Jackson College  
Board of Trustees Meeting  
Regular Meeting - Monday, February 15, 2016  
6:30PM

AGENDA

1.0 Call to Order

2.0 Roll Call

3.0 Pledge of Allegiance

4.0 Communications
   4.1 Citizen Comments
   4.2 Employee Comments
   4.3 Board Comments
      4.3.1 Conflict of Interest Consideration
      4.3.2 Board Comments
   4.4 Student Comments
   4.5 Consideration of Minutes
      4.5.1 Regular Meeting Minutes of January 11, 2016
   4.6 Marketing Report

5.0 ENDS Performance Reporting
   5.1 Instruction Board Monitoring Report

6.0 Action Items
   6.1 Second Reading Consideration
      6.1.1 Communication & Counsel to the Board
      6.1.2 Accreditation
      6.1.3 Asset Protection
   6.2 Jackson Preparatory & Early College (JPEC)
      6.2.1 Consideration of a revised Table of Staggered Terms for the JPEC Board
      6.2.2 Consideration to Amend Existing Terms of the JPEC Board
      6.2.3 Consideration to Appoint New JPEC Board Member(s)

7.0 Information Items
   7.1 First Reading Consideration
      7.1.1 Governance Commitment
      7.1.2 Governing Style
   7.2 President’s Report

8.0 Adjourn
TO: JC Board of Trustees  
FROM: Dr. Daniel J. Phelan, President

Subject to be Discussed and Policy Reference:

<table>
<thead>
<tr>
<th>4.0 Communications</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(BOARD POLICY: GOVERNANCE PROCESS: Governing Style)</td>
<td></td>
</tr>
</tbody>
</table>

Executive Summary:

Jackson College Board of Trustee’s Governance Policy requires opportunities for communication with the Board. To that end, the following formal communication opportunities are provided.

- 4.1 Citizen Comments
- 4.2 Employee Comments
- 4.3 Board Comments
  - 4.3.1 Conflict of Interest Review
  - 4.3.2 Board Comments
- 4.4 Student Comments

In addition, the following communications are included on the agenda for meeting records and additional operational communications:

- 4.5 Consideration of Minutes
  - 4.5.1 Regular Meeting Minutes of January 11, 2016
- 4.6 Marketing Report

Resource Impact:

None

Requested Board Action:

Approval of Board Meeting Minutes

Action Taken:

None
The regular meeting of the Board of Trustees of Jackson College, Jackson County, Michigan, was held on Monday, January 11, 2016 at 2111 Emmons Road, Jackson, MI 49201.

Chairman Samuel Barnes called the meeting to order at 6:30 PM Eastern Standard Time.

Board Members Present: Chairman, Samuel Barnes; Vice Chairman, John Crist; Treasurer, Donna Lake; Secretary, Sheila Patterson; Trustee, Matt Heins; Trustee Phil Hoffman and Trustee, Dr. Ed Mathein.

Others Present: Dr. Daniel Phelan, Dr. Rebekah Woods, Cindy Allen, Dale Dopp, Sara Johnson, Dotty Karkheck, Kelly Chambers, Michael Masters, Rob Stirton, David Hooper, Nikki Huntoon, Stephen Trout, Jason Slabinski and Jeff Steers.

COMMUNICATIONS
Citizen Comments
There were no citizen comments.

Employee Comments
There were no employee comments.

Board Comments
Trustee Mathein congratulated President Phelan on his appointment to the National Phi Theta Kappa Board of Directors.

Student Comments
There were no student comments.

Consideration of Minutes
The minutes of the regular Board meeting on December 14, 2015 were approved as presented.

Marketing Report
Ms. Dotty Karkheck, Director of Marketing, provided highlights from the Marketing report for the month and addressed questions from the Board.

College Feature
Chef David Hooper, Jackson College’s Culinary Instructor shared highlights from the China-US rising star study tour. The three participating students shared their experiences as well.
ENDS Performance Reporting
Treasurer’s FY 2016 Q2 Report
Dale Dopp, Vice President of Finance provided the second quarter report for Fiscal Year 2016 and addressed questions from the board.

Accreditation Board Monitoring Report
Rob Stirton, Executive Director of Institutional Effectiveness presented highlights of the Accreditation monitoring report and addressed questions from the board.

ACTION ITEMS
Second Reading: Financial Conditions and Asset Protection
President Phelan presented the Financial Conditions and Asset Protection policies.
**MOTION BY TRUSTEE CRIST** “To approve the Financial Conditions policy as presented.” **MOTION PASSED UNANIMOUSLY.** The Asset Protection policy will be revised with edits suggested by Trustee Mathein and brought back to the February meeting for consideration.

Consideration to Approve the Bid Resolution for the Sale of the 2006 Bonds
Vice President of Finance Dale Dopp shared with the board that the sale of the bonds occurred today and that the best bid came from City Securities Corp., with a rate of 1.75% and a saves of 1.5MM over the next ten years. He asked that the Board consider the bid resolution be approved **MOTION BY TRUSTEE CRIST** “To approve the Bid Resolution for the Sale of the 2006 Bonds.” **ROLL CALL VOTE: TRUSTEES HOFFMAN, PATTERSON, CRIST, BARNES, HEINS, MATHEIN AND LAKE VOTING AYE. MOTION PASSED UNANIMOUSLY.**

Selection of Representatives for Outstanding Award Committees
President Phelan presented the opportunity for Trustees to volunteer to participate in the outstanding award committees. Trustees Lake, Patterson, Mathein and Crist volunteered to participate in this committee.

Consideration of Spring Planning Session Date
President Phelan asked the board to consider March 16, 2016 as the Spring Planning Session date to be held at the Wickwire House. **MOTION BY TRUSTEE LAKE** “To approve March 16, 2016 as the Spring Planning Session date.” **MOTION PASSED UNANIMOUSLY.**

INFORMATION ITEMS
First Reading: Communication and Counsel to the Board and Accreditation
The Communication and Counsel to the Board and Accreditation policies were presented for the Board’s first consideration. Both policies were moved to second reading status.

Consideration of Distinguished Service Award Nominations
President Phelan reminded the Board that formal consideration and selection of the Distinguished Service Award recipient each year occurs at the March Board Meeting,
and that Trustees should submit their nominations to the President or Assistant Board Secretary up until the end of February.

*Board Self-Evaluation Results*
Chairman Barnes provided an overview of the Board’s 2015 Self-Evaluation results.

*President’s Report*
President Phelan provided an update of significant College initiatives, legislative and academic matters.

**ADJOURN**
*MOTION BY TRUSTEE HOFFMAN “To adjourn.” MOTION PASSED UNANIMOUSLY.*
Meeting adjourned at 7:38PM.

The foregoing minutes of the regular meeting of the Board of Trustees held on Monday, January 11, 2016 were approved at the regular meeting of the Board held on February 15, 2016.

_______________________
Secretary

_______________________
Chairman
<table>
<thead>
<tr>
<th>Subject to be Discussed and Policy Reference:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1  Instruction Board Monitoring Report</td>
</tr>
<tr>
<td>(BOARD POLICY: EXECUTIVE LIMITATIONS: Communication and Counsel to the Board)</td>
</tr>
</tbody>
</table>

The enclosed ENDs Monitoring Report on Instruction will focus on the quality and currency of the College’s instructional processes and outcomes. This includes the instructional staff, spaces and support structures in place. Updates on new programming, as well as initiatives including Competency-Based Education, Text Book Zero and other instructional goals will be presented.

Provost, Dr. Rebekah Woods is presenting and will be on hand to answer any questions the Board has.

<table>
<thead>
<tr>
<th>Resource Impact:</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requested Board Action:</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Taken:</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
</tr>
</tbody>
</table>
Monitoring Report

Instruction

Presented to:
Dr. Daniel J. Phelan, President
Jackson College Board of Trustees

Presented by:
Dr. Rebekah S. Woods, Provost
I. Executive Summary

This Monitoring Report of institutional performance focuses upon the College’s instructional program and related processes and specifically regarding the high quality educational offerings, high-caliber instructional staff, market-driven instructional technologies, superior instructional spaces, and instructional support structures. It also considers new course and program development, the relevance of the College’s programs with respect to market demand, as well as instructional and other support resources.

The College follows two internal processes to ensure a high quality of, and currency within, its instructional programs. A formal, and regularly scheduled, Program Review process is required to be completed by all programs and disciplines. The process embraces a philosophy of continuous quality improvement and results in action plans, which can include the creation or discontinuation of programs and/or courses. A similar process, the Enrollment Trends Report, is completed on all programs every year and reviews the current quality and viability of the instructional program. The process may also result in the need for a Program Improvement Plan to address any data points of concern (e.g., enrollment, student success, awards conferred, costs, etc.).

In response to the changing needs of the external workforce and the changes within higher education, new programs, partnerships, and models of delivery are underway. New programs currently under development include Agriculture, Aquaculture, Diesel and Heavy Equipment Technician, and Dental Assisting. Our new baccalaureate degree in Culinary Arts & Hospitality Management has recently been submitted to the Higher Learning Commission for approval. It is anticipated that we would be able to launch years 3 and 4 of this program no later than the winter term, 2017.

The College continues to make the required progress on its Pathways work for an on-time launch in fall 2016. We are also continuing to make progress on our competency-based educational (CBE) options for students as well as our Textbook Zero (TBZ) initiative.

II. Institutional Context

Jackson College utilizes two main processes to ensure the quality of its instructional programs and alignment of efforts with the institutional strategic plan. The first is the Program Review process which is designed to ensure the academic integrity and currency of all instructional programs, related technologies, and supports. It also ensures compliance with the Higher Learning Commission’s (HLC) requirement that institutions maintain a practice of regular program review. Jackson College’s Program Review policy requires programs to be reviewed every five years. Additionally, new programs are reviewed every other year for the first five years of operation before following the five-year rotation. The Program Review process, which was built on the framework of the Malcolm Baldrige National Quality Award (MBNQA), mirrors the MBNQA categories of leadership, student learning, process effectiveness, budget/financial/market, workforce focus, and stakeholder focus. The process would normally be in its third year of rotation. However, because of the intensive work associated with Pathways, the review process was put on hold for this year. It is anticipated that the rotation will change next year to align with the programs assigned to Pathways. This means that one
Pathway will be reviewed each year including all programs assigned to that Pathway, essentially creating a 6-year rotation, which is still consistent with HLC expectations.

The second instructional review process is the Enrollment Trends Report. This report is completed annually by the instructional administration and is subsequently shared with faculty during an Academic Department Chairs’ meeting in the winter semester. The process undertakes a review and analysis of five-year trends for the following data:

- Enrollment by discipline and course;
- Student success by discipline;
- Awards conferred by program;
- Occupational demand projections and wage projections by program provided by Economic Modeling Specialists Inc. Forecaster Report;
- Ratios of full-time faculty and adjuncts compared to billing contact hours generated; and
- Cost per billing contact hour by discipline.

The final report includes three categories within which each program must be ranked. Specifically, the categories are:

a. **Warning**: The program or course could potentially be closed (or is in danger of being closed) due to consistently low billing contact hours, consistently low student headcount, reduced number of graduates, or recruitment/marketing efforts are non-existent or are in serious need of improvement;

b. **Watch**: The program or course data indicate conditions are right for elevating the program or course to the "warning" status unless the criteria (listed above) consistently improve within the next academic year. Programs under this category are required to develop a Program Improvement Plan to address specific data points, (e.g., enrollment, student success, awards conferred, etc.);

c. **Programs that have potential for further development and growth**: The program data adequately demonstrate that the program has the potential for further growth and development. Programs under this category will be required to develop a Program Improvement Plan to address certain data points, (e.g., enrollment, student success, awards conferred, etc.).

### III. External Context

During December 2015, the College’s Strategic Planning Committee (SPC) conducted an environmental scan and review of relevant and significant literature to determine emerging environmental conditions and trends, as well as new research findings that impact instruction. Their findings included new delivery models that are impacting higher education such as competency based programs and contextualized developmental offerings. In addition, the report provided additional insight into First Year Seminar courses that incorporate academic content, skill-building exercises, and applied teaching pedagogies, among other features, into the course to increase student engagement in the classroom.
The new Affordable College Textbook Act was introduced on October 8, 2015, creating a grant program that would support pilot programs at colleges and universities to create and expand the use of open source textbooks and related open educational resources (OER). Textbook prices have expanded 82% from 2002 – 2012 with the average annual cost to students for books and supplies at more than $1200 per year. The use of open source textbooks can reduce the cost to students by 80% or more. Consequently, and as noted later in this Monitoring Report, the College is positioning itself to be Textbook Zero by the beginning of the fall semester, 2017.

IV. Institutional Performance Reporting and Assessment

The College’s Balanced Scorecard and Strategic Plan includes an assurance requirement that all students complete a degree, certificate or other credential of market value, or they are transferring to a four-year institution. One of the required inputs to achieving this outcome is the delivery of high quality education, achieved in part, through the work of high-caliber instructional staff, market-drive technologies, superior instructional spaces, and related support structures, as well as intentional, personal and relational support services for each student.

Jackson Area College and Career Connection Early/Middle College (JAC³)

The Jackson Area College and Career Connection Early Middle College ("JAC³") pilot cohort of 20 students started fall 2014, with a second cohort of 18 students who began in fall 2015. The program has been a success. Indeed, we are currently expecting over 60 new applications for the third cohort slated for a fall 2016 launch.

The JAC³ program recently received the award for “Best Practice” for its outstanding partnership between business, education, higher education and community groups from the Mid-America Economic Development Council (MAEDC). The MAEDC is comprised of economic development professionals and site selection consultants in its 10 state region, which includes Michigan, Ohio, Indiana, Illinois, Iowa, Minnesota, North and South Dakota, Nebraska and Wisconsin.

Jackson College Clyde LeTarte Center Initiative - Welding and Manufacturing Program (WAMP)

The Welding and Manufacturing Program (WAMP) initiative was such a success, the Hillsdale County Community Foundation committed to funding a second cohort of 19 students which began fall 2015. The Hillsdale County Foundation covers tuition, all required books and materials, any rental fees not covered by Jackson College, as well as unforeseen expenses that may arise. A number of students in the program have procured employment and are now enrolled in apprenticeship programs.

Energy Systems Management

In its second year the Energy Systems programs have seen a total enrollment of over 40 students across both the baccalaureate and associate degree programs levels. A new fulltime faculty member, Edward Burkhead, was hired in the summer of ’15 to direct the program. He has been making presentations to area high schools and working directly with the national non-profit, Center for Energy Workforce Development to align curriculum and build relationships. Jackson College is currently in three-way discussions with the JISD Career Center and Consumers Energy to implement the JAC³ model (see above update) for Energy Systems. Relatedly, efforts are nearly finalized with American Honors to articulate this program with Guangdong College of Water Resources in China.
Sports Management
The new Sports Management degree was approved by the curriculum committee late fall 2015 with courses for the degree beginning this winter 2016 semester. Students will gain a background in business administration together with courses specifically designed for sports management majors. Students will focus on the business aspects of sports and study the worlds of recreation, school, college, community and professional sports today. The degree will serve both students who want to get into the workforce immediately upon degree completion, as well as those desiring to continue on to earn a baccalaureate degree.

Prison programs
In just under four years Jackson College has rebuilt its prison program (which previously ended in 1994 due to the elimination of Pell funding for inmates) into the largest single prison higher education program in the United States. Total enrollments in the Prison Education Initiative (PEI) for winter 2016 are expected to top 400 students across seven (7) Michigan Department of Corrections (MDOC) facilities, as well as the Jackson County Jail. PEI efforts continue to be extended through both the Vera Institute of Justice’s Pathways from Prison Program, as well as a private pay arrangement in which family members act as third-party payers. For the first time PEI programs have been made available to incarcerated women with courses being offered at the Huron Valley Women’s facility (Washtenaw County) as of October 2015. In addition, this year has seen an extension of Pell Grant opportunities for those incarcerated in juvenile facilities and in jails. Further, Jackson College has made application to the Department of Education’s new Second Chance Pell Grant Experimental Sites Initiative. The College expects to hear in the coming months that it has been chosen as an experimental site to test restoration of Pell to the incarcerated. Finally, the College is immersed in preparations to offer a Skill Set in Computer Repair Technology to 120 incarcerated students through the nearly $500,000 Second Chance Tech Grant awarded to the Michigan Department of Corrections (MDOC) this fall.

American Honors Program
The American Honors Program officially began fall 2015 with 106 students enrolled. With a 95% retention rate going into the winter semester, plus the addition of 12 new students (7 domestic and 5 international), the winter semester began with 113 students. Honors students have the option of living on an honors floors available on the top floor of each Campus View unit.

Dr. Candy McCorkle continues to serve as the Assistant Dean for the Honors Program. In addition, American Honors provides a full-time Associate Program Director, as well as an Honors Coach for the students enrolled in the program at Jackson College. American Honors is also in the process of hiring an additional Honors Coach to begin in the spring 2016 semester in order to better support the increasing number of students in the program. The organization continues to add 4-year partners, including Cornell University and Michigan State University as recent examples. Jackson College was instrumental with the inclusion of MSU.

Jackson College recently signed an addendum with American Honors to our original agreement which provides for a three-year partnership in the development and expansion of an English Language Center. Through the Michigan Community College Association’s Gateway Michigan Initiative, the College also signed a recent agreement with Michigan State University (MSU) that provides for the referral of international students who have applied to MSU but do not yet have the English language proficiency required for admission. We are currently in the process of
operationalizing the agreement with the anticipation that students will begin to enroll through this agreement in fall 2016.

V. Institutional Performance Improvement Planning, Priorities and Goals

Actions that are under development and planned over the next 12 months that support instruction include the following:

**Culinary Arts and Hospitality Management Baccalaureate**

The community colleges in Michigan identified a gap between the baccalaureate degrees available to their communities and the needs of their local employers. On December 2, 2012, Governor Snyder signed Public Act 495 allowing community colleges in the state of Michigan to grant bachelor’s degrees in four applied and technical programs. Jackson College identified both Energy Systems Management and Culinary Arts and Hospitality Management as fields of high growth. In providing educational opportunities to assist community members and businesses succeed, Jackson College is fulfilling its mission and vision.

Jackson College currently offers a Culinary Arts Skill Set, Culinary Arts Concentration, Culinary Arts Certificate, and an Associate of Applied Science degree in Culinary Arts and Hospitality Management. The Bachelor’s degree option is a natural progression for those students interested in the managerial aspects of the food and service industry. This program will leverage and build on many current course offerings in Accounting, Business and Culinary as well as existing relationships with local Intermediate School Districts (ISD). The new courses for the program are currently being developed and will be complete March 2016.

The Higher Learning Commission (HLC) application for new programs was completed and submitted in January 2016, in anticipation of a site visit and program approval by fall 2016. It is anticipated that years 3 and 4 of the baccalaureate program will launch no later than winter term, 2017.

**Dental Hygiene**

Jackson College is in the development stages of offering a Dental Hygiene Program. This will be a two-year program with students graduating with an Associate in Applied Science – Dental Hygiene degree. Program accreditation will be pursued through the American Dental Association Commission on Dental Accreditation (CODA). Jackson College’s Dental Hygiene Program would prepare students for the Northeast Regional Board (NERB) examinations, necessary to qualify for licensure as Registered Dental Hygienists (RDHs), with future program potential for Registered Dental Assistants (RDAs).

Jackson College, working in partnership with regional secondary partners, will provide a seamless transition for current career center dental program students into the Jackson College dental program pathway. Additionally, Jackson College has unique programmatic and curricular connections with Siena Heights University which allow Jackson College dental hygiene students to transfer up to 90 semester hours toward a Siena Heights University’s Bachelor of Applied Science degree.

During the next 12 months, Jackson College will seek to complete its hiring process of a lead faculty member and program director. Once this position is secured, the program director will
begin the development of the curriculum in alignment with CODA accreditation requirements. Additionally, a detailed review of the proposed design of the new dental lab space will be conducted under the program director’s leadership in order to prepare for construction to begin.

Aquaculture
A National Science Foundation grant application was submitted in September to assist in development of an Aquaculture Certificate program as part of an A.S. Degree at Jackson College. The grant would allow for successful development of the program though initial funding for faculty, development of an advisory board and technical equipment. The application was jointly submitted by Jackson College in partnership with MSU’s Fisheries program, the JISD Career Center and a local aquaculture business. We await the outcome of this grant application. Assuming its success, we will begin the search process for a program director as well as the compilation of an advisory council to assist with the creation of the program.

Competency Based Education (CBE)
Currently, Jackson College has over 30 courses that have been deconstructed into competencies using a tool developed and designed in-house by Jackson College faculty. The majority of the courses are from the allied health programs, but there are also courses from the behavioral sciences, technical trades, sciences, and business departments. Between January and May 2016, we will be working to deconstruct all allied health courses into competencies, as well as a number of general-education courses that are required for multiple programs. The next step will be developing assessments for the competencies and identifying programs that can be delivered in a CBE format/modules. We will seek approval for our first full CBE degree within the next 12 months. The three-tier process for this work follows the structure noted below:

- Level One: All courses deconstructed into competencies that align with educational objectives;
- Level Two: Competencies validated by assessments and or third party credentials; and
- Level Three: Modules developed allowing students to accelerate through courses and programs at their own pace

Agriculture
After months of exploratory meetings with the Agriculture Advisory Group, visits to area farms and agribusinesses, and attending Farm Bureau meetings in the tri-county area, the decision has been made to begin offering an agriculture program at Jackson College in fall, 2016. Initial offerings will include an Associate in Agricultural Science (this will be a transfer degree to MSU and other four-year agriculture programs), as well as a two-year Associate of Applied Science in Agriculture which will allow students to immediately begin work in agribusiness or in farming itself. In the summer of 2015 members of the Advisory Group accompanied Jackson College Administrators to Kirkwood Community College in Cedar Rapids, Iowa to view the country’s largest community college Ag program. Curriculum is currently under development with the expectation of offering initial classes in fall 2016.

Diesel and Heavy Equipment Technician
The curriculum for new Diesel and Heavy Equipment Technician skill sets and concentrations have been vetted by both the Heavy Equipment Repair and Automotive Department Advisory Committees. The new offerings are:
• Transportation Chassis-Concentration
• Transportation Service-Concentration
• Transportation Electrical Service-Skill Set
• Transportation Wheel Service- Concentration and Skill Set
• Transportation Undercar-Skill Set
• Transportation Heating and Cooling-Skill Set

Coursework is currently under development with the anticipation that new options will be available Spring/Fall 2016.

General Education
A review and update of the College’s General Education Requirements was completed during the spring 2015 semester and will launch in fall 2016. The overall changes reduced the number of required General Education Outcomes (GEO) from 10 to 7. However, 3 Essential Competencies (EC) were also included in the new system and required to be contextualized and assessed within each instructional pathway. The committee continued their work during the fall 2015 semester to create rubrics for the assessment of the core competence of each GEO and EC. Each GEO will be assessed at the end of each course specified as satisfying or contributing to that particular GEO. The assessments will be designed during the current semester by lead faculty in collaboration with other faculty who deliver the course(s) and in consultation with the Assessment Committee. Assessment of GEOS at the level of contextual competence will be cyclical, with one GEO assessed near the end of each winter semester. The assessment committee will publish a report on the aggregated data each year, and will host an all-faculty discussion of the evidence and implications for improvement of student learning. This discussion will be scheduled during Fall Learning Days. EC rubrics are developed at the level of contextual competence. Assessment of ECs is not intended to be linked with specific courses, but rather is the responsibility of specific pathways. They will be assessed by faculty within pathways, and will be reported as part of the five-year program and discipline review process. More work will be accomplished in the Pathways Committee on this aspect.

<table>
<thead>
<tr>
<th><strong>ADO/GEO Comparison</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Associate Degree Outcome System</strong></td>
</tr>
<tr>
<td><strong>ADO 1:</strong> Write clearly, concisely and intelligibly.</td>
</tr>
<tr>
<td><strong>ADO 2:</strong> Speak clearly, concisely and intelligibly.</td>
</tr>
<tr>
<td><strong>ADO 3:</strong> Demonstrate computational skills and mathematical reasoning.</td>
</tr>
<tr>
<td><strong>ADO 4:</strong> Demonstrate scientific reasoning.</td>
</tr>
<tr>
<td><strong>ADO 5:</strong> Understand human behavior and social systems, the principles which govern them, and their implications for the present and future.</td>
</tr>
</tbody>
</table>
ADO 6: Understand and appreciate aesthetic experience and artistic creativity.

ADO 7: Think critically.

ADO 8: Make responsible decisions in personal and professional contexts.

ADO 9: Work productively with others, recognizing individual contributions to group success.

ADO 10: Understand and respect the diversity and interdependence of peoples and cultures.

GEO 6: Understand aesthetic experience and artistic creativity.

EC 1: Think critically and act responsibly.

EC 2: Work productively with others, recognizing individual contributions to group success.

EC 3: Exhibit technological literacy.

Textbook Zero
Work continues to have all course materials available for students in a digital format by fall 2017. Brian Newberry, the College’s new Instructional Designer, has taken the lead on this initiative providing the much needed focus and direction this work has needed. He has already presented workshops during the fall 2015 semester and during learning days in January 2016 for faculty on Open Source materials. Currently, a few faculty are utilizing one source of open source materials through OpenStax textbooks. OpenStax reports that their textbooks have been adopted in 2,500 separate courses, by 392,000 students, and 22% of all degree-granting institutions in the U.S. are using at least one of their books. Use of OpenStax textbooks is reported to be saving students $39 million this year alone. The potential for this work in saving our students money and increasing their success in courses because of immediate access to materials is very promising and the principal goal of this initiative.

Pathways
The Guided Pathways Steering Committee has been working since fall 2014 on the development and implementation of the pathways work at Jackson College which is scheduled to launch fall 2016. Since our work began we were accepted into Cohort I of the Guided Pathways Institute through the Michigan Center for Student Success and were also selected by AACC as one of 30 colleges nationwide to be part of their Pathways Project, with the first Pathways Institute held in San Antonio, Texas February 4-6, 2016 which included Board representation with Chairman Barnes These selections continue to recognize Jackson College as a leader within community colleges across the country and our Total Commitment to Student Success, which was further verified during Institute #1.

Jackson College has selected six pathways for students to pursue:

- Business and Computer Technology;
- Health Sciences;
- Human Services;
• Liberal Arts;
• Science, Engineering, and Math (STEM); and
• Skilled Trades and Agriculture.

Faculty program leads have completed "program maps" – a recommended default sequence of courses for students by program – and presented those for approval to the Pathways Steering Committee. Each program map incorporated the new GEO and EC elements, as well as the new 3-credit SEM 140 course (formerly our Freshman Year Seminar). Student Services created and presented exploratory majors with a prescribed curriculum designed to help new students who are undecided explore a broad field of study within a pathway and decide whether to pursue a major/program in that field. Their work was recognized and promoted by national expert Rob Johnstone in his Completion by Design blog at: 
http://www.completionbydesign.org/blog/using-data-to-determine-exploratory-pathways-the-jackson-college-approach. At Pathways Institute #1, Dr. Johnstone continued to cite the innovative work of Jackson College, noting it as a national model. The new Ellucian Student Planning module is under development that will house the new program maps and be used as a tool by the Student Success Navigators to help students stay on track to completion. Additionally, a new website is under development that will highlight the new pathway model.

First Year Seminar
In alignment with the pathways work, the First Year Seminar course was approved for expansion from a two-credit to a three-credit course for implementation in fall 2016 and will now be known as Seminar140. Beginning fall 2016, it will be required of all students other than non-developmental students pursuing a second admit program. However, second admit programs will grant points for admission to all students who complete the new SEM140 course. It will be established as the gateway course for student success that dovetails with guided pathways by dedicating the additional 15 hours of instruction to career exploration and goal setting.

VI. Conclusion
The work that has been completed during the prior year has been extraordinary and continues to demonstrate the College’s Total Commitment to Student Success (TCS²). There have been countless faculty, staff and administrators who have dedicated time and resources to the ongoing delivery of high quality education and maintaining the integrity and currency of the College’s programs. This work has been completed with passion and dedication and without complaint. Our work ensures that Jackson College is a strong community partner with area employers, helping to provide an educated workforce for Jackson, Lenawee and Hillsdale counties. Jackson College continues to support the recommendations of Reclaiming the American Dream: Community Colleges and the Nation’s Future (A Report from the 21st-Century Commission on the Future of Community Colleges, AACC), by “preparing students with the knowledge and skills required for existing and future jobs in regional and global economies.” The College’s focus is to guarantee that every student that enters the College is able to receive a quality education and leave with a credential of value that will allow them to be a contributing member of the workforce and provide a better life for themselves and their families through education.
<table>
<thead>
<tr>
<th>Subject to be Discussed and Policy Reference:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Second Reading:</td>
</tr>
<tr>
<td>6.1.1 Communication &amp; Counsel to the Board</td>
</tr>
<tr>
<td>6.1.2 Accreditation</td>
</tr>
<tr>
<td>6.1.3 Asset Protection</td>
</tr>
<tr>
<td><em>(BOARD POLICY: MONITORING: Policy Governance)</em></td>
</tr>
</tbody>
</table>

**Executive Summary:**

The enclosed policies are presented for the Board's second reading consideration.

All input from the Board of Trustees has been incorporated in the policies presented, and recommendations for changes are highlighted in *color* for ease of review. There have been no additional changes proposed since the previous board meeting wherein these polices were proposed for consideration.

The URL's below may be helpful in referencing the existing policies.

- Communication and Counsel to the Board
- Accreditation
- Asset Protection

**Resource Impact:**

None

**Requested Board Action:**

Approval of revised policy recommendations.

**Action Taken:**

**MOTION BY TRUSTEE CRIST** "To approve the Communication & Counsel to the Board, Accreditation and Asset Protection policies as presented." **MOTION PASSED UNANIMOUSLY.**
Board Policy

Policy Type: Executive Limitations
Policy Title: Communication and Counsel to the Board
Policy Number: 0207
Date Adopted: 11/1/1994
Version: 5.0
Review Cycle: Annually
Date Last Reviewed: 2/2/2015
Office Responsible: President’s Office
Reviewing Committee: Board of Trustees
Related Policies: Governance, Board-Staff Relationship
Related Laws:

Policy Statement: Communication and Counsel to the Board

The president shall not permit the board to be inadequately informed.

Accordingly, the president shall not:

1. Neglect to submit monitoring data required by the board (see policy on monitoring executive performance) in a timely, accurate, and understandable fashion, directly addressing provisions of the board-established ENDS that are being monitored.

2. Fail to make the board aware of relevant trends, anticipated adverse media coverage, actual or anticipated legal actions, or material external and internal changes, particularly changes in the assumptions upon which any board policy has previously been established.

3. Fail to advise the board if, in the president's opinion, the board is not in compliance with its own policies on governance process and board-staff relationship, particularly in the case that board behavior is detrimental to the working relationship between the board and the president.

4. Present information that is unnecessarily complex or lengthy in form, knowingly inaccurate or incomplete, or fails to represent a complete perspective, both pro and con, of the issue at hand.

5. Fail to deal with the board as a whole except when (a) fulfilling individual requests for information or (b) responding to officers or committees as duly charged by the board.

6. Fail to report, in a timely manner, an actual or anticipated noncompliance with any policy of the board, federal law, state law, or local ordinance.

7. Fail to ensure that the entire board is included on all material, individual
communications between individual board members and the president, as well as on other official board, board officer, and/or committee communications.
Policy Summary: Accreditation

The mission of all higher education institutions, including Jackson College, is to embrace the charge of imparting knowledge, as well as to enhance the development of the whole learner. The College’s appraisal of its success is obtained, in part, through the disciplined and regular collection of information, and the implementation of subsequent improvements, regarding with respect to institutional accreditation, a key measure of institutional performance. This appraisal also determines progress on identified established annual action projects, and quality improvement efforts, and ultimately, informs College’s decision making.

This board policy outlines the College’s adherence to accrediting organization guidelines for institutional alignment, goal setting, regular collection of data, and quality improvement efforts.

Scope

This policy applies to the College at large, and its including all institutional programs that requiring and/or desire supplemental program accreditation, to further program and/or institutional goals and objectives.

Policy Statement

The Board has directed the College president to ensure sufficient resources, planning, and accountability for achievement and ongoing maintenance of required institutional and desired supplemental program accreditations. The College shall adhere to the accreditation guidelines set forth by the Higher Learning Commission (HLC) under the Academic Quality Improvement Program (AQIP). To further the College’s world-class vision, the College president shall also ensure implementation and advancement of the Baldrige Performance Excellence Program criteria.
Minimally, the president will submit to the board an annual monitoring report detailing activity and progress the board shall receive an annual monitoring report of activity and progress related to institutional and supplemental program accreditations. The report shall include the strengths (S/SS) and opportunities for improvement (O/OO - OFIs) identified by the accrediting organization (HLC and others), process and performance improvement plans that address identified OFIs, continuation or expansion of strengths and recent progress toward achieving planned improvements. The report shall also inform the Board of the College’s relative standing with accrediting bodies, and its status in the accreditation renewal cycle.
Board Policy

Policy Type: Executive Limitations
Policy Title: Asset Protection
Policy Number: 0206
Date Adopted: 11/1/1994
Version: 4
Review Cycle: Annually
Date Last Reviewed: 1/12/2015
Office Responsible: President
Reviewing Committee: Board of Trustees
Related Policies:

Policy Summary: Asset Protection

The president may not allow assets to be unprotected, inadequately maintained or unnecessarily risked.

Accordingly, the president may not:

1. Fail to insure against theft and casualty losses in amounts consistent with replacement values or against liability losses to board members, staff or the College itself, in amounts consistent with limits of coverage obtained by comparable organizations.

2. Allow unbonded personnel access to material amounts of funds.

3. Permit plant and equipment to be subjected to improper wear and tear or inadequate maintenance.

4. Unnecessarily expose the College, the board, or College staff to claims of liability.

5. Receive, process or disburse funds under controls which are not sufficient to meet audit standards.

6. Invest funds in noninterest-bearing accounts or make investments not permitted by Michigan law. Further, no investments shall be made without compliance with demonstrating, in order of priority, the following principles: (a) security of the investment; (b) receiving favorable, consistent interest on the investment; (c) favorable consideration of local financial institutions receiving favorable consideration where aforementioned items (a) and (b) are relatively equal.

7. Acquire, encumber or dispose of real property without Board approval.

8. Fail to protect property, information and files from loss or damage.

9. Propose a budget without demonstrating contemplation of a three-year pro forma
projection.

10. Fail to address critical deferred maintenance of the College’s physical plant. Critical deferred maintenance is any deferred maintenance that, if not corrected in the current budget cycle, places its building occupants at risk of harm, or the facility at risk of not fulfilling its functions.

11. Fail to make a good faith effort to ensure purchases from minority-, women- and veteran-owned enterprises, or to initiate programs to acquaint vendors with purchasing policies and procedures. Fail to make a good faith effort or to initiate programs to acquaint minority, women and veteran vendors with purchasing policies and procedures so that they may receive equitable consideration.

12. Fail to protect the College's trademarks, copyrights, and intellectual property interests.
**Subject to be Discussed and Policy Reference:**

| 6.2.1 Consideration of Revised Table of Staggered Terms for the JPEC Board |
| (BOARD POLICY: EXECUTIVE LIMITATIONS: Communication and Counsel to the Board) |

**Executive Summary:**

As authorizer of Jackson Preparatory & Early College (JPEC) it is necessary for the Board of Trustees to consider all changes made to the Bylaws. I bring forward, for your consideration, a resolution to adopt a staggered term table for a 7-member Board of Governors for JPEC.

Terms of members serving on the JPEC Board of Governors, as of the effective date of this policy, shall be amended to conform with this policy and subsequent appointments shall be for a term of office not to exceed two (2) years in accordance with the JPEC Bylaws.

**Resource Impact:**

None

**Requested Board Action:**

Consideration of a Revised Table of Staggered Terms for the JPEC Board

**Action Taken:**

MOTION BY TRUSTEE MATHEIN “To approve the Revised Table of Staggered Terms for the JPEC Board.” ROLL CALL VOTE: TRUSTEES HOFFMAN, PATTERSON, CRIST, BARNES, HEINS, MATHEIN AND LAKE VOTING AYE. MOTION PASSED UNANIMOUSLY.
THE ACADEMY BOARD OF DIRECTORS TABLE OF STAGGERED TERMS AND APPOINTMENTS

In accordance with the Bylaws of Jackson Preparatory & Early College ("JPEC Bylaws"), the Jackson College Board of Trustees establishes that the table of staggered terms and appointments for members of the Jackson Preparatory and Early College ("JPEC") Board of Governors shall be as follows:

A 7-Member Board of Governors:

Year A: 3 members
Year B: 4 members

Year A members shall be appointed to serve terms expiring on December 31, 2016, and Year B members shall be appointed to serve terms expiring on December 31, 2017. Subsequent appointments shall follow Article IV, Section 3, Length of Term in accordance with the JPEC Bylaws.

Terms of members serving on the JPEC Board of Governors as of the effective date of this policy shall be amended to conform with this policy. Subsequent appointments shall be for a term of office not to exceed two (2) years in accordance with the JPEC Bylaws.

BE IT RESOLVED, That the policy titled The Academy Board of Directors Table of Staggered Terms and Appointments is adopted and shall replace any previously adopted or established policy thereof.
TO: JC Board of Trustees
FROM: Dr. Daniel J. Phelan, President

Subject to be Discussed and Policy Reference:

6.2.2 Consideration to Amend Existing Terms of the JPEC Board

(BOARD POLICY: EXECUTIVE LIMITATIONS: Communication and Counsel to the Board)

Executive Summary:

I ask for your consideration a resolution proposing the appointments and reappointments, as applicable, for the following five (5) members to serve on the JPEC Board of Governors: Dr. Davis Halsey, Dr. Robert Rando, Mr. Steven Hogwood, Ms. Zoe Wilcox and Mr. Jonathan Williams.

Specifically, I ask your appointment of Dr. David Halsey to a term that expires on December 31, 2016; Dr. Robert Rando, to a term that expires on December 31, 2016; Mr. Steven Hogwood to a term that expires on December 31, 2017; Ms. Zoe Wilcox to a term that expires on December 31, 2017; and Mr. Jonathan Williams to a term that expires on December 31, 2017.

Resource Impact:

None

Requested Board Action:

Consideration to Amend existing terms of the JPEC board

Action Taken:

MOTION BY Trustee Hoffman “To approve the resolution to amend existing terms of the JPEC board.” ROLL CALL VOTE: TRUSTEES HOFFMAN, PATTERSON, CRIST, BARNES, HEINS, MATHEIN AND LAKE VOTING AYE. MOTION PASSED UNANIMOUSLY.
AMENDMENT OF TERMS OF MEMBERS
OF THE JACKSON PREPARATORY & EARLY COLLEGE BOARD OF GOVERNORS

Recitals:

1. At its January 22, 2013, meeting, the Jackson College Board of Trustees authorized the issuance of a contract to charter a public school academy to Jackson Preparatory & Early College (“JPEC”). On September 10, 2013, the contract became effective.

2. Additionally at its January 22, 2013 meeting, the Jackson College Board of Trustees adopted a policy, Method of Selection, Length of Term, and Number of Members Governing Public School Academy Boards.

3. Pursuant to the adoption of that policy, the Jackson College Board of Trustees has appointed and reappointed, as applicable, the following five (5) members to serve on the JPEC Board of Governors: Dr. David Halsey, Dr. Robert Rando, Mr. Steven Hogwood, Ms. Zoe Wilcox, and Mr. Jonathan Williams.

4. At this meeting, the Jackson College Board of Trustees adopted a policy, The Academy Board of Directors Table of Staggered Terms and Appointments, to provide for staggered terms and appointments for seven (7) members of the JPEC Board of Governors.

5. That policy requires that terms of members currently serving on the JPEC Board of Governors are amended to conform with the policy.

BE IT RESOLVED, That the terms of members of the JPEC Board of Governors are amended to conform with The Academy Board of Directors Table of Staggered Terms and Appointments, and members shall serve terms as follows: Dr. David Halsey to a term that expires on December 31, 2016; Dr. Robert Rando, to a term that expires on December 31, 2016; Mr. Steven Hogwood to a term that expires on December 31, 2017; Ms. Zoe Wilcox to a term that expires on December 31, 2017; and Mr. Jonathan Williams to a term that expires on December 31, 2017.
TO: JC Board of Trustees  
FROM: Dr. Daniel J. Phelan, President

Subject to be Discussed and Policy Reference:

<table>
<thead>
<tr>
<th>6.2.3 Consideration to Appoint New JPEC Board Members(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BOARD POLICY: EXECUTIVE LIMITATIONS: Communication and Counsel to the Board)</td>
</tr>
</tbody>
</table>

Executive Summary:

As the Authorizing Agent for JPEC, the Jackson College Board of Trustees considers the formal appointment of new Governors. I therefore, ask that you approve the resolution appointing Dr. Rebekah Woods as a member of the JPEC Board of Governors commencing on the date upon which the oath of public office is taken and expiring on December 31, 2017.

Resource Impact:

None

Requested Board Action:

Consideration to Appoint New JPEC Board Member(s)

Action Taken:

MOTION BY TRUSTEE MATHEIN “To approve the appointment of Dr. Rebekah Woods to the JPEC Board of Governors with a term that expires on December 31, 2017.” ROLL CALL VOTE: TRUSTEES HOFFMAN, PATTERSON, CRIST, BARNES, HEINS, MATHEIN AND LAKE VOTING AYE. MOTION PASSED UNANIMOUSLY.
APPOINTMENT OF DR. REBEKAH WOODS
TO THE JACKSON PREPARATORY & EARLY COLLEGE BOARD OF GOVERNERS

Recitals:

1. At its January 22, 2013, meeting, the Jackson College Board of Trustees authorized the issuance of a contract to charter a public school academy to Jackson Preparatory & Early College (“JPEC”). On September 10, 2013, the contract was effective.

2. In accordance with the Bylaws of Jackson Preparatory & Early College (“JPEC Bylaws”), the number of positions on the JPEC Board of Governors shall not be less than five (5) and shall not be more than nine (9).

3. At this meeting, the Jackson College Board of Trustees adopted a policy, The Academy Board of Directors Table of Staggered Terms and Appointments, to provide for staggered terms and appointments for seven (7) members of the JPEC Board of Governors.

4. At this meeting, the Jackson College Board of Trustees amended the terms of the current five (5) members of the JPEC Board of Governors to conform with that policy.

5. The JPEC Board of Governors and the Jackson College President have recommended the appointment of Dr. Rebekah Woods to fill a vacant position on the JPEC Board of Governors.

6. The JPEC Board of Governors and the Jackson College President acknowledge that this recommendation is not inconsistent with Article IV, Section 5 of the JPEC Bylaws.

BE IT RESOLVED, That Dr. Rebekah Woods is appointed to serve as a member of the JPEC Board of Governors commencing on the date upon which the oath of public office is taken and expiring on December 31, 2017.
TO:        JC Board of Trustees  
FROM:     Dr. Daniel J. Phelan, President

Subject to be Discussed and Policy Reference:

<table>
<thead>
<tr>
<th>7.1</th>
<th>First Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7.1.1 Governance Commitment</td>
</tr>
<tr>
<td></td>
<td>7.1.2 Governing Style</td>
</tr>
</tbody>
</table>

(BOARD POLICY: MONITORING: Policy Governance)

Enclosed are policies presented for your initial, first reading consideration. Where possible, I have conducted a benchmarking review of peer institutions that utilize policy governance, and noted recommendations for change.

Proposed changes are indicated in color. The following URL’s may be helpful to you in referencing existing board policies.

- Governance Commitment
- Governing Style

Resource Impact:

None

Requested Board Action:

Consideration of advancing the policies to the second reading.

Action Taken:

Policies advanced to second reading status.
Board Policy

Policy Type: Governance Process
Policy Title: Governance Commitment
Policy Number: 0001
Date Adopted: 11/1/1994
Version: 5.0
Review Cycle: Annually
Date Last Reviewed: 3/9/2015
Office Responsible: President’s Office
Reviewing Committee: Board of Trustees
Related Policies:
Related Laws:

Policy Statement: Governance Commitment

The board of trustees will govern Jackson College in accordance with the Constitution and Community College Act of the state of Michigan, and in keeping with established board policies and bylaws, as well as incorporating the practices of policy governance (a.k.a. the Carver Model).

The board shall act in adherence to the following principles:

1. The board will always act in the best interest of the College and the communities it serves as a whole.

2. The board is committed to the pursuit of excellence through the use of continuous quality improvement practices.

3. Educational programs, operations and other services of the College shall be of high quality and available to all people of the service area.

4. The board shall demonstrate uncompromised professionalism and ethics in the course of its work as a board and as individual trustees.
Policy Statement: Governing Style

The board will govern with a style that focuses more on outward vision than internal preoccupation. It will encourage the diversity of viewpoints and provide strategic leadership, rather than becoming preoccupied with administrative detail. The board will ensure a clear distinction between board and presidential roles; seek collective rather than individual decisions; focus on the future rather than past or present; and govern proactively rather than reactively.

In keeping with these principles, the board will:

1. Operate in all ways mindful of its trusteeship and obligation to the public. It will allow no officer, individual, trustee, or committee of the board to prevent the fulfillment of this commitment.

2. Enforce upon itself whatever discipline is needed to govern with excellence. Continual development will include orientation of new trustee members with the board's governance process, periodic board discussion of process improvement, regular policy review, board self-evaluation, review of related literature, and conference attendance. Discipline measures will apply in the absence of attendance, continued development, policy-making principles, respect of roles, speaking with one voice, and ensuring the continuity of governance capability.

3. Collaborate and share all information among all board members. On matters of substance related to their governance role, no one trustee should be in possession of information of which the other members of the Board are not in possession.

4. Direct, control and inspire the organization through the careful establishment of the broadest organizational policies reflecting the board's values and perspectives. The board's major focus will be on the intended long-term impacts outside the operating organization (i.e., ENDS), not on the administrative or programmatic means of attaining those effects (i.e., MEANS).
5. Cultivate a sense of group responsibility. The board, not the president, will be responsible for excellence in governing. The board will be an initiator of policy, not merely a reactor to the president’s initiatives. The board will use the expertise of individual trustees to enhance the work of the board as a body, rather than to substitute their individual judgments for those of the board as a whole.

6. Monitor and discuss the board's process and performance regularly. To this end, the board will conduct an annual self-evaluation, with a time-appropriate review, the results of which shall be used for the improvement of their work individually and collectively. Self-monitoring will include comparison of board activity and discipline to the governance process and board-president relationship policies.

7. Seek appropriate input about the establishment or revision of Board ENDS policies, where appropriate, from various sources including staff, students, alumni, employers, and other community members.

8. Board decisions will be made, to the extent possible, on a consensus basis.
TO: JC Board of Trustees  
FROM: Dr. Daniel J. Phelan, President

Subject to be Discussed and Policy Reference:

<table>
<thead>
<tr>
<th>7.2 President’s Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BOARD POLICY: EXECUTIVE LIMITATIONS: Communication and Counsel to the Board)</td>
</tr>
</tbody>
</table>

I will provide an update of significant College initiatives, legislative matters, and a review of upcoming events.

I will present to present the report, provide updates, as well as address any specific Board questions.

Resource Impact:

None

Requested Board Action:

None

Action Taken:

None
Board Participation Sign Up Sheet

Please review the following list of JC & Community Events where your participation is encouraged.

- **Red Cross Blood Drive**
  Wednesday, March 23
  10am – 4pm
  Potter Center Second Floor Lobby

- **Community Easter Egg Hunt**
  Saturday, March 26
  10am – 12pm
  Central Campus (Potter Center and Courtyard)

- **All College Celebration**
  Friday, April 22
  5:30pm – 8:30pm
  Potter Center Snyder Dining Commons

*Tickets are often required to these events so please RSVP to Sandra Phelan at 796-8473 at your earliest convenience.
This has been a busy week with hundreds of community college presidents and trustees in DC for the 2016 Community College National Legislative Summit (NLS). Participants had an opportunity to hear from dozens of political insiders including Eugene Robinson and Steve Schmidt, members of Congress, and Acting Secretary of Education John King. AACC and ACCT government relations staff addressed community college legislative priorities. Also this week, President Obama released his FY 2017 budget, once again calling for funding for America’s College Promise.

President’s FY 2017 Budget Unveiled

On Tuesday, the Obama administration’s FY 2017 budget was released, with several new higher education initiatives as well as a few that were introduced in prior year budgets, including America’s College Promise. Many community college priority programs would be level funded, but the president’s budget blueprint does include proposals to provide an additional $300 On-Track Pell Bonus for students who take at least 15 credits per semester and the year-round Pell Grant, referred to in the budget as Pell for Accelerated Completion. The budget plan also calls for a Second Chance Pell award to help individuals incarcerated in federal and state prisons to make successful transitions. Another new initiative would provide up to $500 million annually in tax credits to businesses that hire graduates of community college programs that they help in some way, such as with donated equipment or personnel.

Obama Nominates King as Next Secretary of Education

Yesterday, President Obama formally nominated John B. King, Jr. to be the next secretary of education. King has served as the acting secretary since Arne Duncan stepped down.
Draft Cohort Default Rates

The U.S. Department of Education (ED) is expected to release the draft cohort default rates and the underlying data to colleges and universities later this month. It is important that institutions review the accuracy of the data and the default calculations. Be sure to check the Federal Student Aid website for relevant announcements and keep handy the Cohort Default Rate Guide that explains the various challenges to the cohort default rate data that are allowable. Institutions also should be aware that ED has announced its intentions to increase coordination with accreditors in two areas: (1) improving information sharing particularly regarding institutions facing negative actions and (2) clarifying the flexibility that accreditors may have to conduct risk-based reviews, including differentiated reviews, of the institutions they accredit.

College Scorecard

When the College Scorecard was first released in September 2015, only predominantly degree-granting institutions were represented, resulting in the omission of hundreds of community and technical colleges that confer more certificates than degrees. In some states, this meant that there were no community colleges listed on the Scorecard while in other states, only a limited number. AACC and others roundly criticized these omissions. Now, all degree granting institutions, regardless of the certificate/degree ratio, are included in the Scorecard. A technical review panel was convened to provide ED with recommendations on how to refine and improve the Scorecard. The report of this panel, which focused on consumer information and includes suggestions for improving both the Scorecard consumer tool and the quality of data, is available for comment. Interested parties are asked to send their comments about the discussed potential changes to the Scorecard by February 26, 2016, to Janice Kelly-Reid, project director at RTI International.

A Success Story for High-Achieving Community College Students

A recent study analyzed the completion and transfer rates of high-achieving community college students, defined by the authors as members of the Phi Theta Kappa (PTK) Honor Society. Based on information from the National Student Clearinghouse, students who were accepted into the honor society during fall 2008 and spring 2009 had an overall 6-year completion rate of 85%, compared to 40% for all community college students. The 6-year transfer and bachelor degree attainment rates of this cohort of PTK honor society members were 71% and 68%, respectively, as opposed to a 33% and 42% for all community college students.

Interested in Reviewing Back Issues of the Washington Watch?

Visit the AACC website.

The AACC Government Relations and Policy Analysis Team:

Senior Vice President: David Baime, ext. 224
Associate Vice President: Jim Hermes, ext. 216
Legislative Resource Associate: Laurie Quarles, ext. 249
Director, Policy Analysis: Joana (J.J.) Juszkiewicz, ext. 258
<table>
<thead>
<tr>
<th>Metric</th>
<th>Current Formula</th>
<th>Task Force Recommendation¹</th>
<th>Governor's Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>System Sustainability/Increase proportionate to base (across-the-board adjustment)</td>
<td>50.0%</td>
<td>30.0%</td>
<td>30.0%</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>10.0% Contact hours not weighted.</td>
<td>30.0%. Weighted (contact hours in health and technology 2x).</td>
<td>30.0%. Weighted (contact hours in health and technology 2x).</td>
</tr>
<tr>
<td>Performance</td>
<td>17.5% Weighted Degree/Certification Completion.</td>
<td>30.0% as follows: • 10.0% Completion Improvement; • 10.0% Number of Completions; • 10.0% Completion Rate.</td>
<td>30.0% as follows: • 20.0% Weighted Degree/Certification; • 10.0% Modified Completion Improvement</td>
</tr>
<tr>
<td>Administrative Costs</td>
<td>7.5%</td>
<td>5.0%</td>
<td>5.0%</td>
</tr>
<tr>
<td>Local Strategic Value</td>
<td>15.0%</td>
<td>5.0%</td>
<td>5.0%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Formula Methodology²)

<table>
<thead>
<tr>
<th>Metric</th>
<th>Proportionate to Base</th>
<th>Metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportionate to Base</td>
<td>65.0%</td>
<td>35.0%</td>
</tr>
<tr>
<td>Metrics</td>
<td>51.0%</td>
<td>49.0%</td>
</tr>
<tr>
<td></td>
<td>35.0%</td>
<td>49.0%</td>
</tr>
</tbody>
</table>

²) Across-the-board (proportionate to base) distributions for the current formula include: 50.0% System Sustainability and 15.0% Local Strategic Value. Across-the-board distributions for the MCCCA proposal include 30.0% System Sustainability, 16.0% Hold Harmless (portion of performance funding), and 5.0% Local Strategic Value. Across-the-board distributions for the Governor's recommendation include 30.0% System Sustainability and 5.0% Local Strategic Value.
A national look at community colleges and the students they serve

Innovation at Work

Innovation occurs every day at America’s community colleges. Stronger educational pathways are being put in place to ensure the seamless transition from K–12 to community college, to 4-year institutions and beyond. Developmental education is being redesigned to more efficiently help those who aren’t college ready. New teaching methodologies and increased use of technology are allowing faculty to meet students where they are. Partnerships with industry are better preparing students for the 21st-century workforce. Students of all backgrounds are finding success at community colleges.

A Focus on Success

Student Success, ASAP – The Accelerated Study in Associate Programs (ASAP) through the City University of New York (CUNY) is designed to help motivated students earn their associate degree as quickly as possible, with a goal of graduating at least 50% of students within 3 years or less. Students aren’t only given academic assistance; the program also removes social and financial barriers faced by many community college students. ASAP students receive MetroCards, reduced textbook costs, tuition waivers, and special registration options that allows students to choose classes that fit their busy schedules. All this and a dedicated ASAP advisor create a clearer path to success.

Success Starts Early – In Maine, early college enrollment is soaring. The Maine Community College System implemented Early College for ME (ECforME) in 2003. It’s a dual-enrollment program targeting low-income, first-generation, and rural high school students. Success is in the numbers. Completion and retention rates are well above the national average. Since its start, ECforME has served more than 8,000 students. About a third have gone on to enroll in a Maine community college, and those students receive scholarships.
Fast Facts
February 2016

Number and Type of Colleges¹

<table>
<thead>
<tr>
<th>Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>982</td>
</tr>
<tr>
<td>Tribal</td>
<td>36</td>
</tr>
<tr>
<td>Independent</td>
<td>90</td>
</tr>
</tbody>
</table>

26% Public community colleges with on campus housing³

1,108 Total number of community colleges

Headcount Enrollment (Fall 2014)²

<table>
<thead>
<tr>
<th>Program Type</th>
<th>#</th>
<th>%</th>
<th>Attendance</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit</td>
<td>7.3M</td>
<td>60%</td>
<td>Part-time</td>
<td>4.5M</td>
<td>62%</td>
</tr>
<tr>
<td>Noncredit</td>
<td>5.0M</td>
<td>40%</td>
<td>Full-time</td>
<td>2.8M</td>
<td>38%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>12.3M</td>
<td>100%</td>
<td>TOTAL</td>
<td>7.3M</td>
<td>100%</td>
</tr>
</tbody>
</table>

Estimated change from Fall 2014–Fall 2015: -2.4%.⁴

Demographics of Students Enrolled for Credit

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>%</th>
<th>Age</th>
<th>%</th>
<th>Gender¹³</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>49%</td>
<td>Average</td>
<td>28%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>22%</td>
<td>Median</td>
<td>24%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>14%</td>
<td>≤ 21</td>
<td>37%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>6%</td>
<td>22-39</td>
<td>49%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native American</td>
<td>1%</td>
<td>40+</td>
<td>14%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or more races</td>
<td>3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other Student Demographics⁵

First generation to attend college – 36%
Single parents – 17%
Non-U.S. citizens – 7%
Veterans – 4%
Students with disabilities – 12%

Representation of Community College Students Among Undergraduates (Fall 2014)²

<table>
<thead>
<tr>
<th>Category</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>All U.S. undergraduates</td>
<td>45%</td>
</tr>
<tr>
<td>First-time freshman</td>
<td>41%</td>
</tr>
<tr>
<td>Native American</td>
<td>62%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>57%</td>
</tr>
<tr>
<td>Black</td>
<td>52%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>43%</td>
</tr>
</tbody>
</table>

Employment Status (2011–2012)⁵

Full-time students employed full time – 22%
Full-time students employed part time – 40%
Part-time students employed full time – 41%
Part-time students employed part time – 32%

Student Financial Aid (2011–2012)⁵

% of students applying: 62%
% of students receiving:
- Federal aid: 72%
- Any aid: 88%

% of Federal Aid Received by Community Colleges (2013–2014)⁶

- Pell Grants – 36%
- Federal Work Study – 18%
- Federal Supplemental Educational Opportunity Grants – 23%

Average Annual Tuition and Fees (2015–2016)⁷

- Community Colleges (public, in district) – $3,430
- 4-year colleges (public, in state) – $9,410

Degrees and Certificates Awarded (2013–2014)⁸

- 795,235 Associate degrees
- 494,995 Certificates

Bachelor’s degrees awarded by 88 public and 58 independent colleges ¹⁸

Community College Revenues by Source (2013–14)⁹

<table>
<thead>
<tr>
<th>Sources</th>
<th>Revenue</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$17,242,025,437</td>
<td>29.5%</td>
</tr>
<tr>
<td>Federal</td>
<td>$8,264,032,954</td>
<td>14.1%</td>
</tr>
<tr>
<td>State</td>
<td>$17,442,989,183</td>
<td>29.8%</td>
</tr>
<tr>
<td>Local</td>
<td>$10,568,296,830</td>
<td>18.1%</td>
</tr>
<tr>
<td>Other</td>
<td>$4,929,830,599</td>
<td>8.4%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$58,447,175,003</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Source

¹ AACC membership database, January 2016.
² NCES. (2015). IPEDS Fall 2014 Enrollment Survey [AACC analysis].
³ AACC membership database, 2016 [AACC analysis].
⁵ NCES. (2015). 2011–12 National Postsecondary Student Aid Study (NPSAS:12) [AACC analysis].
Founded in 1920, the American Association of Community Colleges (AACC) is the primary advocacy organization for the nation’s community colleges. The association represents more than 1,100 associate degree-granting institutions and more than 12 million students.

AACC is governed by a 32-member board of directors, elected for 3-year staggered terms.

Take a closer look at the work AACC does on behalf of its members.

**Working for Community Colleges**

**The Pathways Project** – With generous funding from the Bill & Melinda Gates Foundation, AACC recently launched a national project focused on building capacity for community colleges to design and implement structured academic and career pathways at scale, for all of their students. Building on emerging research and experience in the field, the project reflects AACC’s commitments to follow through on recommendations set forth in the 2012 report of the 21st-Century Commission on the Future of Community Colleges, *Reclaiming the American Dream*, and the 2014 implementation guide.

**Building Leadership Capacity** – AACC provides exemplary professional development for current and up-and-coming community college leaders, growing the field and ensuring administrators are prepared. Visit “Events” on AACC’s website for a complete listing of AACC meetings and seminars and to view other professional development opportunities for higher education professionals.

**Maximizing Resources to Community Colleges** – AACC supports legislation and member-driven efforts to create new incentives for institutions and their students to make student success and completion a priority. Collaboration with philanthropy, government at the federal and state levels, and the private sector drives these initiatives.

**Keeping You Informed**

AACC is focused on community college events and issues. Through its *Community College Daily* online newspaper, *Community College Journal* magazine, Washington Watch, DataPoints and other publications, AACC provides timely and insightful information to its members and the public.

---

**DID YOU KNOW?**

$809 billion in income was added to the U.S. economy in 2012 by America’s community colleges and their students.

---

**AACC LEADERSHIP**

Walter G. Bumphus  
President and CEO

- **2015–2016 Board Chair**  
  Charlene Dukes  
  President, Prince George’s Community College, MD

- **2016–2017 Board Chair-Elect**  
  Dan Phelan  
  President, Jackson College, MI

---

**JOIN THE CONVERSATION**

- Twitter  
  [AACC](https://twitter.com/aacc)
- Facebook  
  [AACC](https://facebook.com/aacc)
- LinkedIn  
  [AACC](https://linkedin.com/aacc)
- YouTube  
  [AACC](https://youtube.com/aacc)
- Flickr  
  [AACC](https://flickr.com/aacc)

One Dupont Circle NW, Suite 410  
Washington, DC 20036  
202-728-0200

For a complete directory of departments and staff, go online and click on “About AACC.”

Learn more at  
[www.aacc.nche.edu](http://www.aacc.nche.edu)
Providing Needed Resources

Preparing Community College Leaders – A 2012 survey of community college CEOs revealed that about 75% planned to retire in the next 10 years, with another 15% eyeing retirement in 11–15 years. To stem the oncoming leadership gap, AACC’s Leadership Suite offers professional development opportunities for community college leaders looking to advance their career to a higher level at their college. Opportunities also are available for college team training and executive leadership coaching. More information can be found at www.aacc.nche.edu/leadershipsuite.

Advocacy – AACC’s members have full-time advocacy at the federal level, and often at state and regional levels through the Government Relations Office. AACC represents the needs of the nation’s community colleges and their students to federal policymakers. The association’s government relations agenda covers a broad array of issues, and AACC is often invited to take part in high-profile discussions and decisions with the U.S. Departments of Education, Labor, State, and Agriculture. For more information visit, www.aacc.nche.edu/Advocacy.


Community College Trends and Statistics – AACC is a source for data and research that members can use in advocacy and fundraising. Find in-depth information on community colleges, the students who attend them, and the faculty and staff who work there, as well as the vital role community colleges play in their communities. Go to www.aacc.nche.edu/CCStats.

21st Century Center – AACC created the 21st Century Center as a resource for community colleges to enhance efforts and share promising practices. Daily articles update readers on new and successful programs occurring at community colleges. Videos, reports, and toolkits are shareable with staff and faculty, board, and other stakeholders. www.aacc21stCenturyCenter.org

DID YOU KNOW?

Famous alumni of community colleges include director George Lucas, actor Tom Hanks, author Amy Tan, and former U.S. Surgeon General Richard Carmona.

AACC 2016 Budget

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membership</td>
<td>Grants and Contracts</td>
</tr>
<tr>
<td>44%</td>
<td>36%</td>
</tr>
<tr>
<td>Grants and Contracts</td>
<td>Policy Development and Advocacy</td>
</tr>
<tr>
<td>36%</td>
<td>15%</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>Academic and Student Affairs</td>
</tr>
<tr>
<td>12%</td>
<td>5%</td>
</tr>
<tr>
<td>Publications</td>
<td>Research</td>
</tr>
<tr>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>Convention (net)</td>
<td>Communications and Public Relations</td>
</tr>
<tr>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Seminars and Workshops</td>
<td>International Services</td>
</tr>
<tr>
<td>1%</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>Member Support Services</td>
</tr>
<tr>
<td></td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>Leadership Development</td>
</tr>
<tr>
<td></td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>Diversity and Inclusion</td>
</tr>
<tr>
<td></td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>Publication</td>
</tr>
<tr>
<td></td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>Workforce and Economic Development</td>
</tr>
<tr>
<td></td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>General and Administrative</td>
</tr>
<tr>
<td></td>
<td>17%</td>
</tr>
<tr>
<td></td>
<td>Web and Technical Services</td>
</tr>
<tr>
<td></td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Fundraising</td>
</tr>
<tr>
<td></td>
<td>1%</td>
</tr>
</tbody>
</table>

2016 Operating Budget

$16.3 million
Number and Type of Colleges

- Public: 982
- Tribal: 36
- Independent: 90

26% Public community colleges with on campus housing

Total number of community colleges: 1,108

Headcount Enrollment (Fall 2014)

<table>
<thead>
<tr>
<th>Program Type</th>
<th>#</th>
<th>%</th>
<th>Attendance</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit</td>
<td>7.3M</td>
<td>60%</td>
<td>Part-time</td>
<td>4.5M</td>
<td>62%</td>
</tr>
<tr>
<td>Noncredit¹</td>
<td>5.0M</td>
<td>40%</td>
<td>Full-time</td>
<td>2.8M</td>
<td>38%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>12.3M</td>
<td>100%</td>
<td>TOTAL</td>
<td>7.3M</td>
<td>100%</td>
</tr>
</tbody>
</table>

Estimated change from Fall 2014–Fall 2015: -2.4.%

Demographics of Students Enrolled for Credit

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>%</th>
<th>Age</th>
<th>%</th>
<th>Gender</th>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>49%</td>
<td>Average</td>
<td>28</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>22%</td>
<td>Median</td>
<td>24</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>14%</td>
<td>≤21</td>
<td>37%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>6%</td>
<td>22-39</td>
<td>49%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native American</td>
<td>1%</td>
<td>40+</td>
<td>14%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or more races</td>
<td>3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other Student Demographics

- First generation to attend college – 36%
- Single parents – 17%
- Non-U.S. citizens – 7%
- Veterans – 4%
- Students with disabilities – 12%

Representation of Community College Students Among Undergraduates (Fall 2014)

- All U.S. undergraduates – 45%
- First-time freshman – 41%
- Native American – 62%
- Hispanic – 57%
- Black – 52%
- Asian/Pacific Islander – 43%

Employment Status (2011–2012)

- Full-time students employed full time – 22%
- Full-time students employed part time – 40%
- Part-time students employed full time – 41%
- Part-time students employed part time – 32%

Student Financial Aid (2011–2012)

- % of students applying: 62%
- % of students receiving: 72%

- Federal aid: Any aid – 58%
- Federal grants – 38%
- Federal loans – 19%
- State aid – 12%
- Institutional aid – 13%

% of Federal Aid Received by Community Colleges (2013–2014)

- Pell Grants – 36%
- Federal Work Study – 18%
- Federal Supplemental Educational Opportunity Grants – 23%

Average Annual Tuition and Fees (2015–2016)

- Community Colleges (public, in district) – $3,430
- 4-year colleges (public, in state) – $9,410

Degrees and Certificates Awarded (2013–2014)

- 795,235 Associate degrees
- 494,995 Certificates

Bachelor’s degrees awarded by 88 public and 58 independent colleges

Community College Revenues by Source (2013–14)

<table>
<thead>
<tr>
<th>Sources</th>
<th>Revenue</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$17,242,025,437</td>
<td>29.5%</td>
</tr>
<tr>
<td>Federal</td>
<td>$8,264,032,954</td>
<td>14.1%</td>
</tr>
<tr>
<td>State</td>
<td>$17,442,989,183</td>
<td>29.8%</td>
</tr>
<tr>
<td>Local</td>
<td>$10,568,296,830</td>
<td>18.1%</td>
</tr>
<tr>
<td>Other</td>
<td>$4,929,830,599</td>
<td>8.4%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$58,447,175,003</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Source

¹ AACC membership database, January 2016.
² NCES. (2015). IPEDS Fall 2014 Enrollment Survey [AACC analysis].
³ AACC membership database, 2016 [AACC analysis].
⁵ NCES. (2015). 2011–12 National Postsecondary Student Aid Study (NPSAS:12) [AACC analysis].
WELCOME 6:10 p.m.
Art Doner, Board Chair, Old National Bank

PLEDGE of ALLEGIANCE

INVOCATION
Jeff Jameson, Lenawee Christian Ministries

DINNER 6:15 p.m.

RECOGNITION OF Elected Officials and DIRECTORS - Retiring, Continuing and Recently Elected
Art Doner, Board Chair

President’s Remarks - John Bartoszewicz

INTERMISSION – please take a few minutes to freshen up your coffee and enjoy dessert.

PROGRAM 7:00 p.m.

Recognition of award recipients - Congressman Tim Walberg

Introduction of Award Presenters - John Bartoszewicz

PRESENTATION of BEAUTIFICATION AWARDS: The Adrian Area Chamber of Commerce annually awards several Beautification Awards in recognition of a diverse range of projects that result in improving the appearance of physical buildings, grounds or community space
Sponsored by The Image Center; Mark & Mary Murray & Darren & Alicia Morton, The Image Center
Recipient: Habitat For Humanity Re-Store; Adrian Urgent Care; Artistic Fountain located in Comstock Park

Response by Award Recipients

PRESENTATION of Commitment to Excellence AWARDS: The Commitment to Excellence Award has been designed to recognize Exhibiting strong ethical values, a commitment to the community in which you live and do business, being exceptional stewards of the environment and customer service that goes beyond the minimum are the cornerstone for the Commitment to Excellence Award.
Sponsored by Siena Heights University; Sister Peg Albert, OP, PhD
Recipient: Naomi Lolley IminBiz Inc.; Bill Hoffman, ADA Security

Response by Award Recipient

PRESENTATION of ADDISON J. COMSTOCK AWARD; The Addison J. Comstock Award will be presented to an individual who aggressively promotes commercial growth within the community, actively works to improve the quality of life for people in this area, is an involved leader involved in business, civic and community activities, and impacts the future of our community through involvement in planning, visioning and effort.
Sponsored by Citizens Gas Fuel Company; Jeff McNally, Citizens Gas Fuel Company

Special Words of Congratulations; Jere Righter, The Croswell
Recipient: Ewony & Kris Schmidt

Response by Award recipients

CLOSING COMMENTS 7:50 p.m. Thank you for Attending!
John Bartoszewicz