



Jackson College Board of Trustees

Monitoring Report: EN – 01 Board's ENDS

Report Date: 08.14.23

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". I certify that the information contained in 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.

08.14.23

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 Comparison 2022-2023 Academic Year						
4-Year Institution Name	4-Year Institution Tuition	Jackson College In-County Tuition	Total Tuition Savings	4-Year Institution Tuition	Jackson College Out-Of-County Tuition	Total Tuition Savings
Albion College	\$54,410	\$5,280	\$49,130	\$54,410	\$5,970	\$48,440
Adrian College	\$37,521	\$5,280	\$32,241	\$37,521	\$5, 970	\$31,551
Spring Arbor University	\$31,020	\$5,280	\$25,740	\$31,020	\$5, 970	\$25,050
Hillsdale College	\$29,590	\$5,280	\$24,310	\$29,590	\$5, 970	\$23,620
Siena Heights University	\$28,000	\$5,280	\$22,720	\$28,000	\$5, 970	\$22,030
University of Michigan	\$16,404	\$5,280	\$11,124	\$16,404	\$5, 970	\$10,434
Michigan State University	\$15,195	\$5,280	\$9,915	\$15,195	\$5, 970	\$9,225
Eastern Michigan University	\$14,400	\$5,280	\$9,120	\$4,400	\$5, 970	\$8,430
Ferris State University	\$14,010	\$5,280	\$8,730	\$14,010	\$5, 970	\$8,040
Grand Valley State University	\$13,952	\$5,280	\$8,672	\$13,952	\$5, 970	\$7,982
Western Michigan University	\$13,850	\$5,280	\$8,570	\$13,850	\$5, 970	\$7,880
Central Michigan University	\$13,200	\$5,280	\$7,920	\$13,200	\$5, 970	\$7,230
Baker College	\$13,050	\$5,280	\$7,770	\$13,050	\$5, 970	\$7,080
Wayne State University	\$12,932	\$5,280	\$7,652	\$12,932	\$5, 970	\$6,962

The above shows a tuition comparison snapshot for the FY ‘23 academic year. Comparing Jackson College tuition with four-year public and private institutions within the State of Michigan. Ranking four-year institutions by most to least costly shows annual tuition cost savings for a learner choosing to attend Jackson College, not to mention other costs savings attributed to in-district students who would continue to live at home. The table represents Jackson College tuition rates for both in-county and out-of-county residents.

- 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:

- a) Jackson College's Corporate and Continuing Education (CCE) is working diligently with our local workforce and economic development agencies in a variety of different ways. Recently the College partnered with Henry Ford Jackson (HFJ), Michigan Works Southeast, Martin Luther King Center, College, and Career Access Center, the Jackson Chamber, and the Jackson Enterprise Group, to host a two-day hiring event to support Henry Ford Jackson's recruitment and training needs. 225 job seekers attended the event over the two-day timeframe. HFJ extended 60 offers of employment for various positions of which 15 were Nurse Assistants. These 15 individuals have been enrolled into a training bootcamp here at Jackson College that will be fully paid with MiLeap funds through Michigan Works Southeast (MWSE).
- b) The College has also partnered with Technique Inc. and area workforce and economic agencies in a very similar fashion which has resulted in two separate boot camp trainings that have resulted in 18 learners to be hired and trained using both MiLeap and Michigan New Jobs Training Program (MNJTP) funding to offset the cost of training. All 18 learners were employed by Technique and received industry-certified PTC credentials.
- c) Jackson College has also solidified a significant relationship with local workforce and economic developers to continue supports with Manufacturing Day planning, for local employers, job seekers and K-12 Education. It is

likely that all 13 school districts will participate this year, providing opportunities for 10th graders to travel and tour manufacturing facilities, as well as Jackson College campus and the College's STEAM Lab, while also discussing opportunities and pathways in MFG.

- d) CCE has also partnered with Lenawee Now, Economic Development Agency in Lenawee County to offer MNJTP snapshots in all Attraction packages they provide perspective companies looking to move into the area. Jackson College has also established a referral process for new and established company contacts interested in further training and recruitment.
- e) CCE and MWSE are also looking to collaborate to support local businesses through the Going PRO Talent Fund Grant using both independent and Industry-Led Collaborative grant applications to offer further Jackson College training and opportunities.
- f) Jackson College has several unique operational and programmatic differences within the state of Michigan. An evaluation of community college offerings throughout Michigan shows, less than 25% offer programming for Astronomy via an Astronomical Observatory, JPEC, Ready Set Jet (i.e., the College's current summer bridge program), as well as the sheer number of athletics that Jackson College offers, which exceeds all other MCCA colleges.

1.1 An increasing number of 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:

- a) The chart below shows our past four cohorts of incoming learners and their

2-year success rating. The College is observing a decline in the number of incoming learners and saw a drop in 2-year success rate in 2019-2020, as well as a positive rebound in 2-year success in FY '21. Source: <https://www.mischooldata.org/success-rates-report/>.

Sector Entry Year	Adjusted State Cohort	2- Year Success Rate
2017-18	1,884	17.8%
2018-19	1,540	17.8%
2019-20	1,853	14.2%
2020-21	1,624	17.0%

b)

Sector Entry Year	Adjusted 3 - Year State Cohort	3 – Year Success Data	Adjusted 4 – Year State Cohort	4 – Year Success Data
2017-18	1,662	26.1%	1710	32.5%
2018-19	1,635	30.8%	1,640	39.4%
2019-20	1,838	28.7%		N/A

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:

- Graduates should have employment with a compensation level that is above 150% of the most recent Federal Poverty Guidelines for a family of four.
- All career related credentials submitted to the U.S. Department of Education and are evaluated for qualification according to Gainful Employment Standards
- 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:

In a survey of alumni with a response rate of 30%, 86% of alumni who respond state that they are very satisfied with their quality of instruction and their relevance of instruction to their current industry.

Question asked Satisfied or Very strongly regarding:

Question	# of Respondents	% Satisfied	% Very Satisfied
Quality of Instruction	193	36%	54%
Relevance of Instruction to Current Job	193	27%	32%

Survey of alumni after the fact is a reasonable measure and validates the market demand and wage-earning potential. Return rate of 30% is reasonable because historically community colleges have lower response rate to these surveys, which is a reasonable standard for IR.

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:

- a) Jackson College's Corporate and Continuing Education (CCE) confirmed that by July 2023 they have exceeded their annual goal of interviewing and touring 20 employers in the Tri-County Region to gather employer needs for both recruiting and upskilling their current workforce.

- b) Jackson College's Industry Partners identified "soft-skills" as the lacking component in Jackson College's programs. Specifically identified were a basic understanding of business (in all program areas), how to conduct themselves in professional environments, time management and time scheduling, and how to communicate effectively with managers. Through specialized training, we are incorporating soft skills into the key curriculum and hiring events to allow learners to be more employable. Examples include Technique and Henry Ford Jackson.
- c) Jackson College will continue to work with workforce partners, specifically managers and human resource personnel, to identify specific skills and competencies that need to be incorporated into the curriculum.
- d) Also identified by employers is the need for stackable programs embedding industry-recognized credentials. Employers identified communication, critical thinking, professionalism and teamwork as critical for successful employment in the community.

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:

- a) The Chief Academic and Learner Service Officer confirmed on 02.22.23 the renewal of Perkins funding for all State-approved CTE programs, which included the conducting of advisory committees. It was further confirmed that all committee membership and meeting minutes were collected and retained, and that membership included representation from a variety of stakeholders including business, industry and healthcare, as well as program graduates and current learners, including special populations.
- b) Information provided by advisory committees regarding current and emerging employer needs was validated by the Comprehensive Local Needs Assessment, a Perkins V required bi-annual survey of the local labor market and Jackson College's alignment with local in-demand industry sectors or occupations. Further evaluative feedback was provided through PROE (Program Review of Occupational Education) surveys to current

learners, faculty and advisory committee members as well as program- and course-specific surveys such as Clinical Site Evaluations.

- c) In June 2020, Jackson College implemented PathwayU, (i.e., a new online career assessment and guidance system). Jackson College has been able to utilize PathwayU to help CTE learners identify which degree and or type of career and internship to pursue. Since its implementation, PathwayU has assisted 3,420 learners in identifying careers/internships that will bring purpose and to narrow down positions of interest. Learners are then directed to College Career Network (CCN) to find careers aligning with their purpose. Over 300 local employers have active accounts through CCN and actively post and hire Jackson College Learners.
- d) The Work-Based Learning Coordinator also provides services through the Employment Hub, offering learners assistance with internship questions, career-related workshops, resume writing and tips, cover letter assistance, mock interviews, etc. In addition to services through the Employment Hub, we also offer employers Employer Spotlights where they can communicate their employment opportunities to learners and offer on-the-spot interviewing.

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 the employee training, largely through the Michigan New Jobs Training Program.

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:

- a) Since 10.28.22, 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 fourteen active agreements, with a combined total over 3.5 Million dollars to train 438 eligible positions. As of July 2022, over 100 of these positions have received training. To date, Jackson College has held 33 MNJTP agreements, providing training for over 400 positions. Other funding sources made available to employers for training includes Going PRO, OJT, IWT, MiLeap and WIOA.

- b) In June, July and August of 2023, CCE worked with Technique and Henry Ford Jackson to incorporate Jackson College courses. New employees of technique will be trained in either a Welding, Prototype or CAD TechniqueU track. Additionally, learners will be trained in a Nurse Assistant two week program for Henry Ford Jackson. These trainings are funded through MNJTP and MiLeap and participants may later receive credit towards the Patient Care or Welding certificates. CCE has enrolled Twenty Two TechniqueU learners and thirteen Henry Ford Jackson learners into JC courses.
- c) On 07.26.23, it was reviewed and confirmed that CCE maintains an active catalog of course offerings, available through a variety of delivery methods. CCE collaborates with Ed2G0 to offer over 700 online 6-week courses or professional certification trainings. CCE cross-list an average of five credit courses each semester based on employer request. Additionally, seminars, workshops, open enrolment, and bootcamp trainings were scheduled regularly: Including, but not limited to: EMT-Basic, Nurse Assistant, Teacher SCECHs, Robotics, Production Technician, and AutoCAD., by the Director of Workforce Development.
- d) IRC certification programs were identified to incorporate into degree certificates. The intentional design of these programs incorporated WIOA program eligibility of being able to be completed in 12-months or less and concluding with an industry- recognized credential, while also being Federal Financial Aid eligible as a 16-credit or more credit certificate program. This collaboration promoted real-time understanding of workforce gaps based on industry demand and regional employer feedback.

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:

- a) Jackson College promotional literature and webpage demonstrates the offering of both credit and non-credit programming to encourage and support regional entrepreneurial efforts.
- b) Business learners obtain the necessary skills needed to sustain a business within the business program curricula. These skills include: marketing strategies, social innovation, understanding the different entrepreneurial marketing strategies, encouraging and incentivizing entrepreneurship, demonstrating understanding business accounting principles, budgeting, communicating the different managerial styles in the entrepreneurial field of work and differentiating the various business legal systems and business implementation.
- c) Outcomes from credit learner surveys (conducted for every class) were utilized in order to understand how well the program and instructors were preparing learners for the entrepreneurial workforce environment. Learners responded positively regarding both their program and instructors. Approximately 94% of learners felt that their instructor was genuinely concerned with their progress in their courses, 93% of the learners felt their instructor promoted positive interaction in the classroom, and 95% of the learners felt their instructor communicated a clear understanding of the subject matter.

- d) The credit learners that participated in the survey were asked recommendations regarding the course material and learning content, and 94% indicated “They would recommend this course to another learner.”
- e) CCE course completers expressed a need to develop new skills, improve existing skills and wanting to advance in their career.

The Employment Hub serves as the primary resource for learners seeking guidance and support in their career development and job search endeavors. The

Employment

Hub offers a range of services to entrepreneurship learners, including:

- a) Workshops regarding internship preparedness, job search tips, cover letter and resume assistance, and soft skills.
- b) Entrepreneurship learners have access to one-on-one appointments with the Work-Based Learning and Career Services Coordinator to discuss any career or Internship questions they may have. The WBL and Career Services Coordinator may recommend that they speak with the Small Business Development Center (SBDC).
- c) Learners are made aware of and invited to any and all networking and career events via marketing communications that the Employment Hub puts on.
- d) Canvas Course material is made available to learners who are interested in learning more about available jobs and or Internship/Volunteer Opportunities

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

INTERPRETATION:

I have interpreted that the achievement of item 2.1 shall constitute achievement of this END statement.

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 END 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:

Internal review in July 2023 verified that all of baccalaureate transfer programs aligned with requisites specified in the transfer agreements. More particularly, College Articulation agreements confirm that all transfer academic programs are aligned with four-year baccalaureate programs. JC currently has 100 agreements with 13 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 to be classified as a transfer program.

- a) As of 07.14.23, the Transfer Liaison at Jackson College confirmed that all transfer information on the transfer web page and Jackson College website about transfer- related materials and articulations agreements are correct and up to date for the current academic year.
- b) On 07.14.23, the Transfer Liaison confirmed that all transfer information requiring review was evaluated by Academic Department, the Academic Dean, and the Registrar.

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

INTERPRETATION:

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

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

INTERPRETATION:

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

background, PELL-eligible learner.

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) Evidence of lower cost is provided page 2 on the chart titled “Jackson College Tuition Comparison AY ‘23.”
- b) On average, 75% of the College’s Title IV aid eligible learner population is Pell-eligible. Additionally, 90% of Pell-eligible learners are eligible to receive some other type of financial aid, including learner loans, and state grants or scholarships as confirmed on 07.10.23 by Financial Aid Director and Institutional Research Department
- c) Over the past year, learners have had access to course sections in a variety of modalities based on learner need and demand: online asynchronous, online synchronous (virtual classroom), hybrid, and fully seated. Seated sections run at Central Campus, JC @ LISD TECH in Lenawee County, and the LeTarte Center in Hillsdale County. The availability of face-to-face classes serves our tri-county area, and our online classes expand our reach throughout the state and across the country. Non-credit computer training courses were offered online through our partnership with Guangdong Polytechnic College in China. This was confirmed on 07.10.23 by Director of Work Force Training.
- d) Our three housing facilities provided opportunities for learners to live and learn on campus confirmed in a review of the College website on 07.10.23.
- e) Jets Village Family Residences can provide housing to 6 families was confirmed in a review of the College website on 07.10.23.

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:

During AY ‘23, Perkins funding of \$434,055 (72.78% of the total funding) was allocated for equipment purchases and capital outlay. All equipment purchased directly supported hands-on learner 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 Advanced Manufacturing, Graphic Design and all Health Science programs through support of the Simulation and Innovation Center, including Diagnostic Medical Sonography, Medical Assisting, Respiratory Care, Surgical Technology and Nursing.

3.3. 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

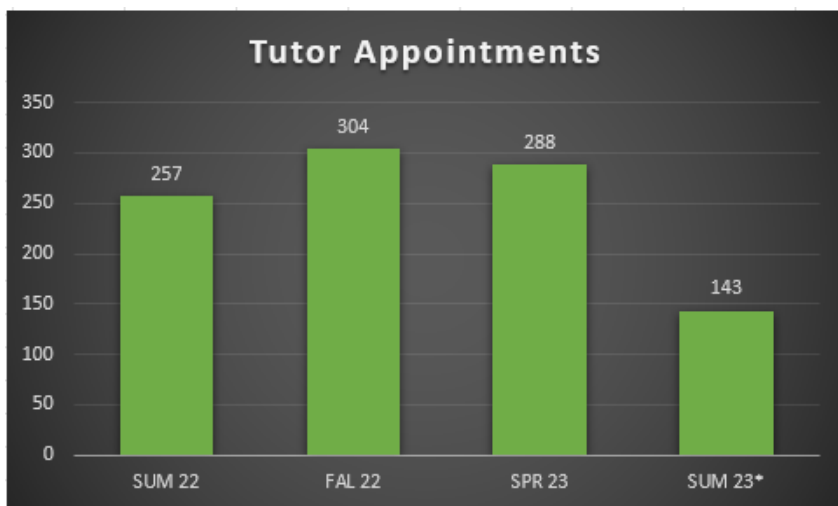
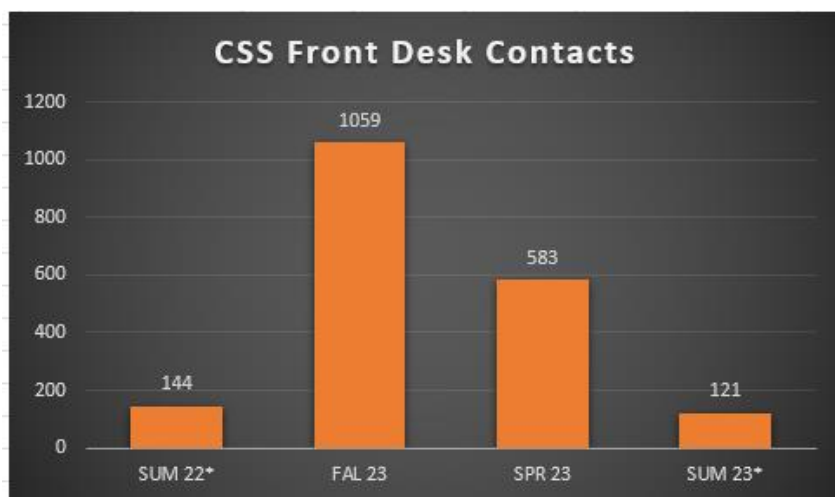
b) Learners should have access to health and food supports.

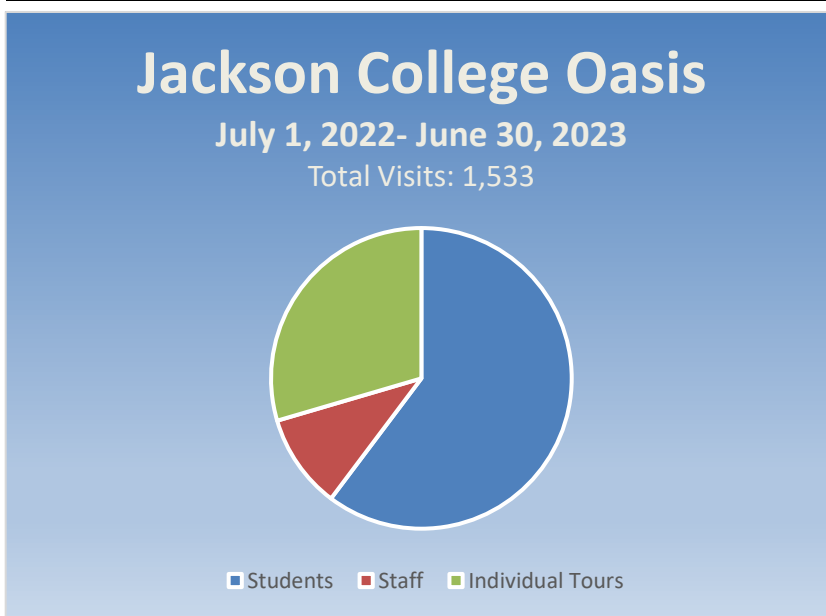
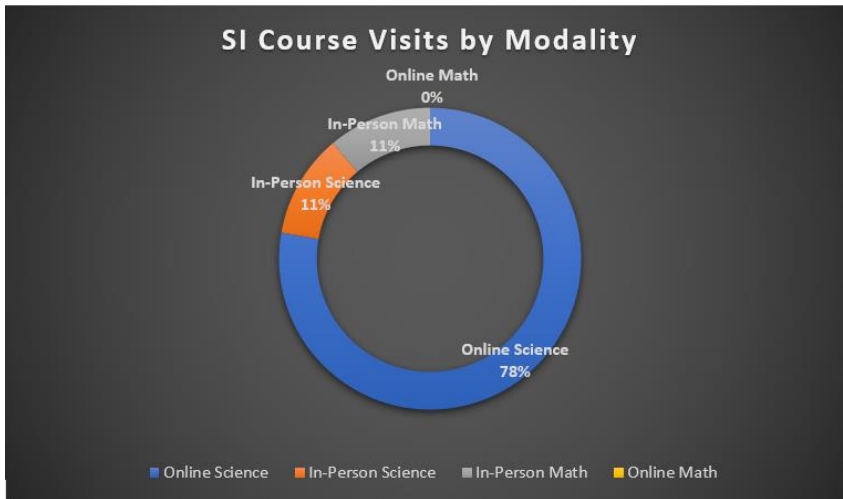
This is deemed reasonable as research has indicated that addressing whole

learner health and nutrition is essential as it directly impacts learners' ability to succeed academically.

EVIDENCE:

Visits to the areas in the Center for Learner Success confirm learners 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 2022 Fall 4917 learners, 2023 Spring 4704 learners, and 2023 Summer 2478 learners. *The numbers for Summer 23 throughout the below tables will continue to grow as the semester comes to a conclusion.*







4. Learners develop life and workplace skills.

INTERPRETATION:

I have fully interpreted that the achievement of items 4.1 and 4.2 below, regarding life and workplace skills, will constitute achievement of this policy.

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) 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 current opportunities provided to learners includes; 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. JC has integrated internship/work-based learning courses into all its CTE degree programs. JC's Work-Based Learning Coordinator is responsible for developing and coordinating work-based learning opportunities with community employers and learners. As of July 2023, 252 learners have successfully completed a Work-Based Learning Experience at Jackson College within the following CTE programs: Accounting, Agriculture, Business Administration, Cloud Networking, Computer Networking, Cyber Security, Energy Systems, Entrepreneurship, Executive Assistant, Graphic Design, Software Engineering, and Sports Management.
- b) To better support learners in their search for career-related experience the college has implemented the use of CCN, a career office management system. CCN provides learners with school approved job/internship opportunities, access to a national internship board, provides learners with a resume/career portfolio creator, as well as provides access to career advice documents, videos, and podcasts. Not only does this aid learners in many ways, CCN allows employers to connect with learners through job postings, career event registration, and resume/career portfolio search ability. As of July 2023, since implementation in July 2017, 2,366 jobs and internship opportunities have been posted, 638 employers have created a profile, and 1,554 learners and alumni have created a profile.

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 developed 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) In addition to the rubrics developed by faculty for assessment of General Education Outcome #1 (Write Clearly, Concisely and intelligibly), as well as General Education Outcome #4 (Demonstration of Scientific Reasoning), since the August 2022 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) Review of the Academic Council agenda confirmed that it regularly includes the following: presentation for approval of biannual goals by each Department Chair, results of program reviews and course reviews conducted with the support of the Academic Deans through workshops and collaborative analysis review.

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

EVIDENCE:

- a) Review of program outcomes with academic leadership and Department Chairs confirmed that educational outcomes include leadership development.
- b) 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) 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) 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 July 2023, Completion/Graduation rates for learner athletes are higher than the rest of the institution when looking at IPEDs data with 25% graduation rate and 45% transfer rate.

5. Jackson County residents have accessible resources to improve their quality of life.

INTERPRETATION:

I have fully interpreted resources to improve quality of life in policy items #5.1, #5.2 and 5.3. Achievement of these lower-level ENDS will constitute achievement of this ENDS policy statement.

5.1. Lifelong learning opportunities are available to residents.

INTERPRETATION:

I have interpreted that the achievement of this ENDS statement will be demonstrated when:

- a) Residents of Jackson, Lenawee, Hillsdale and surrounding communities have non-credit and credit opportunities that support learners beyond the traditional college-going learner years;
- b) Non-credit courses are set at a lower cost to encourage lifelong learning among residents who might not otherwise take courses; and
- c) Residents have access to the College library.

This is reasonable because making available lifelong credit and non-credit learning opportunities that extend beyond service to 18-24-year-old learners, ensures that residents remain competitive in the job market, as well as add to their individual quality of life, and the quality of life to the region.

EVIDENCE:

- a) The Department of Corporate and Continuing Education (CCE) catalog confirmed in July 2023 that a wide selection of non-credit lifelong learning, occupational, and continuing education courses for personal enrichment and general workforce interest were available to the community including: robotics, manufacturing safety, supervisory skills, basic electrical, teacher CEUs, production technician and patient care technician courses.
- b) It was confirmed via the aforementioned catalog in July 2023 that CCE offers a non-credit discounted rate for reserved seats in select credit courses to allow individuals to explore credit programs, advance their skill set, or for employers looking to train a small number of employees. CCE also offered a wide range of affordable, fun, and convenient non-credit courses in partnership with Ed2Go that increased access and flexibility to lifelong learning courses. Additionally, CCE built a catalog of faculty created courses, called Jetway. The courses range from personal enrichment to courses that lead to credit for prior learning opportunities. CCE coordinated with the Jackson YMCA to host a series of interactive sessions on Central Campus for the YMCA's Summer Camp June – August 2023. Campers had the opportunity to explore campus and learn about a variety of different career pathways.
- c) Review of the website on 07.23.23 confirmed that library is accessed by

learners and community residents.

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

INTERPRETATION:

Achievement of this ENDS statement 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 07.27.23 confirms that all of (a), (b), and (c) were offered to the College community.

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

INTERPRETATION:

I have interpreted this policy statement to mean that the College must provide a service beyond that of higher education to the broader region, but that it should fully embrace the use of community service to the area through staff volunteerism, contributions, partnerships, and quality of life programming.

This is reasonable because historically, community colleges have had three areas of focus 1) career education, 2) transfer education, and 3) community services.

EVIDENCE:

- a) Jackson College partnered with Henry Ford Jackson Hospital to offer learners medical care evaluation and treatment. A licensed nurse practitioner, along with a Medical Office Assistant 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 learners and a payment of \$5 was due at the time of service. Consumables such as vaccinations, etc. above the normal supplies were extra. The clinic offered services similar to other medical clinics.

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

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

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

The above was verified via a review of the College website offerings in July 2023.

- b) Jackson College provides the Corrections Education Program in partnership with the Michigan Department of Corrections. Jackson College is approved by the Department of Education to offer educational programming inside the correctional facilities and allow eligible learners 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 570 learners through the Corrections Education Program
- c) Review of CEP on 07.11.23 confirmed that it includes Associate of Arts, Associate of General Studies and/or Associate of Science degree.
- d) Review of CEP on 07.11.23 confirmed that it was possible to pursue Associate of Applied Science degree.
- e) Review of CEP on 07.11.23 confirmed that it was possible to pursue an Associate of Applied Science in Business Administration, Public Administration, or a Business Management Certificate.
- f) CEP records on 07.11.23 confirm that all enrolled learners were assigned a Corrections Education Program Specialist and had access to support available to other learners.

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 August 14, 2023.