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 9, 2017
   4.6 Marketing Report

5.0 ENDs Performance Reporting
   5.1 Instruction Board Monitoring Report
   5.2 Revised Treasurers Report FY 17 Q2

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 Resolution to Authorize Rural Business Development Grant Project/Application*
   6.3 Selection of Presenter’s for Commencement
   6.4 Consideration of Recipient of 2017 Crockett Award

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 Virginia Foxx Article on Accountability
      7.2.2 College Items
         7.2.2.1 Upcoming Events
         7.2.2.2 Pathways Institute #6

8.0 Adjourn
**Board of Trustees Meeting**

**Action & Information Report**

**Board Meeting Date:** February 6, 2017

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

<table>
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<th>Subject to be Discussed and Policy Reference:</th>
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<td>4.0 Communications</td>
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**Executive Summary:**

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

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

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

- 4.5 Consideration of Minutes
  - 4.5.1 Regular Meeting Minutes of January 9, 2017
- 4.6 Marketing Report

**Resource Impact:**

None

**Requested Board Action:**

Approval of Board Meeting Minutes

**Action Taken:**

None
The regular meeting of the Board of Trustees of Jackson College, Jackson County, Michigan, was held on Monday, January 9, 2017 at 2111 Emmons Road, Jackson Michigan 49201.

Assistant Board Secretary, Sara Perkin, called the meeting to order at 6:30PM Eastern Standard Time (EST).

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

Others Present: Dr. Daniel Phelan, Dr. Rebekah Woods, Cindy Allen, Sara Perkin, Jason Valente, Darrell Norris, Dr. Kristi Hottenstein, Madison Clark, Jacob Douglas, Jonathan Marowelli, Shane Malmquist, Lauren Stephenson, Darren Chase, Jennifer Brooket, Michael Masters, Dotty Karkheck, Rob Stirton, Zoe Wilcox, Dr. Rob Rando, Jeff Steers, Dan Bickel and Diane Agy.

BOARD REORGANIZATION
Assistant Board Secretary Sara Perkin asked for nominations for the position of Board Chair.

MOTION BY TRUSTEE HOFFMAN “To elect Trustee Barnes as Chair.”  MOTION SUPPORTED BY TRUSTEE CRIST.  ROLL CALL VOTE WITH TRUSTEES HOFFMAN, PATTERSON, CRIST, BARNES, HEINS, MATHEIN AND LAKE VOTING AYE.  MOTION PASSED UNANIMOUSLY.

Assistant Board Secretary Sara Perkin passed stewardship of the remainder of the Board reorganization and the balance of the board meeting to the recently elected Chairman Barnes.

MOTION BY TRUSTEE BARNES “To elect John Crist as Vice Chair, Donna Lake as Treasurer and Sheila Patterson as Secretary.”  ROLL CALL VOTE WITH TRUSTEES HOFFMAN, PATTERSON, CRIST, BARNES, HEINS, MATHEIN AND LAKE VOTING, AYE.  MOTION PASSED UNANIMOUSLY.

MOTION BY TRUSTEE CRIST “To appoint Sara Perkin as Assistant Secretary to the Board and Vice President Darrel Norris as Assistant Treasurer to the Board.”  MOTION SUPPORTED BY TRUSTEE HOFFMAN.  ROLL CALL VOTE WITH TRUSTEES HOFFMAN, PATTERSON, CRIST, BARNES, HEINS, MATHEIN AND LAKE VOTING AYE.  MOTION PASSED UNANIMOUSLY.
COMMUNICATIONS

Citizen Comments
There were no citizen comments.

Employee Comments
The following three new employees were introduced to the Board: Darren Chase, International Student Coordinator; Jennifer Brooket, Senior Development Officer; and Lauren Stephenson, Financial Aid Officer.

Board Comments
There were no conflicts of interest.

Chairman Barnes shared that he and Trustee Patterson attended the College employee gathering in December and it was a great event.

Student/Student Government Comments
There were no updates from Student Government.

Consideration of Minutes
The minutes of the regular Board meeting on December 12, 2016 were approved as presented.

Marketing Report
Dotty Karkheck, Director of Marketing, provided highlights from the Marketing report for the month, reviewed recently received awards, and addressed questions from the Board. She also shared a video marketing the Baccalaureate Degree in Culinary Arts and Hospitality Management.

College Features
Following some background on discovering the College fight song during archives work by Professor Diana Agy, Music Instructor, Dan Bickel played the recording of Jackson College Fight Song to the Board.

Professor Diana Agy, along with two students, shared an update of the work the Heritage Center has accomplished and is currently working on.

ENDS PERFORMANCE REPORT
Darrell Norris, Vice President of Finance provided an overview of the 2nd quarter financial report and addressed questions from the Board.

Accreditation Board Monitoring Report
President Phelan introduced Rob Stirton, Executive Director of Institutional Effectiveness and Reporting presented the Accreditation Monitoring Report and addressed questions from the Board.
HLC Accreditation Visit Report
Rob Stirton, Executive Director of Institutional Effectiveness shared information pertaining to the preparation and planning, draft agenda and documents that may be useful for the upcoming HLC visit in February 2017.

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

Consideration of Spring Planning Session Date
Sara Perkin, Assistant Board Secretary asked the Board to consider March 29, 2017 for the Spring Planning Session. **MOTION BY TRUSTEE PATTERSON** “to approve March 29, 2017 as the Spring Planning Session date” **MOTION PASSED UNANIMOUSLY.**

Selection of Representative for Outstanding Award Committees
President Phelan presented the opportunity for a Board member to serve on the Outstanding Award Committee(s). Trustee’s Lake, Mathein, Patterson and Crist volunteered to sit on the various committees.

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

Board Self-Evaluation Results
Chairman Barnes provided an overview of the Board’s 2016 Self-Evaluation results. Overall, results were very positive with indications for some areas of improvement, such as increased participation in community events. Discussion and suggestions followed pertaining to participation at local, as well as state and national events, including a calendar event listing in each subsequent Board Pack.

Consideration of Distinguished Service Nominations
President Phelan reminded the Board that formal consideration and selection of the Distinguished Service Award recipient each year occurs at the March Board Meeting, and that Trustees should submit their nominations to the President or Assistant Board Secretary up until the end of February. Chairman Barnes suggested Karen and Bart Hawley be placed on the list for consideration.

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

Shane Malmquist, President of Jackson Preparatory and Early College, Provost, Jonathan Marowelli, Governor Zoe Wilcox and Governor Dr. Rob Rando were on hand
for President Malmquist’s update on the Academy. Updates included enrollment, social media efforts, academic programming updates, test results/trends, dual enrollment updates.

Motion to extend Meeting by an addition 10 minutes. **MOTION BY TRUSTEE CRIST** “To extend the meeting by 10 minutes” **ROLL CALL VOTE WITH TRUSTEES HOFFMAN, PATTERSON, CRIST, BARNES, HEINS, MATHEIN AND LAKE VOTING, AYE.** **MOTION PASSED UNANIMOUSLY.**

Jason Valente, President of the Jackson College Foundation/Vice President of Advancement shared brief updates on behalf of the Foundation including a new award that will be introduced to recognize up and coming alumni and shared new software is being incorporated that will help with tracking analytics.

**ADJOURN**
**MOTION BY TRUSTEE HOFFMAN** “To adjourn.” **MOTION PASSED UNANIMOUSLY.**

Meeting adjourned at 8:35PM.

The foregoing minutes of the regular meeting of the Board of Trustees held on Monday, January 9, 2017 were approved at the regular meeting of the Board held on February 6, 2017.

__________________________
Secretary

__________________________
Chairman
TO: JC Board of Trustees  
FROM: Dr. Daniel J. Phelan, President

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<tr>
<td>5.1 Instruction Board Monitoring Report</td>
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The enclosed ENDs Monitoring Report on Instruction focuses upon the quality and currency of the College’s instructional processes and outcomes. This includes the instructional staff, educational spaces and support structures in place. Updates on new programming including Agriculture, Aquaculture, Dental Hygiene and the recently approved new baccalaureate degree in Culinary Arts & Hospitality Management, as well as initiatives including Pathways, Competency-Based Education and Text Book Zero, are also included.

Provost, Dr. Rebekah Woods will be presenting a brief executive summary of the report and then respond to any questions that you may have.

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Monitoring Report

Instruction
February 6, 2017

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

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

This Monitoring Report of institutional performance focuses upon the quality of the College’s instructional program and related processes, with special emphasis on educational offerings, instructional staff, market-driven instructional technologies, instructional spaces, operations, as well as instructional support structures. Finally, this report considers future course and program development, the relevance of the College’s programs with respect to market demand, as well as instructional and other support resources.

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

In response to the changing needs of the external workforce and the changes within higher education, new programs, partnerships, and models of delivery are currently underway. New programs now under development, or in the initial stages of implementation, include Agriculture, Aquaculture, Dental Hygiene, and our recently approved new baccalaureate degree in Culinary Arts & Hospitality Management. The College has also recently launched a partnership with Michigan Works Southeast to provide GED preparation and Adult Basic Education (ABE) located on the Central Campus at no cost to our community members.

The College continues to make the required progress on its Pathways work, competency-based educational (CBE) options for students, as well as our Textbook Zero (TBZ) initiative.

II. Institutional Context

Jackson College utilizes two main processes to ensure the quality of its instructional programs and alignment of efforts with the institutional strategic plan. The first is the Program Review process which is designed to ensure the academic integrity and currency of all instructional programs, related technologies, and supports. It also ensures compliance with the Higher Learning Commission’s (HLC) requirement that institutions maintain a practice of regular program review. Jackson College’s Program Review policy requires programs to be reviewed every five years. Additionally, new programs are reviewed every other year for the first five years of operation before following the five-year rotation. The Program Review process, which was built on the framework of the Malcolm Baldrige National Quality Award (MBNQA), mirrors the MBNQA categories of leadership, student learning, process effectiveness, budget/financial/market, workforce focus, and stakeholder focus. The process would normally be in its fourth year of rotation. However, because of the intensive work associated with Pathways, the review process was put on hold last year. This year was spent reviewing the Program Review template to integrate the Pathways concepts and structure into the process. A revised template and data management process will be reviewed during the Academic Council meeting in February 2017 for feedback and approval, with the process resuming in FY18.
The second instructional review process is the Enrollment Trends Report. This report is completed annually by the instructional administration and is subsequently shared with faculty during an Academic Department Chairs’ meeting in the winter semester of each year. The process undertakes a review and analysis of five-year trends for the following data:

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

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

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

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

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

### III. External Context

An environmental scan and review of relevant and significant literature was used to determine emerging environmental conditions and trends. Said data revealed projected growth in skilled trades/vocational-technical including manufacturing and construction, as well as a significant increase in the demand for software engineers, programmers and web developers. New models of delivery continue to be in required such as competency based programs (CBE) and online learning. The new administration has indicated it will refocus government spending on American infrastructure which will include investments in transportation, clean water, electricity, telecommunications, and security. This has the potential to spur an increase in related jobs and a consequent demand for job training in the areas of construction, manufacturing, energy, technology and environmental science. This jobs outlook is also supported by University of
Michigan economists, who expect construction jobs statewide to pick up substantially through 2018. Similarly, Michigan utilities anticipate significant retirements through 2022 with projected jobs increasing by 8.8%.

According to the Bureau of Labor Statistics (BLS), the overall job market for computer and information technology occupations is expected to grow by 500,000 new jobs by 2024. Six of Michigan’s Top 50 ‘Hot Jobs’ include computer and information technology occupations such as computer systems analysts, network systems and data communications analysts, and computer software engineers. In response, coding boot camps have been developed as an accelerated way to become qualified and quickly enter the workforce. These models are beginning to extend beyond the for-profit sector and into colleges and universities. Models are also beginning to be offered through hybrid, online and competency-based education. Jackson College is likewise considering course and program development in these areas to meet projected demand.

IV. Institutional Performance Reporting and Assessment

As part of our efforts related to our Total Commitment to Student Success (TCS²), the College’s Strategic Plan includes an assurance requirement that all enrolled students complete a degree, certificate or other credential of market value, or they are transferring to a baccalaureate-granting institution. One of the required inputs to achieving this outcome is the delivery of high quality education, achieved in part, through the work of high-caliber instructional staff, market-driven technologies, superior instructional spaces, and related support structures, as well as intentional, personal and relational support services for each student.

Culinary Arts and Hospitality Management Baccalaureate

Beginning in 2004, the community colleges in Michigan identified a gap between the baccalaureate degrees available to their communities and the needs of their local employers, as well as place-bound students. On December 2, 2012, Governor Snyder signed Public Act 495 allowing community colleges in the state of Michigan to grant bachelor’s degrees in four applied and technical programs. The Jackson College administration identified both Energy Systems Management and Culinary Arts and Hospitality Management as fields of high growth and sought approval to offer these programs from the Board of Trustees. In providing educational opportunities to assist community members and businesses succeed, Jackson College is continuing fulfilling its mission and vision.

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

The Higher Learning Commission (HLC) on December 12, 2016, approved Jackson College to begin offering the Bachelor of Applied Science in Culinary Management and Hospitality. Starting fall 2017, students will be able to begin taking the 300-400 level program specific courses.
Energy Systems Management

Now in its second year, the Energy Systems programs have seen a total enrollment of over 50 students across both the baccalaureate and associate degree program levels. Relatedly, Jackson College’s partnership with Guangdong College of Water Resources in China has come to fruition. Plans are underway to exchange faculty between the two institutions, as early as May 2017, and Jackson College expects to welcome the first of nearly 40 students in fall 2018.

Agriculture

In January of 2017 Jackson College welcomed its first fulltime faculty member in Agriculture, Dr. Christy Mcecy. Dr. Mcecy inherits a new program envisioned and supported by a robust Agriculture Advisory Board from the three county service area. A small cohort of students are already enrolled and Dr. Mcecy is at work building relationships and examining possible articulation agreements with area FFA chapters and vocational and technical programs. All curricula and pathways have been set and a second semester of agriculture courses are currently underway. Agriculture courses designed for transfer have been sent to partner institutions for evaluation. Expected enrollment for fall 2017 is 25 students with additional LTL course offerings made available to the agriculture and agri-business community. The College is currently negotiating with the Dahlem Center in order to make use of the College’s tillable soil, as part of the Ag program.

Prison Education Initiative

Jackson College’s Prison Education Initiative (PEI) received the largest single share, 1305, of all of the 69 colleges and universities selected nationally in the Second Chance Pell Experimental Sites Initiative pilot. While the majority of participating institutions across the country, including the other two Michigan schools, Jackson College offered courses to nearly 200 Pell students by fall 2016, across five Michigan Department of Corrections (MDOC) facilities. For the current Winter Semester, students have enrolled for classes are already underway, at four additional MDOC facilities and the Federal Correctional Facility at Milan, Michigan. The Second Chance Pell Initiative and the Jackson College’s Family Pay programs have continued alongside the Experimental Sites program with expected total enrollment for Winter 17 exceeding 600 students.

American Honors Program

The American Honors Program enrolled 114 new students in the 2016 fall semester (105 domestic and 9 international). With a 90% retention rate going into winter 2017, plus the addition of 14 new students (12 domestic and 2 international), the winter semester began with 195 honors students on campus. The program had an additional 3 graduates in fall 2016 and is projecting 40 graduates in May. Our upcoming graduates are in the process of submitting applications to transfer institutions and have been admitted to over 25 different colleges and universities thus far including Clark Atlanta University, Missouri University of Science and Technology, Tennessee State University, University of Canterbury (New Zealand), University of Kentucky, University of Michigan and University of Wyoming.
V. Institutional Performance Improvement Planning

Actions that are under development and planned over the next 12 months that support an instructional focus include, but are not limited to:

**Dental Hygiene**

Jackson College is progressing with the development of a Dental Hygiene Program. This will be a two-year program with students graduating with an Associate in Applied Science – Dental Hygiene degree. Program accreditation is currently being pursued through the American Dental Association Commission on Dental Accreditation (CODA). Ultimately, Jackson College’s Dental Hygiene Program will prepare students for the Commission on Dental Competency Assessment examinations (CDCA), and the National Board Dental Hygiene Exam necessary to qualify for licensure as Registered Dental Hygienists (RDHs).

Jackson College, working in partnership with regional secondary education partners, will provide a seamless transition for current Career Center dental program students into the Jackson College dental program pathway. Additionally, Jackson College has unique programmatic and curricular connections with Siena Heights University which allow Jackson College dental hygiene students to transfer up to 90 semester hours toward a Siena Heights University’s Bachelor of Applied Science degree. Articulation agreements will also be sought with University of Michigan and University of Detroit Mercy once accreditation has been granted.

Jackson College has hired Pat Guenther as the Dental Hygiene program director. Additional faculty will be recruited once accreditation has been granted. Pat is currently working on the initial accreditation application which includes the self-study and the proposed curriculum document. The application will be submitted on or around February 1, 2017. The accreditation process is quite lengthy. We are hoping for a site visit in early fall followed by formal approval in January, 2018. The first class would be admitted for fall, 2018 start.

Additionally, the design of the new dental hygiene clinic has been completed and has been forwarded to the architects. There will be ten dental chairs with space for two faculty offices, a program director’s office, a sterilization area, two radiography rooms, a clinic reception area with a patient waiting area, storage, a student locker area and a dental lab. Construction work on the clinic, located on Whiting Hall-West (First Floor), should begin in the summer of 2017.

**Accelerated Semesters**

Jackson College is reviewing work done by other community colleges with accelerated semesters, allowing students to concentrate on fewer classes over 7-weeks. Schools such as Trident Technical College and Odessa College have experienced significant increases in course success rates when allowing students more of an immersion experience in fewer courses over a shorter period of time. We are reviewing our own data to see if it supports what other schools have experienced and intend to pilot full programs in this model.
Aquaculture

Jackson College continues its work as part of the Michigan Sea Grant (i.e., a collaboration between the University of Michigan, Michigan State University, Lake Superior State University and West Shore Community College). Together the group has produced the first iteration of a certificate program in aquaculture. The National Science Foundation grant application submitted last year was not successful in landing a NSF grant, but relationships were built or enhanced that ultimately led to the work of the Michigan Sea Grant. Currently, we are pursuing a grant under the USDA’s Rural Development area that focuses upon entrepreneurship and aquaculture. Aquaculture will be folded into the College’s curriculum work in Agriculture.

Competency Based Education (CBE)

Currently, Jackson College has over 90 courses that have been deconstructed into competencies using a tool developed and designed in-house by Jackson College faculty. The majority of the courses are from the allied health programs, but all departments have deconstructed at least one course.

The two degrees that we will begin delivering in an alternative CBE format are Health Administration/Insurance Specialist-AAS and Allied Health General Studies-AAS. All courses for the different degrees have been deconstructed into CBE, and the faculty are currently developing assessments for the competencies. The goal is to have the assessments complete by spring 2017 and then begin seeking approval from HLC to offer the degrees in a CBE format. Our intention is that Jackson College will be entirely competency-based by fall, 2018.

Michigan Works! Southeast and Jackson College GED/Adult Basic Education Partnership

Jackson College recently partnered with Michigan Works! Southeast (MWISE) to offer GED, (ABE), and ESL (English as a Second Language) learning opportunities on Central, Hillsdale, and Lenawee Campuses. According to EMSI (2016), an economic modeling agency, Lenawee County has 7,041, Jackson County has 11,586, and Hillsdale County has 3,892 individuals in need of a high school diploma or a high school equivalent credential. This partnership provides on-site education at no-cost to eligible individuals who need a high school diploma, high school equivalent, or are basic skills deficient, defined by scoring below a 12.0 grade level equivalent on the Tests of Adult Basic Education (TABE) or scoring below Jackson College’s Developmental Education (DE) classes on the ACCUPLACER or COMPASS-ESL.

Additionally, the MWISE GED instructors and Jackson College DE faculty took the program a step-further by reviewing and aligning the MWISE ABE curriculum to prepare participants for Jackson College DE courses. As an added benefit, students who complete the ACCUPLACER and score below college-level Jackson College DE courses may be referred to the MWISE ABE classes, providing remedial services previously not offered on-site. In doing so, participants completing MWISE ABE on a Jackson College campus, may have a higher likelihood of being retained as a future student by increasing their familiarity and comfort-level with campus. Another incentive to remain as a college student at Jackson College is the offer a 3-credit scholarship provided to all GED completers.
After a late-start pilot of GED/ABE sessions, from October 17 through December 15, 2016 (with a week-long break for the Thanksgiving holiday), 21 hours and 45 minutes of instruction time was provided, serving 7 participants. In preparation of WN17 sessions, MW!SE is expanding marketing efforts to increase program awareness. Additionally, an increase in ESL participants is anticipated, as programming software is now available on all participating campuses. Although just launched, this collaboration has recently been presented as a best-practice at the Annual Michigan Works! Conference, and is currently being reviewed with additional Region 9 Counties for potential implementation.

**Work-Based Learning Coordinator**

In September 2016, Work-Based Learning Coordinator (WBLC), Heather Marshall, was hired to develop and implement a formalized internship program in order to integrate a work based component to each occupational pathway. This program will build upon the pre-existing internship policy, developing a more streamlined and comprehensive process for students, employers, staff, and faculty. The WBLC position is funded through the Perkins grant to work exclusively with students enrolled in an Occupational Education program.

The Work-Based Learning Program (WBL) will be incorporated into a designated class for each occupational pathway, with the exception of students in Allied Health or Nursing Programs (Given that those programs already include supervised, extensive, hands-on clinical experiences). Expected outcomes include direct impact to technical skill attainment and work experience, including non-traditional fields. Currently, the modified policy and newly developed procedures are being reviewed by the Academic Council and will then move forward to the Leadership Council for final approval.

The WBL program will increase proactive collaboration with employers and community organizations in order to identify and create more opportunities for students. In addition, the WBL program will place significant emphasis on exposing students to real-time work/professional expectations. Students will be coached and monitored by the WBLC through the process of locating and obtaining an internship host-site relevant to their degree, submitting internship-related documents, and maintaining learning objectives as approved by their faculty sponsor. Students will also be informed of and referred to available career and employability resources on campus.

**General Education**

After a thorough review and update of the College’s General Education requirements in 2015-16, this year’s work in General Education has been focused on two specific areas. A broad and continued information campaign on the previously noted changes, was deployed to all full-time and part-time faculty members as well as Student Success Navigators and other stakeholders in Student Services. The work of General Education implementation has been largely now assigned to the College’s Assessment Committee. Within this ‘Integrity Committee’ much work has been done in shoring up collection practices and mechanisms for harvesting data on General Education Outcomes (GEO) at the Core Competency level. That committee now turns its attention to finalizing the methods of collection and evaluation of GEO at the Contextual Competency Level.
Textbook Zero

Work continues to have all course materials available for students in a digital format by fall 2017. Brian Newberry, the College’s new Instructional Designer, has taken the lead on this initiative providing the much needed focus and direction this work has needed. He has already presented workshops during the fall 2016 semester and during learning days in January 2017 for faculty on Open Educational Resource (OER) materials. Currently, many courses have identified a digital option for commercial texts and a few faculty are utilizing one source of open source materials through OpenStax textbooks. OpenStax reports that their textbooks have been adopted in 2,500 separate courses, by 392,000 students, and 22% of all degree-granting institutions in the U.S. are using at least one of their books. Use of OpenStax textbooks is reported to be saving students $39 million this year alone. As part of this work, a cross-functional committee of faculty is busy finalizing the recommendation for a particular digital device (or equivalent device requirements) for all students. Their recommendations will go into effect for fall 2017. The potential for this work in saving our students money, and increasing their success in courses because of immediate access to materials, is very promising and the principal goal of this initiative.

Pathways

The Guided Pathways Steering Committee has been working since fall 2014 on the development and implementation of the pathways work at Jackson College which successfully launched this past fall 2016. We are continuing to refine our work through our participation in AACC’s Pathways Project. Our team has just returned from the fourth institute in Tempe, AZ focused on “Ensuring Students are Learning and Progressing along the Pathway”. Our work this year is focused on reviewing milestones selected, evaluating specific pre-requisites required, increasing the number of transfer maps available, optimum course scheduling and enrollment planning, as well as integrating a career assessment and non-cognitive assessment into our student intake process. The work of our team and the engagement of our faculty is being studied as a best practice by both the Community College Research Center and Public Agenda. Similarly, the Michigan Community College Center for Student Success is also undertaking an evaluation of the success of our work on Pathways. Two subsequent national Pathway Institutes remain.

Conclusion

The work that has been completed during the prior year has been extraordinary and continues to demonstrate the College’s Total Commitment to Student Success (TCS²). There have been countless faculty, staff and administrators who have dedicated time and resources to the ongoing delivery of high quality education and maintaining the integrity and currency of the College’s programs.

This work has been completed with passion and dedication and without complaint. Our work ensures that Jackson College is a strong community partner with regional employers, helping to provide an educated workforce for Jackson, Lenawee and Hillsdale counties. The College’s focus is to guarantee that every student that enters the College is able to receive a quality
education and leave with a credential of value that will allow them to be a contributing member of the workforce and provide a better life for themselves and their families through education.
TO: JC Board of Trustees
FROM: Dr. Daniel J. Phelan, President

Subject to be Discussed and Policy Reference:

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Executive Summary:

Enclosed for your consideration is a revised 2nd quarter financial report. Following the presentation of the report last month, an inadvertent error was discovered during a routine reconciliation requiring a revised report to be issued. The error affected the reporting of the College’s cash balance.

The original report noted cash at: $16,571,891  
The actual number is: $15,740,616  

The original report noted liabilities at: $961,702  
The actual number is: $142,418  

I apologize for the inaccuracy and want you to know practices are now in place to preclude this type of error in the future. Vice President of Finance, Darrell Norris and I will respond to any questions you have about this revised Q2 report.

Resource Impact:

None

Requested Board Action:

None

Action Taken:

None
Revised Financial Report

Presented to
President Daniel Phelan
Jackson College Board of Trustees

Prepared by the Business Office
December 31, 2016
Jackson College
Revenue and Expense Statement
General Fund - FY 17
For the Six Months Ended December 31, 2016
Preliminary - Unaudited

<table>
<thead>
<tr>
<th></th>
<th>2016-2017 Original Budget</th>
<th>Actual Year to Date</th>
<th>Percentage of Budget</th>
<th>50% Planned Percentage to Date</th>
<th>Variance of Planned Percentage to Actual</th>
<th>Prior Year to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gross tuition and fees</td>
<td>$ 25,405,556</td>
<td>$ 11,319,679</td>
<td>44.5%</td>
<td>45.0%</td>
<td>$ (133,071)</td>
<td>$ 10,050,064</td>
</tr>
<tr>
<td>Less institutional scholarships</td>
<td>(1,081,600)</td>
<td>(583,999)</td>
<td>46.0%</td>
<td>45.0%</td>
<td>(17,279)</td>
<td>(492,637)</td>
</tr>
<tr>
<td>Net tuition and fees</td>
<td>24,323,956</td>
<td>10,735,680</td>
<td>44.4%</td>
<td>45.0%</td>
<td>(150,350)</td>
<td>10,166,427</td>
</tr>
<tr>
<td>Housing</td>
<td>1,300,000</td>
<td>628,537</td>
<td>48.3%</td>
<td>50.0%</td>
<td>(21,163)</td>
<td>686,134</td>
</tr>
<tr>
<td>Property taxes</td>
<td>4,912,000</td>
<td>4,252,518</td>
<td>86.5%</td>
<td>86.6%</td>
<td>(1,174)</td>
<td>3,340,744</td>
</tr>
<tr>
<td>State appropriations</td>
<td>12,397,600</td>
<td>6,198,800</td>
<td>50.0%</td>
<td>50.0%</td>
<td>-</td>
<td>6,122,650</td>
</tr>
<tr>
<td>Contract training</td>
<td>150,000</td>
<td>40,267</td>
<td>31.7%</td>
<td>50.0%</td>
<td>(34,733)</td>
<td>165,516</td>
</tr>
<tr>
<td>Potter Center activities</td>
<td>425,000</td>
<td>278,699</td>
<td>58.7%</td>
<td>60.0%</td>
<td>(6,101)</td>
<td>162,470</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>766,200</td>
<td>381,657</td>
<td>48.5%</td>
<td>50.0%</td>
<td>(11,843)</td>
<td>403,934</td>
</tr>
<tr>
<td>Transfers</td>
<td>150,000</td>
<td>54,282</td>
<td>36.2%</td>
<td>50.0%</td>
<td>(20,118)</td>
<td>54,370</td>
</tr>
<tr>
<td><strong>Total revenues</strong></td>
<td>44,579,756</td>
<td>22,670,440</td>
<td>50.3%</td>
<td>51.4%</td>
<td>(246,182)</td>
<td>22,602,245</td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wages</td>
<td>37,386,620</td>
<td>9,283,253</td>
<td>53.4%</td>
<td>53.8%</td>
<td>(70,748)</td>
<td>8,125,619</td>
</tr>
<tr>
<td>Retirement</td>
<td>4,926,328</td>
<td>2,748,818</td>
<td>55.8%</td>
<td>53.8%</td>
<td>98,454</td>
<td>2,184,596</td>
</tr>
<tr>
<td>Benefits</td>
<td>3,037,757</td>
<td>1,553,413</td>
<td>51.3%</td>
<td>50.0%</td>
<td>44,535</td>
<td>1,447,639</td>
</tr>
<tr>
<td>Services - Staffing Agency</td>
<td>4,747,850</td>
<td>2,364,454</td>
<td>49.3%</td>
<td>50.0%</td>
<td>(9,471)</td>
<td>2,114,112</td>
</tr>
<tr>
<td>Services</td>
<td>2,431,812</td>
<td>1,018,223</td>
<td>41.3%</td>
<td>50.0%</td>
<td>(197,683)</td>
<td>1,283,879</td>
</tr>
<tr>
<td>Materials</td>
<td>1,837,011</td>
<td>1,063,603</td>
<td>58.1%</td>
<td>50.0%</td>
<td>147,957</td>
<td>951,839</td>
</tr>
<tr>
<td>Rent, utilities, insurance</td>
<td>1,846,560</td>
<td>849,976</td>
<td>46.0%</td>
<td>50.0%</td>
<td>(73,104)</td>
<td>950,878</td>
</tr>
<tr>
<td>Other operating costs</td>
<td>2,968,689</td>
<td>1,487,164</td>
<td>49.8%</td>
<td>50.0%</td>
<td>(7,181)</td>
<td>1,526,498</td>
</tr>
<tr>
<td>Transfers</td>
<td>1,043,580</td>
<td>521,790</td>
<td>50.0%</td>
<td>50.0%</td>
<td>-</td>
<td>991,995</td>
</tr>
<tr>
<td>Transfers-Walker Hall</td>
<td>-</td>
<td>-</td>
<td>0.0%</td>
<td>50.0%</td>
<td>-</td>
<td>370,500</td>
</tr>
<tr>
<td>Transfers-dent service</td>
<td>3,830,545</td>
<td>1,905,272</td>
<td>50.0%</td>
<td>50.0%</td>
<td>(1)</td>
<td>1,628,380</td>
</tr>
<tr>
<td>Capital equipment</td>
<td>548,005</td>
<td>114,689</td>
<td>31.9%</td>
<td>50.0%</td>
<td>(99,114)</td>
<td>566,025</td>
</tr>
<tr>
<td><strong>Total expenses</strong></td>
<td>44,579,756</td>
<td>22,970,655</td>
<td>51.5%</td>
<td>51.9%</td>
<td>(167,16)</td>
<td>22,741,960</td>
</tr>
<tr>
<td><strong>Income (under expenses)</strong></td>
<td>$ -</td>
<td>$(300,215)</td>
<td></td>
<td></td>
<td>$ (79,166)</td>
<td>$ (739,715)</td>
</tr>
</tbody>
</table>
Jackson College
General Fund Revenue - FY 17
For the Six Months Ended December 31, 2016

$22,670,440
## Jackson College

**Balance Sheet and Charges in Fund Balance - FY 17**

**December 31, 2016**

**Preliminary - Unaudited**

### Assets

<table>
<thead>
<tr>
<th></th>
<th>General Fund</th>
<th>Designated Fund</th>
<th>Restricted Fund</th>
<th>Endowment Fund</th>
<th>Debt &amp; Property Fund</th>
<th>Activities Fund</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash</td>
<td>(574,992)</td>
<td>$4,372,390</td>
<td>$334,544</td>
<td>$8,943</td>
<td>$7,625,248</td>
<td>(32,624)</td>
<td>$11,734,129</td>
</tr>
<tr>
<td>Certificates of deposit</td>
<td>3,000,000</td>
<td>1,006,487</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4,006,487</td>
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<tr>
<td>Investments</td>
<td>-</td>
<td>-</td>
<td>13,764</td>
<td></td>
<td></td>
<td></td>
<td>13,764</td>
</tr>
<tr>
<td>Accounts receivable</td>
<td>3,396,566</td>
<td>-</td>
<td></td>
<td>98,125</td>
<td>(2,000)</td>
<td></td>
<td>3,492,691</td>
</tr>
<tr>
<td>Inventories</td>
<td>39,542</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td>39,542</td>
</tr>
<tr>
<td>Other assets</td>
<td>789,915</td>
<td>-</td>
<td></td>
<td>74,674,584</td>
<td>122,244</td>
<td></td>
<td>75,566,563</td>
</tr>
<tr>
<td><strong>Total assets</strong></td>
<td>6,650,931</td>
<td>5,379,477</td>
<td>334,544</td>
<td>22,717</td>
<td>82,392,877</td>
<td>87,620</td>
<td>94,873,176</td>
</tr>
</tbody>
</table>

### Liabilities and Fund Balance

<table>
<thead>
<tr>
<th></th>
<th>General Fund</th>
<th>Designated Fund</th>
<th>Restricted Fund</th>
<th>Endowment Fund</th>
<th>Debt &amp; Property Fund</th>
<th>Activities Fund</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts payable</td>
<td>281,621</td>
<td>-</td>
<td>279,582</td>
<td></td>
<td>413,059</td>
<td></td>
<td>919,662</td>
</tr>
<tr>
<td>Accrued liabilities</td>
<td>3,711,446</td>
<td>-</td>
<td>(486)</td>
<td></td>
<td>39,955,915</td>
<td></td>
<td>43,687,755</td>
</tr>
<tr>
<td>Deferred liabilities</td>
<td>1,897,933</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td>1,897,933</td>
</tr>
<tr>
<td>Unearned revenue</td>
<td>197,991</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td>197,991</td>
</tr>
<tr>
<td>Other liabilities</td>
<td>142,418</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td>142,418</td>
</tr>
<tr>
<td><strong>Total liabilities</strong></td>
<td>6,250,809</td>
<td>-</td>
<td>279,096</td>
<td>-</td>
<td>40,375,924</td>
<td></td>
<td>46,925,797</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>General Fund</th>
<th>Designated Fund</th>
<th>Restricted Fund</th>
<th>Endowment Fund</th>
<th>Debt &amp; Property Fund</th>
<th>Activities Fund</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fund balance</td>
<td>400,122</td>
<td>5,379,477</td>
<td>55,448</td>
<td>22,717</td>
<td>82,021,903</td>
<td>87,620</td>
<td>47,957,297</td>
</tr>
<tr>
<td><strong>Total liabilities and fund balance</strong></td>
<td>6,650,931</td>
<td>5,379,477</td>
<td>334,544</td>
<td>22,717</td>
<td>82,392,877</td>
<td>87,620</td>
<td>94,873,176</td>
</tr>
</tbody>
</table>

### Beginning fund balance

<table>
<thead>
<tr>
<th></th>
<th>General Fund</th>
<th>Designated Fund</th>
<th>Restricted Fund</th>
<th>Endowment Fund</th>
<th>Debt &amp; Property Fund</th>
<th>Activities Fund</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Campus</td>
<td>394,281</td>
<td>685,716</td>
<td>240,917</td>
<td>22,665</td>
<td>37,785,922</td>
<td>73,790</td>
<td>39,114,351</td>
</tr>
<tr>
<td>Lenawee</td>
<td>1,374,544</td>
<td>4,111,975</td>
<td>-</td>
<td>3,045,704</td>
<td></td>
<td></td>
<td>8,533,223</td>
</tr>
<tr>
<td>Hildale</td>
<td>62,594</td>
<td>571,105</td>
<td>-</td>
<td>637,224</td>
<td></td>
<td></td>
<td>1,271,023</td>
</tr>
<tr>
<td>Maher</td>
<td>(1,041,882)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>(1,041,882)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>700,337</td>
<td>5,368,806</td>
<td>240,917</td>
<td>22,665</td>
<td>41,471,000</td>
<td>73,790</td>
<td>47,877,515</td>
</tr>
</tbody>
</table>

### Current year income

<table>
<thead>
<tr>
<th></th>
<th>General Fund</th>
<th>Designated Fund</th>
<th>Restricted Fund</th>
<th>Endowment Fund</th>
<th>Debt &amp; Property Fund</th>
<th>Activities Fund</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current year income</td>
<td>22,670,440</td>
<td>10,671</td>
<td>12,065,243</td>
<td>920,000</td>
<td>3,237,777</td>
<td>64,041</td>
<td>38,034,234</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>22,970,855</td>
<td>-</td>
<td>12,250,712</td>
<td>-</td>
<td>2,677,754</td>
<td>50,211</td>
<td>37,944,452</td>
</tr>
</tbody>
</table>

### Ending fund balance

<table>
<thead>
<tr>
<th></th>
<th>General Fund</th>
<th>Designated Fund</th>
<th>Restricted Fund</th>
<th>Endowment Fund</th>
<th>Debt &amp; Property Fund</th>
<th>Activities Fund</th>
<th>Total</th>
</tr>
</thead>
</table>
Jackson College
Balance Sheet
Building and Site Fund - FY 17
December 31, 2016
Preliminary - Unaudited

<table>
<thead>
<tr>
<th>Assets</th>
<th>Building and Site Fund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash</td>
<td>$ 3,983,933</td>
</tr>
<tr>
<td>Investments</td>
<td>-</td>
</tr>
<tr>
<td>Accounts receivable</td>
<td>21,401</td>
</tr>
<tr>
<td>Due from other funds</td>
<td>-</td>
</tr>
<tr>
<td>Total assets</td>
<td>4,005,334</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Liabilities and Fund Balance</th>
<th>Building and Site Fund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts payable</td>
<td>419,059</td>
</tr>
<tr>
<td>Other liabilities</td>
<td>-</td>
</tr>
<tr>
<td>Total liabilities</td>
<td>419,059</td>
</tr>
</tbody>
</table>

| Fund balance                | 3,623,506              |

<table>
<thead>
<tr>
<th>Total liabilities and fund balance</th>
<th>Building and Site Fund</th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
<td>4,042,565</td>
</tr>
</tbody>
</table>

Jackson College
Statement of Changes in Fund Balance
Building and Site Fund
For the Six Months Ended December 31, 2016
Preliminary - Unaudited

<table>
<thead>
<tr>
<th>*Major Plant Maint. Fund</th>
<th>Balance</th>
<th>Revenue</th>
<th>Expenditures</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance &amp; Rev. restated based on a prior period adjustment</td>
<td>Balance July 1, 2016</td>
<td>Revenue</td>
<td>Expenditures</td>
<td>Balance December 31, 2016</td>
</tr>
<tr>
<td>Account</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hillsdale Center</td>
<td>$ 637,324</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 637,324</td>
</tr>
<tr>
<td>Lenawee Center</td>
<td>3,046,704</td>
<td>-</td>
<td>-</td>
<td>3,046,704</td>
</tr>
<tr>
<td>Instructional Equipment</td>
<td>111,488</td>
<td>-</td>
<td>9,307</td>
<td>102,181</td>
</tr>
<tr>
<td>*Major Plant Maintenance</td>
<td>503,648</td>
<td>1,313,504</td>
<td>1,979,855</td>
<td>(162,703)</td>
</tr>
<tr>
<td>Total</td>
<td>$ 4,299,164</td>
<td>$ 1,313,504</td>
<td>$ 1,089,162</td>
<td>$ 3,623,506</td>
</tr>
</tbody>
</table>

26
Jackson College  
Cash and Investments by Fund - FY 17  
December 31, 2016  
Preliminary - Unaudited

<table>
<thead>
<tr>
<th></th>
<th>General Fund</th>
<th>Designated Fund</th>
<th>Restricted Fund</th>
<th>Grants Fund</th>
<th>Endowment Fund</th>
<th>Building and Ste</th>
<th>Physical Plant</th>
<th>Activities Fund</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cash</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Petty Cash</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 1,400</td>
<td>$ 1,400</td>
</tr>
<tr>
<td>Cash-Comerica Bank Pooled</td>
<td>(1,677,228)</td>
<td>4,372,990</td>
<td>179,204</td>
<td>460,434</td>
<td>8,563</td>
<td>3,983,933</td>
<td>3,641,115</td>
<td>21,201</td>
<td>10,990,812</td>
</tr>
<tr>
<td>Cash-Comerica Federal Funds</td>
<td>(302,679)</td>
<td></td>
<td>538,428</td>
<td>355,505</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>592,054</td>
</tr>
<tr>
<td>Cash-So Mich National</td>
<td>479,711</td>
<td></td>
<td>38,325</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>518,036</td>
</tr>
<tr>
<td>VISA Account</td>
<td>107,187</td>
<td></td>
<td>120</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>107,307</td>
</tr>
<tr>
<td>Cash-United Bank</td>
<td>651,007</td>
<td></td>
<td>44,669</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>695,605</td>
</tr>
<tr>
<td>Cash-Federal Stafford</td>
<td>-</td>
<td></td>
<td>5,353</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5,353</td>
</tr>
<tr>
<td>Cash-Comerica State Wire</td>
<td>11,926</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11,926</td>
</tr>
<tr>
<td>Bond</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Cash-Payroll</td>
<td>98,815</td>
<td></td>
<td>(1,221,176)</td>
<td>(862,112)</td>
<td></td>
<td></td>
<td></td>
<td>(56,594)</td>
<td>(2,041,067)</td>
</tr>
<tr>
<td>JC One Card</td>
<td>13,214</td>
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<td></td>
<td>15,214</td>
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<td>Ref Pay</td>
<td>10,370</td>
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<td>10,370</td>
</tr>
<tr>
<td>Athletic Checking</td>
<td>13,617</td>
<td></td>
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<td>13,617</td>
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<tr>
<td>Cultural Affairs Cheekng</td>
<td>3,779</td>
<td></td>
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<td></td>
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<td>3,779</td>
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<tr>
<td>MNTP</td>
<td>-</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-</td>
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<tr>
<td>Cash-Huntington Capital Project</td>
<td>-</td>
<td>-</td>
<td></td>
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<td></td>
<td></td>
<td>-</td>
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<tr>
<td>Certificates of deposit</td>
<td>3,000,000</td>
<td>1,006,487</td>
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<td></td>
<td></td>
<td></td>
<td>4,006,487</td>
<td></td>
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<tr>
<td>Insurance HRA</td>
<td>15,689</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15,689</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2,425,008</td>
<td>5,379,477</td>
<td>(415,077)</td>
<td>749,621</td>
<td>8,963</td>
<td>3,983,333</td>
<td>3,641,115</td>
<td>(12,624)</td>
<td>15,740,616</td>
</tr>
</tbody>
</table>

**Investments**  
Common Stock  
-  
-  
-  
-  
13,764  
-  
13,764

**Total cash and investments**  
$ 2,425,008  
$ 5,379,477  
$ (415,077)  
$ 749,621  
$ 22,727  
$ 3,983,333  
$ 3,641,115  
$ (12,624)  
$ 15,754,580
**Jackson College**

**Billing Contact Hours**

**December 31, 2016**

**Preliminary - Unaudited**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Budgeted FY 17</th>
<th>Actual FY 17</th>
<th>Actual Percentage</th>
<th>Actual FY 16</th>
<th>Prior Year Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>52,650</td>
<td>53,527</td>
<td>101.7%</td>
<td>54,368</td>
<td>98.5%</td>
</tr>
<tr>
<td>Winter</td>
<td>47,970</td>
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<td>0.0%</td>
<td>49,543</td>
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<tr>
<td>Spring</td>
<td>16,380</td>
<td>-</td>
<td>0.0%</td>
<td>16,510</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>117,000</strong></td>
<td><strong>53,527</strong></td>
<td><strong>45.7%</strong></td>
<td><strong>120,421</strong></td>
<td><strong>44.4%</strong></td>
</tr>
</tbody>
</table>

**Billing Contact Hour Comparison**

[Bar chart showing contact hours for Fall, Winter, and Spring semesters, comparing budgeted vs. actual hours.]

February 6, 2017 Board Meeting - ENDS Performance Reporting
**Executive Summary:**

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

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

- Communication and Counsel to the Board
- Accreditation

**Requested Board Action:**

Approval of revised policy recommendations.

**Action Taken:**

**MOTION BY TRUSTEE PATTERSON** “to approve the Communication & Counsel to the Board and Accreditation policies as presented.” **MOTION PASSED UNANIMOUSLY.**
Policy Statement: Communication and Counsel to the Board

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

Accordingly, the president shall not:

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

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

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

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

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

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

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

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

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

Scope

This policy applies to the College at large 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). To further the College’s world-class vision, the College president shall also ensure implementation and advancement of the Baldrige Performance Excellence Program criteria.

Minimally, the president will submit to the board an annual monitoring report detailing activity and progress 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>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 Consideration of Resolution to Authorize Rural Business Development Grant Project/Application</td>
</tr>
<tr>
<td><strong>(BOARD POLICY: EXECUTIVE LIMITATIONS: Communication and Counsel to the Board)</strong></td>
</tr>
</tbody>
</table>

**Executive Summary:**

With the assistance of our grant consultant, Scott Schmidt, Jackson College is in process of applying for the USDA Rural Business Development Grant (RBDG). If received, the College will use funds to support programs that directly address economic and business development, such as the entrepreneurship program.

As part of the application process, the grantor requires a board resolution supporting the project. This resolution is enclosed in your pack for consideration along with a summary of the grant project.

**Resource Impact:**

None

**Requested Board Action:**

Consideration of Resolution to Authorize Rural Business Development Grant Project/Application.

**Action Taken:**

**MOTION BY TRUSTEE CRIST** “to approve the resolution to authorize the project/application for Rural Business Development Grant” **MOTION PASSED UNANIMOUSLY.**
Jackson College Resolution
USDA Rural Business Development Grant

A regular meeting of the Jackson College Board of Trustees was held in the George E. Potter Center, Room 214 on February 6, 2017 at 6:30PM.

Project Summary:

The USDA Rural Business Development Grant will support the institution of an education program with focus on sustainable aquaculture and entrepreneurship. This project will meet the grant purposes by increasing access to education, resources and technical assistance that will lead to the continued development and expansion of small and emerging private businesses in Jackson County with fewer than 50 employees and less than $1 million in gross annual revenues. This project will result in newly created aquaculture program that will increase access to specialized training and skill acquisition in both aquaculture and entrepreneurship. This will provide students with the knowledge, skills and resources to establish, manage or operate an aquaculture business. For this project, Jackson College will request funding under the USDA’s Rural Business Development Grant program’s Enterprise Grants option.

NOW, THEREFORE, be it resolved that the Jackson College Board of Trustees have voted and approved the submission of application for the USDA Rural Business Development Grant.

PASSED AND APPROVED THIS 6th DAY OF FEBRUARY 2017.

Sheila Patterson, Secretary
Board of Trustees
Jackson College
USDA Rural Business Development Grant Summary
Jackson College

January 27, 2017

Based on a 2015 World Bank report, by 2030, 62 percent of all seafood consumed will be provided by aquaculture. This will be necessary to meet growing worldwide demand, particularly from Asia, whose population consumes approximately 70 percent of all fish produced. China is projected to produce 37 percent of the world’s food fish, while consuming 38 percent. Global demand for seafood has clearly evolved, and as recently as 2012, China became a net importer of seafood. This is especially significant as China has historically been the leading producer of fish. Simultaneously, the United States’ seafood production deficit has surpassed $12 billion. This trend is anticipated to increase at a rate of approximately $1 billion annually.

Per the Michigan Sea Grant, global expansion of aquaculture industry has been significant over the past 30 years. Currently, farm-raised fish meet nearly half the worldwide demand for seafood, and this trend is projected to grow. This increasing demand has resulted in aquaculture becoming the fastest growing food-production industry. The state of Michigan is at risk of missing an important opportunity for capturing a strategic position as a world leader in aquaculture. Aquaculture in Michigan, and the Great Lakes Region has been underdeveloped while global demand for seafood is on the rise and global capture fisheries have reached maximum production capacity. According to the latest U.S. Census Bureau statistics, the U.S. seafood (fish and shellfish) deficit increased by $2.1 billion in 2014, showing the largest increase since 2003. The state of Michigan possesses important attributes that could support a robust and lucrative aquaculture industry. With 10 percent of the world’s usable freshwater supply, and with freshwater aquaculture providing more than 60 percent of the world’s seafood production, Michigan is missing a significant opportunity.

This USDA Rural Business Development Grant will support the institution of an educational program with focus on sustainable aquaculture and entrepreneurship. This project will meet the USDA Rural Development Business Grant purposes by increasing access to education, resources and technical assistance that will lead to the continued development and expansion of small and emerging private businesses in Jackson County with fewer than 50 employees and less than $1 million in gross annual revenues.

This project will result in newly created aquaculture program that will increase access to specialized training and skill acquisition in both aquaculture and entrepreneurship. This will provide students with the knowledge, skills and resources to establish, manage or operate an aquaculture business.

For this project, Jackson College will request funding under the USDA’s Rural Business Development Grant program’s Enterprise Grants option. For enterprise grants, there is no maximum grant amount; however, smaller requests are given higher priority. Generally, grants range from $10,000 up to $500,000 and there is no cost sharing requirement.
**TO:** JC Board of Trustees  
**FROM:** Dr. Daniel J. Phelan, President

### Subject to be Discussed and Policy Reference:

<table>
<thead>
<tr>
<th>6.3</th>
<th>Selection of Presenter's for Commencement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>(BOARD POLICY: EXECUTIVE LIMITATIONS: Communication and Counsel to the Board)</em></td>
</tr>
</tbody>
</table>

### Executive Summary:

Each year during the Commencement ceremonies, the Board of Trustees introduce speakers and award recipients.

Therefore, I now seek the Board’s appointment of Trustees for the 2017 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 Lake presented the distinguished service award to Christine Medlar.

### Resource Impact:

None

### Requested Board Action:

Appointment of Trustees to present awards at the 2017 Commencement ceremony.

### Action Taken:

Trustee Heins volunteered to present the Distinguished Service Award. Trustee Crist or Trustee Lake will present the Crocket Award.
**Subject to be Discussed and Policy Reference:**

<table>
<thead>
<tr>
<th>6.4</th>
<th>Consideration of Recipient of 2017 Crockett Award</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>(BOARD POLICY: EXECUTIVE LIMITATIONS: Communication and Counsel to the Board)</em></td>
</tr>
</tbody>
</table>

**Executive Summary:**

At the January 17, 2017 Board meeting, the Jackson College Foundation Board of Directors approved the nomination of Dr. Jon Lake as the 2017 recipient of the Ethelene Jones Crockett Distinguished Alumni Award with a request of support by the Board of Trustees.

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

**Resource Impact:**

None

**Requested Board Action:**

Consideration and support of Dr. Jon Lake as the Recipient of 2017 Crockett Award.

**Action Taken:**

*MOTION BY TRUSTEE CRIST “To name Dr. Jon Lake as the 2017 Crockett Award.”*  
*MOTION PASSES UNANIMOUSLY, WITH TRUSTEE LAKE ABSTAINING.*
January 17, 2017

Dr. Daniel J. Phelan  
President  
Jackson College  
2111 Emmons Road  
Jackson, MI 49201

Dear Dr. Phelan:

At its January 17, 2017 Board Meeting, the Jackson College Foundation Board of Directors approved the nomination of Dr. Jon Lake as the 2017 recipient of the Ethelene Jones Crockett Distinguished Alumni Award. The Board considered four nominees and selected Dr. Lake.

Jon was born and raised in Jackson and graduated from Parkside High School. He began his collegiate career at Jackson College, graduating in 1972. Jon transferred to Albion College where he completed his BA in Biology in 1975. He then attended Mercy College obtaining his BS in Physician Assistant in 1980 and worked as a PA for 15 years. Having always wanted to become a doctor, he returned to medical school at age 39 and attended Wayne State University School of Medicine. His college career culminated with a University of Michigan Family Medicine Residency in 1999.

Dr. Lake currently works as the Medical Director of Independent Hospitalist Physicians as well as part time at the Henry Ford Allegiance Hyperbaric Center. Prior to his current position, he was a practicing physician for 14 years at Townsend Family Practice Clinic and served as the Chief of Medical Staff at WA Foote Memorial Hospital. He also gained experience at Troy Beaumont Emergency Room, the State Prison of Southern Michigan, Family Practice Clinic, and Jackson Orthopedics and Sports Medicine.

Dr. Lake has a long history of service to the Jackson Community. Presently, he is a member of the Jackson County Medical Society, Michigan State Medical Society, American Academy of Family Physicians, Michigan State Medical Society, serves on the current Board of Project Access, and is a Board member of Country Club of Jackson. Formerly, he served as Chair of the Jackson Symphony Orchestra, Board Trustee for Jackson Public Schools, Board Member for United Way of Jackson, Board member of Allegiance Health System, and Chair of Credentials of Jackson Health Network.
Dr. Lake has been married to his lovely wife, Donna, for 40 years. They have two daughters, Erica and Michelle. He is the proud papa of granddaughter Chloe and enjoys biking and golfing in his spare time.

The Foundation Board of Directors heartily recommend Dr. Jon Lake for the 2017 Ethelene Jones Crockett Distinguished Alumni Award and desire that this nomination be ratified by the Board of Trustees at their February 6, 2017 meeting. Should you have any questions, please do not hesitate to contact me.

Warm regards,

Jason H. Valente
President
TO: JC Board of Trustees
FROM: Dr. Daniel J. Phelan, President

Subject to be Discussed and Policy Reference:

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

*(BOARD POLICY: MONITORING: Policy Governance)*

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

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

- [Governance Commitment](#)
- [Governing Style](#)

Resource Impact:

None

Requested Board Action:

Consideration of advancing the policies to the second reading.

Action Taken:

Policies moved to second reading status with minor corrections.
Policy Statement: Governance Commitment

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

The board shall act in adherence to the following principles:

1. On behalf of the owners of Jackson College, the Board of Trustees will govern the College through the expressions of its policies.

2. 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 possession.

4. Direct, control and inspire the organization through the careful establishment of the broadest organizational policies reflecting the board's values and perspectives. The board's major focus will be on the intended long-term impacts outside the operating
organization (i.e., ENDS), not on the administrative or programmatic means of attaining those effects (i.e., MEANS).

5-6. 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.

6.7. 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.

7-8. 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 the Policy Governance can only occur by majority vote of the entire Board.
**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</td>
<td>Legislative</td>
</tr>
<tr>
<td>7.2.1.1</td>
<td>Virginia Foxx Article on Accountability</td>
</tr>
<tr>
<td>7.2.2</td>
<td>College Items</td>
</tr>
<tr>
<td>7.2.2.1</td>
<td>Upcoming Events</td>
</tr>
<tr>
<td>7.2.2.2</td>
<td>Pathways Institute #6</td>
</tr>
</tbody>
</table>

**Resource Impact:**

None

**Requested Board Action:**

None

**Action Taken:**

None
Perkin Sara A

To: Phelan Daniel J
Subject: RE: V. Foxx at CHEA

Virginia Foxx talks federal overreach, accountability in address to national accrediting council meeting

The leading House lawmaker on education and workforce offered comments on spending and the future of accreditation

Jarrett Carter, Jan. 31, 2017

One of the nation’s leading lawmakers with oversight of higher education policy told college officials this week that accrediting agencies should expect to reclaim review authority over institutional assessment from the U.S. Department of Education.

U.S. House Committee on Education and the Workforce Chair Rep. Virginia Foxx (R-NC) promised increased accountability along with smaller systems of federal influence during an annual meeting of the Council for Higher Education Accreditation (CHEA), held this week in Washington D.C.

An outspoken critic of the Obama Administration’s policies on healthcare and education, Foxx told attendees that regulations would be changed to permanently limit policy-shaping guidance enacted by a secretary of education.

“It has never been and never should be the federal government’s role to judge the quality of a school’s education programs,” Foxx said. “Entrusting independent bodies like you, not Congress or the Department of Education with that responsibility helps to protect academic freedom and student choices.”

Increasing accountability

Foxx’s remarks follow increasing attention on reporting errors and unintended consequences of guidance issued under the Obama administration. Earlier this month, ED officials released a statement on a "coding error" which incorrectly reported student loan repayment rates. According to amended data, the national total of students making at least one payment in seven years since leaving an institution, was roughly 20% lower than originally reported.

The Department has also faced criticism from campuses nationwide on Title IX and sexual assault guidelines, which have resulted in conflicting sanctions for students accused of assault, public notice about reported incidents without full details, and lawsuits from students for violation of student privacy and due process laws.
Foxx said that these regulations and others have helped to create financial bloat for compliance reporting at colleges nationwide, and that eliminating more than $27 billion in administrative costs would be a focus for the House committee in the effort to empower stronger support for accreditation standards on the key issues.

“We’ll do everything we can to roll back constraining regulations and ensure that the secretary of education doesn’t have the power to recklessly second guess the tough decisions that you have to make. Or for that matter, any member of Congress.”

A challenge to accreditors

Foxx said that limited reach from government did not absolve accreditors from doing the work of educating the public about the quality and effectiveness of schools and academic programs. Last week, several state attorneys general appealed to a federal judge presiding over an appeal from the Accrediting Council for Independent Colleges and Schools seeking reinstatement as a federally-approved accrediting body, a status it lost last September as for-profit education companies like Corinthians Colleges and ITT have shuttered in the last four years amid lawsuits for false marketing and degrees which have not yielded postgraduate employment outcomes.

“We need to advance policies that will help more Americans pursue higher education in the first place. Helping students and parents make informed decisions is one way to do it, another is to better evaluate federal programs to ensure they are effective in providing students the academic support that they need,” Foxx said.

“Accreditors have to embrace a commitment to high quality and improved student outcomes. We need you as an industry to do better because people rely on you. It’s not Congress’ place to tell you what makes a high-quality education, or which outcomes you need to look at. You face a monumental task and a critical one. Unfortunately you’ve been forced to shift your focus to compliance rather than promoting academic integrity. You’ve spent more time looking over your shoulder, than looking to the future of higher ed.”

Some attendees voiced support for Foxx's comments on accountability, and their ability to enhance accreditation as a tool to promote academic freedom.

"I think a robust and independent higher education sector within our society is essential to a working democracy and a functional civil society," said Daniel Seitz, Executive Director for the Council on Naturopathic Medical Education.

Legislative action impacting higher education

Foxx was asked about the recent executive order which has blocked entry to the United States from international residents from seven Middle Eastern nations, a policy which has drawn widespread rebuke and concern from college leaders throughout the country.

When asked about her released statement criticizing the lack of clarity and guidance on the implementation of the rule, and if she would support amendments to the order, Foxx said that no new information had been provided about potential changes.

“My understanding is that the executive order the president put out is completely legal, and authorized, and so I don’t know of anything that the Congress might do in response to it.”
She expressed optimism about potential new approaches to academic construct, something she said was a key sign of overreach under the previous administration.

“The best example, or the worst example depending on how you want to look at it is the administration deciding what a credit hour is,” Foxx said. “It’s not the responsibility of the federal government to do that. It is the responsibility of the accrediting agencies.”

On the subject of reauthorization of the Higher Education Act, Foxx said that it was a work in progress for the committee, but one that appears to remain in flux as it has since 2008.

“While we don’t have a timeline for the reauthorization of the higher education act, please rest assured that we are working hard to get it done. While HEA reauthorization is a top priority, it is not our only higher education priority.”
Please review the following list of JC & Community Events where your participation is encouraged.

<table>
<thead>
<tr>
<th>EVENT</th>
<th>TRUSTEES SIGNED UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter Convocation</td>
<td>Lake</td>
</tr>
<tr>
<td>Friday, February 10, 2017</td>
<td>Barnes (and colleagues)</td>
</tr>
<tr>
<td>8:00am – 4:00pm (agenda in pack)</td>
<td></td>
</tr>
<tr>
<td>Baughman Theatre</td>
<td></td>
</tr>
<tr>
<td>Sportsman’s Banquet</td>
<td>Lake (1 seat)</td>
</tr>
<tr>
<td>Saturday, February 11, 2017</td>
<td>Patterson (1 seat)</td>
</tr>
<tr>
<td>Doors Open at 5PM Dinner at 6:30PM</td>
<td>Crist (2 seats)</td>
</tr>
<tr>
<td>Fieldhouse</td>
<td></td>
</tr>
<tr>
<td>ACCT NLS</td>
<td>Lake</td>
</tr>
<tr>
<td>February 13-16, 2017</td>
<td>Mathein</td>
</tr>
<tr>
<td>Washington DC</td>
<td>Crist</td>
</tr>
<tr>
<td>State Superintendent Whiston’s Visit</td>
<td>Lake</td>
</tr>
<tr>
<td>Wednesday, February 22, 2017</td>
<td>Barnes</td>
</tr>
<tr>
<td>Joint Board Meeting with JPEC</td>
<td>Crist</td>
</tr>
<tr>
<td>1:30pm – 2:30pm</td>
<td></td>
</tr>
<tr>
<td>Walker Hall Community Room 145</td>
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<td>MCCAA Phi Theta Kappa Awards Luncheon</td>
<td>Information not received yet – tickets will be limited.</td>
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<td>March 15, 2017</td>
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<td>9:00am – 2:00pm</td>
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Winter Convocation  
February 10, 2017

Agenda:
8:00 – 8:30am  Breakfast (Potter Center 2nd Floor Lobby)
8:30 – 10:00am  Keynote Speaker (Baughman Theatre):  Eddie LeMoine
                    5 Generations in the Workplace
                    Have you noticed the age difference of the people sitting around you at work? Look around at your next meeting and I suspect you will see someone close to retirement sitting next to a fresh out of school graduate. This phenomenon is contributing to the newest and probably most significant challenge for today’s leaders. There is overwhelming research that shows bridging the generation gap leads to a much more productive and happy work environment. We have passed the point where training leaders to manage a specific generation (i.e. the Millennials) is in any way affect. To be truly effective as a leader it is critical to understand, manage and communicate across all generations. Eddie has been delivering keynote presentations and training sessions on “Leading the Generations” since 2005 and is considered a foremost authority on this topic.

10:00 – 10:15am  Break (Potter Center 2nd Floor Lobby)
10:15 – 11:30am  Morning Breakout Sessions
11:30am – 12:45pm  Lunch (Potter Center Dining Commons)
12:45 – 2:15pm  President Phelan’s State of the College
                    Leadership Council with College Updates (Baughman Theatre)
2:15 – 2:30pm  Break (Potter Center 2nd Floor Lobby)
2:30 – 4:00pm  Afternoon Breakout Sessions

Morning Breakout Session (10:15-11:30am)

- Eddie LeMoine, Keynote Speaker
  - Bring About What You Think About
    Is it possible to "bring about what you think about"? In this compelling presentation, Eddie LeMoine shares insights gained from his experience as a senior sales leader. Surprisingly, top performers do not necessarily work more hours or have more product knowledge or ability. Eddie reveals their secrets of success and shows you how to use these life skills to change your life.

- Det. Chris Boulter, Blackman-Leoni Township Department of Public Safety
  - Communication/Body Language
    Information and strategies for defusing situations, body language, community and cultural relations and just overall.....being a better communicator

- Julie Bloomfield, It’s Your Life Health Coach
  - Resiliency and Self-Care
Identify tools to build up your resilience, both for your self-care and as a team member.

- Phil Hedgpeth, HelpNet
  - **Stress Management**
    In this fast-paced and ever-changing time in our culture, it is more important than ever to stay balanced. This presentation includes a variety of approaches for creating and sustaining a focused and balanced lifestyle.

- Dr. Bob Powell and Sarah Sabin, Family Service and Children’s Aid
  - **Understanding the Impact of Trauma on Learning**
    Recent research indicates experiencing traumatic events has a negative impact on a student’s learning. It is vital for educators to understand the ACEs (Adverse Childhood Experiences) correlation to increase risks of chronic health conditions, mental health concerns, promiscuity, substance abuse, impulsivity and various other social issues, in order to understand the student’s behaviors. Join us to learn more.

**Afternoon Breakout Session (2:30-4:00pm)**

- Lindsay Baker, Prevention and Wellness Coordinator at Lifeways Community Mental Health
  - **Mental Health intervention**
    This presentation will focus on how to help in a mental health crisis. Included will be identifying signs and symptoms of anxiety and depression and intervening during mental health crises and appropriate intervention during a suicidal crisis.

- Dr. Bob Powell and Sarah Sabin, Family Service and Children’s Aid
  - **Understanding the Impact of Trauma on Learning**
    Recent research indicates experiencing traumatic events has a negative impact on a student’s learning. It is vital for educators to understand the ACEs (Adverse Childhood Experiences) correlation to increase risks of chronic health conditions, mental health concerns, promiscuity, substance abuse, impulsivity and various other social issues, in order to understand the student’s behaviors. Join us to learn more.

- Jennifer Dobbs, Core Technologies Service Coordinator and Del Belcher, Social Media Specialist
  - **Digital Security, Internet Privacy and You**
    When it comes to work, play, and life on social media, most of us expect that we are in control of what we share about ourselves, and who we share with. In this hands-on workshop, we will dispel common myths and misconceptions about social media and Internet privacy as well as discuss step-by-step instructions for securing our social media selves.

- Chad Williams, MEA
  - **Understanding Workplace Bullying Training**
    Bullying in the Workplace can come in many forms, and although such misconduct can sometimes be overt, it can also be subtle or even concealed.
This training provides information on recognizing bullying in the workplace, as well as tips on protecting yourself.

- Mark Ott, Jackson College
  - *Toastmasters*
    We will be talking about benefits and opportunities for a potential new Toastmasters club on campus open to employees and students. Toastmasters is an organization where members through local club meetings become better speakers, better listeners and more effective leaders while learning more about themselves in a fun and relaxed atmosphere. More information at www.toastmasters.org