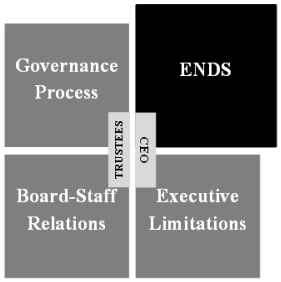
Policy Governance Domains



BOARD OF TRUSTEES POLICY

Policy Type: Ends

Policy Title: Board Ends

Policy Number: E-01

Date Adopted: 8/12/19

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Date Last Reviewed: 2/14/22

Office Responsible: President's

Reviewing Committee: Board of Trustees

Jackson College exists so that:

Residents of Jackson County and non-chartered Counties have learning opportunities that prepare them to be successful global citizens and contribute to community vitality at a cost that demonstrates wise and sustainable stewardship of resources.

INTERPRETATION:

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

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

Compliance will be demonstrated when:

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

EVIDENCE:

The above below shows a tuition comparison snapshot for the FY '22 academic year. Comparing Jackson College tuition with four-year public and private institutions within the State of Michigan. Ranking four-year institutions by most to least costly shows annual tuition cost savings for a student choosing to attend Jackson College. The table represents Jackson College tuition rates for both in-county and out-of-county residents.

Jackson College Tuition Comparison 2021-2022 Academic Year						
4-Year Institution Name	**4-Year Institution Tuition**	**Jackson College In-County Tuition**	**Total Tuition Savings**	**4-Year Institution Tuition**	**Jackson College Out-Of-County Tuition**	**Total Tuition Savings**
Albion College	$52,570	$5,040	$47,530	$52,570	$5,700	$46,870
Adrian College	$38,032	$5,040	$32,992	$38,032	$5,700	$32,332
Spring Arbor University	$30,440	$5,040	$25,400	$30,440	$5,700	$24,740
Hillsdale College	$28,730	$5,040	$23,690	$28,730	$5,700	$23,030
Siena Heights University	$27,500	$5,040	$22,460	$27,500	$5,700	$21,800
University of Michigan	$15,850	$5,040	$10,810	$15,850	$5,700	$10,150
Michigan State University	$14,750	$5,040	$9,710	$14,750	$5,700	$9,050
Eastern Michigan University	$13,950	$5,040	$8,910	$13,950	$5,700	$8,250
Ferris State University	$13,650	$5,040	$8,610	$13,650	$5,700	$7,950
Grand Valley State University	$13,560	$5,040	$8,520	$13,560	$5,700	$7,860
Central Michigan University	$13,334	$5,040	$8,294	$13,334	$5,700	$7,634
Baker College	$12,750	$5,040	$7,710	$12,750	$5,700	$7,050
Western Michigan University	$12,750	$5,040	$7,710	$12,750	$5,700	$7,050
Wayne State University	$12,375	$5,040	$7,335	$12,375	$5,700	$6,675

**Based on 2021-2022 tuition for equivalent of 30 semester credit hours annually: undergraduate student. Annual tuition only, does not include fees*

1. **An increasing number of students complete degrees and obtain industry recognized credentials of value in the workplace. (Eliminating an increasing number)**

INTERPRETATION:

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

a) The percentage of students who successfully complete degrees in a 2-year period; and
b) Three-, four-, five-, and six-year success ratings of students who complete degrees.

This is reasonable because it shows how quickly students are able to complete a credential from Jackson College, or transfer to a four-year university, as well as the percentage that are able to complete the program in the intended two years which helps them realize the benefit of lower cost of education in a community college.

EVIDENCE:

a) The chart below shows our past 4 cohorts of incoming students and their 2-year success rating. The College is observing a decline in the number of incoming students, but are showing a positive trend until 2019-2020 on the number of students who complete in a 2-year period. Source: https://www.mischooldata.org/success-rates-report/.

Sector Entry Year	Adjusted State Cohort	2- Year Success Rate
2016-17	1,934	**15.2%**
2017-18	1,884	**17.8%**
2018-19	1,540	**17.8%**
2019-20	1,853	**14.2%**

b)

Sector Entry Year	Adjusted 3 - Year State Cohort	3 – Year Success Data	Adjusted 4 – Year State Cohort	4 – Year Success Data
2016-17	1,901	**29.4%**	1735	**34.5%**
2017-18	1,662	**26.1%**	1710	**32.5%**
2018-19	1,635	**30.8%**	NA	NA

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

INTERPRETATION:

I have interpreted this to mean that graduates should have employment with a compensation level that is above 150% of the most recent Federal Poverty Guidelines for a family of four.

Achievement of this End will be demonstrated when:

All career related credentials submitted to the U.S. Department of Education and are evaluated to see if they qualify by Gainful Employment Standards. Gainful

Employment standards demonstrate alignment with current job market demand that provide a family sustainable wage.

EVIDENCE:

In a survey of alumni with a response rate of 20%, 80% of alumni who respond state that they are satisfied or very satisfied with their quality of instruction and their relevance of instruction to their current industry

Additionally, an internal review of Graduate/Alumni Follow up survey for 2020/2021 shows Survey of alumni on DATE – return rate + percentage

Question asked Satisfied or Very strongly regarding:

Question	# of Respondents	% Agree	% Strongly Agree
Quality of Instruction	225	56%	36%
Relevance of Instruction to Current Job	225	65%	36%

Survey of alumni after the fact is a reasonable measure and validates the market demand and wage-earning potential. Return rate of 20% is reasonable because historically community colleges have lower response rate to these surveys, which is a reasonable standard for IR

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

INTERPRETATION:

I have partially interpreted this policy in policy item 2.1 below. Achievement of that policy, together with the following shall constitute achievement of this End.

EVIDENCE:

Internal review on July, 2022 verified that all of baccalaureate transfer programs aligned with requisites specified in the transfer agreements.More particularly, College Articulation agreements confirm that all transfer academic programs are aligned with four-year baccalaureate programs. JC currently has 45 agreements with 12 different baccalaureate granting institutions.

This is a reasonable measure because articulation agreements spell out the required qualifications and skills. All programs need to be aligned in order to be classified as a transfer program.

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

INTERPRETATION:

I interpret this item to mean that all transfer-related materials should be updated frequently throughout the academic year to ensure students have access to accurate transfer information to assist them with making informed educational decisions.

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

Achievement of this End will be demonstrated when:

a) Transfer Liaison confirms the accuracy of information that is published on the website; and
b) Transfer Liaison confirms that all transfer information is evaluated by academic department, academic dean, registrar prior to publishing in catalogue and on web.

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

EVIDENCE:

a) As of July 15th, 2022, the Transfer Liaison at Jackson College confirmed that all transfer information on the transfer web page and Jackson College website about transfer-related materials and articulations agreements are correct and up to date for the current academic year.
b) On July 15th, 2022, the Transfer Liaison confirmed that all transfer information requiring review was evaluated by Academic Department, the Academic Dean, and the Registrar.

3. Diverse populations of students experience learning and academic success responsive to their unique whole student needs.

INTERPRETATION:

I have fully interpreted “learning and academic success responsive to their unique whole student needs” in policy items #3.1 to #3.3 below. Achievement of the lower-level policies will constitute achievement of this End.

EVIDENCE:

Based on below, we have achieved this End.

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

INTERPRETATION:

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

Achievement of this End will be demonstrated when:

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

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

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

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

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

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

EVIDENCE:

a) Evidence of lower cost is provided page 2 on the chart titled "Jackson College Tuition Comparison AY '22."

b) On average, 47% of the College's student population is Pell-eligible. Additionally, 99% of Pell-eligible students receive some other type of financial aid, including student loans, and state grants or scholarships as confirmed on 10.27.21 by Financial Aid Director and Institutional Research Department

c) Over the past year, students have had access to course sections in a variety of modalities based on student need and demand: online asynchronous, online synchronous (virtual classroom), hybrid, and fully seated. Seated sections run at Central Campus, JC @ LISD TECH in Lenawee County, and the LeTarte Center in Hillsdale County. The availability of face-to-face classes serves our tri-county area, and our online classes expand our reach throughout the state and across the country. Non-credit computer training courses were offered online through our partnership with Guangdong Polytechnic College in China. This was confirmed on 10.20.21 by Director of Work Force Training.

d) Our three housing facilities provided opportunities for students to live and learn on campus confirmed in a review of the College website on 07.20.22

e) Jets Village Family Residences can provide housing to 6 families was confirmed in a review of the College website on 07.20.22.

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

INTERPRETATION:

I have interpreted “Current” to be defined as meeting the requirements of the academic or professional field of study and student’s academic program. (Note: Our College Faculty are considered to be the expert reference for what is required academically.) Relatedly, I consider Faculty annually identifying equipment or classroom needs, inclusive of technology and academic requirements, which are in turn supported by institutional and Perkins funding, as meeting the expection of this ENDs statement.

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

EVIDENCE:

During AY ‘22, Perkins funding of $352,993 (65.30% of the institutional total of instructional equipment funding) was allocated for equipment purchases and capital outlay. All equipment purchased directly supported hands-on student learning in preparation for entering the workforce and promoted the skills needed as identified by advisory committees and workforce partners. Programs supported by the equipment purchases include Dental Hygiene, Medical Assistant, Diagnostic Medical Sonography, Respiratory Care, Emergency Medical Services, Networking Specialist, Advanced Manufacturing and Energy Systems.

3.3. Students have ancillary support that meet their unique needs.

INTERPRETATION:

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

a) Students have access to in-person and online tutoring, a writing lab, math lab, and supplemental instruction (SI) support on the academic side of education.
b) Students have access to the health clinic, mental health clinic (i.e., Oasis Center), dental clinic, and the food pantry. This is deemed reasonable as it addresses whole student health and nutrition, which directly impacts students’ ability to succeed academically.

EVIDENCE:

a) Visits to the areas in the Center for Student Success confirm students use the data table for each area: Front Desk, Tutoring, Supplemental Instruction, Writing Center, JC Health Clinic, Oasis, Dental Clinic, etc. Annual enrolment on the census date, for each of these terms, for all areas were 2021 Fall 4642 students, 2022 Spring 4451 students, and 2022 Summer 2294 students.

4. Students develop life and workplace skills.

INTERPRETATION:

I have fully interpreted life and workplace skills in policy items 4.1 and 4.2 below. Achievement of these policies constitutes achievement of this policy.

EVIDENCE:

4.1. Students experience significant gains in their critical thinking, problem solving and written communication skills.

INTERPRETATION:

I have interpreted this to mean that development of critical thinking, problem solving, and written communication skills are to be embedded in all academic programming, as well as measured through institutional academic outcomes, which should be documented and reviewed by an assessment committee comprising faculty and administrators, which would developed and utilize rubrics of general education outcomes and essential competencies.

The achievement of this END is validated when:

a) Rubrics developed by the faculty (and third party) identify the development of these three skills are approved the assessment committee.

b) Program review done every five years when goals, success data and analysis related to these three skills are shared with the Academic Council and approved by Deans.

EVIDENCE:

a) Rubrics were developed by Faculty, noted as GEO (i.e., General Education Outcomes) #1: Write Clearly, Concisely and intelligibly, which included the outcomes of: Process; Rhetorical Situation: Purpose, Audience; Organization & Development; Meaning/understanding; Uses and Sources of Documentation; and Conventional Grammar and Sentence Structures.

Additionally, Rubrics were developed by faculty for GEO #4: Demonstration of Scientific Reasoning, which included the following outcomes areas: Science and Society; Basic Concepts and Fundamental Principles; Scientific Inquiry; and Quantitative Reasoning.

b) Review of the Academic Council agenda confirmed that it regularly includes the following: presentation for approval of biannual goals by each Department Chair, results of program reviews and course reviews conducted with the support of the Academic Deans through workshops and collaborative analysis review.

4.2. Students have opportunities to develop leadership skills.

INTERPRETATION:

Achievement of this End will be demonstrated when:

a) The development of leadership skills is part of academic programming educational outcomes; and
b) Students have opportunities to develop leadership skills outside the academic program in student government, student organizations, and athletics. Leadership skills include time management, accountability, communication, ownership, prioritization, problem solving, motivation, resilience, and building relationships This is a reasonable measure as it is generally accepted among Community College administrators that student government, student organizations and athletics opportunities contribute significantly to development of leadership.

EVIDENCE:

a) Review of program outcomes with academic leadership and Department Chairs confirmed that educational outcomes include leadership development.
b) Faculty support for student government and [athletic director and/or coaches] confirmed that programs provide students with the opportunity to take on leadership roles and develop leadership skills such as time management, accountability, communication, ownership, prioritization, problem solving, motivation, resilience, and building relationships.

5. Economic and social well-being of the region is enhanced.

INTERPRETATION:

I have fully interpreted economic well-being in policy items #5.1 and #5.2 below. Achievement of these lower-level Ends will constitute achievement of Ends policy #5.

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

INTERPRETATION:

I have interpreted this statement to require that validation Perkins Funding, in each CTE (i.e., Career & Technical Education) program identifies and maintains an advisory committees to meet, in-person or virtually, not less than twice per year to review program and curriculum outcomes to assure programs meet employers' needs and provide guidance and insight as to new and emerging trends in workforce needs. Further, said committees should be comprises of professionals in related fields.

Achievement of this ENDs statement would be demonstrated by continuing or renewal of Perkins funding.

EVIDENCE:

The Chief Academic and Student Service Officer confirmed on 02.22.22 the renewal of Perkins funding for all CTE programs or all new CTE programs, which included the conducting of advisory committees. It was further confirmed that all committee membership and meeting minutes were collected and retained, and that membership included representatives from business, industry and healthcare, as well as program graduates and currents students, including special populations. Information provided by advisory committees regarding employer needs was validated by the Comprehensive Local Needs Assessment, a Perkins V required bi-annual survey of the local labor market and Jackson College's alignment with local in-demand industry sectors or occupations

5.2. Employers have avenues for employee training.

INTERPRETATION:

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

Achievement of this End will be demonstrated when:

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

b) The College facilitates funding for the employee training.

   This is reasonable because it provides employers with the types of training that they need to gain in demand credentials.

EVIDENCE:

a) As of 10.28.21, 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. Currently, CCE manages sixteen active agreements, with a combined total over $4 Million dollars to train 524 eligible positions. As of July

2022, over 100 of these positions have received training. To date, Jackson College has held 31 MNJTP agreements, providing training for over 400 positions. Other funding sources made available to employers for training includes Going Pro, OJT, and WIOA.

b) In June of 2022, CCE worked with Technique to incorporate Jackson College courses into the TechniqueU academy. New employees of technique will be trained in either a Welding or CAD TechniqueU track. Additionally, these trainings are funded through MNJTP and participants may later receive credit towards the Patient Care or Welding certificates. In June 2022, CCE enrolled five TechniqueU students into two JC courses.
c) On 07.26.22, it was reviewed and confirmed that CCE maintains an active catalog of course offerings, available through a variety of delivery methods. CCE collaborates with Ed2G0 to offer over 700 online 6-week courses or professional certification trainings. CCE cross-list an average of five credit courses each semester based on employer request. Additionally, seminars, workshops, open enrolment, and bootcamp trainings were scheduled regularly: Including, but not limited to: EMT-Basic, Teacher SCECHs, Robotics, Production Technician, and AutoCad., by the Director of Workforce Development.

IRC certification programs were identified to incorporate into degree certificates. The intentional design of these programs incorporated WIOA program eligibility of being able to be completed in 12-months or less and concluding with an industry-recognized credential, while also being Federal Financial Aid eligible as a 16-credit or more credit certificate program. This collaboration promoted real-time understanding of workforce gaps based on industry demand and regional employer feedback

5.3. The region has enhanced capacity for entrepreneurial innovation.

INTERPRETATION:

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

Compliance will be demonstrated when:

a) The College offers credit and non-credit small business development and entrepreneurship courses and workshops, in various formats and lengths.
b) Learning outcomes for business program curricula include the student demonstrating fundamental knowledge in core functional business areas.
c) Business students participating in the rigorous business curriculum who participate in Student Feedback Surveys will be asked to identify that the program of instruction and the instructors are doing well in preparing students for the entrepreneurial workforce environment.

d) Response options for Student Feedback Surveys for the credit courses would reflect a high level of satisfaction with the courses taken..
e) All CCE course completers survey data would verify that participants valued the courses offered and intend to enroll in additional courses to expand their skills.

This is reasonable because individuals are more likely be successful if they are equipped with basic foundational tools

EVIDENCE:

a) Jackson College promotional literature and webpage demonstrates the offering of both credit and non-credit programming to encourage and support regional entrepreneurial efforts.
b) Business students surveyed, students identified noted the entrepreneurial skills they've obtained in business courses to include: Marketing Strategies, Social Innovation, Understanding the different entrepreneurial marketing strategies, Encouraging and incentivizing entrepreneurship, Demonstrating understanding business accounting principles, Budgeting, Communicating the different managerial styles in the entrepreneurial field of work and Differentiating the various business legal systems and business implementation.
c) Outcomes from credit student surveys were overwhelming with positive reviews that 93.55% of students indicated they "Would not change any of the course content", "Reflections from course case studies where very helpful toward taking the mid-term and final exams. Multiple recommendations were made by the 117 students surveyed, 93.5% indicated they "Would recommend this course to their peer." Other responses from the same category, students indicated they encourage peers to review course content and material, and course content and material resources are useful in entrepreneurial workplace and sectors. Learning the different theories of how you should better leader and manage your employees. The business courses gave me more insight on the business world. Ability to adopt corporate terminology, teamwork, quality control, social responsibility, and organizational cultural diversity. Dissecting information concerning legal aspects of business operations and legality formalities."
d) The credit Students that participated in the survey were asked recommendations regarding the course material and learning content, and 90.1% indicated "They would not change any of the course content".
e) All 29 CCE course completers surveyed from 07.01.21 to 06.30.22 for the online 6-week Ed2Go courses, including business-related topics, reported that 14.29% wanted to develop new skills,14.29% wanted to improve my existing skills and 57.14% wanted to advance in their career. When asked if they ever plan to take another online course from us, 80% answered yes. Of the 29 respondents surveyed, 100% said the price was just right and 80% reported that they prefer to learn online.

5.4. The region has accessible resources that support civic engagement, community health and well-being, and reduced crime.

INTERPRETATION:

Achievement of this End will be demonstrated when:

a) Campus events support civic engagement in local, state, and national government;
b) The Health clinic, dental clinic, counselling center is accessible to, and affordable for students and community; and
c) The College offers a Correction Education Program CEP in correction facilities, in partnership with the Michigan Department of Corrections.
d) CEP Students can pursue an Associate of Arts, Associate of General Studies, and/or Associate of Science degree which will allow them to transfer out to a 4-year baccalaureate institution upon release;
e) CEP Students can also pursue an Associate of Applied Science in Business Administration, Public Administration Certificate or a Business Management Certificate which will allow the students to pursue employment upon their release
f) CEP Students are assigned a Correction Education Program Specialist that will work with them as they navigate through the admissions, financial aid, and registration process. Correction Education students are provided with the same student supports as traditional college students on the Jackson College campus.

This is reasonable because research has shown that education contributes to community health, well-being, and reduced recidivism among former inmates.

EVIDENCE:

a) In 2019, collaborating with the Enterprise Group of Jackson, Jackson College hosted the Jackson Business Roundtable sessions, for area business, government, and community leaders to hear from and interact with dynamic speakers highlighting economic and workforce shifts. Additionally, in March of 2019, Jackson College hosted an Education Roundtable with Governor Gretchen Whitmer and local Jackson community leaders. Additionally, Student Life works with our student body to encourage Voter Registration and understanding of the government system.

b) Jackson College partnered with Henry Ford Allegiance Health to offer students medical care evaluation and treatment. A licensed nurse practitioner, along with a Medical Office Assistant (a JC graduate), were available for patient visits, diagnosis and assessment, prescribing medications, or referrals. Visits to the health clinic were available for acute care for current JC students and a payment of $5 was due at the time of service. Consumables such as vaccinations, etc. above the normal supplies were extra. The clinic offered services similar to other medical clinics.

Jackson College partnered with Family Services and Children's Aid to provide mental health assistance. Support was available from the Oasis Center to

provide short-term assistance and where ongoing support was required, the Oasis Center staff confirmed that it was possible to provide level of required support or assist the individual in securing support through an outside agency.

Community members were able to utilize Jackson College's Dental Hygiene Clinic, which offers dental hygiene services while helping students gain experience. The clinic allows dental hygiene students to complete practice hours required as part of their studies. Students work under the direct supervision of licensed dental hygiene instructors and dentists as they offer a variety of preventive services

c) Jackson College provides ahe Corrections Education Program in partnership with the Michigan Department of Corrections. Jackson College is approved by the Department of Education to offer educational programming inside the correctional facilities and allow eligible students to use Federal Financial Aid towards the cost of the tuition. Jackson College has partnered with 8 different institutions within the state of Michigan. As the largest provider of corrections education in the State of Michigan, Jackson College has graduated over 500 students through the Corrections Education Program

d) Review of CEP on 07.26.22 confirmed that it includes Associate of Arts, Associate of General Studies and/or Associate of Science degree.

e) Review of CEP on 07.26.22 confirmed that it was possible to pursue Associate of Applied Science degree.

f) Review of CEP on 07.26.22 confirmed that it was possible to pursue and Associate of Applied Science in Business Administration, Public Administration, or a Business Management Certificate.

g) CEP records on 07.26.22 confirm that all enrolled students were assigned a Corrections Education Program Specialist and had access to supports available to other students.

6. Residents have accessible resources to improve their quality of life.

INTERPRETATION:

I have fully interpreted resources to improve quality of life in policy items #6.1 and #6.2. Achievement of these lower-level Ends will constitute achievement of this Ends policy.

EVIDENCE:

Achievement of these lower-level Ends will constitute achievement of this Ends policy.

6.1. Lifelong learning opportunities are available to residents.

INTERPRETATION:

Achievement of this Ends will be demonstrated when:

a) Residents of Jackson, Lenawee, Hillsdale and surrounding communities have non-credit and credit opportunities;

b) Non-credit courses are set at a lower cost to encourage lifelong learning among residents who might not otherwise take courses; and

c) Residents have access to the College library.

EVIDENCE:

a) The Department of Corporate and Continuing Education (CCE) catalog confirmed that a wide selection of non-credit lifelong learning, occupational, and continuing education courses for personal enrichment and general workforce interest were available to the community including: robotics, manufacturing safety, supervisory skills, basic electrical, teacher CEUs, production technician and patient care technician courses.
b) It was confirmed that CCE offers a non-credit discounted rate for reserved seats in select credit courses to allow individuals to explore credit programs, advance their skill set, or for employers looking to train a small number of employees. CCE also offered a wide range of affordable, fun, and convenient non-credit courses in partnership with Ed2Go that increased access and flexibility to lifelong learning courses,
c) CCE coordinated with the Jackson YMCA to host a series of interactive sessions on Central Campus for the YMCA's Summer Camp June – August 2022. Campers had the opportunity to explore campus and learn about a variety of different career pathways.
d) Review of the website on 07.26.22 confirmed that library is accessed by students and residents.

6.2. Residents have resources for social, cultural, arts and wellness experiences.

INTERPRETATION:

Achievement of this End will be demonstrated when:

a) The College offers cultural and arts programming at the Potter Centre for Performing Arts building which is accessible to community residents;

b) Residents can enroll in non credit courses for arts and wellness;

c) There is access to the gym through enrollment in non-credit courses for arts and wellness as well as fitness-related courses, (e.g., walking);

This is reasonable because it utilizes the resources of the College to make a range of experiences available to the community.

EVIDENCE:

Review of the website on July 26th, 2022 confirms that all of (a), (b), and (c) were offered to the College community.

Date Of Change	Version	Description of Change	Responsible Party
11.11.19	1.0	First release of new Ends policy following Policy Governance consulting work.	Chief of Staff
11/8/21	1.0	Approved as partially compliant. Unavailable data to be provided at a later board meeting.	CEO
2/14/22	1.0	Approved as fully compliant.	CEO
8/8/22	1.0	Approved as fully compliant.	CEO