



Jackson College Board of Trustees

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

[FULL COMPLIANCE]

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

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

08.10.26

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

Date

POLICY STATEMENT:

Jackson College exists so that:

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

INTERPRETATION:

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

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

Compliance will be demonstrated when:

- a) Cost of achieving a four-year degree, offset by two years of Jackson College

experience, is less than achieving same/similar degree at the four-year State or private institution.

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

EVIDENCE:

Jackson College Tuition & Required Fees Comparison 2025-2026 Academic Year:

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

The chart compares Jackson College tuition and required fees to those of four-year public and private institutions in Michigan for the 2025-2026 academic year. The comparison

demonstrates annual tuition savings ranging from approximately \$4,500 to \$50,500 for learners who complete coursework at Jackson College before transferring to a four-year institution. The comparison reflects both in-district and out-of-district Jackson College rates.

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

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

INTERPRETATION:

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

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

EVIDENCE:

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

- a. CCE continues to work diligently with local workforce and economic development agencies to support regional employment needs. In 2026, Jackson College partnered with Henry Ford Jackson (HFJ), Michigan Works Southeast, the Martin Luther King Center, College and Career Access Center, the Jackson Chamber, and Accelerate Jackson to host a one-day hiring event aimed at supporting HFJ's recruitment across all departments. The event drew over 50 job seekers from Jackson and surrounding areas.
- b. In 2025-2026, Jackson College provided customized training to meet the workforce needs of several regional employers. Technique Inc. trained a

total of 45 students across multiple programs, including Weld Inspection, GD&T, and Blueprint Reading.

- c. In partnership with Alpha Omega, an industry educational partner, 10 students were able to brush up on climbing techniques through a 2-day workshop, confirming skills for employment.
- d. America's Preferred Home Warranty and Jackson Area Transportation Authority each completed the Leading-Edge Series II with 24 and 6 students respectively.
- e. GPWE trained 252 students in Basic Electricity & Fluid Systems, International Business and Information Technology courses.
- f. In total, 271 individuals received certificates of completion through Jackson College Corporate and Continuing Education customized training programs in 2026.
- g. In 2026 Jackson College solidified a significant relationship with local workforce and economic developers to continue supports with Jackson County Manufacturing Day planning through the Jackson Talent Consortium, for local employers, job seekers and K-12 Education. All 13 school districts participated, providing opportunities for 11th and 12th graders to attend a local Manufacturing Trade Show at the American 1 Event Center. Jackson College's booth showcased multiple JC programs and services as well as other partner resources with our silent disco booth. The event promoted job opportunities within Manufacturing fields, guest speakers and podcasts onsite.
- h. Jackson College, CCE partnered with the Michigan Manufacturing Technology Center (MMTC) to host the Rebuilding Manufacturing event on campus, bringing together 15 manufacturers, suppliers, and workforce training organizations to support local and regional industry. The event attracted 78 attendees, including both new and existing employer partners, and resulted in five follow-up meetings to explore expanded workforce collaborations. As an outcome of this partnership, MMTC will also deliver four complementary manufacturing training courses on the Jackson College campus, further expanding workforce development opportunities for regional employers.
- i. Jackson College, CCE continues to partner with Lenawee Now, Accelerate Jackson, and the Michigan Economic Development Corporation (MEDC) to support regional business attraction and workforce development. Through this ongoing collaboration, the College provides Michigan New Jobs Training Program (MNJTP) support letters as part of economic development incentive packages presented to prospective employers considering relocation or expansion within the region. Jackson College established a referral process to connect the employer with customized training, apprenticeship, recruitment, and academic workforce solutions.
- j. Community and Continuing Education (CCE) and Michigan Works! Southeast (MWSE) continue to collaborate to expand workforce

development opportunities through the Going PRO Talent Fund. By coordinating both independent and Industry-Led Collaborative grant applications, the partnership increases employer access to Jackson College workforce training while reducing the financial barriers to incumbent worker development. During the reporting period, the Leading Edge Series II curriculum was pre-approved for eligible Going PRO Talent Fund employers, resulting in two training cohorts delivered to companies representing multiple industries. More than 30 incumbent workers completed leadership training at no cost to the participating employers or employees.

- k. Jackson College, CCE implemented its articulation agreement with the Jackson Area Joint Apprenticeship and Training Committee (JATC), awarding college credit to 102 electrical apprentices for completed apprenticeship training. The agreement recognized prior workforce learning, supported employer talent development, and resulted in more than \$50,000 in Going PRO Talent Fund reimbursement.
- l. Jackson College, CCE partnered with Michigan Works! Southeast to host the Race to Talent Southeast Michigan event at the Applied Technology Center, convening more than 30 employers, educators, workforce leaders, and state partners to advance Registered Apprenticeship programs and regional talent development. Representatives from the Michigan Department of Labor and Economic Opportunity (LEO), the U.S. Department of Labor (USDOL), the Michigan Economic Development Corporation (MEDC), the Michigan House of Representatives, local government, and workforce development agencies participated in the event, demonstrating a coordinated regional commitment to workforce development. Four regional employers were recognized with Crystal Awards for excellence in apprenticeship and workforce development, reinforcing Jackson College's role as a regional convener for workforce innovation and talent development.
- m. On 07.15.26 The Dean of Workforce, Technical and Professional Education confirmed that The Reconnect Community Action Grant is a three-year, state-funded initiative that Jackson College secured on behalf of a collaborative of community, education, workforce, and industry partners to strengthen educational attainment and workforce development across Jackson County. Now entering Year 2 of the grant, the partnership is focused on implementing the work identified during the first year, including advancing a countywide 2030 Educational Attainment Goal, strengthening collaboration among workforce organizations, aligning education with regional labor market needs, and expanding pathways that lead residents to industry-recognized credentials and college degrees. Through the leadership of the Jackson County Chamber of Commerce and the Workforce Development Collaborative, the grant supports coordinated strategies, employer engagement, data-informed decision-making, and community outreach to ensure Jackson County develops the talent needed for long-term economic growth.

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

INTERPRETATION:

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

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

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

EVIDENCE:

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

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

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

The College's incoming learner cohorts alongside their respective success rates across two- to six-year intervals:

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

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

INTERPRETATION:

I have interpreted this to require the following:

- a) Graduates should have employment with a compensation level that is above 150% of the most recent Federal Poverty Guidelines for a family of four.
- b) All career related credentials are submitted to the U.S. Department of Education and are evaluated for qualification according to Gainful Employment Standards
- c) Graduates of Jackson College certificate and degree programs should be placed in a related job not more than 6 months after their certification completion.

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

EVIDENCE:

Each year, the College administers a targeted survey directed at all alumni

and non-returning students who were previously enrolled in a career and technical education program. This instrument is specifically designed to capture critical metrics including;

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

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

Student Descriptions of Current Status:

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

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

INTERPRETATION:

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

This is reasonable because utilizing a survey methodology or through interviews conducted with vocational-technical advisory groups is a process that is required of all Federal Carl-Perkins grants for

professional trades programs for obtaining information for program viability and sustainability. These same vehicles can be used to determine future programmatic needs as well.

EVIDENCE:

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

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

- **Applied Technology Center (ATC) and Utility Technician Program Expansion:** Jackson College continues to expand workforce programming to meet growing demand in the utility and skilled trades sectors. The opening of the Applied Technology Center has significantly increased the College's capacity to deliver hands-on technical training in utilities and skilled trades. The College has also expanded its Utility Technician programming to prepare students for high-demand careers supporting Michigan's critical infrastructure. Graduates have secured employment with a wide range of employers, including municipalities, electrical unions, gas and power companies, and telecommunications organizations. Employer input continues to shape facility use, equipment investments, curriculum development, and instructional delivery to ensure students develop the technical and workplace skills needed across these industries.
- **Commercial Driver's License (CDL) Program:** Jackson College launched its Commercial Driver's License (CDL) program in Fall 2025 in partnership with Alpha Omega Utility Services to address the growing demand for licensed commercial drivers throughout the region. Through the Fall 2025 and Spring 2026 semesters, 23 students have successfully earned their CDL, creating an immediate workforce pipeline for transportation, utility, construction, and logistics employers. Ongoing employer feedback continues to inform program operations and supports strong employment outcomes for graduates.
- **Competency-Based Education (CBE) Expansion:** Jackson College continues to expand competency-based education as a flexible pathway for adult learners and incumbent workers. In January 2026, the College launched its Certified Production Technician (CPT) competency-based program in response to regional manufacturing

workforce needs. Developed in collaboration with employers and informed by labor market data, the program emphasizes industry-recognized competencies, performance-based assessments, Credit for Prior Learning (CPL), and flexible instructional models that accelerate credential attainment while maintaining workforce relevance. The College continues to explore additional competency-based offerings in healthcare, utilities, and general education based on employer demand and regional labor market needs.

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

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

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

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

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

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

INTERPRETATION:

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

meet their expectations of instructional preparation.

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

EVIDENCE:

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

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

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

The Academic Deans confirmed the following on 08.03.26:

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

Evidence of Graduate Workforce Readiness:

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

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

* New program;

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

1.3 Employers have avenues for employee training.

INTERPRETATION:

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

Achievement of this ENDS statement will be demonstrated when:

- a) The College offers credit and noncredit opportunities, in person and remotely, through Corporate & Continuing Education (CCE) based on employers' requests/needs for industry- recognized credentials; and
- b) The College facilitates funding for employee training, largely through the Michigan New Jobs Training Program and the Going Pro Talent Fund and Incumbent Worker Grant opportunities through collaboration with Michigan Works Southeast.

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

EVIDENCE:

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

Employers have avenues for employee training:

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

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

The Dean of Health Sciences confirmed the following on 08.03.26:

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

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

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

1.4 The region has enhanced capacity for entrepreneurial innovation.

INTERPRETATION:

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

Compliance will be demonstrated when:

- a) The College offers credit and non-credit small business development and entrepreneurship courses and workshops, in various formats and lengths.
- b) Learning outcomes for business program curricula include the learner demonstrating fundamental knowledge in core functional small business and entrepreneurship areas.
- c) Small business learners participating in the rigorous business curriculum who participate in Learner Feedback Surveys will be asked to identify that the program of instruction and the instructors are doing well in preparing learners for the entrepreneurial workforce environment.
- d) Response options for Learner Feedback Surveys for the courses would reflect a high level of satisfaction with the courses taken.
- e) All CCE course completers survey data would verify that participants valued

the courses offered and intend to enroll in additional courses to expand their skills.

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

EVIDENCE:

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

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

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

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

The Academic Deans confirmed the following on 08.03.26:

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

The Business Administration competency-based education (CBE) program continues to expand, aligning curriculum with demonstrated workplace competencies and current industry expectations while providing flexible educational pathways for learners. Program quality is evaluated through annual program review, learner feedback surveys, curriculum

assessment, and continuous improvement to ensure instruction remains relevant to evolving business and workforce needs.

Demonstration of Evidence:

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

Student Survey Outcomes:

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

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

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

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

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

INTERPRETATION:

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

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

Achievement of this ENDS statement will be demonstrated when:

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

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

EVIDENCE:

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

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

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

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

INTERPRETATION:

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

Achievement of this ENDS statement will be demonstrated when:

- a) College tuition is lower than comparable four-year private or state Colleges;
- b) Financial aid that lowers price and create additional resources for success is available to any eligible learner;
- c) Learners have access to multiple modalities of delivery, (i.e., online, face to face, hybrid, that fits their unique life);
- d) Learner housing is available to learners from other areas to live on campus that enables them to complete programs; and
- e) Learner-parents have housing and are supported with employment services, academic tutoring, part-time campus employment, and learner success mentoring.

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

EVIDENCE:

- a) Approximately 88% of learners receive some form of financial aid, including federal, state, and institutional funds, as confirmed by the Chief of Strategy on 07.20.26.
- b) The Academic Deans confirmed on 08.06.26: The academic divisions intentionally design instructional delivery to reduce barriers to educational access while maintaining academic excellence. Learners are provided with multiple instructional modalities, including face-to-face, hybrid, HyFlex/JetFlex, flipped classroom, guided learning, online asynchronous, and online synchronous instruction, allowing students to engage in learning while balancing work, family, and geographic constraints.

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

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

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

- c) Our three housing facilities provided opportunities for learners to live and learn on campus was confirmed by the Chief of Staff and Governance Liaison in a review of the College website on 08.04.26.
- d) Jets Village Family Residences can provide housing to 6 families and was confirmed by the Chief of Staff and Governance Liaison in a review of the College website on 08.04.26.

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

INTERPRETATION:

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

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

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

EVIDENCE:

The Academic Deans verified on 08.03.26 that:

The Deans and faculty evaluate instructional technology and classroom needs through their annual planning and budgeting processes. Faculty members identify equipment, software, classroom, laboratory, and instructional support needs within their respective

disciplines. These requests are reviewed by academic leadership and considered alongside enrollment, program performance, accreditation expectations, safety requirements, and available financial resources. Career and technical education programs also receive input from employers and industry representatives through program advisory committees. This feedback helps the College assess whether instructional equipment, technology, facilities, and training practices remain aligned with current workplace expectations and regional workforce needs.

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

Evidence Demonstrating Learner Access to Current Resources by Area:

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

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

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

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

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

3.2 Learners have ancillary support that meets their unique needs.

INTERPRETATION:

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

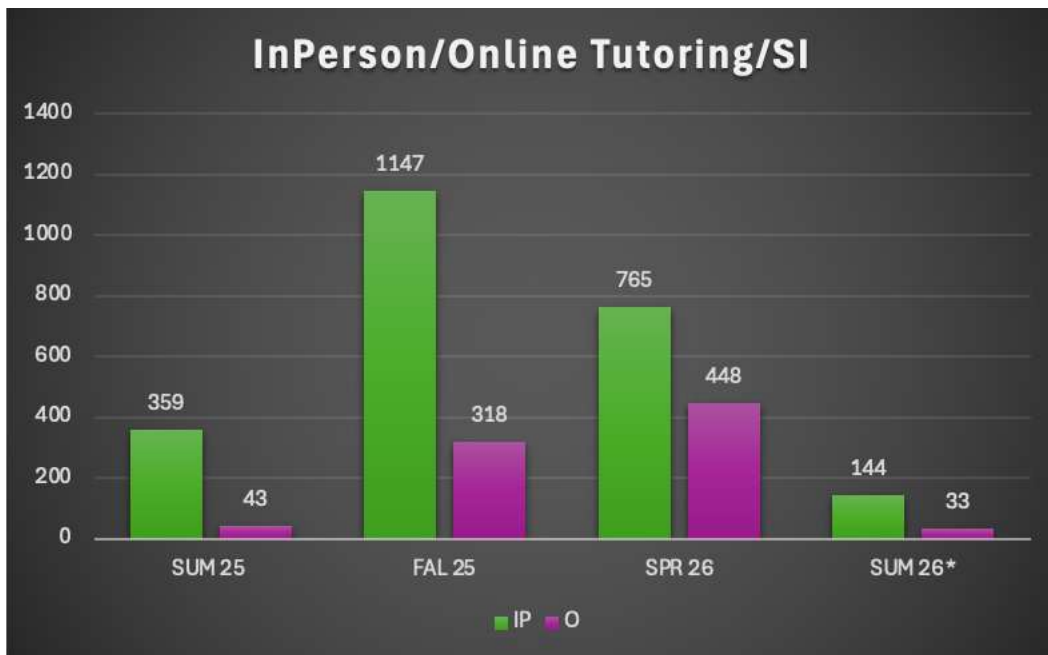
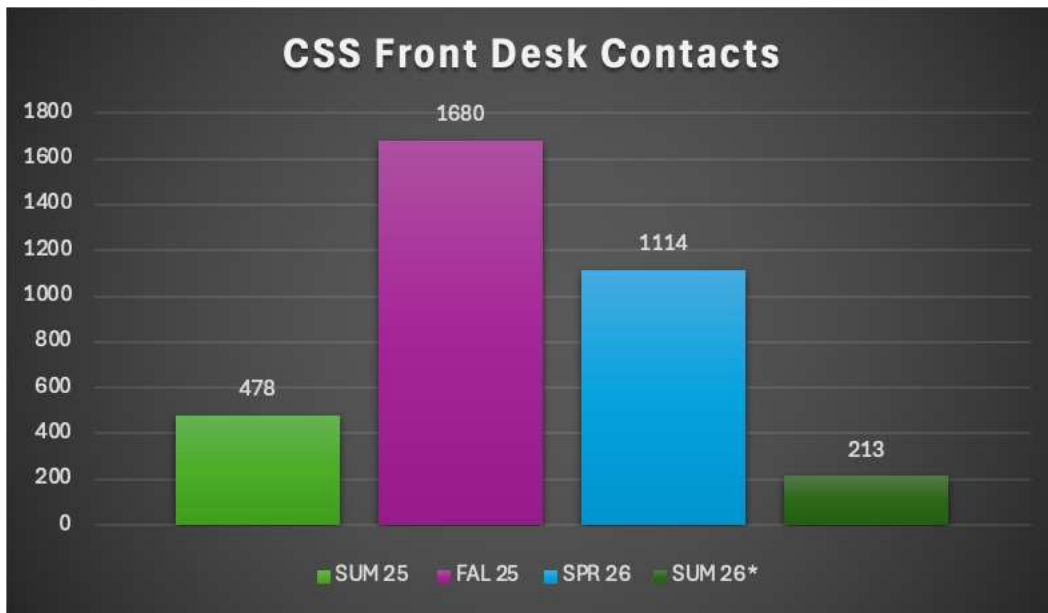
- a) Learners should have access to in-person and online tutoring, a writing lab, math lab, and supplemental instruction (SI) support on the academic side of education; and
- b) Learners should have access to health and food supports.

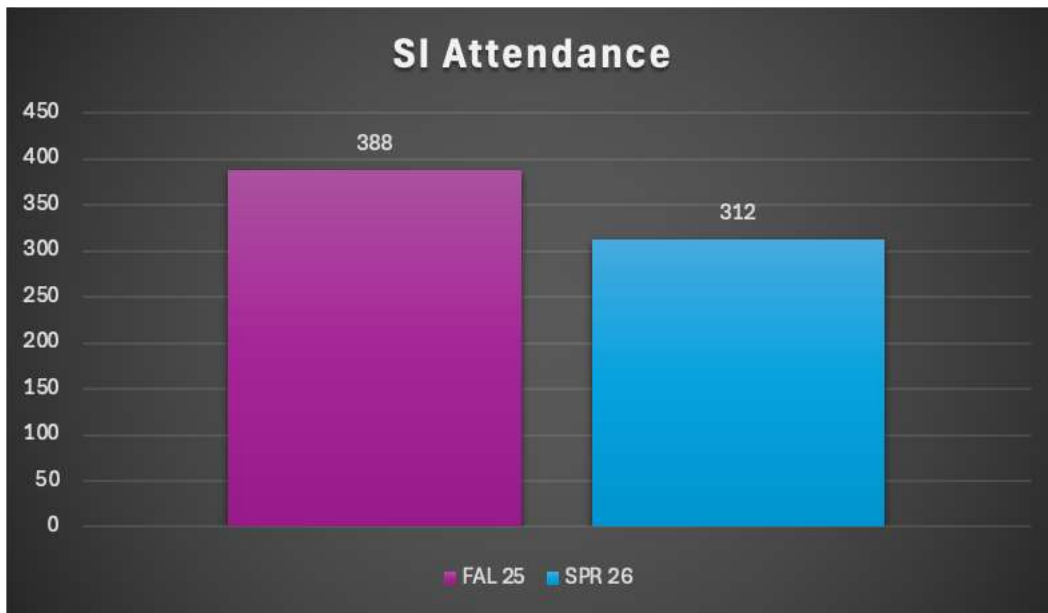
This is deemed reasonable as research has indicated that addressing whole learner health and nutrition is essential as it directly impacts learners' ability to succeed academically.

EVIDENCE:

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

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





HARRIET'S HUB VISITS

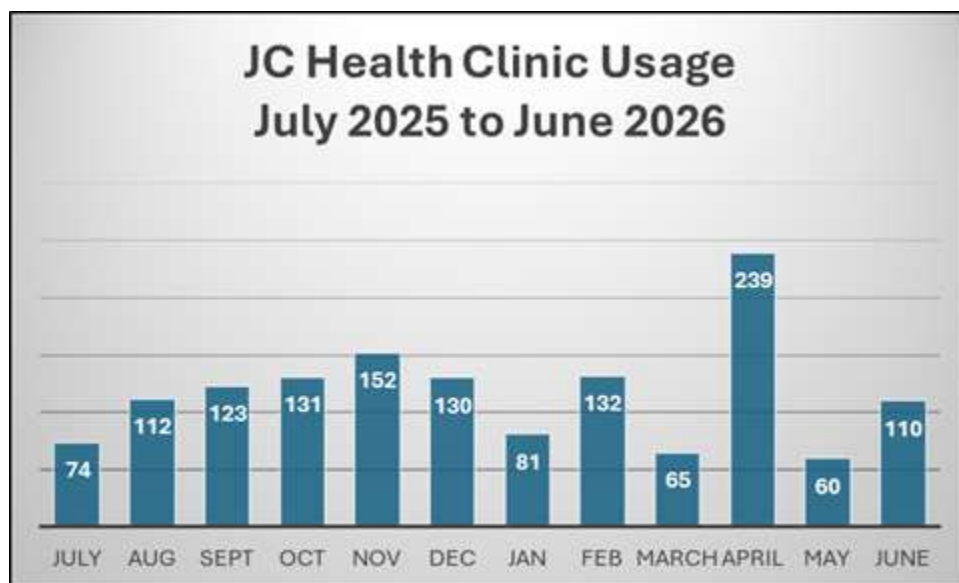


Harriet's Hub reported 4,676 individuals served during the reporting period, compared with 3,653 during the prior year—an increase of 28%. This figure includes repeat users each time they accessed a service, as well as others in their household who may have benefited from those services. As a result,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

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



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



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

The Jackson College Board of Trustees assessed this monitoring report and found that it demonstrated full compliance with a reasonable interpretation of the policy at the regular Jackson College Board meeting on August 10, 2026.