



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.

9.9.24

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 08.28.24, the Director of Workforce Training confirmed that Jackson College provides learners with an array of opportunities to participate in work-based/experiential learning. Learners may participate in formal industry tours, internship experiences (both integrated in coursework and as separate learning experiences), clinical experiences, service-learning projects and work study opportunities. Examples of such include extensive clinical experiences as part of nursing and allied health program curriculum; independent externships; participation in the volunteer income tax assistance (vita) program; course projects involving interviews with industry experts; and participation in semester-long or 7-week session internships in their field of study.
- b) On 08.28.24, the Director of Workforce Training confirmed that Jackson College has integrated internship/work-based learning courses into all its Career & Technical Education (CTE) degree programs. The College's Work-Based Learning Coordinator is responsible for developing and coordinating work-based learning opportunities with community employers and learners. Learners have opportunities to complete work-based learning experiences in the following programs: Accounting, Agriculture, Business Administration, Cloud Networking, Computer Networking, Cyber Security, Energy Systems, Entrepreneurship, Executive Assistant, Graphic Design, Software Engineering, and Sports Management.
- c) On 08.28.24, the Director of Workforce Training confirmed that to better support learners in their search for career-related experience, the College has implemented the use of Handshake, a career office management system. Handshake provides learners with over 11,000 school approved job/internship opportunities, career related events hosted by esteemed employers, and provides learners with a personalized feed based on their career and educational preferences. Handshake also allows students to connect with other learners from around the world. Not only does this aid learners in many ways, but Handshake also allows employers to connect with learners through job postings, career event registration, and resume search ability. As of implementation in July 2023, all incoming and current Jackson College students have Handshake available to them for free with single sign on access.

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 09.05.24, Dean of Health Sciences, Business, and Information Technologies confirmed that in addition to the rubrics developed by faculty for assessment of General Education Outcome (GEO) #1 (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) The Dean of Health Science, Business and Information Technologies' review of the Academic Council agenda on 08.08.24 confirmed that it regularly includes the following: presentation for approval of biannual goals by each Department Chair, results of program reviews and course reviews conducted with the support of the Academic Deans through workshops and collaborative analysis review.

4.1.2 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 09.05.24, the 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.
- b) On 09.05.24, faculty support for learner government and Executive Director, Athletics & Student Development confirmed that 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 09.03.24, the Chief Student Services Officer confirmed that the National Junior College Athletic Association (NJCAA) eligibility requirements hinge on academic performance and satisfactory progress towards degree completion. More years of participation require greater credit attainment.
- b) On 09.03.24, 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 Mentors, Men of Merit, or Sisters of Strength.
- c) As of 09.03.24, the Chief Student Services Officer confirmed that the, the Chief Student Services Officer confirmed that Completion/Graduation rates for learner athletes are higher than the rest of the institution when looking at IPEDs data with 33% graduation rate and 39% transfer rate.

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 9, 2024.