by the productivity of its hundreds of thousands of former students but also through its operations, a steadfast focus on its mission and TCS<sup>2</sup>, and active leadership in community redevelopment. The College's economic impact to the region is nearly a third of a billion dollars. Investment by taxpayers and students reap substantial rewards. Students are seeing increased return on investment through higher earnings, improved standards of living and relevant educational competencies. Additionally, the College is investing hundreds of thousands of dollars annually to ensure their success. The implementation of the Student Success Navigator model, seven-week semesters and other initiatives, coupled with the focus on the whole student will result in a portfolio of services that provide a level of care unheard of in other organizations.

Taxpayers are seeing increased rewards through social savings and increased property and income tax revenues. The community benefits through a wide variety of diverse cultural experiences particularly as a result of the Potter Center performing arts venues and the Office of Multicultural Relations. Local nonprofits are also the beneficiaries of hundreds of thousands of dollars' worth of volunteer time and expertise as JC employees give so generously to their causes.

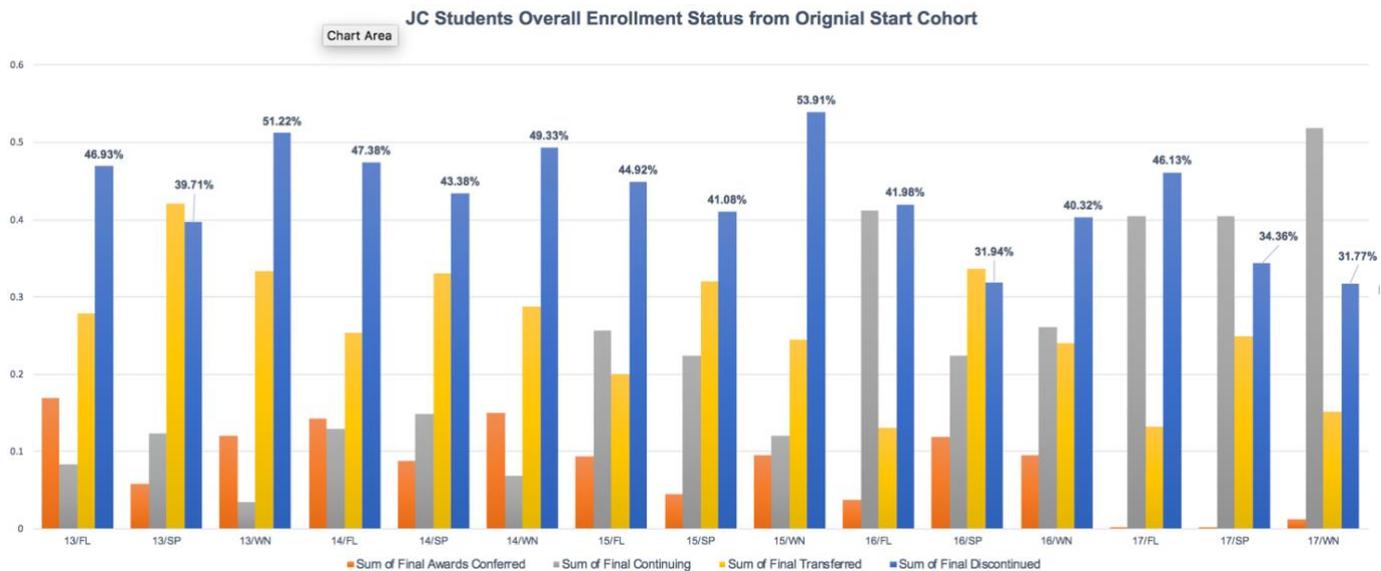
Employers in the region will continue to see increased offerings designed to specifically meet their needs. This is accomplished through the alignment of educational resources, open, honest and responsive dialogue focused on their needs and the marshalling of resources to accomplish the job to be done. The College is actively advancing these initiatives, born out of local and national research, by launching CBE, seven-week semesters, work-based learning, JAC3, skilled trades training, apprentices, and MNJTP. The College must be responsive and follow through on its commitments in order to continue the goodwill it has built.

## Appendix:

*Number of awards conferred by year and degree type*

Degree Type	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	% 1-yr Change	% 5-yr Change
<b>Bachelors (BS)</b>	0	0	0	0	1	0	--	--
<b>Associates (AA, AS, AGS)</b>	197	232	208	118	222	332	33%	43%
<b>Applied Associates (AAS)</b>	526	398	383	261	383	423	9%	6%
<b>Certifications</b>	263	250	222	199	143	147	3%	-41%
<b>Concentrations</b>	97	52	48	25	26	41	37%	-21%
<b>Skill Sets</b>	115	79	97	89	66	137	52%	73%
<b>Total</b>	1198	1011	958	692	841	1080	22%	7%

Source: Frozen file of Awards Conferred. Operational definition: Number of degrees, certificates, concentrations and skill sets awarded during an academic year (SP, FL, WN).



Source: Jackson College IR department, July 2018

# WHAT MAKES A HEALTHY WORKFORCE ECOSYSTEM?

A healthy workforce ecosystem is one where the range of providers—K-12 systems, public and private universities, corporate education, two- and four-year colleges, skills training programs and economic developers—all play their part in meeting the range of employer and target sector needs.

## WHAT'S DRIVING JOB CREATION?

**Target high-demand skills and jobs.** Identify what jobs are being created and in what industries.  
**Leverage your talent pool.** Strong educational output can help attract companies and focus your sector targeting.

## ARE YOUR EFFORTS ACHIEVING SCALE?

**Efficient collaboration builds capacity.** Understand where workforce and talent development efforts complement and where they overlap.  
**Coordinate, eliminate redundancy.** Connect efforts with common goals, objectives and similar funding to increase overall impact.

## HOW ARE YOU CREATING A RESILIENT WORKFORCE?

**Lifelong learning that leads to lifelong employment.** Remain competitive by making learning available to current workers as well as new ones, and ensure that skill development keeps pace with industries and technologies as they evolve.  
**Make learning relevant and valuable.** Identify where work-based or non-classroom learning can translate into college credit or credential completion more quickly and efficiently so that workers focus on developing the skills necessary for success.

## ARE WORKERS AWARE OF CAREER OPPORTUNITIES?

**Reveal the range of opportunities.** Identify skills at all levels and show career pathways as well as individual jobs.  
**Help workers and students make better career choices.** Share sector career information with youth, incumbent workers, career changers, mature workers and untapped talent pools.

## ARE EMPLOYERS ENGAGED AND DRAWN TO YOUR COMMUNITY?

**Know what they trust.** Be aware of which certifications, degrees and credentials your employers recognize.  
**Don't let it sit.** Today's new skills are stale tomorrow. Continually validate and refresh the information.

## DO LOCAL EDUCATIONAL OPTIONS MEET THE RANGE OF LEARNER NEEDS?

**Support talent development for everyone in your community—not just traditional students.** Make sure that target-industry learning opportunities are available to both traditional learners and other adults—incumbent workers, the underemployed and other non-traditional students.  
**Make learning count.** Encourage colleges to award credit for workplace and other non-classroom learning. It will help accelerate completion and save money.



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Source: Center for Adult and Experiential Learning