



Jackson College Board of Trustees

Monitoring Report: EN-01 Board's ENDS (#4)

[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 ENDS Policy EN-01: "Board's ENDS (#4)". 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. Please note that all of my interpretations of the policy remain unchanged from the previous report, unless otherwise noted.

9.8.25

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

Date

POLICY STATEMENT:

4. Learners develop life and workplace skills.

4.1 Learners gain the skills necessary to become responsible citizens, to lead productive lives, and to thrive in society.

INTERPRETATION:

I have interpreted this policy statement to mean that, as part of the learning experience at Jackson College, degree and certificate seekers shall have the opportunity to grow in their understanding of essential work and life skills, necessary to be successful in our democracy.

This is reasonable because technical knowledge without context in the broader economic and social ecosystem of the United States is insufficient for a learner to

be successful.

EVIDENCE:

- a) On 09.03.25, The Director of Workforce Training reaffirmed that Jackson College offers learners a wide array of work-based and experiential learning opportunities, designed to deepen student engagement, enhance academic learning, and strengthen career readiness. Students may participate in formal industry tours, internships integrated within academic coursework or offered as separate experiences, on-the-job experiences tied to program requirements, service-learning projects, and work-study employment. Notable examples include clinical placements embedded in the nursing and allied health programs, independent internships, service through the Volunteer Income Tax Assistance (VITA) program, and course projects that involve interviews with industry professionals. Students are also able to complete internships aligned with their field of study, offered in both semester-long and seven-week formats.

- b) On 09.03.25, the Director of Workforce Training confirmed that Jackson College has fully integrated internship and work-based learning courses into Career & Technical Education (CTE) degree programs. These efforts are led by the College's Work-Based Learning Coordinator, who collaborates with local employers, faculty and students to develop relevant experiential learning opportunities. This structure ensures that all learners in CTE programs have access to applied learning experiences that enhance their academic and professional growth. Programs offering these opportunities include Accounting, Agriculture, Business Administration, Cloud Networking, Computer Networking, Cyber Security, Energy Systems, Graphic Design, and Software Engineering.

- c) The Director of Workforce Training also confirmed on 09.03.25 that the College has successfully implemented the Handshake career office management platform which provides Jackson College students with access to over 15,000 school-approved job and internship postings. The platform offers a personalized user experience based on students' academic and career interests, promotes participation in career events hosted by reputable employers, and enables students to connect with peers across the globe. Employers also benefit from the ability to post jobs, register for events, and search student resumes. All current and incoming students at Jackson College have free access to Handshake through single sign-on, making it an accessible and integral part of the College's commitment to workforce preparation.

4.1.1 Learners experience significant gains in their critical thinking, problem solving and written communication skills.

INTERPRETATION:

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

develop and utilize rubrics of general education outcomes and essential competencies.

The achievement of this ENDS Statement is validated when:

- a) Rubrics developed by the faculty (and third party) identify the development of these three skills are approved by the assessment committee.
- b) Instructional program review, completed every five years, wherein goals, success data and analysis related to these three skills are shared with the Academic Council and approved by Deans, demonstrates knowledge gains in the aforementioned areas.

This is reasonable because the use of rubrics to ensure placement of these skills into the curriculum, combined with program review analysis, is standard means in higher education for determining the effectiveness of learner gains.

EVIDENCE:

- a) On 08.23.25, the Interim Dean of Health Science, Business Innovation, and Digital Transformation confirmed that, in addition to the rubrics developed by faculty for assessment of General Education Outcome (GEO) #1 (i.e., Write Clearly, Concisely and Intelligibly), as well as General Education Outcome #4 (i.e., Demonstration of Scientific Reasoning), since the August 2023 review, Jackson College has been undertaking an extensive assessment of three critically important Institutional Level Outcome (ILO), embedded in every certificate and degree, which includes the following:
 1. Think critically and act responsibly. Learner outcomes for this ILO encompass personal and communal responsibilities, as well as problem solving.
 2. Work productively with others. This ILO assesses for such things as making collaborative decisions and managing conflict.
 3. Exhibit technological literacy. This ILO moves learners beyond basic technological skills and communication and to the expectation of digital citizenship.

Together, the GEOs and the ILOs impact learners throughout their educational journey at Jackson College and prepare them as thinkers, communicators, and problem solvers.

- b) On 08.23.25, the Interim Dean of Health Science, Business Innovation, and Digital Transformation confirmed that the Academic Council agenda 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. Additionally, with the recent creation of a new Program Review document and approval process, third party accredited programs will be able to more effectively share information on their programs in relation to annual reports. This new process will also ensure that faculty are able to fully

reflect and act upon any areas where improvement may be needed.

4.1.2 Learners have opportunities to develop leadership skills.

INTERPRETATION:

Achievement of this ENDS statement will be demonstrated when:

- a) The development of leadership skills is part of academic programming educational outcomes; and
- b) Learners have opportunities to develop leadership skills outside the academic program in learner government, learner 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 learner government, learner organizations and athletics opportunities contribute significantly to development of leadership.

This is also reasonable because leadership development can be attributed to achievement in both curricular and co-curricular environs.

EVIDENCE:

- a) On 08.23.25, the Interim Dean of Health Science, Business and Information Technologies confirmed that they annually review program outcomes with academic leadership, and Department Chairs confirmed that educational outcomes include leadership development. Additionally, a newly created Honor Leadership program will provide further opportunities for students who want to grow their leadership skills beyond what is learned in their courses and programs. This program also has a particular focus in supporting the College's Phi Theta Kappa (PTK) honor society work. Indeed, the focus of PTK is academic excellence and leadership.
- b) On 09.03.25, faculty support for learner government and Executive Director, Athletics & Student Development confirmed that the College's instructional programs provide learners 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.

4.1.3 Learners experience a variety of cocurricular opportunities at the college including intercollegiate athletics and other activities which favorably impact the lives of the participants.

INTERPRETATION:

I have interpreted this policy statement to mean that Jackson College should have a significant breadth of programming and activities that extend beyond the traditional classroom, including programs designed especially for learner residents.

This is reasonable because research has demonstrated learner residence life, athletics, and other similar programs have a favorable impact upon persistence and completion of academic goals.

EVIDENCE:

- a) On 09.03.25, the Chief Student Services Officer confirmed that the National Junior College Athletic Association (NJCAA) eligibility requirements are based on academic performance and satisfactory progress towards degree completion. More years of participation require greater credit attainment.
- b) On 09.03.25, the Chief Student Services Officer confirmed that the learners that are part of one co-curricular program are many times a part of others such as Phi Theta Kappa, Resident Assistants, and/or leaders or members of many other student-led student organizations.
- c) On 09.03.25, the Chief Student Services Officer confirmed that the Completion/Graduation rates for learner/athletes are higher than the rest of the institution when looking at IPEDs data with a 28% graduation rate and a 41% transfer rate.

Source: IPEDS 2024-25 Graduation Rates File

Cohort Year: 2018		
Category	Student Athletes	All Students
# IPEDS Cohort	54	547
# Completers	15	87
# Transferred	22	182
% Complete/Transfer within 3 years	69%	49%
IPEDS Grad Rate all students	28%	16%
IPEDS Trans Rate all students	41%	33%

The Jackson College Board of Trustees assessed this monitoring report and found that it demonstrated compliance with a reasonable interpretation of the policy at the regular Jackson College Board meeting on September 8, 2025.