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 8, 2017
   4.6 Marketing Report

5.0 ENDs Performance Reporting
   5.1 Leadership Board Monitoring Report

6.0 Action Items
   6.1 Second Reading Consideration
   6.1.1 Communication & Counsel to the Board
   6.1.2 Accreditation
   6.2 Consideration of Recipient of 2018 Crockett Award
   6.3 Selection of Presenter's for Commencement

7.0 Information Items
   7.1 First Reading Consideration
   7.1.1 Governance Commitment
   7.1.2 Governing Style
   7.2 President's Report
   7.2.1 Legislative
   7.2.1.1 Article: Dividing Lines Take Shape in Senate
   7.2.2 College Items
   7.2.2.1 HLC Interim Report
   7.2.2.2 DOE Security Breach
   7.2.2.3 Upcoming Events

8.0 Adjourn
<table>
<thead>
<tr>
<th>Subject to be Discussed and Policy Reference:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0  Communications</td>
</tr>
<tr>
<td>(BOARD POLICY: GOVERNANCE PROCESS: Governing Style)</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Executive Summary:</th>
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<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>4.1  Citizen Comments</td>
</tr>
<tr>
<td>4.2  Employee Comments</td>
</tr>
<tr>
<td>4.3  Board Comments</td>
</tr>
<tr>
<td>4.3.1 Consideration of Potential Conflicts of Interest on agenda items</td>
</tr>
<tr>
<td>4.3.2 Board Remarks</td>
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<tr>
<td>4.4  Student Comments</td>
</tr>
</tbody>
</table>

In addition, the following communications are provided on the agenda for meeting records and other operational communications:

| 4.5  Consideration of Minutes                |
| 4.5.1 Regular Meeting Minutes of January 8, 2018 |
| 4.6  Marketing Report                        |

<table>
<thead>
<tr>
<th>Resource Impact:</th>
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<tbody>
<tr>
<td>None</td>
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<table>
<thead>
<tr>
<th>Requested Board Action:</th>
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<tbody>
<tr>
<td>Approval of Board Meeting Minutes</td>
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<tr>
<th>Action Taken:</th>
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<tr>
<td>None</td>
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The regular meeting of the Board of Trustees of Jackson College was held in the Boardroom on Monday, January 8, 2018 at Jackson College's Central Campus, located at 2111 Emmons Road, Jackson Michigan 49201.

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

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

*Board Member Excused Absence:* Trustee, Philip Hoffman

*Others Present:* Dr. Daniel Phelan, Dr. Kate Thirolf, Cindy Allen, Sara Perkin, Darrell Norris, Jeremy Frew, Michael Masters, Dotty Karkheck, Melissa Merkel, Elizabeth Andrews and David Hooper.

**COMMUNICATIONS**

*Citizen Comments*
There were no citizen comments.

*Employee Comments*
There were no employee comments.

*Board Comments*
- Trustee Heins shared that he stopped by the employee holiday gathering and it was a nice turnout. Trustee Heins also shared he is looking forward to the hiring of a diversity officer as President Phelan had outlined;
- Chairman Barnes commented that Commonwealth recently hired a Jackson College graduate whom is doing extremely well; and
- Trustee Crist also commented that he enjoyed the holiday gathering.

*Student/Student Government Comments*
There were no student comments.

*Consideration of Minutes*
The minutes of the regular Board meeting on December 11, 2017 were moved into the record by Chairman Barnes on behalf of the Trustees.

*Marketing Report*
Dotty Karkheck, Director of Marketing, provided highlights from the Marketing Department and shared highlights of the 90th Anniversary Website.

ENDS PERFORMANCE REPORT
Student Learning Board Monitoring Report
Dr. Kate Thirolf, Dean of Business and Human Services presented the Student Learning Monitoring Report together with highlights of the report on a PowerPoint slide deck and addressed questions from the Board. A complete copy of the report is located on the Board’s webpage: https://www.jccmi.edu/institutional-research/performance-monitoring/

ACTION ITEMS
Second Reading: Financial Condition and Asset Protection
President Phelan presented the Financial Condition and Asset Protection policies.
MOTION BY TRUSTEE HEINS “To approve the Financial Condition and Asset Protection policies.” MOTION PASSED UNANIMOUSLY.

Consideration of Spring Planning Session Date
Sara Perkin, Chief of Staff shared that May 4, 2018 be considered for the Board’s Planning Session. Due to a conflict for Trustee Crist, the date for consideration was moved to May 3, 2018. MOTION BY TRUSTEE LAKE “To approve Thursday, May 3, 2018 for the Spring Planning Session. MOTION PASSED UNANIMOUSLY.

Selection of Representatives for Outstanding Award Committees
President Phelan asked the Board if they would like to serve on the four Outstanding Award Committees. Trustees Lake, Mathein, Heins and Crist volunteered to serve on the selection committees.

Consideration of Presidents Absence: February Board Meeting
President Phelan asked the Board to consider his absence from the February 5, 2018 Board meeting, in accordance with the Board’s request that he be absent from one board meeting per year. Presiding in his place will be Cindy Allen, Vice President of Human Resources and Administration. MOTION BY TRUSTEE HEINS “To approve the President’s Absence at the February 5, 2018 board meeting. ROLL CALL VOTE: TRUSTEES LAKE, MATHEIN, HEINS, BARNES AND PATTERSON VOTING AYE. MOTION PASSED UNANIMOUSLY.

Consideration of Reappointment of JPEC Board of Governors
President Phelan asked the Board to consider the reappointment of JPEC Governors Steven Hogwood, Zoe Wilcox and Jonathan Williams. President Phelan mentioned that he is working closely with NCSI and Dr. Goenner, as well as having monthly meeting with JPEC Board Chairman Dr. Rob Rando. In addition, Vice Presidents Norris and Frew are also meeting with JPEC President Malmquist on a monthly basis so as to improve the focus of the organization toward achievement of the vision for the school. President Phelan indicated that he would have a detailed follow up at the Spring Planning Session with the Board. Following discussion, the Board MOTION BY TRUSTEE PATTERSON “To approve the reappointment of JPEC Board of Governors
Hogwood, Wilcox and Williams as well as the appointment of Darrell Norris. **MOTION PASSED UNANIMOUSLY.**

**INFORMATION ITEMS**
*First Reading: Communication & Counsel to the Board and Accreditation*
The Communication & Counsel to the Board and Accreditation policies were shared for first reading. The policies was moved to second reading consideration next month.

*Board Self-Evaluation Results*
The Board briefly discussed the results and determined they would add this topic to the Spring Planning Session Agenda.

*Consideration of Distinguished Service Award Nominations*
President Phelan requested that the Board begin thinking of nominees for the 2018 Distinguished Service Award. He asked that the Board be prepared to consider the selection of the preferred candidate at the March Board Meeting.

*President’s Report*
President Phelan provided brief college updates to the Board including an update on the HEA/PROSPER Act, the Jackson County Early College (JCEC) and upcoming events.

**ADJOURN**
*MOTION BY TRUSTEE HEINS “To adjourn.” MOTION PASSED UNANIMOUSLY.*
Meeting adjourned at 7:54PM.

An oversight on the agenda required a motion to re-open the meeting. **MOTION BY TRUSTEE LAKE “To re-open the meeting.” MOTION PASSED UNANIMOUSLY.**
Meeting re-opened at 7:55PM.

*Jackson College Foundation Update*
Jason Valente, President of Jackson College Foundation provided an update on the Foundation.

**MOTION BY TRUSTEE LAKE “To adjourn.” MOTION PASSED UNANIMOUSLY.**
Meeting adjourned at 8:00PM.

The foregoing minutes of the regular meeting of the Board of Trustees held on Monday, January 8, 2018 were approved at the regular meeting of the Board held on February 5, 2018.

_______________________
Secretary

_______________________
Chairman
This month’s Board Monitoring Report, (i.e., Leadership Monitoring) focuses upon the performance of the College’s ‘First Team’ (i.e., Leadership Council of the College), as well as across the institution. The enclosed monitoring report includes many aspects of leadership development activities that exist within the College, as well as the continued intense focus on growth and development opportunities for all employees as we work to advance the mission of our institution and our Total Commitment to Student Success (TCS2).

**Resource Impact:**

None

**Requested Board Action:**

None

**Action Taken:**

None
Presented to:
Jackson College Board of Trustees

Presented by:
Dr. Daniel J. Phelan, President
Sara Perkin, Chief of Staff
Prefatory Section

As described in the Board ENDS and Formal Institutional Monitoring Board Policy, the President will provide monthly reports which allow the Board to engage in formal monitoring and inspection of the College’s performance in essential areas. The key performance area for this month’s review is First Team Leadership Monitoring, which provides an in depth look at the performance and planning related to senior leadership development. Leadership is responsible for demonstrating accountable, ethical and essential decision-making that fulfills the College’s mission, vision, values and beliefs, as well as advancing the strategic agenda and fulfilling responsibilities to both the internal and external communities.

Executive Summary:

The First Team of Jackson College continues to focus on their growth and development collectively and individually to ensure they are capable of making informed decisions and able to effectively guide our most valuable assets, our employees. Additionally, we continue to provide all employees with various opportunities for professional development, both internal and external.

The past 12 months have been a success at Jackson College. We have begun intensive work on a new business model which will ultimately impact our retention and completion goals; we have graduated a second cohort of employees from the internal Leadership Academy; and we have supported a second group through the Michigan Community College Association (MCCA) Leadership Academy. All of this will help facilitate our leadership succession planning efforts. We are listening to our employees, whether during follow up employment interviews or during Coffee and Conversation sessions and we are implementing their ideas whenever possible. We recognize that we have the ability to learn from our employees and the daily work they do to support our students.

We have determined that measuring the efficacy of our Leadership efforts is best tracked by observing the shift in organizational culture, as well as employee participation in professional development opportunities. To this end, we will survey participants following Coffee and Conversation sessions, as well as encourage and track participation in the Jackson College Internal Leadership Academy and the Michigan Community College Association Leadership Academy. The table below shows the attendance in both Leadership academies over the last two years.

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2016</th>
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<tbody>
<tr>
<td>JC Leadership Academy Graduates</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>MCCA Leadership Academy Graduates</td>
<td>4</td>
<td>4</td>
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</table>
We continue to build trust with employees and learn from our mistakes, as well as continue to hold ourselves, and one another, accountable for living out the College’s Statement of Beliefs each day. Those beliefs are the foundation of our hiring process and employee evaluation performance. Even in the meetings of the Leadership Team, group meeting norms have been established as a way of working together. In addition, the Leadership Team has deployed the PMI (Personal Management Interview) process as part of our regular employee meetings and evaluation. The First Team looks forward to working toward the achievement of the following: development of a new business model, holding Community Advisory Group meetings in our tri-county service area and offering an increased number of Coffee and Conversation sessions.

Institutional Context

Driven by our Beliefs and focused on our Total Commitment to Student Success (TCS²), the Leadership of Jackson College is advancing a work culture that empowers employees to be their best as they continually develop and adapt to the ever-changing needs of our students and environment. While great strides have been made, we feel there is still work to be done.

The First Team of the College bears a great responsibility to the organization to set the tone for the culture and to provide every possibly opportunity for employees to grow and develop. In order to properly serve the employees, students and community, it is vital that the The First Team, serving in its Leadership Council role, is wholly dedicated to their own growth and development, as well as recognizing their own weaknesses. We strive to lead by example, ensure we are living out the College’s Beliefs each and every day, and hold one another accountable to a higher standard.

Each employee at the College is necessary as we seek to meet our institutional goal of Total Commitment to Student Success. The selection, retention and development of our employees is the first and most important job of the Leadership Team, as they are the most valuable asset of the College. Therefore, we must have an ongoing focus on each individual within the College team and lead not just with our minds, but also with our hearts, to ensure the needs of the whole person are met, wherever possible.

External Context

It is not hard to find articles and books pertaining to the topic of Leadership and its ongoing evolution. We seek to remain current with changes in the environments we live and work in. Understanding what leadership is means knowing what leadership is not. Leadership is not about seniority, pay grade, a title, management or power. Leaders work to build trust with their employees. David Horsager, author of The Trust Edge, introduced 8 pillars of trust that are central to our consideration of work at the College. These pillars include: consistency, clarity, compassion, character, contribution, competency, connection and commitment. This book is one of many that the Leadership Council has read, discussed, and considered for linkage to College work.
We revisit these 8 pillars occasionally as a reminder of the importance of trust with one another and each employee we serve. We are driven by purpose, which is to serve those around us – both employees and students. The Leadership Council of Jackson College strives to be servant and moral leaders each and every day, hoping that these practices will be evident and contagious among our colleagues.

As leaders we must recognize that there are ongoing threats and opportunities for us to face. Environmental changes are not within our control, but how we react and face these changes are absolutely within our control. Allowing our employees to take risks, make mistakes and even fail are important aspects in the learning process. We strive to remove the fear that some employees may have, so they can have the confidence to grow and succeed.

**Challenges/Threats:**
- Rising incivility
- Leadership succession
- Employee recruitment
- Generational differences
- Declining resources

**Opportunities:**
- Internal Leadership Academy
- Opportunity for involvement
- Diversity of employees
- Total Commitment to Student Success
- Jackson College’s Talent Formula

**Institutional Performance Reporting**

**Coffee and Conversation**
This informal event for employees continues to be a top favorite for those who participate. Following the August 14, 2017 sessions, all attendees were sent a short, four question survey. Between the two sessions offered, there were approximately 80 attendees. Of the attendees, 51 responded to the survey, giving us about a 64% response rate. Of those who completed the survey, 100 percent felt that attending was worth their time and 100 percent felt that the information shared was helpful or useful in some way and 59% were encouraged to attend by their supervisors. The fourth question provided employees an opportunity to share suggestions for improvement. Appendix A provides a summary of this data as well as some of the suggestions for improvement. For the next session scheduled in March and April, we are going to make adjustments based on the feedback provided. We will continue to use this survey to provide us with consistent data for future use and to track attendance, which is an indicator of success.

**Leadership Academy**
The Jackson College Leadership Academy proudly graduated its second class of 13 employees. This investment not only provides employees opportunity for their own growth and development but is also part of Leaderships succession planning. This program will continue being held so additional staff and administrators have the opportunity to participate.

Results from a survey, that each graduating class was asked to complete, show that the program is a success. When asked if they would recommend the Leadership Academy to a colleague, 95% said yes. When asked if they found the Leadership Academy beneficial and if they were satisfied with the Leadership Academy topics and presenters, 95% answered they were satisfied or highly satisfied to both questions. A summary of this data is included in Appendix B.

Union Relations
We are proud of the positive relationship between administration and both union associations. Over the last year, there have been no grievances filed, which speaks loudly to the working relationship. Leadership of both associations have been great partners and both sides have been very transparent and proactive in working together to ensure amicable solutions. Vice President Cindy Allen has done an amazing job in leading this important work that has added to the positive culture shift of the College.

Strategic Assumptions and Agenda
Over the span of several months, the Team worked on the creation of the new Strategic Agenda. As part of this work, a list of Strategic Assumptions were created. It is important to share these assumptions, which can be described as environmental factors that help shape the framework of the Agenda. The change in nomenclature from “Strategic Plan” to “Strategic Agenda” provides for a continuous and evolutionary framework moving forward toward the future. As we face the tough realities of finances, traditional enrollments, technology, competition and politics we feel that an agenda is more appropriate to allow for agility amid a changing context of opportunity and threat.

Leadership Council
The First Team continues its practice of meeting weekly on Wednesdays. At the beginning of each meeting, the team focuses on a belief and shares good news stories related to that belief. For the last couple of years, the Team reviews their Way of Being at the beginning of each meeting. Recently, the President brought forward First Team Norms that will replace the Ways of Being listing. These norms are a formal way to ensure that the ways of conducting our business are commonly understood, agreed upon and practiced, both individually and collectively, in a way that ensures greater group efficiency, harmony, and distinctiveness. In so doing, each member of the team is similarly responsible to exemplify these norms beyond the confines of the First Team meetings, ensuring that they are routinely practiced in all workings and inter-workings of the College. A copy of the proposed Norms are included in Appendix C.
Articles for reading and discussion are regularly included on the agenda to provide the team with opportunity for frequent development and ensures they are staying relevant in this quickly changing environment.

We have not wavered from our intentional interview work with all new hires as well as 6 month interviews with staff and one year interviews with administration. We are confident this work is impacting our culture at the College. As part of the 6 month and one year interviews, we are not only asking for feedback, but also ensuring we follow up with employees and their suggestions so they know we are truly listening and their voices matter.

**Professional Development for All Employees**

Our commitment to providing all employees an opportunity for learning, growth and development is as strong as ever. Full time instructors are now guaranteed access to $1,000 and additional funds are available through the department and Faculty Professional Development Committee as well (this funding level is intended to be increased beginning in FY ‘19. Throughout the year, faculty participate in six dedicated learning days.

The College continues to close all offices and all instructional sites three times a year for Convocation in which we devote the entire day to the professional development of our employees. In the Fall, Dr. Timothy Renick from Georgia State University was on campus to share the work GSU has done to drastically improve graduation rates in the nation and eliminate achievement gaps based on race, ethnicity or income level. The afternoon provided community service opportunities in both Jackson County and Lenawee County schools.

There are many other internal options for development as well that have low cost and high return. On-line training is available to all employees, some required such as FERPA, Clery, Cultural Competence and Securing the Human online training. Professor Mark Ott has been leading the Toastmasters group, which provides all employees the opportunity to work on all aspects of public speaking in a safe place to practice and fail.

Monthly professional development for the entire administrative team. An hour of PD is offered on topics such as mental health education, recognizing sexual harassment, contract interpretation, table top discussion on safety, PMI Training, how to conduct a good performance review, performance recognition pay, and health care changes.

Two of the convocation topics that were presented last week at Convocation by the college’s legal counsel, Bill Abbott, addressed how to handle disruptions and demonstrations on campus as well as current Open Carry Laws.

Annual training is offered to our employees and students regarding sexual assault, recognizing it and who and where to report the situation. The awareness event that is offered to students each year is a panel of community member, Chief of Policy, Sheriff,
Prosecutor, Aware Shelter and Catholic Charities is an annual event in April. Employees of the College, particularly those with the most contact with students; coaches, Ombudsman, Navigators take place in additional PD as part of the Clery Requirement.

Four Jackson College employees are currently participating in the MCCA Leadership Academy. Becky Roberts, Dr. Brian Newberry, Lee Hampton and Tina Matz are halfway through this program which consists of in-person workshops, action based learning projects between sessions, experiential learning, coaching and mentoring, and a capstone graduation experience which will occur at the MCCA Summer Institute in Traverse City.

Many of our employees continue to achieve their educational goals. As yet other examples, Antoine Breedlove and Vincent Rose both completed their bachelor’s degree from Siena Heights University. Graduating from Tiffin University with their master’s degrees were Alyssa Webb and Ashley VanHeest. Kelly Chambers received her master’s degree from Siena Heights University. Jackson College supports and encourages employees to strive and reach their educational goals and our proud of these recent graduates.

Leaders Among Us
Leadership examples continually emerge amongst our employees. Dr. Michelle Shields was recognized with the 2017 President’s Award from Junior Achievement. It was her drive, creativity and dedication the CEO Challenge project for area high school students that got it off the ground. Recently, Dr. Anthony Cleveland spoke at a League of Women Voters Community Forum on the topic, “A Community’s Response to the Rising Level of Intolerance.” Both Heather Marshall and Tina Matz became certified career coaches, Stephen Geiersbach used his CPR skills to assist a fellow hockey player who had collapsed after a game and Amy Leighton-Gamel presented at Achieving the Dream Annual Conference on her work with first-generation students. These are only a few of so many examples of the leaders amongst us. We are proud of the work they do not only on campus, but in our communities as well.

Goals for the Next 12-Month Period

New Business Model
In November 2017, the First Team participated in the CQIN (now Alliance for Innovation and Transformation (AFIT)) and Business Innovation Factory (BIF) Early Adopters Program: Design Sprint #1. This intensive two day program provided us with the opportunity to understand and realize the transformational potential of business model innovation and to imagine, explore and test new student centered business models for Jackson College. The team will continue their work at the Sprint #2 in April and then will conclude at the Summer Institute in August.

Student Interviews
As part of the project work for the New Business Model, the First Team will be interviewing a sample of students who chose not to return to the College. The Team received training on how to effectively students during their first Sprint and intend to utilize these skills during this process. The goal is to receive honest feedback from students that can be incorporated into the work we are completing as part of the Business Model and ultimately impact our retention and completion goals.

Community Advisory Groups
Planned for this upcoming spring, the First Team will hold Community Advisory Groups (CAG) in Jackson, Hillsdale and Lenawee Counties. Re-establishment of the CAGs is one of the current initiatives on the Strategic Agenda, under Leadership, Planning and Communicating. The last formal CAG meetings were held in April of 2013, so we are looking forward to gathering community leaders together to share some brief updates on the College and even more importantly we will be splitting the audience up in smaller groups to run potential new initiatives by them for input. Some of the anticipated items covered are 7 week semesters, competency based education, credential model and millage pursuit (Jackson County only).

Coffee and Conversation
Beginning this winter semester, the President will increase the number of Coffee and Conversation offerings to provide more informal communication opportunities for employees. Administrators will be asked to encourage and support attendance for all employees.

A tabletop exercise is planned for leadership later this month going over detailed information received at a recent legal conference in the handling of White Supremacists Richard Spencer at the Univ. of Florida. Also, additional training will take place, specifically with security, legal and top administration in regards to the handling of individuals, not necessarily students, coming to campuses to spread propaganda by white supremacists under the First Amendment.

Mental Health First Aid training for 30 of our front line employees, faculty and top administration took place last week on our campus. This eight hour training was offered in conjunction with the Physicians Assistants Foundation. It will also be a presentation at AACC in April. Preparing the campus population to face issues appropriately and with confidence is a way of protecting students at risk and creating a culture of acceptance and support.

Conclusion/Judgment
The key performance area of Leadership may be the most important Board ENDs monitored. Without a team of leaders who are caring, positive, transparent, authentic, empowering and humble, we will not succeed. The First Team must continue to learn, develop and grow and just as importantly, we must continue to encourage and provide opportunities for our employees. We will continue to celebrate our successes, but we will not become complacent with who we are. The needs of our students, employees
and community are continually shifting, so we must be willing to adjust to those shifts. We will continue to assess, evaluate and change, always while using the College’s Beliefs as our guide.
Appendices

Appendix A: Coffee and Conversation Survey Results August 2017

<table>
<thead>
<tr>
<th>Question</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Was attending Coffee &amp; Conversation worth your time?</td>
<td>100%</td>
</tr>
<tr>
<td>Was the information shared helpful or useful in some way?</td>
<td>100%</td>
</tr>
<tr>
<td>Were you encouraged to attend by your supervisor?</td>
<td>57%</td>
</tr>
</tbody>
</table>

Responses to ‘Do you have suggestions for improvement?’

Although the room was full, very few questions were asked. It would be good to find ways to encourage people to ask questions. Perhaps people could send questions to the president via email in advance? Not sure what the best way to resolve this matter might be.

Maybe people felt uncomfortable asking questions in public or directly in front of leadership. In the future, we could try an online anonymous way of submitting questions or concerns to allow people to share concerns without fear of future retaliation.

More sessions would be easier. Letting people go and still having people staff the office, at times when we're busy ourselves, is a challenge.

An agenda of topics might start the ball rolling a little better...Dr. Phelan is (I'm sure) accustomed to being "on the spot" however, I'm also sure most are not comfortable putting the boss in that position with certain lines of questioning. The wide open forum may also curtail inquiries in that many would not ask a question that might only pertain to a small portion of our family rather than the masses. Overall, very positive...makes us a stronger team.

Thank you for taking the time to meet with faculty and staff and having honest and open conversation. It means a great deal!

I loved that it was included as part of the NEO program! It gave me a great opportunity to get an "inside look" at the ethos of JC as it plays out in the everyday functioning of the college

Opening for questions seemed forced. I'm not sure how to remedy that other than maybe having prompts. I liked the roundtable format.

Hold on different days in case someone is absent they still have an opportunity to attend. If the format is going to be open question format like this last time it would be beneficial to know that ahead of time. This way if people wanted to attend both sessions they could plan accordingly. Based on feedback from others that attended the session I did not it seems that there were some different topics covered that would have been beneficial to hear.

Not for improvement--I love the C&C sessions with our president. I just want them to continue as we move forward with our initiatives.

Just a few of predetermined discussion points and updates to help the conversation flow better. Or have an email sent out prior to, letting people know to bring discussion topics (or email a head of time) so they weren't put on the spot, a little heads up always helps :)
I have none. I would like to reiterate these are a fantastic opportunity for us to know about more about the institution, its initiatives, and the great work our employees are putting in.

I like not having a slide show but would like Dan to have specific topics to review if nobody has any questions.

Appendix B: Jackson College Leadership Academy (2016 and 2017)

<table>
<thead>
<tr>
<th>Question</th>
<th>% of Yes</th>
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<tbody>
<tr>
<td>Did you find the Leadership Academy beneficial?</td>
<td>95</td>
</tr>
<tr>
<td>Were you satisfied with the Leadership Academy topics and presenters?</td>
<td>95</td>
</tr>
<tr>
<td>Would you recommend the Leadership Academy to a colleague?</td>
<td>95</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>% of satisfied or highly satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you find the Leadership Academy beneficial?</td>
<td>95</td>
</tr>
<tr>
<td>Were you satisfied with the Leadership Academy topics and presenters?</td>
<td>95</td>
</tr>
</tbody>
</table>

Appendix C: Leadership Council First Team Norms

Respectfulness – Members will accord each other the dignity, courtesy and support, due every member of the First Team, in all deliberations and interactions, additionally agreeing that all sensitive items will remain in confidence among members;

Inclusiveness – Members will seek to appreciate and understand one another by being open-minded, deliberative and actively soliciting differing viewpoints and perspectives in their deliberations and decision-making;

Strategic – Members will remain keenly focused upon the most vital aspects of the College, its operations, its goals, its beliefs and its mission in the work that is undertaken, avoiding territoriality in favor of the work of the whole institution that is in service of its customers;

Vulnerability – Members will practice granting grace and generous assumptions to one another, as well as to matters coming before the Leadership Council, practicing humility and service in all our work; and

Accountability – Members will always be transparent, open, honest, and providing factual and full disclosure in all discussions and deliberations, while also being fully prepared to be present, prepared and engaged in all discussions.
Subject to be Discussed and Policy Reference:

6.1 Second Reading:
   6.1.1 Communication & Counsel to the Board
   6.1.2 Accreditation

   (BOARD POLICY: MONITORING: Policy Governance)

Executive Summary:

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

All input to-date from the Board of Trustees has been incorporated in the policy 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 this policy was proposed for consideration.

The URL’s below may be helpful in referencing the existing policy.

Communication and Counsel to the Board
Accreditation

Resource Impact:

None

Requested Board Action:

Approval of revised policy recommendations.

Action Taken:

MOTION BY TRUSTEE HOFFMAN “To approve the Communication & Counsel to the Board and Accreditation policies.” MOTION PASSED UNANIMOUSLY.


**Policy Summary:** Insofar as the Jackson College Board of Trustees are not fully versed in all aspects of higher education or community colleges, and that they have implemented a policy governance methodology regarding the operational (i.e., MEANs) responsibilities of the College President, they do have an expectation that their sole employee (i.e., the College President) keep them informed at a level necessary for them to have context in decision-making as well as, matters that have significant consequence to the College, its operations, its employees, its students, and its constituency.

**Statement: Communication and Counsel to the Board**

With respect to providing information and counsel to the Board, the President may not permit the Board to be uninformed about matters related to the Board and issues critical to the Institution. 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 Bboard 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 Bboard, federal law, state law, or local ordinance.

7. Fail to ensure that the entire Bboard is included on all material, individual communications between individual board members and the Ppresident, as well as on other official Bboard, Bboard Oofficer, and/or committee communications.
Board Policy

<table>
<thead>
<tr>
<th>Policy Type:</th>
<th>ENDS</th>
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</thead>
<tbody>
<tr>
<td>Policy Title:</td>
<td>Accreditation</td>
</tr>
<tr>
<td>Policy Number:</td>
<td>0304</td>
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<tr>
<td>Date Adopted:</td>
<td>8/8/2011</td>
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<td>Annually</td>
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<tr>
<td>Date Last Reviewed:</td>
<td>2/15/2016</td>
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<tr>
<td>Office Responsible:</td>
<td>President</td>
</tr>
<tr>
<td>Reviewing Committee:</td>
<td>Board of Trustees</td>
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<tr>
<td>Related Policies:</td>
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</tbody>
</table>

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..

With respect to institutional and program accreditation, are key measures of institutional performance evaluation. This appraisal also determines progress on established annual action projects, quality improvement efforts, programmatic offerings, 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 and utilization of data, program effectiveness and quality improvement efforts.

Scope

This policy applies to the College at large including all institutional programs requiring supplemental program accreditation.

Policy Statement

The Board directs 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) Pathways. 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 College President will include the following information related to accreditation within the Quality/Excellence Annual monitoring report: Accreditation Standing, HLC Action Project Progression, Compliance Report Outcomes and Assurance Audit Reports, submit to the board an annual monitoring report detailing 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, process and performance improvement plans that address identified OFIs, continuation or expansion of strengths and recent progress toward achieving planned improvements. The report also informs the Board of the College’s relative standing with accrediting bodies, and its status in the accreditation renewal cycle.
<table>
<thead>
<tr>
<th>Subject to be Discussed and Policy Reference:</th>
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<tr>
<td>6.2 Consideration of Recipient of 2018 Crockett Award</td>
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<tr>
<td><em>(BOARD POLICY: EXECUTIVE LIMITATIONS: Communication and Counsel to the Board)</em></td>
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</table>

**Executive Summary:**

Following discussion at their January 16, 2018 board meeting, the Jackson College Foundation Board of Directors voted to approve the nomination of Dr. Lewis Yohn as the 2018 recipient of the Ethelene Jones Crockett Distinguished Alumni Award recipient.

A vote of concurrence is requested by the Board of Trustees to affirm and award this recognition.

Vice President Valente will be on hand to address questions that you may have.

**Resource Impact:**

None

**Requested Board Action:**

Consideration of Dr. Lewis Yohn as the recipient of 2018 Crockett Award.

**Action Taken:**

**MOTION BY TRUSTEE MATHEIN** “To approve Dr. Lewis Yohn as the 2018 Crockett Award Recipient. **MOTION PASSED UNANIMOUSLY**”
Dr. Lewis Keith Yohn graduated from Jackson Junior College in 1953 with an Associate in Science degree and currently serves as an Associate Professor with tenure at the University of Michigan School Of Dentistry. He states, “I am very appreciative, deeply grateful and forever beholden that Jackson Community was there when I needed it. Otherwise, I would not be in the high professional position I am today.” He shares the following story to inspire Jackson College students and who his appreciation for the college:

I entered the Jackson Public School system in 1942 when my father moved the family from South Bend, Indiana for of a new job in Jackson, Michigan. We moved to a brick house on the south-east corner of Wildwood Ave. and Durand St. with a very large oak tree in the front yard. Across the street on the south west-corner was Loud & Jackson Dairy and very small ice cream parlor. Kitty-corner from our house was a coal company with a huge pile of black coal in front. On the north-east corner was an old, run-down warehouse. The house set about 30-35 feet from the railroad tracks. Every time a train went by everything in the house would vibrate, shake and rattle. What distressed me the most was the black soot the train engines would leave behind on the freshly fallen white snow.

The neighborhood was slummy with dirty run-down housing, social dysfunction and crime. The hoboes would come to the back door and beg for food from my mother. I learned to ride the rails with them. We had a neighborhood bully who would beat me up every day as I was walking home from school. One day we had a big fight, I bloodied his nose and gave him a black-eye. I received a cut lip. Nevertheless, he never bothered me again. We had BB gun and knife fights almost every week with surrounding neighborhoods. I attended Ganson St. Baptist church every Sunday with my father, mother, sister and brother.

It was from this background and environment that I graduated from Bloomfield Elementary school [does not exist anymore] after the sixth grade, Jackson West Intermediate after the ninth grade. In 1949, my father moved the family to Bryan, Ohio for another job. I stayed in Jackson and worked part time for Loud & Jackson Dairy from 7 -10 PM five nights a week and 10 hours on Saturdays and Sundays to support myself because I wanted to graduate with my classmates. After compressing the tenth, eleventh and twelfth grades into two years, I graduated from Jackson High School on the 15 day of June 1951. I graduated summa cum laude with a class ranking of 77 out of 440 students.

My family was very poor and did not have the money to send me to college. Lady luck was looking out for me when the Jackson Women's City Club gave me a two year academic scholarship to attend Jackson Junior College (Jackson Community College). I satisfactorily completed the course of study prescribed by Jackson Community College for the attainment of the title of Associate in Science on the 8th day of June 1953.
Because my sister and brother were attending colleges in Ohio, my father and mother were not able to help me pursue my educational career to a higher level. So, I enlisted in the U.S. Navy during the "forgotten" Korean War 1953-56. After being released from the navy in 1956, I returned to civilian life to pursue my educational career.

The following is a retirement memoir:

**Lewis K. Yohn D.D.S., M.S.,** associate professor of dentistry in the School of Dentistry, retired from active faculty status on August 31, 2016.

Professor Yohn received his A.S. degree from Jackson Community College in 1953. After a stint in the U.S. Navy during the Korean War 1953-56, he returned to civilian life to pursue his educational career and received a B.A. degree from Bowling Green State University, Ohio on February 1, 1957 and received his D.D.S. and M.S. degrees from the University of Michigan in 1963 and 1968 respectively. He joined the University of Michigan as a Clinical instructor in 1963. He was promoted to assistant professor in 1968 and to associate professor with tenure in 1975. He is a life member of Omicron Kappa Dental Society, which recognizes academic excellence.

Professor Yohn truly loved teaching the University's dental students how to make false teeth, partial dentures, fixed partial dentures, gold crowns, porcelain crowns, porcelain fused to metal crowns and implant supported restorations. He taught freshman, sophomores, juniors and seniors in the preclinical and patient clinics. He had high standards and values. He expected superior performance and demanded the students think for themselves. He showed empathy, compassion and understanding for the University's dental patients. In 53 years, he received many gifts, cards and letters from patients and students expressing their appreciation for his services and instruction. Professor Yohn has remarked several times: "The greatest gift is to know my teachings will live through my students for years and years and years. I am blessed to be a dentist and teacher."

Professor Yohn’s research interest involved studying the paths of movement of the human lower jaw during tooth guided movements and chewing activity with the cinefluorographic (camera-x-rays, 16mm film) technique. In 1966-67, he did a project at the medical research center with 35 human subjects moving their lower jaws while chewing food with and without prosthetic appliances. He collected over 7,000 feet of cinefluorographic film containing more than 1 million frames of data. He spent many years analyzing and transferring the 16mm film to a digital medium to preserve it so future generations of dentist and dental students can see how the lower human jaw moves. Professor Yohn has shown clips of his collection in lectures, class reunions, study clubs, and prosthodontics meetings in Honolulu, Los Angeles and Miami and to thousands of dentist and dental students. In 2001, he produced a one-of-a-kind video using parts of his cinelulorographic collection. The Journal of the American Dental Association published an article on his research in the June 2016 issue of the Journal.
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<thead>
<tr>
<th>Subject to be Discussed and Policy Reference:</th>
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<tr>
<td>6.3  Selection of Presenters for Commencement</td>
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<tr>
<td>(BOARD POLICY: EXECUTIVE LIMITATIONS: Communication and Counsel to the Board)</td>
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Each year during the Commencement ceremonies, the Board of Trustees is invited to introduce speakers and award recipients as part of the program.

Therefore, I now seek the Board’s appointment of Trustees for the 2018 Commencement proceedings. Specific agenda program details, as well as a formal program, will be forwarded once the ceremonial events have been finalized.

You will recall that last year Trustee Heins presented the Distinguished Service Award to Karen and Bart Hawley and Trustee Crist presented the Crockett Award to Dr. Jon Lake. Thank you for your consideration.

<table>
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<th>Resource Impact:</th>
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<td>None</td>
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<th>Requested Board Action:</th>
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<tr>
<td>Consideration of Presenters for Commencement.</td>
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<th>Action Taken:</th>
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<tr>
<td>None. Item held over to the March meeting.</td>
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### Subject to be Discussed and Policy Reference:

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

*BOARD POLICY: Monitoring: Policy Governance*

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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 moved to second reading.
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 (i.e., the John 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. The Board 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 aforementioned principles, the board will:

1. Execute the powers designated by the Federal Government, as well as Michigan statutes.

2. 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.

3. 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.

4. 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
5. 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).

6. 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.

7. 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.

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

9. Board decisions will be made, to the extent possible, on a consensus basis.

10. Change from Policy Governance can only occur by majority vote of the entire Board.
TO: Jackson College Board of Trustees  
FROM: Dr. Daniel J. Phelan, President

Subject to be Discussed and Policy Reference:

<table>
<thead>
<tr>
<th>7.2</th>
<th>President's Report</th>
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<tbody>
<tr>
<td>7.2.1 Legislative</td>
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<tr>
<td>7.2.1.1 Article: Dividing Lines Take Shape in Senate</td>
<td></td>
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<tr>
<td>7.2.2 College Items</td>
<td></td>
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<tr>
<td>7.2.2.1 HLC Interim Report</td>
<td></td>
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<tr>
<td>7.2.2.2 DOE Security Breach</td>
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<tr>
<td>7.2.2.3 Upcoming College Events</td>
<td></td>
</tr>
</tbody>
</table>

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

I will provide an update of significant legislative matters as well as major college initiatives and a review of upcoming events.

Resource Impact:

None

Requested Board Action:

None

Action Taken:

None
Jackson College
Chief Executive Officer: Dr. Daniel Phelan
Interim Monitoring Report
January 18, 2018

A Report Prepared for
The Higher Learning Commission (HLC)
Chicago, Illinois

Jackson, Michigan
**Action**

During the reaffirmation of accreditation process in 2017, the Comprehensive Quality Review Report recommended an Interim Federal Compliance Monitoring Report to demonstrate compliance with Advertising and Recruitment Materials and Other Public Information. The information published regarding the Higher Learning Commission in various locations including the About Jackson College page, the Jackson College Viewbook and the catalog must be updated to reflect guidance from HLC and submit a report no later than January 31, 2018.

**Core Components**

This report consists of responses to specific compliance concerns located within the Federal Compliance Filing by Institutions (FCFI) questions 28-31 and appendixes T and U. All specific compliance concerns have been corrected as described below.

**Areas of Focus**

The About Jackson College page had old language about “North Central” and the old Commission Address. The College Catalog and College Viewbook also had outdated information.

**Correction Action Taken**

*Display of Mark of Affiliation*

On the Institutional Effectiveness and Reporting Accreditation page [https://www.jccmi.edu/institutional-research/accreditation/](https://www.jccmi.edu/institutional-research/accreditation/) the address has been updated next to the Commissions mark of Affiliation (see Appendix A). Additionally, the Commissions Mark of Affiliation is also displayed on the footer of the College’s Web site.

*About Jackson College Page*

On the About Jackson College page [https://www.jccmi.edu/about/](https://www.jccmi.edu/about/) the old language, name, address and phone number has been corrected, including HLC’s website address. A screen shot of the correct accrediting body, address, HLC’s web address is shown in Appendix B.

*Marketing Materials*

content/uploads/Viewbook-Roll-Fold-2016.pdf have both been updated online to reflect the correct language, address and contact information (screen shots in Appendix C). When new catalogs and viewbooks are printed, it will carry the correct information.

**College Catalog**

The language and address information has been added to the online 2017-2018 College Catalog. https://www.jccmi.edu/wp-content/uploads/Catalog2017-2018.pdf. A screen shot is provided in Appendix D. All printed copies from now on will include the updated language and address as guided by the Commission.

**Student Handbook**

While reviewing the Comprehensive Quality Review Document as completing this report, we noticed a notation on page 48 that indicated the College does not have a Student Handbook. We wanted to assure the Commission that the College does have a handbook that can be found online at https://www.jccmi.edu/handbook/. If there are any additional concerns regarding this, we would be happy to address.
Appendices

Appendix A

Appendix B

Jackson College was founded as Jackson Junior College in 1928 and operated as a division of the Jackson Union School District. In 1962, Jackson County voters created Jackson Community College as a distinct entity, and in 1968, they passed a charter millage that still helps to fund the college today. Rapid enrollment and program growth in the 1960s spurred the construction of a new campus on its present site. In June 2013, in light of the College’s decision to begin development of its curriculum for the bachelor’s degree programs and increased efforts in international studies, the Board of Trustees voted to change the name to Jackson College.

Today, the College owns more than 500 acres and sits on a scenic rural site six miles south of the city of Jackson, and also operates Jackson College @ USQ TECH in Adrian, Clyde E. LeTarte Center, Hillsdale, and began offering classes at WJ. Maher Campus, Jackson in 2012.

In recent years, the College has:

- renovated James McQuitty Hall and Victor Guis Fieldhouse;
- added a state-of-the-art information technology and library building, William Atkinson Hall;
- built three student housing residence halls – Campus View 1, 2 and 3;
- renovated the Whiting Hall and added the Rural Center for Health Professions;
- constructed a new Health Laboratory Center featuring laboratory and classroom spaces; and
- renovated the Fort Hall.

An integral educational and economic force in the Jackson, Lenawee and Hillsdale communities, the College operates on general fund budget of about $63 million. Each year, more than 6,700 students enroll at JC. About 43 percent take classes on the Central Campus; 11 percent at JC @ USQ TECH; 7 percent at the LeTarte Center; 10 percent at Maher. 20 percent online, about 4 percent at locations around Jackson County, and 4 percent in the Prison Education Initiative. Among Jackson College’s total student population:

- 41 percent of students attend full-time, 59 percent part-time;
- 48 percent of students are female, 42 percent male;
- 63 percent of students are under the age of 24; and
- Minority enrollment is at 16 percent.

Jackson College has 74 full-time faculty, 133 full-time staff and administrators and 361 part-time personnel.

Jackson College is accredited by the Higher Learning Commission (hlcommission.org), a regional accreditation agency recognized by the U.S. Department of Education. 210 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1411. Phone: (800) 621-7440.
Appendix C
Appendix D
January 29, 2018

Dr. Daniel Phelan
President and CEO
Jackson College
2111 Emmons Rd.
Jackson, MI 49201-8399

Dear President Phelan:

The interim report you submitted to our office has now been reviewed. A staff analysis of the report is enclosed.

On behalf of the Higher Learning Commission staff received the report on Federal compliance re: advertising and recruitment materials. No further reports are required on this topic.

An interim report is due 2/28/2019 on academic program review, mapping of course pre-requisites and learning outcomes across the curriculum, and full implementation of assessment of student learning across the curriculum. The institution’s next reaffirmation of accreditation is scheduled for 2024 – 2025.

For more information on the interim report process contact Lil Nakutis, Accreditation Processes Manager, at lnakutis@hlcommission.org. Your HLC staff liaison is Jeffrey Rosen (jrosen@hlcommission.org); (800) 621-7440 x 139.

Thank you.

HIGHER LEARNING COMMISSION
INSTITUTION: Jackson College, Jackson, MI

EXECUTIVE OFFICER: Dr. Daniel Phelan, President & CEO

PREVIOUS COMMISSION ACTION AND SOURCES: An interim report is required by 1/31/2018 on Federal compliance re: advertising and recruitment materials – update all college materials to align regarding HLC affiliation status per HLC guidelines.

The information published regarding the Higher Learning Commission in various locations including: the About Jackson College page, the Jackson College Viewbook, and the catalog must be updated.

This interim report derives from the Team Report of the institution’s 2017 Comprehensive Evaluation which states:

REPORT PRESENTATION AND QUALITY: The Jackson College report is brief and organized to address concerns regarding advertising and recruitment materials on a point-by-point basis. The updates materials are provided through links embedded in the report narrative.

REPORT SUMMARY: The College’s report is succinct, presented in a modified list fashion following a brief introduction. Each item on the list contains a short narrative, included in which is an embedded link to web pages or documents that display the correct information with regard to the College’s relationship to the Higher Learning Commission and the correct address and contact information for the HLC.
STAFF FINDING:

Note the relevant Criterion, Core Component(s) or Assumed Practice(s): **Federal Compliance regarding advertising, marketing materials and Core Component 2.B regarding accreditation relationships**

Statements of Analysis (check one below)

- Evidence demonstrates adequate progress in the area of focus.
- Evidence demonstrates that further organizational attention is required in the area of focus.
- Evidence demonstrates that further organizational attention and HLC follow-up are required.
- Evidence is insufficient and a HLC focused visit is warranted.

REPORT ANALYSIS: The materials presented in the Jackson College interim report confirm that the College has made the appropriate changes to publically displayed information pertaining to the Higher Learning Commission.

Specifically, each of the web pages or documents for which HLC information had been inaccurately shown has been changed to reflect current contact information, and some include the Commission’s mark of affiliation (logo). For example, the institution’s View Book (page 16) contains this:

Another example, the “About Jackson” web page, provides further indication that the correct information has been installed where appropriate. This is confirmed by review of other web pages and documents, including the “Institutional Effectiveness and Reporting Accreditation” page and the College Catalog.

As an added point, the interim report notes that the College does indeed have a Student Handbook—this to correct previous statements to the contrary. Review of the document provided through the embedded link, confirms the existence of the Handbook. The first page of the Handbook displays the HLC mark of affiliation.

The Higher Learning Commission acknowledges the institution’s efforts to date and will not require additional reporting on this topic. Please note the Staff Action section below.
**STAFF ACTION:** Receive the report on Federal compliance re: advertising and recruitment materials. No further reports are required on this topic.

An interim report is due 2/28/2019 on academic program review, mapping of course pre-requisites and learning outcomes across the curriculum, and full implementation of assessment of student learning across the curriculum.

The institution’s next reaffirmation of accreditation is scheduled for 2024 – 2025.
February 1, 2018

Michael Holmes  
U.S. Department of Education, Federal Student Aid  
Technology Office  
830 First St., NE – 10th Floor  
Washington, DC 20202  

RE: Data Security Breach  
OPE ID Number: 00227400

Dear Mr. Holmes,

Jackson College would like to respond to the notification of a data security breach we received on January 11, 2018. Following are the requested items.

**Date the Breach Occurred**  
On 12/20/2017 the financial aid director at Jackson College, Andrew Spohn, responded to Monica Avina, Institutional Review Specialist with Federal Student Aid, regarding a program review inquiry.

**Description of the Breach**  
Mr. Spohn’s email response included information about four students and included the last 4 digits of their social security number, first name, last name and information related to the inquiry.

The Director followed steps to encrypt/password protect the e-mail prior to sending. However, it was discovered that the e-mail transmitted un-encrypted/protected.

The Institutional Review Specialist contacted him upon receiving the email regarding the breach. The Director and the Institutional Review Specialist had worked together sharing multiple files containing PII information without incident or breach of security and recognized this was an isolated incident. The Director deleted the e-mail from the e-mail account and responded to the Institutional Review Specialist indicating that he had encrypted the e-mail and didn’t know why it came through un-encrypted. He followed up with an additional e-mail with an encrypted attachment of the information.

**Current Status of the Breach Incident**  
Upon learning of the breach, Jackson’s Information Technology team scanned the Director’s email activity on the day in question.

- All attachments sent to the Institutional Review Specialist were zipped and encrypted.
- The email in question was located through the Office 365 Administration Center and it was determined that it was not encrypted.
- The email has been deleted from the Director’s Outlook client sent and deleted items. The email will be available through the Office 365 Administration Center until the retention policy
set for the organization has expired. This is a feature of our email service since it is hosted in the cloud by Microsoft.

- Information Technology performed an analysis of the transaction and determined that the failure was a result of human error.
- The students in question were notified of the breach and offered a subscription to a credit monitoring service to monitor their credit for any adverse reaction related to the breach.

**Information Security Program**

**Point of contact**
Jim Jones, Vice President for Facilities and Information Technology  
517-796-8688  
jonesjames@jccmi.edu

**Identity Theft Protection Program**

**Point of contact**
Darrell Norris, Vice President of Finance/CFO  
517-796-8439  
norrisdarrellr@jccmi.edu

Although the college feels that this breach was an isolated incident we reviewed our practices for sending PII information and will pursue the following improvements to help insure an incident such as this does not happen again.

- Use of a check list when communicating PII information via email. This check list will be distributed to employees who have a business need to communicate directly with the Department of Education or any other authorized agency. The check list (Emailing PII Check List) is attached for your review.
- Researching software products that will detect and restrict, or encrypt, outgoing emails with PII.
- The software will be deployed to departments that would be likely to distribute PII.

We take our obligation to protect student financial aid data and PII information seriously and will use this situation to improve our practices.

Respectfully,

Daniel J. Phelan, Ph.D.  
President/CEO  
517.787.0809  
dphelan@jccmi.edu

CC: Andrew Spohn, Director of Financial Aid

*Jackson College*  ●  2111 Emmons Road  ● Jackson, Michigan 49201
Department of Education (or other authorized agency) Checklist

Purpose: When sending files (outside of Colleague) to the Department of Education (DOE) or another authorized agency, information with Personal Identifiable Information (PII) **MUST** be encrypted and password protected.

Frequency: Most transactions will take place in response to Program Reviews and other audits done to identify compliance deficiencies.

Steps for encrypting and password protecting documents:

Step 1: Collect data using Excel, Word, or another tool.

Step 2: Clean data and provide what the DOE or other agency is requesting.

Step 3: Save data on a secure server provided by the institution.

Step 4: Click on the Microsoft logo in the bottom left-hand corner of your computer screen.

Step 5: Choose 7-Zip File Manager under Apps.

Step 6: In the folder location, choose where your saved file is and locate it.

![Image of Microsoft logo and 7-Zip File Manager]

![Image of file management interface]
Step 7: Click on the saved file and select “Add”.

Step 8: Make sure correct data file shows in the Archive line, for archive format select “Zip”, under encryption type a password. Make sure the Encryption Method is AES-256. For the DOE, passwords must be 12 characters long and use a combination of Upper case letters, lower case letters, number, and special character.
Step 9: Once zipped you should see a file with the same name that you saved but zipped.
Step 10: Send the e-mail to the DOE or other agency, make sure the body of the e-mail has a manifest of the item(s) attached to the e-mail. When attaching the document make sure to use the protected zip file. **DO NOT** send the password in the same e-mail. It must be sent in a separate e-mail.

Step 11: Send a separate e-mail containing the password.
Jackson Community College

Identity Theft Prevention Program

Effective August 1, 2009
I. PROGRAM ADOPTION

Jackson Community College ("JCC") developed this Identity Theft Prevention Program ("Program") pursuant to the Federal Trade Commission's ("FTC") Red Flags Rule, which implements Section 114 of the Fair and Accurate Credit Transactions Act of 2003. This Program was developed with approval of the Jackson Community College Board of Trustees. After consideration of the size and complexity of JCC's operations and account systems, and the nature and scope of JCC's activities, the Jackson Community College Board of Trustees determined that this Program was appropriate for JCC, and therefore approved this Program on July 13, 2009.

II. DEFINITIONS AND PROGRAM

A. Red Flags Rule Definitions Used in this Program

- “Identity Theft” is a “fraud committed or attempted using the identifying information of another person without authority.”

- A “Red Flag” is a “pattern, practice, or specific activity that indicates the possible existence of Identity Theft.”

- A “Covered Account” includes all student financial accounts or loans that are administered by JCC.

- “Program Administrator” is the individual designated with primary responsibility for oversight of the program. See Section VI below.

- “Identifying information” is “any name or number that may be used, alone or in conjunction with any other information, to identify a specific person,” including: name, address, telephone number, social security number, date of birth, government issued driver’s license or identification number, alien registration number, government passport number, employer or taxpayer identification number, student identification number, computer’s Internet Protocol address, or routing code.

B. Fulfilling Requirements of the Red Flags Rule

Under the Red Flags Rule, JCC is required to establish an “Identity Theft Prevention Program” tailored to its size, complexity and the nature of its operation. Each program must contain reasonable policies and procedures to:

- Identify relevant Red Flags for new and existing covered accounts and incorporate those Red Flags into the Program;

- Detect Red Flags that have been incorporated into the Program;

- Respond appropriately to any Red Flags that are detected to prevent and mitigate Identity Theft; and
• Ensure the Program is updated periodically to reflect changes in risks to students or to the safety and soundness of the student from Identity Theft.

III. IDENTIFICATION OF RED FLAGS

In order to identify relevant Red Flags, JCC considers the types of accounts that it offers and maintains, methods it provides to open its accounts, methods it provides to access its accounts, and its previous experiences with Identity Theft. JCC identifies the following Red Flags in each of the listed categories:

A. Suspicious Documents

• Identification document or card that appears to be forged, altered or inauthentic;
• Identification document or card on which a person’s photograph or physical description is not consistent with the person presenting the document and
• Other document with information that is not consistent with existing student information; and

B. Suspicious Personal Identifying Information

• Identifying information presented that is inconsistent with other information the student provides (example: inconsistent birth date, mismatched social security numbers);
• Identifying information presented that is inconsistent with other sources of information (for instance, an address not matching an address on a loan application);
• Identifying information presented that is the same as information shown on other applications that were found to be fraudulent;
• Identifying information presented that is consistent with fraudulent activity (such as an invalid phone number or fictitious billing address);
• Social security number presented that is the same as one given by another student;
• An address or phone number presented that is the same as that of another person;
• A student fails to provide complete personal identifying information on an application when reminded to do so; and
• A student’s identifying information is not consistent with the information that is on file for the student.

C. Suspicious Covered Account Activity or Unusual Use of Account

• Change of address for an account followed by a request to change the student’s name;
• Payments stop on an otherwise consistently up-to-date account;
• Mail sent to the student is repeatedly returned as undeliverable;
• Notice to JCC that a student is not receiving mail sent by JCC;
• Notice to JCC that an account has unauthorized activity;
• Breach in JCC’s computer system security; and
• Unauthorized access to or use of student account information.
D. Alerts from Others

- Notice to JCC from a student, Identity Theft victim, law enforcement or other person that JCC has opened or is maintaining a fraudulent account for a person engaged in Identity Theft.

IV. DETECTING RED FLAGS

A. Student Enrollment

In order to detect any of the Red Flags identified above associated with the enrollment of a student, JCC personnel will take the following steps to obtain and verify the identity of the person opening the account:

1. Require certain identifying information such as name, date of birth, academic records, home address or other identification; and
2. Verify the student’s identity at time of issuance of student identification card (review of driver’s license or other government-issued photo identification).

B. Existing Accounts

In order to detect any of the Red Flags identified above for an existing Covered Account, JCC personnel will take the following steps to monitor transactions on an account:

1. Verify the identification of students if they request information (in person, via telephone, via facsimile, via email); 
2. Verify the validity of requests to change billing addresses by mail or email and provide the student a reasonable means of promptly reporting incorrect billing address changes; and
3. Verify changes in banking information given for billing and payment purposes.

V. PREVENTING AND MITIGATING IDENTITY THEFT

In the event JCC personnel detect any identified Red Flags, such personnel shall take one or more of the following steps, depending on the degree of risk posed by the Red Flag:

Prevent and Mitigate

1. Continue to monitor a Covered Account for evidence of Identity Theft;
2. Contact the student; 
3. Change any passwords or other security devices that permit access to Covered Accounts;
4. Not open a new Covered Account; 
5. Provide the student with a new student identification number;
6. Notify the Program Administrator for determination of the appropriate step(s) to take; 
7. Notify law enforcement; 
8. File or assist in filing a Suspicious Activities Report (“SAR”); or 
9. Determine that no response is warranted under the particular circumstances.
**Protect Student Identifying Information**

In order to further prevent the likelihood of Identity Theft occurring with respect to Covered Accounts, JCC will take the following steps with respect to its internal operating procedures to protect student identifying information:

1. Ensure that its website is secure or provide clear notice that the website is not secure;
2. Ensure complete and secure destruction of paper documents and computer files containing student account information when a decision has been made to no longer maintain such information;
3. Ensure that office computers with access to Covered Account information are password protected;
4. Avoid use of social security numbers (See JCC Social Security Number Privacy Policy);
5. Ensure computer virus protection is up to date; and
6. Require and keep only the kinds of student information that are necessary for JCC purposes.

**VI. PROGRAM ADMINISTRATION**

**A. Oversight**

Responsibility for developing, implementing and updating this Program lies with an Identity Theft Committee (“Committee”) for JCC. The Committee is headed by a Program Administrator who is an appointee of the President. Two or more other individuals appointed by the President of JCC or the Program Administrator comprise the remainder of the committee membership. The Program Administrator will be responsible for ensuring appropriate training of JCC staff on the Program, for reviewing any staff reports regarding the detection of Red Flags and the steps for preventing and mitigating Identity Theft, determining which steps of prevention and mitigation should be taken in particular circumstances and considering periodic changes to the Program.

**B. Staff Training and Reports**

JCC staff responsible for implementing the Program shall be trained either by or under the direction of the Program Administrator in the detection of Red Flags and the responsive steps to be taken when a Red Flag is detected. JCC staff shall be trained, as necessary, to effectively implement the Program. JCC employees are expected to notify the Program Administrator once they become aware of an incident of Identity Theft or of JCC’s failure to comply with this Program. At least annually or as otherwise requested by the Program Administrator, JCC staff responsible for development, implementation, and administration of the Program shall report to the Program Administrator on compliance with this Program. The report should address such issues as effectiveness of the policies and procedures in addressing the risk of identity theft in connection with the opening and maintenance of Covered Accounts, service provider arrangements, significant incidents involving identity theft and management’s response, and recommendations for changes to the Program.
C. Service Provider Arrangements

In the event JCC engages a service provider to perform an activity in connection with one or more Covered Accounts, JCC will take the following steps to ensure the service provider performs its activity in accordance with reasonable policies and procedures designed to detect, prevent and mitigate the risk of Identity Theft.

1. Require, by contract or by copy of service providers’ Red Flag program, that service providers have such policies and procedures in place; and
2. Require that service providers review JCC’s Program and report any Red Flags to the Program Administrator or JCC employee with primary oversight of the service provider relationship.

D. Non-disclosure of Specific Practices

For the effectiveness of this Identity Theft Prevention Program, knowledge about specific Red Flag identification, detection, mitigation and prevention practices may need to be limited to the Committee who developed this Program and to those employees with a need to know them. Any documents that may have been produced or are produced in order to develop or implement this program that list or describe such specific practices and the information those documents contain are considered “confidential” and should not be shared with other JCC employees or the public. The Program Administrator shall inform the Committee and those employees with a need to know the information of those documents or specific practices which should be maintained in a confidential manner.

E. Program Updates

The Committee will periodically review and update this Program to reflect changes in risks to students and the soundness of JCC from Identity Theft. In doing so, the Committee will consider JCC’s experiences with Identity Theft situations, changes in Identity Theft methods, changes in Identity Theft detection and prevention methods, and changes in JCC’s business arrangements with other entities. After considering these factors, the Program Administrator will determine whether changes to the Program, including the listing of Red Flags, are warranted. If warranted, the Committee will update the Program.
Policy Summary: Information Security

The purpose of this policy is to define procedures and processes to protect College data generated, accessed, transmitted and stored by the College, educate users about the importance of protecting College data, ensure confidentiality, integrity, and availability of College data, and promote compliance with local, federal and industry regulations regarding privacy, protection and confidentiality of information.

Scope

All users have a responsibility to protect College data from unauthorized generation, access, modification, disclosure, transmission and/or destruction. Users are expected to be familiar with and comply with this policy.

Definitions

Appropriate measures: Appropriate measures are defined under the “individual data type” definitions.

Approved Electronic File Transmission Methods: Include supported Secure File Transfer Protocol (SFTP) and Secure Sockets Layer (SSL) clients and web browsers, as defined or approved by information technology (IT).

Approved Electronic Mail: Includes all mail systems supported by IT.

Approved Encrypted E-mail and Files: Information must be encrypted in accordance with IT guidelines. Contact the Solution Center for assistance.

Configuration of College-to-outside-party connections: Connections shall be set up to allow other entities to see only what they need to see. This involves setting up both applications and network configurations to allow access to only what is necessary.
Credit Card Holder Information: This information is defined as banking information, credit card information, credit card track (magnetic stripe) information, security codes, and other data obtained as part of a payment transaction or other confidential information as described in the Payment Card Industry Data Security Standard (PCI-DSS). The PCI-DSS standards can be found at [https://www.pcisecuritystandards.org/](https://www.pcisecuritystandards.org/).

Expunge: To reliably erase or expunge data on an electronic device, you must use a separate program to overwrite data. Otherwise, the PC or Mac's normal erasure routine keeps the data intact until overwritten.

System Administrator: Technician(s) responsible for installing, supporting and maintaining servers or other computer systems, and planning for and responding to service outages and other problems.

Domain Administrator: Technician(s) responsible for adding and deleting e-mail accounts and setting configurations associated with that domain.

Individual Access Controls: Individual access controls are methods of electronically protecting files from being accessed by people other than those specifically designated by the owner. On Macs and PCs, this includes using boot-up/login and screen saver passwords. Employees must always sign out or lock controlled access systems.

**Policy Statement**

**1.0 DATA CLASSIFICATION**

This Information Security Policy defines for College employees the levels of security required to protect data they receive or use in the course of business, and for which they are responsible. The information covered by this policy includes all information received or handled by College employees in the performance of their job duties, whether written, oral, or electronic (“College information”). It includes, but is not limited to, information that is either stored or shared electronically.

All employees must familiarize themselves with these classifications and guidelines. All College information must be classified into one of three categories: restricted, limited access or public. Based on the classification, employees must implement appropriate security measures to protect College data.

Questions about the proper classification of a specific piece of information are to be addressed to your supervisor. Questions about these guidelines are to be addressed to the information technology director.

**General Rules:**

1. With the exception of public information, access to College information must be
at all times limited to only those employees who have a business reason to know such information. For example, personal information, student records, accounts, balances, transactional information, credit card holder information and ACH (electronic check) account numbers are to be accessible only to College employees with an appropriate business need for such information.

2. College information shall only be used for College business purposes.
3. All third-party contractors who have access to the College’s restricted or limited access information must follow the remote access procedures. Contractors must agree to use College information only for College business and to abide by this policy. Other policies may exist to mandate confidentiality of such information.
4. Employees must use their College e-mail address for all College business involving data covered by this policy. Because of security concerns, employee or other College e-mail addresses shall not be forwarded to a private e-mail account.
5. Until data is classified under these guidelines, data shall be treated as limited access.

1.1 Restricted Information
Restricted information is data about a person or entity that, if disclosed, could reasonably be expected to place either the person or the entity at risk of criminal or civil liability, or be damaging to the financial standing, employability or reputation of the person or entity. The College is bound by law or by contract to protect some types of restricted information.

Restricted information should be shared only as mandated by law or as required for administrative or educational functionality. Examples of restricted information include the following:

a. Social security number
b. Credit card holder information
c. Checking or savings or other bank account number(s)
d. Debit card number
e. Password(s)
f. Disability information
g. Health and medical information
h. Library circulation records

1.1.1 Restricted Information Guidelines

Access: Restricted access is given to authorized users who have a business need to know. Electronic access must be protected by a strong password, and users shall log out or secure the documents before leaving their stations. Departments shall promptly notify information technology regarding personnel changes.

Distribution within College: Distribution of restricted information may be done via interoffice mail stamped confidential, e-mail and electronic distribution methods (see below). Library circulation records may not be distributed. Some restricted material, in paper form (e.g., PCI data), must be carried in a secured bag or tote.
**Distribution outside of College internal mail:** Distribution of restricted information outside of the College inter-office mail can be sent via U.S. mail or approved private carriers. Library circulation records may be distributed only as instructed by the library director in accordance with applicable law.

**Electronic distribution:** Electronic distribution of restricted information must be encrypted if sent to approve recipients within the College e-mail system, supported by the College. E-mail must be encrypted or password protected to approve recipients outside of College premises. Transmission of data must be via a secure method, such as secure file transfer protocol. Third-party agreements with outside vendors must require encryption or password protection. Instant messages, Google Docs, Dropbox, SkyDrive and similar Cloud services are not to be used for electronic transmission of restricted information.

**Storage:** Restricted information, in paper form, must be stored in a locked drawer or other locked and secure location. It may not be downloaded or stored on laptops, flash drives, or external removable media. The data may be downloaded on desktop personal computers temporarily for manipulation or processing. Backup files of restricted data must be encrypted. Google Docs, Dropbox, SkyDrive and similar Cloud services are not to be used for restricted data storage. A network drive/folder may be used if access is restricted to only those with a business need.

**Disposal/destruction:** Restricted data must be shredded immediately after completion of task; electronic data should be expunged/cleared immediately after use. Users must reliably erase or physically destroy media containing restricted information.

**Penalty for deliberate or inadvertent disclosure:** Penalty for deliberate or inadvertent disclosure of restricted data may include termination, possible civil and/or criminal prosecution to the full extent of the law.

Alleged incidents involving students should be reported to the vice president of students, and institutional effectiveness. Alleged incidents involving employees or community partners should be reported to the executive director of human resources.
### Examples of How Data Can Be Lost or Compromised

- Notebook or other data storage system stolen from car.
- Employee accesses system after leaving employment because passwords aren't changed.
- Unauthorized person walks into unlocked office and steals equipment or files, or accesses unsecured computer.
- Unsecured application on a networked computer is hacked and data stolen.
- Human error in programming changes.
- Data transmitted over Internet in unencrypted form.
- Installing software unnecessary for College work.

### Impact of Restricted Data Loss

- Loss of funding from granting agencies.
- Loss of reputation.
- Unauthorized tampering with enterprise data.
- Increase in regulatory requirements.
- Loss of critical campus or departmental service.
- Individuals put at risk for identity theft.
- State and federal monetary fines.

#### 1.2 Limited Access Information

Limited access information is defined as information that is not restricted, but can be used as personally identifiable or private information. This information must be guarded due to proprietary, ethical or privacy considerations and must be protected from unauthorized access, modification, transmission, storage or other use.

This information is releasable in accordance with the Michigan Freedom of Information Act. Limited access information is generally restricted to users who have a legitimate purpose for accessing such data. Limited access information must be appropriately protected to ensure a controlled and lawful release.

One piece of limited access information cannot in and of itself be used to identify anyone. Two or more pieces of information are needed. For example, a Jackson College student or employee ID number itself is useless, unless combined with a name and/or birth date. A list of salaries is useless unless combined with names and/or position titles. Examples of limited access information include the following:

- Staff and student home addresses and phone numbers
- FERPA directory information
- Class lists
d. Student records (grades, test scores, attendance, enrollment and registration history, advisor’s comments)
e. Payroll information
f. Beneficiary/dependent information
g. Benefit elections
h. Campus safety and security incident reports
i. Jackson College ID numbers
j. Driver’s license numbers
k. Date of birth
l. Ethnicity
m. Purchasing information designated as proprietary or confidential

1.2.1 Limited Access Guidelines

Access: Limited access is given to authorized users who have a business need to know. Electronic access must be protected by a strong password, and users shall log out or secure the documents before leaving their stations. Departments shall promptly notify information technology regarding personnel changes.

Distribution within College: Internal distribution of limited information shall be done via standard inter-office mail, the e-mail system supported by the College, and electronic file transmission methods.

Distribution outside of College internal mail: Distribution of information outside of the College should be sent via U.S. mail or approved private carriers.

Electronic distribution: There are no restrictions to approved recipients within College via the e-mail system supported by the College for limited information. If this information is sent to approved recipients outside of College e-mail systems, it must be encrypted, password protected, sent via a private link, or faxed. Instant messages, Google Docs, Dropbox, SkyDrive and similar Cloud services are not to be used for electronic transmission of this data.

Storage: Individual access controls shall be implemented at the network folder or directory level for limited access electronic information. Google Docs, Dropbox, SkyDrive and similar Cloud services are not to be used for storage of this data.

Disposal/destruction: Limited information shall be shredded or placed in specially marked disposal bins for shredding on College premises; electronic data must be expunged/cleared immediately after use. Users must reliably erase or physically destroy media containing limited access information.

Penalty for deliberate or inadvertent disclosure: Penalty for deliberate or inadvertent disclosure for limited access information may include termination, and possible civil and/or criminal prosecution to the full extent of the law.
Alleged incidents involving students should be reported to the vice president of students, and institutional effectiveness. Alleged incidents involving employees or community partners should be reported to the executive director of human resources.

<table>
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<tr>
<th>Examples of How Data Can Be Lost or Compromised</th>
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<tbody>
<tr>
<td>• Staff member, wanting to be helpful, releasing information they are not authorized to share.</td>
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<tr>
<td>• Faculty member posting test scores with student ID numbers or names.</td>
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<tr>
<td>• Leaving class lists or gradebooks in open spaces.</td>
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<tr>
<td>• Leaving a computer unattended with applications open that contain limited access information.</td>
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<td>• Loss of state funding.</td>
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<td>• Loss of federal funding.</td>
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1.3 Public Information

Public information is information that is open to the public and that can freely be given to anyone without any damage to the College or to individuals. Public information, while subject to College posting or disclosure procedures, is available to all users and to all individuals and entities external to the College community.

Examples of public information may include the following:

a. Publicly posted press releases by college administration
b. Publicly posted schedules of classes
c. Published College catalog
d. Information authorized for posting on the College’s public website
e. Online staff directory, interactive maps, newsletters, etc.
f. Board of trustees agenda and minutes

1.3.1 Public Information Guidelines:

Access: There are no restrictions for access to public information. Access is given to the public, and external and internal users.

Distribution within College: There are no restrictions to public information distributed
within the College.

**Distribution outside of College internal mail:** There are no restrictions to public information distributed outside of College internal mail.

**Electronic distribution:** There are no restrictions to electronic distribution of public information.

**Storage:** There are no restrictions to storage of public information.

**Disposal/destruction:** See Jackson College retention and disposal guidelines.

**Penalty for deliberate or inadvertent disclosure:** Not applicable.

### 2.0 ADMINISTRATIVE PROCEDURES

#### 2.1 Classification

Documents must be classified according to the type of information contained in the document. All documents must be classified and handled according to the procedures for the highest restricted level of any information contained in the document. For example, if a document contains both restricted and public information, the document shall be treated according to the restricted information procedures.

Questions about the classification of particular information or documents should be addressed to your supervisor. Questions about these guidelines may be addressed to the director of information technology.

#### 2.2 Training

**2.2.1 Initial Training:** All employees shall be trained on the procedures and guidelines pertaining to this policy. If significant changes are made to the definitions of information or the procedures required, all employees shall be informed regularly via e-mail.

**2.2.2 Periodic Refreshers:** All employees shall receive reminder instructions at least annually.

#### 2.4 Violations

Violations of the security guidelines contained in this policy shall be reported immediately to the area supervisor. The supervisor shall immediately contact the director of information technology or his or her designee, to determine whether further action is needed to secure College information. The director of information technology or designee will work with the affected areas and personnel to determine the appropriate actions to be taken.
3.0 SYSTEM SECURITY

3.1 Physical Security

3.1.1 Sever Room/Data Room Access: Doors to the computer room are closed and locked at all times. A limited number of IT and maintenance staff have access, and access is only via use of the electronic fob/key card system, so that access can be tracked.

3.1.2 Remote Access: Remote access must use secure connection protocols. Remote access for server administration is limited to IT staff members with legitimate business reasons.

3.1.3 Personnel Verification: All staff members and vendors shall present a picture ID to campus security staff if requested. ID shall be worn and in public view.

3.2 Network Security

3.2.1 Firewalls: All external network traffic to and from the primary application/database servers passes through at least one firewall, which monitors and blocks unauthorized traffic. All exceptions to firewall configurations are approved by the director of information technology. Exceptions are made for emergency situations, in which case the director of information technology is notified.

3.2.2 E-mail Filter: An e-mail filter system shall be used to significantly reduce the amount of e-mail spam. All incoming e-mail shall be scanned for malicious software.

3.2.3 Packet Shaping: Packet shaping technology shall be utilized to monitor network traffic. A packet shaping appliance throttles down unwanted protocols and allocates bandwidth where it is most needed.

3.2.4 Wireless Environment: Personal equipment on wireless connections at the College is unable to access the College’s administrative network. Only College-owned devices can connect to the College administrative network.

3.3 Server Security

3.3.1 Login Accounts

3.3.1.1 IT System Administrator Accounts: System administrator privileges are granted after review of the need for such privileges. Only personnel with a business need have access to administrator accounts will be granted these accounts. System administrators are issued two accounts, one for administrative functions and one for non-administrative functions.

3.3.1.2 User Accounts: User accounts are created for each new employee and have minimal access privileges (e-mail, e-Services, network access, etc.).
Additional access privileges are granted on an as-needed basis.

3.3.1.3 Password Policy: Unique passwords are issued at the creation of an account. All passwords shall be changed in accordance with the account policy. Users shall not share passwords, in order to prevent unauthorized access to College systems.

The College password guidelines can be viewed on the information technology page: [http://www.jccmi.edu/informationtechnology/default_password.htm](http://www.jccmi.edu/informationtechnology/default_password.htm)

3.3.1.4 Generic Accounts: Various campus departments maintain guest accounts that provide access to the Internet and limited access to non-College users, for campus computing resources. All such accounts must be managed by an employee who is responsible for ensuring that they are used appropriately and as intended. (See also: Electronic Accounts Policy.)

3.3.2 File/Directory Access: Permissions on system files shall be as restrictive as possible while still allowing users to be effective.

3.3.2.1 Database Files: Database files are accessible only to the system and database administrators.

3.3.2.2 Code Files: Access to code files is restricted to programmers and system administrators.

3.3.2.3 Output/Report Files: Read-only access to reports is restricted to employees who have the business need to see the report information, and who are properly authorized.

3.3.3 Data Backup

3.3.3.1 Backup Tapes: Servers are backed up every day with established backup procedures. Backup media is stored in a limited access, secured room and off site at another College location. Backups are encrypted.

3.3.3.2 Personal Data Files: It is the responsibility of each department and employee to assure that the confidentiality, preservation, and integrity of sensitive data (restricted or limited) within the College’s policies. This includes the secure distribution, storage and destruction of sensitive data on personal media.

3.3.4 OS Patches: Operating systems are patched on a regular basis, or specifically when there are major security/stability issues. Other installed software is likewise patched either on a regular basis or when a specific security/stability bug report is released.

3.3.5 Server Ports: College servers are generally not configured to access the Internet.
Only necessary ports are open to allow software to function.

3.4 Database Security
Database security applies to the access of data stored in a database management system (DBMS) such as Unidata, MySQL and Microsoft SQL Server.

3.4.1 User Accounts: User accounts can be managed either in the application or by the DBMS. In the first case, the user security is built into the application and requires the administrator to employ application utilities to manage user accounts. In the second case, the users log directly into the database and the database administrator (DBA) uses database features to maintain database security.

3.4.1.1 Account Creation and Termination: User accounts are either created by the database administrators, or automatically through business application logic. Colleague account creation requires a request from a validated supervisor and its implementation must be preceded by appropriate training. Colleague accounts are created by DBAs while Moodle accounts are typically generated through the business logic for students and faculty. Similarly, account termination is either generated by direct DBA action or automatically through application logic or external processes that attach to the database.

3.4.1.2 Password Complexity and Expiration: All accounts must have a College ID and a login password. Passwords are stored and encrypted in system tables. Automatic password expiration rules and password retry attempt limits are in accordance with College standards. Reset requests require identity verification.

3.4.1.3 Timeouts: Idle connection timeouts are another aspect of electronic security, especially in situations of public computer use. Idle timeout for College services have standard timeout from five minutes to 30 minutes. Timeout rules vary depending on user status and the nature of the application.

3.4.1.4 Auditor and Contractor Accounts: On occasion, the need arises for auditors or private outside contractors to have access to databases. Jackson College’s policy is to create such accounts with the access required, but to either lock them or drop them after the work is performed. All outside auditors and contractors sign confidentiality and nondisclosure agreements before access is granted.

3.4.1.5 Restricted Access Accounts: Certain database accounts are used for data ownership. These accounts contain tables or stored procedures used by the application. Only database administrators or application developers can log into these accounts. Since they are permanent accounts, their login access is carefully restricted by the database administrators.

3.4.2 Database Object Access: Database objects include tables with data, views on those tables and stored procedures. Access to database objects is normally via the application
and depends on the user’s application security privileges. However, direct access is
authorized and granted to a small number of users for reporting troubleshooting purposes.

3.5 Application Security: Applications often serve as the delivery mechanism through which
personal data and other sensitive information is transferred online. Unsecured or poorly written
applications can be exploited to bypass security measures or used to transfer information that is
easily intercepted.

College applications are developed following industry best practices. SSL and SFTP protocols
are used for access and transmission of restricted and limited access data.

3.6 Desktop Security

3.6.1 Standard Windows Image: Standard images have been created that are deployed
on all new computers and are used to refresh existing computers. The use of standard
images prevents the installation of unneeded services.

3.6.2 Virus Protection: Antivirus software is utilized to protect systems from viruses.
The software is automatically updated frequently.

3.6.3 Automatic Updates: Windows updates are controlled via an internal server.
Updates are set to install at shutdown, or they may be installed manually via a system
tray icon.

3.6.4 Remote Desktop Access: Windows remote desktop functionality is available for
administrators and faculty. All internal users have access to remote desktop while on
campus. If there is a need for remote access for staff off-campus, it must be approved by
human resources.

3.6.5 Cardholder Data Desktop Access: Two-factor authentication is used for machines
accessing the cardholder data environment.

3.7 Detection and Auditing Procedures

The IT department maintains and routinely updates of its internal audit procedures and control
procedures.
Board Participation Sign Up Sheet

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

- **Black History Month Celebration**
  Thursday, February 8, 2018
  12pm
  BW Community Rooms

- **Sportsman's Banquet**
  Saturday, February 10, 2018
  5:00pm Social
  6:30pm Dinner
  Victor Cuiiss Fieldhouse

- **JC's Easter Egg Hunt**
  Saturday, March 31, 2018
  10am
  Central Campus “quad”

*Tickets are often required to these events so please RSVP to Sandra Phelan at 796-8473 at your earliest convenience.*