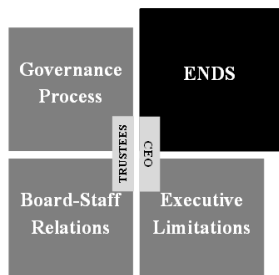




Policy Governance Domains



BOARD OF TRUSTEES POLICY

Policy Type: Ends

Policy Title: Board Ends

Policy Number: E-01

Date Adopted: 8/12/19

Version: 1.0

Date Last Reviewed: 11/8/21

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:

The Board has 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 along with the following 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 State 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:

Jackson College Tuition Comparison 2019-2020 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	Total Tuition Savings
Albion College	\$47,570	\$4,808	\$42,762	\$47,570	\$7,211	\$40,359
Adrian College	\$29,250	\$4,808	\$24,442	\$29,250	\$7,211	\$22,039
Spirng Arbor University	\$29,030	\$4,808	\$24,222	\$29,030	\$7,211	\$21,819
Hillsdale College	\$27,090	\$4,808	\$22,282	\$27,090	\$7,211	\$19,879
Siena Heights University	\$26,558	\$4,808	\$21,750	\$26,558	\$7,211	\$19,347
University of Michigan	\$15,230	\$4,808	\$10,422	\$15,230	\$7,211	\$8,019
Michigan State University	\$14,460	\$4,808	\$9,652	\$14,460	\$7,211	\$7,249
Eastern Michigan University	\$13,125	\$4,808	\$8,317	\$13,125	\$7,211	\$5,914
Ferris State University	\$12,930	\$4,808	\$8,122	\$12,930	\$7,211	\$5,719
Grand Valley State University	\$12,860	\$4,808	\$8,052	\$12,860	\$7,211	\$5,649
Central Michigan University	\$12,510	\$4,808	\$7,702	\$12,510	\$7,211	\$5,299
Baker College	\$12,150	\$4,808	\$7,342	\$12,150	\$7,211	\$4,939
Western Michigan University	\$12,094	\$4,808	\$7,286	\$12,094	\$7,211	\$4,883
Wayne State University	\$11,912	\$4,808	\$7,104	\$11,912	\$7,211	\$4,701

**Based on 2019-2020 tuition for equivalent of 30 semester credit hours annually; undergraduate student. Annual tuition only, does not include fees*

The table listed above provides a tuition comparison snapshot for the 2019-2020 academic year. The table compares Jackson College tuition to four-year public and private institutions. The table shows that the presented four-year public and private institutions are rated most to least costly. Jackson College tuition rates for both in-county and out-of-county are represented in the table as well.

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

(Eliminating an increasing number)

INTERPRETATION:

The Board has interpreted “students complete degrees and obtain industry recognized credentials of value in the workplace” in 1.1. Achievement of this along with the following will demonstrate achievement of this End:

- a) The percentage of students who successfully complete degrees in a 2 year period.

- b) Three, four, five, and six year success ratings of students who complete degrees in 2 years

This is reasonable because it shows how quickly students are able to complete a credential from Jackson College, 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) In the 2020-2021, 684 total students (unduplicated) received an academic award.. The chart below shows our past 3 cohorts of incoming students and their 2-year success rating. We are seeing a decline in the number of incoming students, but are showing a positive trend on the number of students who complete in a 2-year period.

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%

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%	NA	NA
2018-19	NA	NA	NA	NA

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

INTERPRETATION:

All career related credentials are submitted to the 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.

Achievement of this End will be demonstrated when:

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

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.

EVIDENCE:

Internal review of Graduate/Alumni Follow up survey for 2019/2020.

Survey of alumni on DATE – return rate + percentage

Question asked Satisfied or Very strongly that (a)

Question	# of Respondents	% Agree	% Strongly Agree
Quality of Instruction	202	52%	37%
Relevance of Instruction to Current Job	145	56%	34%

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

INTERPRETATION:

The Board has partially interpreted this policy in policy item 2.1 below. Achievement of that policy, along with the following shall constitute achievement of this End.

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.

EVIDENCE:

Internal review on October 18, 2021 verified that all of 45 baccalaureate transfer programs aligned with requisites specified in the transfer agreements.

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

INTERPRETATION:

Transfer-related materials are updated frequently throughout the academic year to ensure students have access to accurate transfer information to assist them with making informed educational decisions.

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. The process is consistently followed for any articulation agreements at the time of review for renewal.

Achievement of this End will be demonstrated when:

- a) Transfer Liaison confirms the accuracy of information that is published on the website
- 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 TL is responsible for all transfer relationships and agreements and the AD, AD & R have most current information on programs.

EVIDENCE:

- a) As of October 18th, 2021, the Transfer Liaison at Jackson College confirms 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 October 18, 2021, the Transfer Liaison confirmed that all transfer information requiring review was evaluated by AD, AD & R.

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

INTERPRETATION:

The Board has 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:

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
- 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 2019-2020 Academic Year.”
- b) On average, about 50% of our student population is Pell-eligible. Between 75 and 80% of Pell-eligible students receive some type of financial aid, including Pell, student loans, and state grants or scholarships as confirmed on October 27th by Financial Aid Director and Institutional Research Department
- c) In the past year, students 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. .Confirmed on October 20, 2021 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 October 20, 2021
- e) Jets Village Family Residences can provide housing to 6 families was confirmed in a review of the College website on October 20, 2021.

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

INTERPRETATION:

“Current” is defined as meeting the requirements of the academic or professional field of study and student’s academic program. (Faculty are the expert reference for what is required.)

Faculty annually identify equipment or classroom needs, inclusive of technology and academic requirements. This is supported by institutional and Perkins funding.

Achievement of this End will be demonstrated when the annual budget meets the requirements for equipment and classroom identified by faculty and also incorporates identified industry needs. Industry needs are identified through advisory board.

EVIDENCE:

The following information was reviewed and confirmed on October 20, 2021 by Dean of Nursing and Allied Health and Occupational Grant and Compliance Reporting Specialist: During the 2020-2021 academic year, Perkins funding in the amount of \$262,657 (61.08% of total 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, Radiography, Advanced Manufacturing and Energy Systems.

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

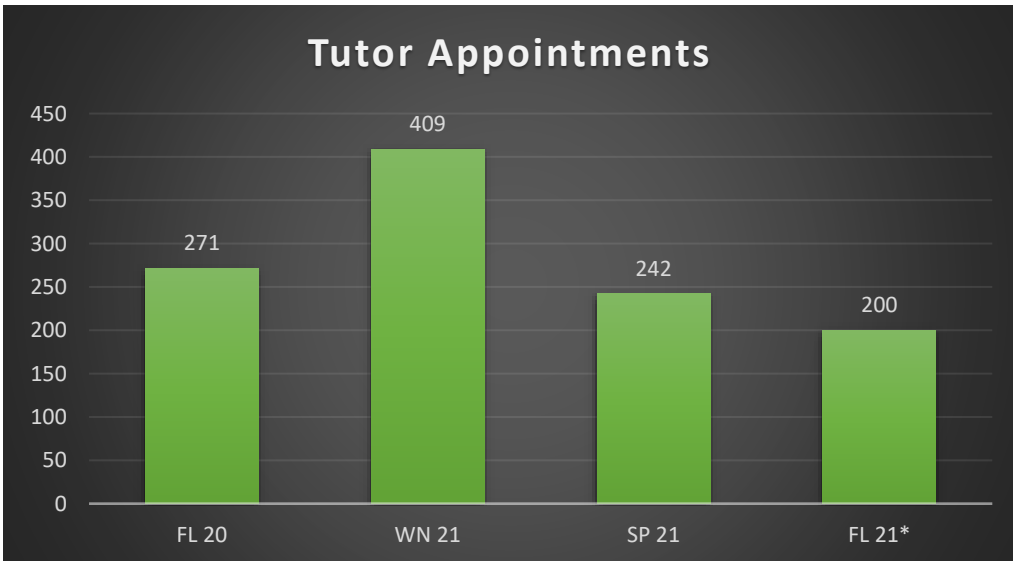
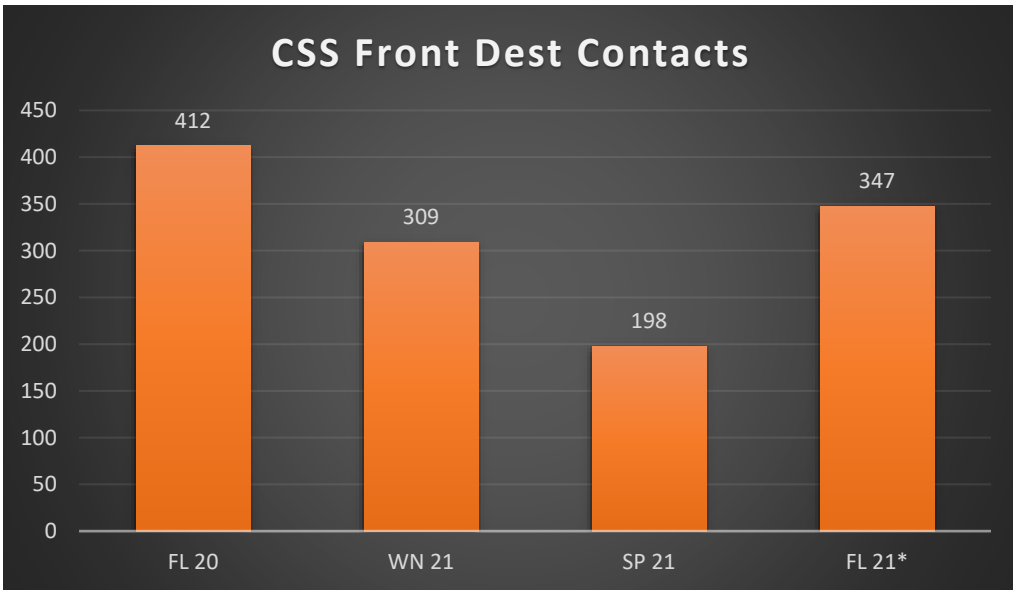
INTERPRETATION:

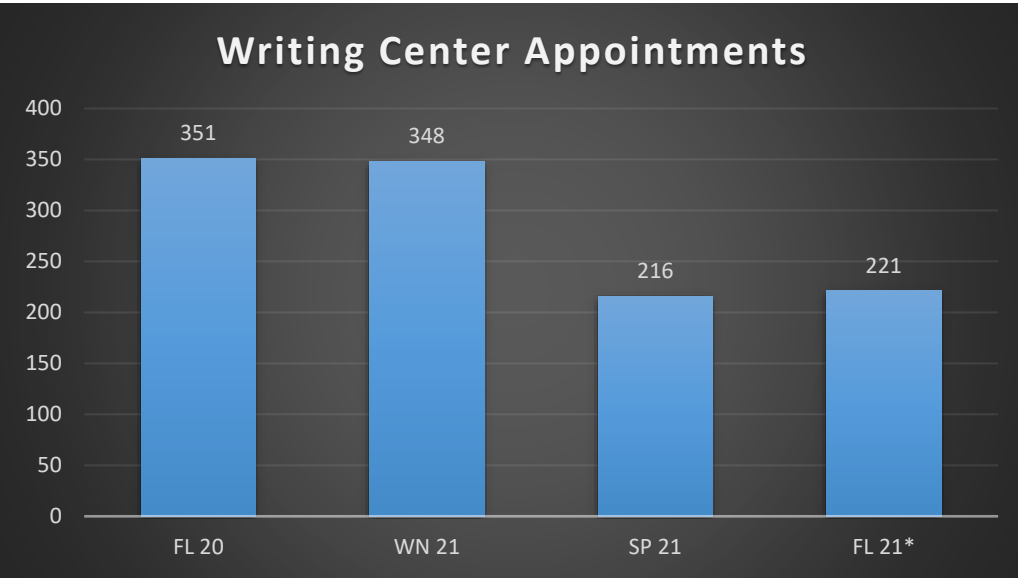
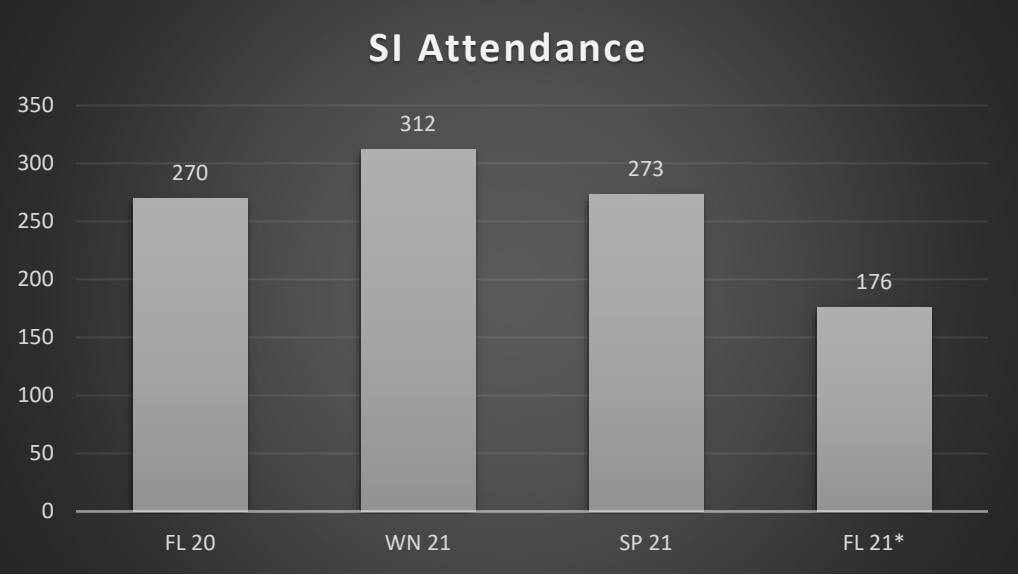
Success requires a holistic approach. Students have ancillary support that includes academic and holistic approaches. Elements are based on what research indicates is required to support academic results at the college level.

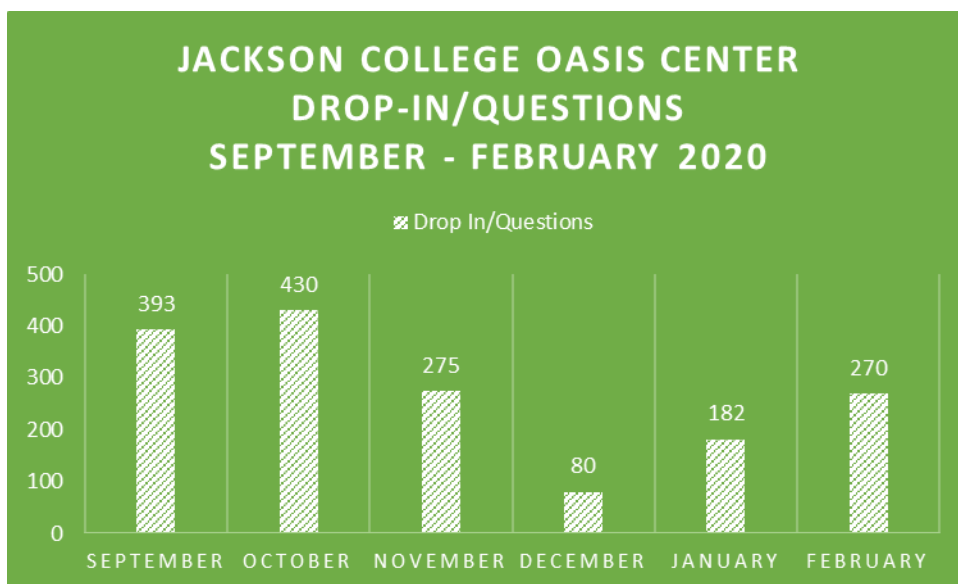
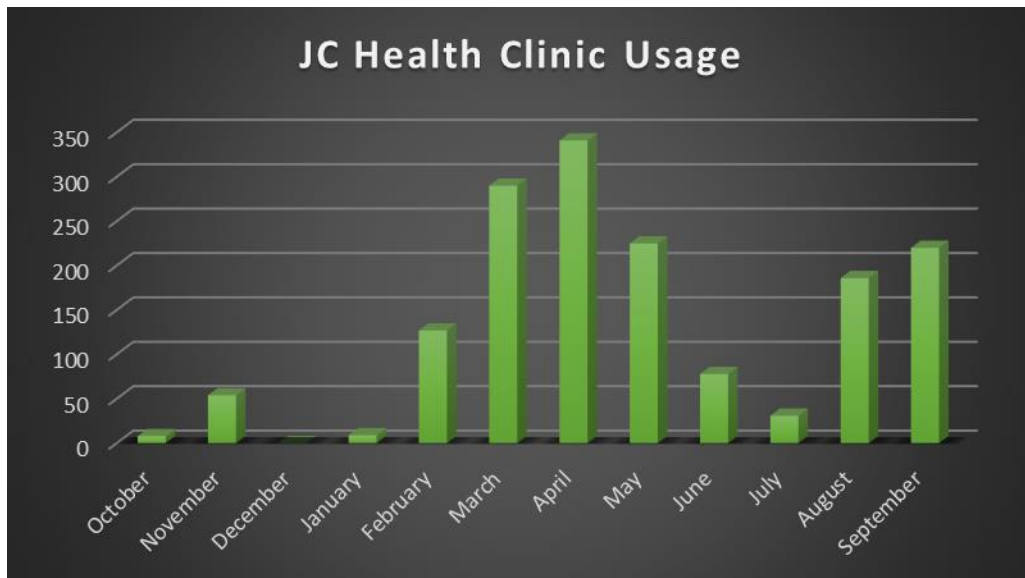
- a) Students have access to in-person and online tutoring, a writing lab, math lab, and supplemental instruction (SI) support on the academic side of education.
- b) Students have access to, and utilize the health clinic, mental health clinic (Oasis Center), dental clinic, and food pantry referrals. Whole student health and nutrition directly impacts students' ability to succeed academically.

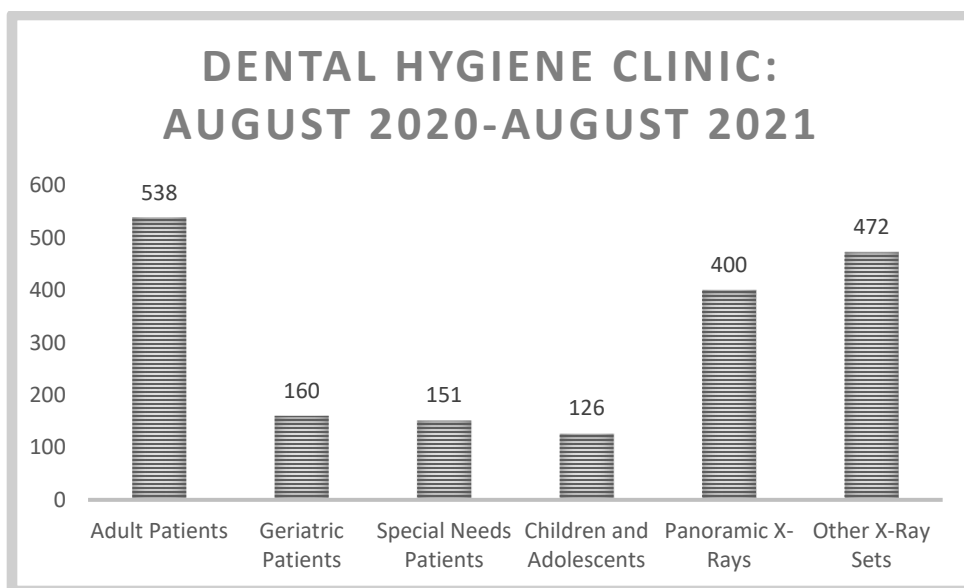
EVIDENCE:

- a) Visits to the areas in the Center for Student Success confirm students use (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 were 2020 Fall 4568 students, 2021 Winter 4159 students, 2021 Spring 2440 students, and 2021 Fall 4642 students.









4. Students develop life and workplace skills.

INTERPRETATION:

The Board has 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:

Development of critical thinking, problem solving and written communication skills are embedded in all academic programming, as well as, institutional academic outcomes. Outcomes are documented and reviewed by the assessment committee. The assessment committee comprising faculty and administrators collaborated and developed rubrics of general education outcomes and essential competencies. Analysis occurs and changes are reported annually at the core level and every seven years at the contextual level. The assessment committee along with lead faculty review the samples provided and provide written feedback to the lead faculty.

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 as developed by Faculty.

GEO 1 Write Clearly, Concisely and intelligibly

Outcome	The Student	Assignment/ Measures	Success Criteria	Student Outcomes	Revisions/ Improvements
Process	<ul style="list-style-type: none"> • Uses parts of the recursive process in writing, which may include pre-writing, drafting, revising, editing. • Evaluates sources when used. 			____ of ____ students met the success criteria.	
Rhetorical Situation: Purpose, Audience	<ul style="list-style-type: none"> • Demonstrates appropriate purpose and audience for context. 			____ of ____ students met the success criteria.	
Organization and Development	<ul style="list-style-type: none"> • Demonstrates functional organizational structure appropriate to genre; • Provides examples and details that support ideas and content; appropriate to genre. 			____ of ____ students met the success criteria.	
Meaning/ Understanding	<ul style="list-style-type: none"> • Researches and writes for further understanding and additional knowledge. • Employs write to learn methods through reflective writing and research for further understanding and additional knowledge. 			____ of ____ students met the success criteria.	
Use of Sources and Documentation	<ul style="list-style-type: none"> • Demonstrates ability to find and evaluate credible sources. • Demonstrates correct documentation of 			____ of ____ students met the success criteria.	

	sources when appropriate.				
Conventional Grammar and Sentence Structures	<ul style="list-style-type: none"> • Correctly uses grammar and mechanics. • Demonstrates clear meaning. 			____ of ____ students met the success criteria.	

Geo 4 Demonstrate Scientific Reasoning

Outcome	The Student	Assignment/ Measures	Success Criteria	Student Outcomes	Revisions/ Improvements
Science and Society	<ul style="list-style-type: none"> • Describe issues raised by science for contemporary society • Distinguish between scientific and other forms of reasoning 			____ of ____ students met the success criteria.	
Basic Concepts and Fundamental Principles	<ul style="list-style-type: none"> • Correctly use scientific terminology and explains basic principles, concepts, and theories of the discipline 			____ of ____ students met the success criteria.	
Scientific Inquiry	<ul style="list-style-type: none"> • Evaluates and effectively uses sources of scientific information. • Draws appropriate conclusions from data. • Correctly presents laboratory results and conclusions (where appropriate). 			____ of ____ students met the success criteria.	
Quantitative Reasoning	<ul style="list-style-type: none"> • Interpret charts, graphs, data and tables • Correctly use scientific measurement systems including scientific units, scales and conversions • Understand the difference between cause-and-effect vs. correlation 			____ of ____ students met the success criteria.	

- b) Review of the academic council agenda confirms 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) Development of leadership skills is part of academic programming educational outcomes
- 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 chairs [WHEN] confirms that educational outcomes include leadership development.
- b) Faculty support for student government and [athletic director and/or coaches] confirmed [WHEN] 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:

The Board has 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.

EVIDENCE:

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

INTERPRETATION:

Perkins funding requires that each CTE program identifies and maintains an advisory committee. Advisory committees are required 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. Perkins funding requires that Advisory committees are made up of professionals in the fields and all meeting notes are recorded. Committee membership and meeting minutes are collected and retained on an annual basis. Recommended membership includes representatives from business, industry and healthcare, as well as program graduates and current students, including special populations. Information provided by advisory committees regarding employer needs is 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. Achievement of this End would be demonstrated by continuing or renewal of Perkins funding.

EVIDENCE:

The Provost confirms on 12/19/20 renewal of Perkins funding for all CTE programs or all new CTE programs.

5.2. Employers have avenues for employee training.

INTERPRETATION:

The Department of Corporate and Continuing Education (CCE) and Allied Health and Advanced Manufacturing faculty have been working with area employers to assess and identify current industry-recognized credentials (IRC) that are in-demand, short-term, and lead to sustainable wages. Further vetting of identified programs is also reviewed by Michigan Works! Southeast (MWSE) to align access to Workforce Investment and Opportunity Act (WIOA) funding and wrap-around supportive services.

Through this process, IRC certification programs are identified to incorporate into degree certificates. The intentional design of these programs incorporates 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 promotes real-time understanding of workforce gaps based on industry demand and regional employer feedback.

Students have the option to enroll as a non-credit or credit student as the IRC's are embedded into credit Certificates and cross-listed as non-credit IRC Workforce Programs. Additionally, the non-credit program can be scheduled synchronously with the credit class or offered as a stand-alone bootcamp for employers or community agencies seeking training for clients. Students enrolled in the non-credit path will be enrolled into the courses required to complete the IRC only and will receive a pass or fail grade on their transcript. Additionally, to encourage degree

continuation and honor any workforce course completion at Jackson College, if the non-credit student later decides to pursue the credit certificate, they can articulate 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.
- b) The College facilitates funding for the employee training. As of October 28, 2021, 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 twelve active agreements, with a combined total over \$3.5 Million dollars to train 405 eligible positions. As of October 28, 2021, over 100 of these positions have received 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 October 28, 2021, Jackson College has served 27 total employers through MNJTP, overseeing 1.5 Million is MNJTP funds spent on training for 382 new positions. Other funding sources made available to employers for training includes Going Pro, OJT, and WIOA, to name a few. Customized WAS PROVIDED TO Technique, Lifeways Community Mental Health, Elm Plating, and Mercer, to name a few. CCE works with area employers to identify state and local funding opportunities, such as Going Pro, the Michigan New Jobs Training Program, Federal Financial Aid, and On the Job Training funds.
- b) Customized was provided to Technique, Lifeways Community Mental Health, Elm Plating, and Mercer, to name a few.
- c) 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 are scheduled regularly: Including, but not limited to, EMT-Basic, Teacher SCECHs, Robotics, Production Technician, and AutoCad. This was reviewed and confirmed on October 29, by the Director of Workforce Development.

5.3. The region has enhanced capacity for entrepreneurial innovation.

INTERPRETATION:

I 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.

The Business Pathway offers rigorous business curriculum through various three and four-credit courses, including Strategic Management, Leadership Innovation, Social Entrepreneurship, Accounting, Economics, Marketing, Public Administration and Sports Marketing.

College students graduate from the business pathway with exceptional real-world skills as students participate in group activities, case studies, reflection exercises, and a project-based classroom atmosphere. These activities are designed and taught around the needs of the 21st Workforce needs. Lastly, after completing their core programming, students take on either an internship or capstone course project, allowing them to reflect on their educational journey to identify and conduct research on business issues or apply learned knowledge within a particular business setting

The Department of Corporate and Continuing Education (CCE) supports business owners and potential business developers in the region by providing access to flexible and affordable non-credit courses in various topics, including Start Your Own Small Business, Creating a Successful Business Plan, and Small Business Marketing. In addition, courses are offered in various topics related to business operations, such as Business Analysis, Human Resources Law, Business Finance, etc. CCE also serves on various economic development boards to maintain current knowledge of available resources available to new and existing businesses. Currently, Jackson College representatives serve on the Workforce Development Board, Workforce Intelligence Network Board, Region 2 Planning Commission Comprehensive Economic Development Strategy (CEDS) Committee, and Enterprise Group Board, to name a few

Compliance will be demonstrated when:

- a) The College offers credit and non-credit small business development and entrepreneurship courses and workshops.
- b) Learning objective and outcomes for business curriculum includes becoming equipped with business analytical skills and tools to enable students with the necessary abilities to start their own business, complete a market plan from an entrepreneurial perspective, and how to financially sustain their business
- c) 80% of Business students participating in the rigorous business curriculum who participate in Student Feedback Surveys confirm instructors are (i) concerned for their education (ii) persistently involved in their course activities during the term; . (iii) genuinely concerned about their educational success; and that (iv) they enjoy the project-based and case study classroom atmosphere and (vi) feel prepared for the entrepreneurial workforce environment.
- d) Response options for Student Feedback Surveys for the credit courses are do you: (1) strongly agree (2) agree (3) disagree (4) strongly disagree (5) N/A. Of the business students interviewed 85% responded that would “strongly agree and agree” to recommend their peer to take this business courses.

- e) All CCE course completers surveyed between January 1, 2018 to October 28, 2021 for the online 6-week Ed2Go courses, including business-related topics, reported that 26.28% wanted to develop new skills, 22.44% wanted to improve my existing skills and 23.08% wanted to advance in their career. When asked if they ever plan to take another online course from us, 93.06% answered yes. Of the 124 respondents surveyed, 61.65% were between the ages of 42 to 59 years old and 89.04% said the price was just right.

This is reasonable because individuals are more likely be successful if they are equipped with basic foundational tools AND HOW DO YOU KNOW THIS?

EVIDENCE:

- a) Jackson College offers both credit and non-credit programming to encourage and support regional entrepreneurial efforts.
- b) Of the business students surveyed, students identified and made comments about the entrepreneurial skills they've taken from the business course are:
- Branding equity.
 - Understanding the different entrepreneurial marketing strategies.
 - Encouraging and incentivizing entrepreneurship.
 - Budgeting
 - Communicating the different managerial styles in the entrepreneurial field of work.
 - 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 124 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.
- 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) Of the 124 CCE respondents surveyed, 61.65% were between the ages of 42 to 59 years old and 89.04% said the price was just right. There is no data accumulating feedback on all individual CCE classes. However, when asked if they ever plan to take another online course from us, 93.06% answered yes.

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) Health clinic, dental clinic, counselling centre is accessible to, and affordable for students and community.
The College offers a correction education program CEP in the correction facilities within its service area.

The Corrections Education Program is a partnership between Jackson College and 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 400 students through the Corrections Education Program

Achievement of this End will also be demonstrated when:

- c) 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.
- d) Students can also pursue an Associate of Applied Science in Business Administration, or a Business Management Certificate which will allow the students to pursue employment upon their release
- e) Students are assigned a Student Success Navigator 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 reduced recidivism.

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 including:

- Health care for minor illness and injuries
- Physical exams
- Immunizations/flu vaccines
- Prescriptions
- Women's health services
- Pregnancy testing
- Blood pressure monitoring
- Information and referral assistance
- Mental health assessments and referrals
- Tuberculosis testing
- Glucose monitoring
- Urinalysis
- Sexually transmitted disease counseling, testing and referral
- Smoking cessation
- Eating disorders
- Health care for chronic illness
- COVID-19 testing

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.

The Oasis team was available to help students with:

- Stress management
- Test anxiety
- Homesickness
- Life transitions
- Alcohol and drug use
- Suicidal thoughts
- Depression
- Anxiety
- Personal or social problems
- Family challenges
- Relationship issues
- Anger
- Self-esteem, self-acceptance, self-worth, etc.
- Posttraumatic Stress Disorder
- Trauma (i.e- car accident, medical, robbery, grief and loss, etc.)

- Concerns regarding domestic violence or abuse
- Sexual harassment or dating violence
- Eating disorders
- Conflict with roommates, classmates or others

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 the following preventive services:

- Dental Cleanings
 - X-rays
 - Fluoride Treatments
 - Oral Cancer Screening
 - Blood Pressure Screening
 - Oral Health Instruction
 - Nutritional Advising
- c) Review of CEP on DATE confirmed that it includes Associate of Arts, Associate of General Studies and/or Associate of Science degree.
 - d) Review of CEP on DATE confirmed that it was possible to pursue Associate of Applied Science degree.
 - e) Review of CEP on DATE confirmed that it was possible to pursue and Associate of Applied Science in Business Administration, or a Business Management Certificate.
 - f) CEP records confirm that all enrolled students were assigned a Student Success Navigator and had access to supports available to other students.

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

INTERPRETATION:

The board has 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
- c) Residents have access to the College library [RM – can they borrow books? Etc.]

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. A sample of occupational related courses offered over the last few years includes robotics, manufacturing safety, supervisory skills, basic electrical, teacher CEUs, and truck driving training.
- b) CCE offered 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, . Course topics ranged from family care to professional development, and more. These unique instructor-facilitated courses are designed to fit any schedule and can be completed from home or the office, when and where it's most convenient for the student. Six week classes start every month started at \$119. CCE also offered affordable professional workshops and a free power-hour workshop monthly for those seeking quick professional development.
- c) Review of the website on October 25, 2021 confirms 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 October 28th confirms that all of (a), (b), and (c) were offered.

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