AGENDA

1.0 Call to Order

2.0 Roll Call

3.0 The Pledge of Allegiance to the United States of America

4.0 Communications
   4.1 Citizen Comments
   4.2 Employee Comments
   4.3 Board Comments
      4.3.1 Conflict of Interest Recognition
      4.3.2 Board Remarks
   4.4 Student/Student Government Comments
      4.4.1 Student Government Association
   4.5 Consideration of Minutes
      4.5.1 Regular Meeting Minutes of November 13, 2017
   4.6 Marketing Report

5.0 ENDS Performance Report
   5.1 ENDS Safety & Security Board Monitoring Report

6.0 Action Items
   6.1 Second Reading
      6.1.1 Budgeting/Forecasting
      6.1.2 ENDS & Monitoring
      6.1.3 Board Members Code of Conduct
   6.2 Consideration of Resolution for Application for Special Liquor License

7.0 Information Items
   7.1 JPEC Update
   7.2 First Reading
      7.2.1 Financial Condition
      7.2.2 Asset Protection
   7.3 CEO and CFO Audit Certifications
   7.4 President’s Report
      7.4.1 Legislative
      7.4.2 College Items
         7.4.2.1 Upcoming Events

8.0 Adjournment
Institutional Dashboard: Key Performance Areas

Student Learning: Student Completion or Transfer

Stakeholder Focus: Student Satisfaction

Financial & Operational Stability: Cash Reserve Fund Ratio

Valuing People: Employee Satisfaction

Measuring Effectiveness: Externally Accredited Programs

Leading & Communicating: Internal Communication Satisfaction
Subject to be Discussed and Policy Reference:

4.0 Communications

(BOARD POLICY: GOVERNANCE PROCESS: Governing Style)

Executive Summary:

Jackson College Board of Trustee’s Governance Policy requires opportunities for communication with the Board. To that end, the following formal communication opportunities are provided.

4.1 Citizen Comments
4.2 Employee Comments
4.3 Board Comments
   4.3.1 Conflict of Interest Review
   4.3.2 Board Remarks
4.4 Student Comments

In addition, the following communications are provided on the agenda for meeting records and other operational communications:

4.5 Consideration of Minutes
   4.5.1 Regular Meeting Minutes of November 13, 2017
4.6 Marketing Report

Resource Impact:

None

Requested Board Action:

Approval of Board Meeting Minutes

Action Taken:

None
The regular meeting of the Board of Trustees of Jackson College was held in the Boardroom on Monday, November 13, 2017 at Jackson College’s Central Campus, located at 2111 Emmons Road, Jackson Michigan 49201.

Chairman Barnes called the meeting to order at 6:30PM Eastern Standard Time (EST).

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

Board Member Excused Absence: Treasurer, Donna Lake

Others Present: Dr. Daniel Phelan, Dr. Kate Thirolf, Cindy Allen, Sara Perkin, Darrell Norris, Jeremy Frew, Jim Jones, Michelle Fowler, Kim Abbott, Theresa Choate, Alana Tuckey, Chas Lietaert, Jamar Corlzer-Lowe, Ruth Bahre and Dotty Karkheck.

COMMUNICATIONS

Citizen Comments

There were no citizen comments.

Employee Comments

Dr. Kate Thirolf, Dean of Business introduced Aaron Ensley, the College’s new Economics Faculty. Aaron provided an overview of his background and excitement of being at Jackson College.

Board Comments

- No trustee conflicts with agenda items were noted by members.
- Trustee Mathein provided an update on the MCCA Trustee Institute he attended recently;
- Trustee Patterson shared that she attended a recent meeting held by the City of Jackson regarding violence in the City. She commented how great it was to see the Jackson College Sisters of Strength and Men of Merit students in attendance; and
- Trustee Crist commented on his recent involvement on the Pathways 6 Institute in Seattle with the College’s Pathways team.

Student/Student Government Comments
Nick Radziewicz, Student Government Association President, provided a brief update.

Consideration of Minutes
The minutes of the regular Board meeting on October 9, 2017 and the minutes of the Spring Planning Session of November 1, 2017 were moved into the record by Chairman Barnes on behalf of the Trustees.

Marketing Report
Dotty Karkheck, Director of Marketing, provided highlights from the Marketing Department.

ENDS PERFORMANCE REPORT
Student Learning Board Monitoring Report

Dr. Kate Thirolf, Dean of Business & Human Services, presented the Student Learning Board Monitoring Report and addressed questions from the Board. A complete copy of the report is located on the Board’s webpage: https://www.jccmi.edu/institutional-research/performance-monitoring/

Audit Report
Michelle Fowler from Rehman, the College’s Auditor, was on hand to share the Annual Audit Report, which had no significant findings.

ACTION ITEMS
Second Reading: Compensation and Benefits, Board Members Code of Conduct and Emergency Presidential Succession Plan

President Phelan presented the Compensation and Benefits, Board Members Code of Conduct and Emergency Presidential Succession Plan. MOTION BY TRUSTEE HEINS “To approve the Compensation and Benefits, and Emergency Presidential Succession Plan policies.” MOTION PASSED UNANIMOUSLY. Board Members Code of Conduct was reviewed for additional edits and will be brought back for an additional reading.

Consideration of 2017-2020 Strategic Agenda

President Phelan presented the 2017-2020 Strategic Agenda for their consideration. MOTION BY TRUSTEE HOFFMAN “To approve the 2017-2020 Strategic Agenda. MOTION PASSED UNANIMOUSLY.

INFORMATION ITEMS
First Reading: Budgeting/Forecasting and ENDS & Monitoring

The Budgeting/Forecasting and ENDS & Monitoring policies were shared for first reading. The policies was moved to second reading consideration next month.

President’s Report
President Phelan provided brief college updates to the Board including legislative updates, upcoming events and the Facility Naming policy.

ADORJN
MOTION BY TRUSTEE CRIST “To adjourn.” MOTION PASSED UNANIMOUSLY.
Meeting adjourned at 7:55PM.

The foregoing minutes of the regular meeting of the Board of Trustees held on Monday, November 13, 2017 were approved at the regular meeting of the Board held on December 11, 2017.

_______________________
Secretary

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

<table>
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<tr>
<th>Subject to be Discussed and Policy Reference:</th>
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<tr>
<td>5.1 ENDS Board Monitoring Report: Safety &amp; Security</td>
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<tr>
<td><em>(BOARD POLICY: EXECUTIVE LIMITATIONS: Communication and Counsel to the Board)</em></td>
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Providing a civil and safe education, work and social environment is a top priority at Jackson College. As such, this has requirement has promoted additional planning, simulation, equipment, policy development and staffing. You’ll note that, in addition to work completed to date, the months ahead will be further defined by further training for employees regarding the handling all types of emergency, threatening, or other situations that have the potential to disrupt operations.

Cindy Allen, Vice President of Talent and Administration will be on hand to provide an initial overview of the report and answer any questions you may have.

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

Presented by:
Cindy Allen, Vice President of Admin & HR
Jeff Whipple, Safety/Security Specialist
I. Executive Summary

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (20 USC § 1092(f)) is the landmark federal law, originally known as the Campus Security Act, that requires colleges and universities across the United States to disclose information about crime that occurs on and around their campuses. The Clery Act requires colleges and universities to publish an Annual Security Report (ASR) by Oct. 1 of each year, documenting three prior calendar years of select campus crime statistics. (Jackson College’s report is attached).

In our efforts to increase our employees’, students’ and guests’ confidence in the safety of our Central Campus, the College continues our relationship with the Jackson County Sheriff’s Office to provide additional professionals during the daytime hours, complementing our full-time deputy during the overnight hours.

Professional development, related to safety and security, for our employees remains a priority. To that end, in February 2017, the College’s all-day Convocation, included a breakout session from Chris Boulter from Blackman Township focusing of defusing situations and communication strategies. His presentation was very well received and he was invited back to present on situations dealing with difficult people for many of our front line employees, as well as to our Leadership Academy. Lindsay Sawyer from Lifeways also presented a breakout session on mental health challenges. Although we weren’t able to plan a full simulation with local law enforcement, the leadership team, with the assistance of Jeff Whipple and the Office of Emergency Management, participated in a training exercise.

Improvements to our policies for housing, including increasing the student’s ACT score to 18 for those who wish to live on campus, as well as reducing the number of visitors each resident is allowed at one time, has reduced the number of serious incidents to minor policy violations. The additional notification tool (i.e., TIP411), allowing an individual to anonymously text a TIP to security, has been used extensively. Alertus, a program that can take over computer desktops on campus, should bad weather or other emergencies need to be broadcast, is well into the implementation stage.

During the recent US Department of Education visit, the College addressed three reporting violations on our Clery report and have since responded to the DOE, corrected our report and sent it back out to all of our employees and students.

Cyber Security Awareness Training continues with several on-line training programs offered to employees. Currently, Securing the Human, Ransomware and Social Network Security programs are being offered to all Jackson College adjuncts, staff, as well as Administrators. The online interactive training includes twenty mandatory training components released throughout the course of the year.

Lastly, the Drug-Free Schools and Campuses federal regulations require that we conduct a biennial review of our alcohol and drug programs and policies to determine
program effectiveness and consistency of policy enforcement. That said, the College’s review is done annually and allow us to identify and implement any changes needed early on.

Note: Safety and Security Matters involving DaVinci, Jackson Preparatory & Early College, and the Lee & Norma Howser Childcare facility (run by the private entity ABC Day Care) are included in this report.

II. Institutional Context

Jackson College is committed to providing a safe and secure environment for all employees, students and guests. We realize that in our changed reality, our employees must not only be trained but also made to feel comfortable and safe in their workplace. To that end, the College has benchmarked against other higher education institutions and we too have been benchmarked against by Baker, Spring Arbor and Washtenaw as to our security initiatives. Resultantly, Jackson College has embarked on the following safety and security initiatives including:

- Cyber Security Awareness Training;
- Installation of new software to reduce that breach occurrences;
- Installation of new evacuation drawings at Maher Campus; and Walker Hall;
- Special Response Team trainings conducted in CV3 and the McDevitt basements;
- Employee training programs during New Employee On-Boarding, Administrative Council and Leadership Team meetings;
- Training for student housing personnel each semester on matters of residential and personal safety;
- Conducting Securing the Human (i.e., mandatory IT training for all employees);
- Improvement of burglary prevention and warning notification due to the implementation of Alertus devices, Tip411 and Safety Systems panic buttons; and
- Conducting local law enforcement training exercise in CV3.

III. External Context

The following elements are considered best practices by other colleges (which have recently been best-ranked for their safety and security procedures): emergency process planning (alert/notification systems and preparedness activities), sexual assault awareness (educational programs, resources for victims, trained facilitators), and safety tips for students (buddy system, self-defense courses). Jackson College has begun some of these initiatives and will continue to build upon these.
Further challenges and opportunities, for Jackson College, related to safety and security are outlined below:

Challenges:

- Increasing National coverage of student demonstrations and protests;
- Increasing incivility demonstrated across the country;
- Changing laws related to guns and controlled substances; and
- Campus safety operations being tasked with limited resources

Opportunities:

- Programs aimed at electronic and technological safety (passwords, banking accounts);
- Expanded efforts around employee training & preparation; and
- Operational and strategic planning to ensure that incidents are contained and controlled properly.

IV. Institutional Performance Reporting and Assessment

Presented in the addendum of this report are the College’s last three years of Clery Act reporting statistics. Also, noted below is a comparison of our Clery Act report to area community colleges that also have college-operated housing onsite. Not surprising, colleges with campus housing have an increased number of alcohol violations as well as larceny (Table 1).

*Jackson College’s procedural methods for handling substance abuse and liquor law violations, as well as disciplinary referrals are handled more aggressively (which include zero-tolerance aspects) than other community college practices. This can account for the lower numbers that other colleges report in comparison to Jackson College.

Comparison of Clery Violations of Community Colleges with Housing (Table 1)

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**Employee Training/Professional Development:** For 2016/17, professional development opportunities included the continuation of the mandatory Securing the Human IT training, Cultural Diversity training for security personnel, Cyber Threat breakout session at Fall Convocation and Conflict Resolution workshops with Deputy Director Chris Boulter.

**Awareness Programs:** The federal Clery Act requires that awareness information is provided to students in order to keep them safe and alert. To this end, student programming is provided to all students, with examples below:

- Domestic Violence Forum;
- Oasis Center employees providing mental health awareness;
- Fourth Annual Substance Abuse Night Forum (college & community members); and
- Student Life Events/Activities.

**Policies and Procedures:** A comprehensive review of the College’s security policies was completed in preparation for the College’s Higher Learning Commission (HLC) visit, which took place in February 2017. Additionally, Jackson College had a visit from the Department of Education to review all of our Title IV policies and procedures, which...
includes Clery, gave the College the opportunity for a review that hasn’t happened in 30 years. On balance, the findings noted in the report were minor, have been subsequently addressed, and the required response to the Department of Education has been submitted.

**Oasis Center:** Beginning Fall 2017, Jackson College partnered with Family Services and Children’s Aid (FSCA) to provide licensed mental health and substance abuse clinicians in our new Oasis Center. The clinicians provide individualized support for both students and employees. The Center is open weekdays with evening hours available by appointment, and an after-hours answering service will connect people to an on-call clinician from FSCA.

**Security Company:** The College is in the process of extending our contract with DK Security, a Grand Rapids-based contracted security company (the current three year agreement is near conclusion). DK provides nearly 2,000 staff security hours per month, both armed and unarmed, at Central Campus, Maher and Hillsdale instructional sites. Additional time and patrols have been scheduled, particularly for large events, and also to provide an extended walking patrol at the College’s request. Their personnel are required to be trained to the Michigan Commission on Law Enforcement Standards (MCOLES) or an equivalent.

**Information Technology Systems:** October was National Cyber Security Awareness Month. The College’s Information Technology (IT) department has provided several professional development opportunities, throughout the month of October, to help employees learn more about current cyber security issues. Topics included: **Securing the Human**, Ransomware and Social Network Security. Jackson College is actively using **Securing the Human** End User training for all adjuncts, part time and full time staff, as well as Administrators. The online interactive training includes twenty mandatory training programs released throughout the year. At completion of the videos, employees will be provided with a certificate.

In Information Technologies on-going efforts to help reduce the risk of a data breach by helping the organization to know where the valuable student and employee information (PII) is stored on the College’s network and computers, software called Enterprise Recon has been purchased and implemented. Another product is being used to block known and unknown malware, exploits, ransomware and zero-day threats.

**Partnerships with Local Schools and Business:** Jackson College continues to have ‘shelter agreements’ in place with a regional medical care facility and a local high school for an emergency situation. We also have an agreement with Henry Ford Allegiance and the Jackson County Health Department should there be a major emergency where an emergency trauma center needs to be set up.

**Safety Information Signs:** Additional Safety Information Signs were developed for areas frequented by members of the community (BW Community Rooms, Potter Center Snyder Dining Commons and Potter Center 2nd Floor Lobby Area). These signs provide
information on emergency exits, severe weather shelter areas, CPR/AED and first aid kit locations and fire extinguisher locations.

**Campus Threat Assessment:** As a result of the previous year’s Campus Threat Assessment, Jackson College has implemented a number of new safety and security measures. These include:

- **Alertus:** An advanced technology used for unified emergency mass notification and crisis communication. Alertus can seamlessly integrate with and send potentially life-saving alerts across the organization’s existing infrastructure and technology, including desktop computers, public address systems, Voice over IP (VOIP) phones, digital signage, mobile devices, fire panels, and more. We currently have an Alertus banner and alert beacon the Jets Hangar. The hope is to have Alertus in each building on all campus to have one unified alert system;

- **Tip411** was heavily advertised across the College for fall 2017. Weekly we average 1-2 tips. These tips can range from a roommate/friend who they believe might harm himself or herself, heavy smells of marijuana coming from a room, and general noise complaints. The College has been able to assist students who may not have sought out help for a mental/medical health issue that they may have needed. The College has also had tips that have led us to marijuana bust in housing. Many students in college housing units have a mentality of “don't snitch” we feel that Tip411 is giving them a way to report problems without having to be seen talking to security or any other staff member; and

- **Social Sentinel:** Jackson College has partnered with Social Sentinel to receive alerts for threats shared on social media regarding Jackson College and the surrounding area. Year to date Sentinel has scanned 310,250,000,000 post. 744 of the post have been related to Jackson College or the surrounding area. Of the 744 post, Jackson College has been alerted to 324 post.

V. **Institutional Performance Improvement Planning**

New employees are introduced to safety and security through a video, *Run, Hide, Fight: Surviving an Active Shooter Event*. Also during orientation, the Emergency Procedures Quick Reference Guide is reviewed by the security staff as well as introduction to the building liaisons who work with security to handle emergency situations.

**Intended Goals for 2017/2018 include:**

- Winter Convocation topics will include explanation of new laws regarding ‘Open Carry’ and any other changes that may occur by February 2018;
✓ Winter Convocation will also include a breakout session on College policy related to disruptions in the classroom, demonstrations, etc. and how to handle the situation;
✓ CPR Training for Leadership Team and other interested administrators; and
✓ Finalize Step 1 creating the Command Center in the Hangar

VI. Conclusion

Jackson College knows from survey data that its students, employees and guests believe that feeling safe on College campuses is extremely important. Additionally, Safety and Security effectiveness is also being measured as part of the Employee Climate Survey.

The College administration, Critical Incident Team (CIT), security staff and employees understand that we are working in an ever-changing environment. Through training and partnerships with many area law enforcement officials, as well as other partners, the College will continue to make security and safety a priority.
### VII. Appendix

Jackson College’s Annual Security/Fire Safety Report Statistics

<table>
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<th>CRIMES REPORTED</th>
<th>TOTAL ON CAMPUS (includes CRF)</th>
<th>CAMPUS RESIDENTIAL FACILITIES (CRF)</th>
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* Criminal offenses that manifest evidence of prejudice based on race, religion, sexual orientation, gender, disability, ethnicity, gender identity or national origin can be classed as Hate Crimes as prescribed by the Hate Crimes Statistics Act (28 U.S.C. 537).
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Subject to be Discussed and Policy Reference:

6.1 Second Reading:
  6.1.1 Budget/Forecasting
  6.1.2 ENDS & Monitoring
  6.1.3 Board Members Code of Conduct

(BRAND POLICY: MONITORING: Policy Governance)

Executive Summary:

The enclosed policies are presented for the Board’s second reading consideration. All input to-date from the Board of Trustees has been incorporated in the policy presented, and recommendations for changes are highlighted in color for ease of review. There have been no additional changes proposed since the previous board meeting wherein this policy was proposed for consideration.

The URL’s below may be helpful in referencing the existing policy.

Budget Forecasting
Board Members Code of Conduct
Board Monitoring Reports

Resource Impact:

None

Requested Board Action:

Approval of revised policy recommendations.

Action Taken:

MOTION BY TRUSTEE CRIST “To approve the Budgeting/Forecasting, ENDS & Monitoring and Board Members Code of Conduct policies.” MOTION PASSED UNANIMOUSLY.
Policy Summary: This Executive Limitations Policy is designed to provide assurances to the Jackson College Board of Trustees that fiscal planning for the College is derived from a multi-year plan, and establishes prohibitions in authority and direction that the College President cannot exceed with regard to financial planning and budgeting.

Policy Statement: Budgeting Forecasting

Budgeting any fiscal year, or the remaining part of any fiscal year, shall not deviate materially from board ENDS priorities, risk fiscal jeopardy or be unrealistic in projections of income and/or expenses. No budget will become effective until approved by the Board.

Accordingly, the president must propose a budget that includes the following: and without limiting the scope of the above statements, the College President shall not propose any annual budget that does not:

1. include information to accurately project cash flow, revenues and expenses, separation of capital and operational items, and disclosure of planning assumptions;

2. provide three-year projected (i.e., pro-forma) future trend based upon estimated revenues and expenses of the most current year;

3. permit planning that compromises the fiscal soundness of future years, and/or ignores the building of organizational capacity necessary to achieve ENDS in future years;
2.4. Permit budget planning and development that does not consider relevant environmental factors;

3.5. RA review of the proposed budget and expenditures requested compared to the prior year, in detail and by department;

4.6. Include a projected five-year facilities master plan;

5.7. Establish a plan of operational expenditures in any fiscal year that does not disperse more funds than are conservatively projected to be received during that year;

6.8. Provide the annual operating funds for necessary board prerogatives advancement and duties associated with ensuring competent governance of the College (e.g., such as fiscal audit, board development and training, board and committee meetings, and external reports);

7.9. Consider a broad base of input;

8.10. Takes into account Board ENDS priorities; and

9.11. Includes a minimum of 4.5 percent of the total operating budget for plant and facilities maintenance, and a minimum of 3.5 percent for electronic and institutional equipment, and as well as an adequate amount of financial support for new program and course development, staff development and institutional research.
Policy Summary: **EstablishedBoard Ends-ENDS** and **Formal Institutional Monitoring**

The Jackson College Board of Trustees is accountable to fulfill its chartered, legal, ethical, and societal responsibilities. As described by Policy Governance authority, John Carver, the Jackson College Board of Trustees is responsible to ensure that (a) they are the authoritative and effective link between Jackson College’s ‘owner’s and the operations of the College; (b) the relevant values of the Board as ‘owner-representative’ are explicit, up to date, and accessible, and; (c) the actual performance of the College matches that which the Board has stipulated.

To that end, and to assure accountability and transparency of institutional performance toward key requirements of the Board, the precision of the Policy Governance methodology is utilized. the board utilizes policy governance to conduct its work. Within this the policy governance design, the Board establishes specific ENDS requirements. These ENDS defines which human needs are to be met, for whom, and at what cost. Written with from a long-term perspective, these mission-related statements embody the Board’s mission, vision, values, beliefs and the College’s organizational reason for being.

Furthermore, the Board engages in active formal monitoring and inspection of the College’s organizational performance. Formal monitoring activities are used by the Board to inform strategic direction, budget planning, identification of priorities for performance improvement, and for the evaluation of relative achievement of each stated ENDS goals.
Policy Statement:

In order to provide area residents with learning opportunities that will enrich individual lives and contribute to the vitality of the community, the Jackson College Board of Trustees hereby sets forth as its statement of purpose for Jackson College, which shall be reviewed at least annually, the achievement of the following ENDS. The Board shall adopt an annual schedule for performance review as noted below:

Defined Monitoring Elements: ENDS Components:

1. Balanced Scorecard Reporting: The Board shall establish requires the use of a balanced scorecard (BSC) at least annually. The BSC shall serve as a strategic planning and management tool used to align College activities to the mission, vision, values, beliefs and strategies of the College, improve internal and external communications, and monitor Jackson College’s performance against strategic goals and Board ENDS. The BSC shall be reviewed by the board monthly.

2. Financial Reporting: The Board shall require the College administration, President to present a fiscal quarterly review of the College’s financial position. The report shall summarize major sources and uses of revenue and expense lines, and include discussion regarding any budget variances greater than 2 percent. for tuition and fees, property taxes, state appropriations, and salaries. Other categories of revenue and expenditures with variances in excess of 5 percent should also be included. Additionally, The report must include a revenue and expense statement, balance sheet, a statement of changes in fund balance, and a statement of cash and investments. Finally, a financial audit of the College must be made by the Board on an annual basis.

3. Strategic Agenda Plan Reporting: The Board shall require the College President administration to present a fiscal quarterly review of the institution’s advancement toward goals specified in the College’s strategic agenda plan.

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

5.4.  
**Accreditation** (presented in January): Jackson College validates the quality of its work, in part through third-party assessments of operations, performance, and outcomes at both institutional, as well as at programmatic and departmental levels within the institution. Key measures include: accreditation status, special filings, and program plans and goals.

**Instruction** (presented in February): Jackson College is an educational enterprise devoted to the delivery of high-quality education, achieved in part through the work of high-caliber instructional staff, market-driven instructional technologies, superior instructional spaces, and related support structures. Key measures include: new course development, ACS comparisons, instructional and other resources, and program currency.

**First Team Leadership Monitoring** (presented in March/February): This key performance area includes the College’s performance and planning related to senior leadership development and governance, which have the aim of demonstrating accountable, ethical decision making that fulfills the College’s mission, vision, values and beliefs, as well as the College’s Strategic Agenda and advancement of HLC Action Projects and its societal responsibilities to support its key communities. Key measures may include:  
- audit reports, accreditation results;  
- Service to the communities served;  
- Fair and equal access to resources and programs and facilities;  
- and Appropriate use of organizational resources;  
- funds. Priorities for strategic consideration and planning include: public policy advocacy;  
- Regulatory and compliance;  
- trends, and Consideration and response to strategic challenges and advantages;  
- Communication strategy; and  
- Other considerations include: establishing vision, mission, or strategy, and Change leadership and innovation, coaching, employee evaluation, communication, stewardship, and planning.

**Student Success MonitoringCompletion** (presented in April/June): Jackson College has a solid and institutionally aligned approach that increases the number of students who complete degrees, certificates, credentials of value in the workplace, obtain employment, and/or transfer to a baccalaureate-granting institution, in an effort to contribute to an educated United States citizenry and a globally competitive workforce. The College is focused upon
student completion goal development, as well as providing multiple supports in pursuit of student success. **Disaggregated Key measures include:**

- Annual report of degrees, certificates and other awards;
- Annual report of job placement;
- Annual report of student transfer;
- **Graduation Completion** rates for underrepresented minority students;
- Semester to Semester Retention rates;
- Fall to Fall Retention rates
- First Year Retention rates;
- Number of Credit hours earned in the first term;
- Number of credit hours earned in the first year;
- Completion of gateway math and English courses in the first year;
- Number of credit hours earned in the POS/Pathway in the first year’
- Zero Credit Hours earned data;
- Licensure and certification pass rates;
- Employer follow-up survey data; and
- CCSE data;
- assessment of common barriers, proven and promising practices, linkages among the systems that touch the lives of the students, clear accountability for retention, student persistence, student success and completion, credit and/or competency completion, attainment of credentials, transfer rates, placement rates, and change in institutional culture;

**Process** (presented in May): This key performance area examines the College’s principle systems and processes and considers their related results, which are intended to demonstrate effectiveness, efficiency and continuous improvement. Measures of process effectiveness and efficiency may include work system/process design and documentation; work system cycle time; improved productivity; and employee engagement in the process utilization. Environmental factors that significantly affect strategic planning include regulatory changes, increased expectations for accountability, reduced funding and industry trends driving the need for innovation.

**Planning and Innovation Monitoring** (presented in March): This ENDS institutional performance area seeks to understand the College’s ability to identify and foster innovative solutions to an increasing complex higher education ecosystem, as well as with associated challenges, particularly so with respect to student success. This monitoring report examines the role for innovation and organizational change in in delivering organizational outcomes across the social, economic and environmental domains of the College’s service area. It describes the value of regional innovation strategies in assessing regional needs, higher education challenges and emerging opportunities. Awareness of innovation systems and innovative practices provides for development, as well as the opportunity to re-frame issues and
opportunities beyond current drivers, paradigms and planning horizons. Key ENDS measures include:

- New Business Model development progress;
- Advancement of the Strategic Agenda Goals;
- CQIN Annual Initiatives;
- College innovation fund deliverables;
- Instructional Innovation/Sandbox initiatives;
- Resources allocated to innovation; and
- Employee culture data;

Resource Stewardship MonitoringFinance (presented in JuneDecember):
This ENDSkey performance area considers the College’s primary budgetary, financial, and market results, which have the aim of demonstrating the College’s financial sustainability and market achievements, as well as the alignment and optimization of college assets. Additionally, this ENDS focuses upon the College’s stewardship in related areas including facilities, information, infrastructure, sustainability and ROI on College initiatives. Key measures may include:

- market share rates, revenue trends, and budget trends; achievement;
- Projections and planning should consider legislative appropriation expectations;
- regulatory changes and market shifts. Core HLC ratios;
- Other financial ratios (i.e., essential to this report include: primary reserve ratio, viability ratio, return on net assets ratio, net operating revenues ratio, as well as the total composite financial indicator score);
- Deferred maintenance value;
- Jackson College Foundation Corpus value;
- Jackson College Foundation Investment Return rate;
- Annual initiative ROI;
- Payroll & Benefit Costs, and per student FTE;
- Plan operation & maintenance per student FTE;
- Technology expense per student FTE;
- Grants Awarded; and
- Facility set-aside balance.

Quality/Excellence Monitoring (presented in April): Jackson College adheres to a model of continuous improvement and quality. The practice of integrating the power of accurate, reliable, valid and meaningful data into the planning, evaluation and budgeting processes and all other areas of the College is vital. Furthermore, the quality of such work must be verified. To that end, the following Key ENDS measures include:

- Accreditation Standing (i.e., Regional and Programmatic;
• HLC Action Project Progression;
• Compliance Report outcomes;
• Assurance Audit Reports;
• Application of promising evidence-based practices from the field, contextualized by the unique challenges and strengths of individual colleges;
• Evidence of practice reform (e.g., BMI, etc.);
• Normative data comparisons (e.g., Aspen, ATD, etc.);
• Use of institutional data in planning and decision-making; and
• Other institutional recognitions;

Community and Economic Development (presented in August):

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 to civic engagement of the citizenry. Furthermore, 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 vibrancy of the region. The following Key ENDS metrics are employed:
• Economic impact of the college in the region (EMSI data);
• MNJTP dollars provided in job training for the region;
• Workforce training initiatives of the college;
• Continuing education programs in the region;
• Participation levels in community events;
• Participation levels in College Theater events;
• Total number of graduates/completer students added to the region annually
• The number of students enrolled in the College’s prison education program;
• The number of students who discontinue their studies at Jackson College annually;
• Average student employment compensation after leaving Jackson College;
• Total of capital construction in the region annually; and
• Total College expenditures in the region;

Talent Development & Employee Impact Monitoring Workforce
(presented in July): This key ENDS performance area principally considers Jackson College’s human resource actions/results, which have the aim of demonstrating how well the College has been creating and maintaining a
productive, caring, loyal, engaging learning environment for all members of the College’s workforce. Key workforce measures may include:

- Employee Satisfaction rates;
- Employee Turnover rates;
- Employee performance recognition (disaggregated) rates;
- Employee culture & engagement survey data;
- Employee participation in Health Assessment program;
- Employee participation in professional development activities;
- Employee participation in community and college service;
- Employee group compensation comparison data (i.e., Group II); and
- Employee group benefit comparison data (i.e., Group II).

International (presented in August): Jackson College incorporates the rich dimensions of the cultural, lingual, and historical foundations of international people into its curriculum, employment, and operational practices in an effort to promote global understanding, communication, competency, and relations. Key measures include: student enrollment, course success, retention, completion or transfer, and demographics.

Student/Customer (presented in September): This key performance area examines Jackson College’s student and stakeholder performance results, which have the aim of demonstrating how well the College is satisfying students and stakeholders and engaging them in a sustaining relationship, as appropriate. Performance monitoring measures should include satisfaction, dissatisfaction, engagement, loyalty, and level of achievement of student and customer expectations.

Customer Service Monitoring (presented in September): This key performance area examines Jackson College’s student and other stakeholder performance results, which have the aim of demonstrating how well the College is satisfying students and stakeholders needs and expectations in our efforts to engaging them in a positive, sustaining, customer-service relationship, as appropriate. Key ENDS performance monitoring measures include:

- Student survey data;
- Alumni survey data;
- Community survey data;
- Community Advisory Group qualitative data;
- Student retention rates per term;
- Student/Navigator interaction/support data;
• Social media data;
• Incoming student ability data (disaggregated); and
• Customer service training/PD activity.

**Student Access Monitoring** (presented in June): Jackson College is an educational enterprise that promotes and ensures an accessible, welcoming and collaborative environment for persons wishing to engage in learning and educational support. Furthermore, the College must fully engage in partnership with area employers, universities, high schools, the Jackson College and Career Access Center (JCCAC), the MLK Center, and other community organizations to encourage access to the College’s programs and services. In doing so, the College must ensure that its programs are both affordable and accessible through a variety of locations and technologies.

Key measures include:
• Enrollment data;
• Financial aid utilization data;
• Scholarship utilization data (i.e., JC Foundation & Other);
• Online programming as a percentage of total programming;
• Off-site programming data;
• BCH data;
• Minority participation data;
• Group II tuition and fee comparison data;
• Continuous tuition and fee comparative data;
• Low income student data; and
• High school (dual) enrollment data;

**Diversity, Equity, Inclusion & Global Monitoring** (presented in October): Jackson College is a diverse institution of higher education that embraces the unique gifts of employees, students, and the broader community with respect and appreciation, valuing individual differences in a safe, positive, and nurturing educational environment. Key measures include:

• The New Assessment Tool results,
• Student and Staff diversity (i.e., race, ethnicity, age and gender) data;
• International student data;
• Student participation levels, diversity center engagement, assessment of student learning (reflective of the College’s diverse student population), grade point average (GPA), retention and persistence, degrees and certificates awarded, engagement in Men of Merit and Sisters of Strength, and employment of persons of color in stratified positions of the College;

**Student Learning Monitoring** (presented in November/January): This ENDS key performance area focuses on the drivers and outcomes of instructional process, and may include measures of new programmed service
development, graduation rates, degrees conferred, GPA trends, and associate degree outcomes (ADOs) success rates. It should discuss what our students should learn and why, as well as what existing evidence the College possesses regarding student learning and achievement, and what the College has concluded from the evidence. Consideration is given to best and promising instructional practices and trends in learning and instruction.

Special consideration should be given to academic progression. Additionally, the instructional process at Jackson College has an impact upon student learning. To that end, instruction must be devoted to the delivery of high quality education, achieved in part through the work of high-caliber instructional staff, market-driven instructional technologies, superior instructional spaces, and related support structures. Key measures include:

- New course development;
- ACS comparative data;
- Program currency;
- Faculty qualifications summary;
- Classroom observation summary;
- Student evaluation summary;
- Active & Collaborative Learning data;
- Student effort data;
- Academic Challenge data;
- Student/faculty interaction data;
- Support for student learning data;
- Student Success Center activity data;
- ACS Instructional support data;
- Grading summary; and
- Student self-assessment.

Safety & Security Monitoring (presented in DecemberNovember): Jackson College, through all of its instructional delivery modalities, service and operational components, and its environs, provides clean, safe, secure, and comfortable settings, that also provide for civility and freedom of expression for its students, residents, employees, and guests. Key measures include: Clery statistics/trends, annual calendars of drills and tabletops, employee and student safety perception, compliance for workplace and workforce safety, ADA reporting, and assessment of continuity of operations efforts to ensure the availability of data and information.

- Annual Clery Statistics & Trends Report;
- Local security incident data;
- College safety review;
- Construction initiatives related to safety and security;
- Lux et Veritas/civility initiatives;
- Financial support;
- Safety training initiatives;
- Employee perception survey data;
• Staffing; and
• Safety and security communications.

6. ENDS Monitoring Reporting Required Format:

a. Cover Page: Use the provided cover page template (attached) for the monitoring reports. On the template, provide the following additional items: (a) title of the report; (b) name of the preparer(s); (c) the person(s) for whom the report is prepared (i.e., president and board of trustees); and (d) the date of the report.

b. Report Sections: The following elements are to be included in the report. Please do not add additional sections, and please adhere to the page lengths as specified below:

Executive Summary (one page or more): This section should fully utilize the page to depict the high points, achievements, concerns, and related issues in the report. In preparing this section, consider what the reader should take away, should they be unable to read the entire report.

Institutional Context (half a page or more): This section is reserved to provide a sense-making perspective of the report topic relative to the institution’s mission, strategic plan, and board ENDS within the context of higher education. Further, it should address how our work in this area is used to develop and shape our programs and practices, as well as evaluate their effectiveness.

External Context (half a page or more): This section should provide an assessment of the threats and opportunities facing the College. It should focus on the higher education industry, but also the larger environment in which the College operates. The proper analysis should also include an analysis of options.

Institutional Performance Reporting and Assessment (two pages or more): Jackson College’s institutional effectiveness is determined only through a demonstration of how well we succeeded in accomplishing our mission and meeting its overall objectives. This section represents the bulk of the report and should provide clear insight into the success/shortcomings of the College’s plans and effort, for the monitored issue for the previous year. The College’s experience and data should be evaluated against a set of criteria established in our balanced scorecards, the institutional strategic plan, and the previous year’s monitoring report. The intended purpose of this section is to assist the College in the allocation and alignment of employee efforts.
around what the College needs in order to drive institutional success. Use only minimal graphics and charts in this section, rather referring the reader to the appendix.

**Institutional Performance Improvement Planning** (one page or more): The institutional performance improvement plan section is designed to help clearly define action(s) both undertaken and planned over the next year, to help employees improve institutional performance, especially as it relates to this area of investigation and reporting. The performance improvement plan should identify operational and issues that need to be corrected. It should include specific action(s), goal(s) and timelines for corrective action. The content of this section will provide essential content to be integrated into the College’s strategic plan.

**Conclusion** (one page or more): This section assists the reader in understanding why the analysis and information contained herein, should matter to the organization and its improvement. In writing this section, answer the questions “I’ve read the report ... so what?” and “Why should anyone care?” The final sentence or two should return to the original theme of the report.

**Appendix** (two pages or more): This section is reserved to provide a deeper insight into the report through the use of supplemental items (e.g., charts, graphs, article excerpts). In using graphs, they should be presented as ten-year trends. In some cases, expanded text around particularly complex matters, legal matters, or other key issues relevant to the report topic, is appropriate for this section.
References:


Policy Summary: Board Members’ Code of Conduct

The Jackson College Board of Trustees establishes this code of conduct policy to promote ethical, businesslike and lawful conduct, including appropriate use of authority and decorum while serving as an elected member of the Board of Trustees. This code of conduct applies to relationships and interactions among and between Trustees, as well as between Trustees and the owners, students, parents, and the College President.

Policy Statement: Board Members’ Code of Conduct

The Board of Trustees commits itself and its members to ethical and professional conduct. This commitment includes proper use of authority and appropriate decorum when acting as board members.

Accordingly, the board is responsible for the following:

1. Board members must maintain un-conflicted loyalty to the interests of the citizens (owners) of the College service area. This accountability supersedes any conflicting loyalty that a board member might have as an advocate or supporter of specific interest groups, or a member of another boards, or as an employee of another organization. This accountability supersedes the personal interest of any board member acting as an individual consumer of College services.

2. Board members must avoid any conflict of interest with respect to their fiduciary responsibility.
   a. There must be no self-dealing or any conduct of private business or personal services between any board member and the College except as procedurally controlled to assure openness, competitive opportunity
and equal access to confidential information;

b. Board members must not use their positions to obtain employment by the College, or for the furnishing of services or goods to the College for themselves, their family members, friends or associates;

c. When the board is to decide upon an issue, about which a member has an unavoidable conflict of interest, that member shall absent herself or himself without comment from not only the vote, but also from the deliberation; and

d. Board members will disclose at the regular, monthly meeting, their involvement with other organizations, with vendors, or with any other associations which might produce a conflict, their specific involvement with other Trustees, friends, family, staff, students, businesses, vendors, other organizations, and those representing special interests and any other associations that could be viewed as a conflict of interest, any new conflict of interest.

e. Should a board member be considered for employment, she/he must resign from the Board.

3. Board members may not attempt to exercise individual authority over the organization except as explicitly set forth in board policies:

a. Board members' interaction with the president, or with staff, must recognize the absence of authority by any individual board member or group of board members, except as noted above;

b. Board members' interaction with the public, press, or other entities must recognize the absence of authority by the board or board members to speak on behalf of the board of trustees, as this is the responsibility and role of the board chair; and

c. Board members will make no judgments of the president's or staff's performance except as that performance is assessed by explicit board policies.

4. Board members shall consider community college publications, as well as participate in educational activities and professional development, including state, regional and national meetings, to enhance their ability to serve effectively as members of the College's governing board.

5. Board members will not permit themselves to be used to circumvent established lines of authority or interfere in the normal procedures for the processing of complaints or grievances within the College.

6. Board members will not violate confidentiality including discussions, which occur at legally held, closed meetings of the board. Additionally, board
members will respect confidentiality as appropriate to issues of a sensitive nature.

7. Board members will not present an item for action or discussion at a board meeting that is not on the agenda.

8. Any violation of the above standards by any trustee shall be deemed to be unauthorized or not condoned by the board and may be subject to verbal and/or written sanctions by the Board.

9. **Board Members shall hold themselves and other Board Members accountable for complying with this Code of Conduct.**
TO: Jackson College Board of Trustees  
FROM: Dr. Daniel J. Phelan, President

<table>
<thead>
<tr>
<th>Subject to be Discussed and Policy Reference:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 Consideration of Resolution for Application for Special Liquor License</td>
</tr>
<tr>
<td><strong>(BOARD POLICY: EXECUTIVE LIMITATIONS: Communication and Counsel to the Board)</strong></td>
</tr>
</tbody>
</table>

Enclosed for your action consideration is a resolution authorizing application for a special liquor license as required by the State of Michigan, for an event to be held on the College’s Central Campus. This particular application is for the Sportsman’s Banquet event, a fundraising gathering which is held in the Cuiss Field House, which is not covered by the College’s current license.

<table>
<thead>
<tr>
<th>Resource Impact:</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requested Board Action:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consideration of Resolution for application for special liquor license.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Taken:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MOTION BY TRUSTEE MATHEIN</strong> &quot;To approve the Resolution for Application for Special Liquor License. <strong>MOTION PASSED UNANIMOUSLY.</strong>&quot;</td>
</tr>
</tbody>
</table>
Certified Resolution of the Membership or Board of Directors Authorizing the Application for Special License

(Required under Administrative Rule R 436.576 - Not Required for Candidate Committee)

At a ☒ Regular ☐ Special meeting of the ☐ Membership ☐ Board of Directors
called to order by ________________ on _____________ at _______ pm

the following resolution was offered:

Moved by ________________ and supported by ________________
that the application from ________________ for a Special License to serve alcohol on _____________
to be located at ________________

It is the consensus of this body that the application be ________________ for issuance.

Approval Vote Tally
Yeas: ____________
Nays: ____________
Absent: ____________

Certification by Authorized Officer of Organization:

I hereby certify that the foregoing is true and is a complete copy of the resolution offered and adopted by the

☐ Membership ☒ Board of Directors at a ☒ Regular ☐ Special meeting held on _____________

__________________________
Print Name & Title of Authorized Officer

__________________________
Signature of Authorized Officer

__________________________
Date

Michigan Department of Licensing and Regulatory Affairs
Liquor Control Commission (MLCC)
Constitution Hall - 525 W. Allegan, Lansing, MI 48933
Mailing Address: P.O. Box 30005, Lansing, MI 48909
Toll-Free: 866-913-0011 - www.michigan.gov/lcc

Business ID:
Request ID: ____________________________
(For MLCC Use Only)
TO: JC Board of Trustees
FROM: Dr. Daniel J. Phelan, President

Subject to be Discussed and Policy Reference:

7.1 JPEC Update

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

Executive Summary:

Shane Malmquist, JPEC President will be on hand to provide an overview of the enclosed bi-monthly monitoring report as well as address any questions you have.

Resource Impact:

None

Requested Board Action:

None

Action Taken:

None
Authorizer Bi-Monthly Monitoring Report

Prepared by: Shane Malmquist

Prepared for: Jackson College

Date: December 11, 2017
I. Executive Summary

Please find in this report an overview of Jackson Preparator & Early College’s enrollment, academic, and financial data. Our enrollment has grown from 173 in 2014 to 390 to date! We are very excited to see this level of growth and believe that this is evidence of the message that is being shared about the opportunity at JPEC. We are keeping a very close eye on a few specific enrollment areas. Our college preparatory, specifically 6th grade enrollment, has remained steady around 45. We would like to see this enrollment grow as our students who have been with the district for three years are showing strong academic outcomes. We are also watching older male early college students and our dual enrolled African American population. We are seeing attrition within these two groups.

Our academic outcomes are representative of both the vision of JPEC and the success that our Falcons are achieving. We are seeing great gains in students’ performance in their first year at JPEC, and students who remain in district for three years are demonstrating significant advancement at an accelerated rate. We are noticing a lull in progress for students during their second year, especially in students within our college preparatory. We are also seeing great post-secondary success from our early college students as evidence of early college readiness. Students’ mean GPA is 2.90 and median is 3.50. Both scores are among the top performing Michigan Early Middle College Association schools. There is a clear gap for us to note and address, however, with approximately 20% of our dual enrolled students not completing courses. We have designed an accountability progression of post-secondary achievement as a sliding scale, and are working directly with JC staff to increase early alert communication.

Our team has also taken great strides to become stronger financially eliminating debt and building fund balance above 10%. We continue to work closely with the college and appreciate the support that is provided.
II. Institutional Context

Since JPEC’s inception, our goals have focused on how to become a sustainable organization. We have focused our energies on becoming financially stable, building our foundation allowance to the state’s desired percentage, and working to become debt free. We have also focused on building our enrollment and capacity to meet our charter expectation of being an institution that offers academic programming for grades 6 through 13. Our work has focused on fulfilling the original vision of creating a space for students to move and progress through academics and skills at their own pace without being deterred.

As you will see in our metrics, we have been able to achieve these early goals. With this early data, we are now able to begin dialing in on areas for continued improvement. By gathering our enrollment data, we are able to see a clear picture of where our largest student interest with joining the academy, and where our marketing efforts need to be focused. Our academic data provides us the opportunity to take a closer look at where our gaps within our students’ performance lies. While we are able to see early success, we are also able to see where increased intervention and academic support need to be provided. And with the financial information we are able to see evidence of our gains as an institution and progress we have made to become more stable and sustaining. However, this information also allows us to take a closer look at what the future may hold, and the projected funds that will be necessary as the institution grows and develops. These metrics provide our team operational and academic data to build our district Improvement planning and strategic plans.

III. External Context

Within the past year the academy has made strong gains in messaging and pushing innovation. We have helped, and been a part of, bringing a closer eye on education in Jackson. We have also helped to push educational change in the county. There has been an increased interest on competency-based education as well as Early College opportunities across the state and here locally. This new interest is an opportunity for us to help drive and remain at the
forefront of these education reforms, but also poses a challenge for us. The new Early College county-wide effort does pose a potential enrollment threat, but is also an opportunity for JPEC to stand out as a distinct and innovative institution.

Our growth and space constraints also pose challenges for us. Our enrollment growth creates challenges in terms of school culture development and programmatic challenges based on space an instructional capacity. However, this also provides us an opportunity to think creatively with our messaging and build a desire within the local community to join our movement. The management of enrollment numbers also informs our financing and strategic planning. Our growth as an institution provides us the opportunity to plan for a new building.

Our work with state representatives on developing policy language in order to adjust school funding to better align with the unique and Innovative designs of JPEC will need to continue as well. With Don Cooper’s exit at National Charter School Institute, we are working to keep forward progress with these conversations. With the state’s emphasis on Competency Based learning and college readiness through the top 10 and 10 plan and ESSA, we have a unique opportunity to be at the forefront of these conversations and educational reform. With new dashboard indicators coming out from the state of Michigan, there is a new focus on providing parents more transparency and perspective on school outcomes. Many of these outcomes are focused on college readiness and the potential of, or for, post-secondary success. We have an opportunity to leverage this change as a way to better message how our innovative design is leading to Stronger Student Success.
IV. Institutional Performance Reporting

Please see JPEC’s academic, operational, financial, and culture metrics below.

Metrics

Traditional Enrollment Data (demographically disaggregated)

Number of Students by Year

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>237</td>
<td>284</td>
<td>381</td>
<td>400</td>
</tr>
<tr>
<td>Free and Reduced Lunch</td>
<td>N/A</td>
<td>34%</td>
<td>37%</td>
<td>28%</td>
</tr>
</tbody>
</table>

We have seen steady enrollment growth since 2014 which can be attributed to the newness of JPEC within the community, and the early success that we have had. However, we are aware that this level of enrollment growth is not sustainable both in terms of student population and availability within the surrounding counties, and in terms of programmatic and operational capacity. We are also paying close attention to our enrollments between schools. This past year, we facilitated our first lottery and had our first wait lists in the early college. Conversely, while we had early enrollment gains in our college prep during our open enrollment window, sustained enrollment did not occur during the summer months resulting in a lower overall enrollment number for our college preparatory than projected. The primary impact was in our 6th grade enrollment; we began the year with 12 students lower than we had projected. Our ability to sustain college preparatory enrollment is a current focus.

We continue to face challenges in collecting all Title I forms from our families. Title I forms help determine student eligibility for free and reduced lunch, as well as supports the Academy in accessing state and federal grant dollars. We have implemented three tiers in connecting with our families to ensure that these forms are completed and returned, but have seen a decline in overall submission this year. Approximately 65% of our parent population have submitted the Title I form to date. An aspect of our operational planning is to identify and implement parent sessions to support our families in completing and submitting these documents.

2017-18 Demographic Disaggregate

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>African American</th>
<th>Indian</th>
<th>Hawaiian</th>
<th>White</th>
<th>Hispanic</th>
<th>Asian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicity</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
<td>77%</td>
<td>6%</td>
<td>3%</td>
</tr>
<tr>
<td>Gender by Grade</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>----------------</td>
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<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Male</td>
<td>50%</td>
<td>39%</td>
<td>55%</td>
<td>48%</td>
<td>50%</td>
<td>53%</td>
</tr>
<tr>
<td>Female</td>
<td>50%</td>
<td>61%</td>
<td>45%</td>
<td>52%</td>
<td>50%</td>
<td>47%</td>
</tr>
</tbody>
</table>

We are pleased with the Academy’s overall demographics, and a strong representation of minority students. We are also very please with the near 50% split between male and female students by grade. We believe this is a great representation of the Academy fulfilling the vision of being an institution for all students.

We are watching two subsets of data closer: 1.) our older early college male students; 2.) our early college African American population. These are two areas that we are beginning to see a decline in retention.

Composite Resident District

<table>
<thead>
<tr>
<th>Resident District</th>
<th>Percentage of Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jackson Public</td>
<td></td>
</tr>
<tr>
<td>Columbia</td>
<td></td>
</tr>
<tr>
<td>Vandercook Lake</td>
<td>75% of Academy Enrollment</td>
</tr>
<tr>
<td>Hanover Horton</td>
<td></td>
</tr>
<tr>
<td>Napoleon</td>
<td></td>
</tr>
<tr>
<td>Western</td>
<td>15% of Academy Enrollment</td>
</tr>
<tr>
<td>Northwest</td>
<td></td>
</tr>
<tr>
<td>Grass Lake</td>
<td></td>
</tr>
<tr>
<td>East Jackson</td>
<td></td>
</tr>
<tr>
<td>North Adams</td>
<td></td>
</tr>
<tr>
<td>Michigan Center</td>
<td></td>
</tr>
<tr>
<td>Hillsdale</td>
<td>10% of Academy Enrollment</td>
</tr>
<tr>
<td>Albion</td>
<td></td>
</tr>
<tr>
<td>Springport</td>
<td></td>
</tr>
<tr>
<td>Concord</td>
<td></td>
</tr>
<tr>
<td>Leslie</td>
<td></td>
</tr>
<tr>
<td>Adrian</td>
<td></td>
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<tr>
<td>Stockbridge</td>
<td></td>
</tr>
<tr>
<td>Addison</td>
<td></td>
</tr>
</tbody>
</table>
Projected Enrollment for Upcoming Semester and New Academic Year

<table>
<thead>
<tr>
<th>WI 2018</th>
<th>FA 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projections</td>
<td></td>
</tr>
<tr>
<td>- 4 winter grads</td>
<td></td>
</tr>
<tr>
<td>+ 5 new enrollees</td>
<td></td>
</tr>
<tr>
<td>390-395</td>
<td></td>
</tr>
</tbody>
</table>

Number of Students lost from Prior Semester and Academic Year

<table>
<thead>
<tr>
<th>6/30/17 - 12/4/17</th>
<th>10/5/16 - 6/29/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students lost</td>
<td>Total 57</td>
</tr>
<tr>
<td></td>
<td>- 7 (Total 64)</td>
</tr>
</tbody>
</table>

The Academy’s retention vs. attrition and enrollment gains have been a very large variable. While our enrollment gains have been the largest in the area, and likely in the state, at roughly 35%-40% each year, we are also seeing large numbers of attrition. Through exit surveys and interview opportunities, the top reasons provided for leaving the district are:

- Family is moving and/or coordinating transportation is too difficult
- Athletic opportunities
- Discipline and/or completion concerns
- Perception that student is not prepared to be a self-directed learner

We have made tremendous gains with the Academy’s student life and athletic opportunities. We have also made gains with the way in which we are communicating our support structures in fostering student autonomy and self-agency. We also recognize the challenges our families face by not having transportation options. We have incorporated our Parent Advisory Board and created a path for carpooling options, but this only addresses the larger challenge in a minor way. Building our operational capacity to provide transportation options for our families is a part of strategic development.
Academic Success

College Preparatory

Course Completion Rates
In reviewing our college preparatory course completion rates at 3.0 (proficiency) or greater, we found that our highest rates of completion exist within our humanities courses: English and social studies.

- 79% of students in grades 6th – 8th grade completed English courses at 3.0 or higher
- 91% of students in grades 6th – 8th grade completed social studies courses at 3.0 or higher

Our STEM areas in science and mathematics, in similarity to other districts across the state, are posing challenges for our college prep students.

- 77% of students in grades 6th – 8th grade completed science courses at 3.0 or higher
- 72% of students in grades 6th – 8th grade completed mathematic courses at 3.0 or higher

Our course completion data correlates with our M-Step results, but also shows that the additional instructional time from May through July is incredibly beneficial to our students. JPEC students who have been with the Academy for three years are showing the largest gains, as expected.

JPEC Dual Enrollment Data (demographically disaggregated)

Dual Grade Distribution
- Mean score – 2.90
- Median score – 3.50

Grades by Dual Institution
- Average – 3.80
  - Significant difference between total dual enrollments and credits of other dual enrolled institutions and JPEC

Completers (Certificates and Associate Degrees)
- 12 Diplomas
- 4 Career Center Technical Certificates
- 1 Special Education Graduate
- 5 Degrees
- 4 High-Honors Awards
Enrollment

Dual Headcount

<table>
<thead>
<tr>
<th>Dual Enrollment</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Winter</td>
<td>Spring</td>
</tr>
<tr>
<td>Dual Enrollment</td>
<td>273</td>
<td>609</td>
<td>600</td>
</tr>
<tr>
<td>Attempted credits</td>
<td>257</td>
<td>492</td>
<td>413</td>
</tr>
<tr>
<td>Completed credits</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Financial

Effective student count (i.e., the basis for enrollment-related income).
- Fall 2017 (FTE) – 392.79: 90%
- Spring 2017 (FTE) – 369.71: 10%
  - Blended Count (390.48)

Unrestricted days cash on hand
- 35.33

Total Liabilities
- $352,928

Liabilities owed Jackson College’
- $315,450
  - Fall Dual Enrollment | $239,753
  - Lease | $75,000
  - Postage/Paper | $697

Current Ratio (current assets/current liabilities)
- 2.93

Revenue per FTE enrollment
- $3,542

Expense per FTE enrollment
- $3,058
V. Annual Goals

The academy annually sets a district Improvement plan with a strategic focus on specific goals and objectives. For 2017-18 we have focused our energies on a Multi-Tiered Support System (MTSS). This focuses on creating school improvement planning for both early college and college prep, creating administrative policies and systems to better support our growth as an institution, and to focus on our academic data collection now that we are in our fourth year.

- Operations/Systems
  - Adopt Board policies in alignment with policy governance
    - Completed by July 2018
  - Update legal Board policies as required by Federal and State law
    - Fall 2017 updates to be completed by December 2017
    - Spring 2018 update to be completed by May 2018
    - Create consistent cycle of legal policy updates
      - Internal team communication of policy updates
  - Identify and implement administrative policies
    - Identify current and lacking admin policies by December 2017
    - Collaboratively outline new admin policies by May of 2018
      - Design annual internal review process for admin policies by July 2018

- Academics
  - Implement Student Learning Outcomes as part of school improvement plans and teacher evaluations
    - Provide training and guidance on tiered grouping and SLO development September through December 2017
    - Collect initial assessment data by December 2017
    - School and teacher development of mid-year progress goals by January 2018
    - Evaluation of progress by May 2018
    - Annual review by July 2018
    - Development of School and District Improvement plans – Academic Goals in August 2018
VI. Conclusion

I believe these early data point to the realization of the vision that was set forth in the design and creation of JPEC. We are seeing success in our student outcomes and in our ability as an institution to develop and sustain our operations. I also believe that our data point to specific areas of focus. We will need to pay particular attention to our enrollment in college prep and in our retention efforts with our older male and African American students in the early college.

With our continued enrollment growth, it is time to focus on differentiating between capacity of growth in terms of space and program efficacy. We have become financially stable and are able to take steps in acquiring a new facility for our college preparatory students. However, with the new early college county initiative, I am given pause as to the implications and impact on our continued growth and financial feasibility. Our current success is only temporary if we do not continue to focus our efforts on improvement and accountability to the goals we have set out to accomplish. There consistently remains space for improvement; we can always be, and do, more.
VII. Appendix
## Dual Grade Distribution Percentages Compared

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>5.00%</th>
<th>4.00%</th>
<th>3.50%</th>
<th>3.00%</th>
<th>2.50%</th>
<th>2.00%</th>
<th>1.50%</th>
<th>1.00%</th>
<th>0.50%</th>
<th>0.00%</th>
<th>0.50%</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>MANCHESTER HIGH.</td>
<td>50.00%</td>
<td>50.00%</td>
<td>50.00%</td>
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<tr>
<td>STOCKRIDGE HIGH.</td>
<td></td>
<td></td>
<td></td>
<td>66.67%</td>
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<tr>
<td>CONCORD HIGH SCH.</td>
<td>33.33%</td>
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<tr>
<td>SPRINGPORT HIGH S.</td>
<td>14.29%</td>
<td>14.29%</td>
<td>14.29%</td>
<td>14.29%</td>
<td>14.29%</td>
<td>14.29%</td>
<td>14.29%</td>
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<tr>
<td>JACKSON CHRISTIA.</td>
<td></td>
<td>16.67%</td>
<td></td>
<td>33.33%</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>EAST JACKSON HIGH.</td>
<td></td>
<td>14.29%</td>
<td>7.14%</td>
<td>21.43%</td>
<td>35.71%</td>
<td>21.43%</td>
<td></td>
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<tr>
<td>IUMEN CHRISTI HIG.</td>
<td>13.33%</td>
<td>13.33%</td>
<td>6.67%</td>
<td>6.67%</td>
<td>20.00%</td>
<td>20.00%</td>
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</tr>
<tr>
<td>VANDECOOK LANE.</td>
<td>12.50%</td>
<td>6.25%</td>
<td>6.25%</td>
<td>26.00%</td>
<td></td>
<td>50.00%</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COLUMBIA CENTRAL.</td>
<td>11.11%</td>
<td>5.56%</td>
<td>11.11%</td>
<td>11.11%</td>
<td>5.56%</td>
<td>22.22%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>33.33%</td>
</tr>
<tr>
<td>MICHIGAN CENTER.</td>
<td>5.00%</td>
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% of Total Number of Records for each Institution Name. Color shows details about Enrolled Course Grade. The marks are labeled by % of Total Number of Records. The data is filtered on Enrollment Term, which keeps multiple members. The view is filtered on Enrolled Course Grade, which keeps 13 of 13 members. Percents are based on each row of the table.
Grades by Dual Institution FL 16 and WN 17

This bar graph shows the total number of courses completed by each appropriate institution for the 16/FL and 17/WN terms. All courses where grades of 2.0 or better are marked in Gray. All courses where grades of below 2.0: 0.0 (red), 0.5 (blue), 1.0 (green) and 1.5 (orange) are labeled in separate colors.
Scatter Plot Attempted vs Completed Credits

This scatter plot shows the distribution of JPEC students completion ratios. Red are all of the students who have received a GPA in at least one course below a 2.0. Gray represents students with 100% completion percentage.
<table>
<thead>
<tr>
<th>Subject to be Discussed and Policy Reference:</th>
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<tbody>
<tr>
<td>7.2 First Reading</td>
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<tr>
<td>7.2.1 Financial Condition</td>
</tr>
<tr>
<td>7.2.2 Asset Protection</td>
</tr>
<tr>
<td><em>(BOARD POLICY: MONITORING: Policy Governance)</em></td>
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</tbody>
</table>

Enclosed are policies presented for your initial, first reading consideration. Where possible, I have conducted a benchmarking review of peer institutions that utilize policy governance, and noted recommendations for change.

Proposed changes are indicated in **color**. The following URL’s may be helpful to you in referencing existing board policies.

- **Financial Condition**
- **Asset Protection**

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<th>Resource Impact:</th>
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<tr>
<th>Requested Board Action:</th>
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<tr>
<td>Consideration of advancing the policies to the second reading.</td>
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<tr>
<th>Action Taken:</th>
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<tbody>
<tr>
<td>Policies moved to second reading status.</td>
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</table>
Policy Summary: Financial Condition

With respect to the actual, ongoing condition of the College’s financial health, the president may not cause or allow fiscal jeopardy or a material deviation from the board-approved budget.

Accordingly, the president may not:

1. Expend more funds than have been received in the fiscal year without prior board approval.

2. Indebt the organization in an amount greater than can be repaid by otherwise unencumbered revenues within the current fiscal year or can be repaid from accounts previously established by the board for that purpose.

3. Expend funds from restricted or designated accounts, except for the purposes for which each account was established.

4. Fail to provide a quarterly report of the College's current financial condition to Trustees. Additionally, the president must provide a fiscal year-end report annually to the Board.

5. Make any purchase or commit the organization to any individual expenditure that deviates more than $50,000 from the approved budget, without board approval.

6. Make any purchase: (a) without prudent protection against conflict of interest; (b) of over $5,000 without having obtained at least three competitive bids, if available; (c) of over $10,000 without receipt of three sealed bids, if available, submitted on prepared specifications.
7. Make any purchase without compliance with, in order of priority, the following principles: (a) cost; (b) quality; (c) financial support provided to the College by bidders.

8. Accept gifts or grants which obligate the College to make future expenditures with funds other than those created by the gift or grant, without board approval, or that are not in the best interest of the College to accept.

9. Operate without establishing and maintaining an adequate internal control structure, as well as procedures for financial reporting.

10. Allow the College’s monthly cash position to be below that which is needed to satisfy obligations in that single month.

11. Fail to maintain adequate combined operating fund balance reserves sufficient to provide for an average of two (2) months’ operating expenses, but not to exceed an amount greater than three (3) months.

12. Allow tax payments or other government-ordered payments or filings to be overdue or not filed.

13. Allow the College’s financial condition to jeopardize long-range financial requirements.
Policy Summary: Asset Protection

The president may not allow assets to be unprotected, inadequately maintained or unnecessarily risked.

Accordingly, the president may not:

1. Fail to insure against theft and casualty losses in amounts consistent with replacement values or against liability losses to board members, staff or the College itself, in amounts consistent with limits of coverage obtained by comparable institutions.

2. Allow unbonded personnel access to material amounts of funds.

3. Permit plant and equipment to be subjected to improper wear and tear or inadequate maintenance.

4. Unnecessarily expose the College, the board, or College staff to claims of liability.

5. Receive, process or disburse funds under controls which are not sufficient to meet audit standards.

6. Invest funds in noninterest-bearing accounts or make investments not permitted by Michigan law. Further, no investments shall be made without demonstrating, in order of priority, the following principles: (a) security of the investment; (b) receiving favorable, consistent interest on the investment; (c) favorable consideration of local financial institutions where aforementioned items (a) and (b) are relatively equal.

7. Acquire, encumber or dispose of real property without Board approval.
8. Fail to protect property, information and files from loss or damage.

9. Propose a budget without demonstrating contemplation of a three-year pro forma projection.

10. Fail to address critical deferred maintenance of the College’s physical plant. Critical deferred maintenance is any deferred maintenance that, if not corrected in the current budget cycle, places its building occupants at risk of harm, or the facility at risk of not fulfilling its functions.

11. Fail to make a good faith effort or to initiate programs to acquaint minority, women and veteran vendors with purchasing policies and procedures so that they may receive equitable consideration.

12. Fail to protect the College's trademarks, copyrights, and intellectual property interests.
**Subject to be Discussed and Policy Reference:**

7.3 CEO and CFO Certification of Executive Limitations Compliance

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

**Executive Summary:**

As you know, the Board requires that both the College’s CEO and CFO comply with executive limitations as stated in the Board Policy manual. The required certifications is enclosed for your review.

**Resource Impact:**

None

**Requested Board Action:**

None

**Action Taken:**

None
CEO & CFO Certification

- I have reviewed the annual audit report;
- Based on my knowledge, the annual audit report does not contain any untrue statement of a material fact or omission of a material fact necessary in order to make the statements misleading;
- Based on my knowledge, the financial statements present in all material respects the financial condition, results of operations and cash flows;
- I have established and maintained internal controls, have designed such internal controls to ensure that material information relating to the college is made known to officers and others within the college, have evaluated the effectiveness of internal controls, and have presented in the report my conclusions about the effectiveness of my internal controls based on my evaluation;
- I have disclosed to the auditors and the Board all significant deficiencies in the design or operation of internal controls that could adversely affect the College’s ability to record, process, summarize and report financial data and have identified for the auditors any material weaknesses in internal controls;
- I have indicated in the report whether or not there were significant changes in internal controls or in other factors that could significantly affect internal controls, including any corrective actions.

12-8-2017

Signature

Date
CEO & CFO Certification

- I have reviewed the annual audit report;
- Based on my knowledge, the annual audit report does not contain any untrue statement of a material fact or omission of a material fact necessary in order to make the statements misleading;
- Based on my knowledge, the financial statements present in all material respects the financial condition, results of operations and cash flows;
- I have established and maintained internal controls, have designed such internal controls to ensure that material information relating to the college is made known to officers and others within the college, have evaluated the effectiveness of internal controls, and have presented in the report my conclusions about the effectiveness of my internal controls based on my evaluation;
- I have disclosed to the auditors and the Board all significant deficiencies in the design or operation of internal controls that could adversely affect the College’s ability to record, process, summarize and report financial data and have identified for the auditors any material weaknesses in internal controls;
- I have indicated in the report whether or not there were significant changes in internal controls or in other factors that could significantly affect internal controls, including any corrective actions.

Signature: [Signature]

Date: 12/18/2017
<table>
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<tr>
<th>Subject to be Discussed and Policy Reference:</th>
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<tr>
<td>7.4 President’s Report</td>
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<tr>
<td>7.4.1 Legislative</td>
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<td>7.4.2 College Items</td>
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<tr>
<td>7.4.2.1 Upcoming College Events</td>
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*(BOARD POLICY: EXECUTIVE LIMITATIONS: Communication and Counsel to the Board)*

I will provide an update of significant legislative matters as well as major college initiatives and a review of upcoming events.

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Board Participation Sign Up Sheet

Please review the following list of JC & Community Events where your participation is encouraged.

- **RN Pinning Ceremony**  
  Saturday, December 16, 2017  
  11am – 12:30pm  
  Potter Center’s Baughman Theatre

- **JC’s Annual MLK Celebration**  
  Saturday, January 13, 2018  
  5:30pm  
  Potter Center’s Snyder Dining Commons

- **Jackson Chamber’s MLK Diversity Breakfast**  
  Friday, January 12, 2018  
  7:30pm  
  Gene Davis & Son’s

- **Jackson Chamber’s Annual Meeting**  
  Thursday, January 25, 2018  
  5:30pm – 9pm  
  Potter Center’s Baughman Theatre

*Tickets are often required to these events so please RSVP to Sandra Phelan at 796-8473 at your earliest convenience.*