AGENDA

1.0 Call to Order

2.0 Roll Call

3.0 The Pledge of Allegiance to the United States of America

4.0 Board Reorganization
   4.1 Board Chair
   4.2 Board Vice-Chair
   4.3 Board Treasurer
   4.4 Board Secretary
   4.5 Designation of Assistant Secretary and Assistant Treasurer to the Board

5.0 Communications
   5.1 Visitor Comments
   5.2 Board Items
      5.2.1 Conflict of Interest Recognition
   5.2.2 Board Comments
   5.3 Consideration of Minutes
      5.3.1 Regular Meeting Minutes of November 12, 2018
   5.4 Marketing Report

6.0 ENDS Performance Report
   6.1 Treasurer’s FY 2019 Q2 Report
   6.2 Student Learning Monitoring Report
   6.3 Resource Stewardship Monitoring Report

7.0 Action Items
   7.1 Consideration of JPEC Board of Governor Reappointments
   7.2 Selection of Representatives for Outstanding Award Committees
   7.3 Consideration of Summer Retreat and Fall Planning Session Dates

8.0 Information Items
   8.1 Board Self Evaluation Results
   8.2 Consideration of Distinguished Service Award Nominations
   8.3 President’s Report
      8.3.1 Legislative
      8.3.2 College Items
         8.3.2.1 JAC3
      8.3.2.2 JAMA
      8.3.2.3 Upcoming Events

9.0 Adjournment
## TCS2 Report - Retention

### Fall 2017 Cohort Retention Rates

<table>
<thead>
<tr>
<th></th>
<th>Fall 2017 Cohort*</th>
<th>Retained to Winter 2018 or Graduated**</th>
<th>Retained to Fall 2018 or Graduated***</th>
<th>Cohort Graduates</th>
<th>Percent of Fall 2017 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>5,282</td>
<td>4,010</td>
<td>2,938</td>
<td>630</td>
<td>11.93%</td>
</tr>
<tr>
<td>Retention Goal</td>
<td></td>
<td>90.00%</td>
<td>80.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent Retained</td>
<td></td>
<td>75.92%</td>
<td>55.62%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variance between Retention Goal and Actual</td>
<td>-14.08%</td>
<td>-24.38%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The Fall 2017 Cohort excludes Guest Students and non-credit enrollments.
** Includes Cohort students graduating in Fall 2017.
***Includes Cohort students graduating in Fall 2017, Winter 2018 or Spring 2018.

### Fall 2016 Cohort Retention Rates

<table>
<thead>
<tr>
<th></th>
<th>Fall 2016 Cohort*</th>
<th>Retained to Winter 2017 or Graduated**</th>
<th>Retained to Fall 2017 or Graduated***</th>
<th>Cohort Graduates</th>
<th>Percent of Fall 2016 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>5,362</td>
<td>4,043</td>
<td>2,973</td>
<td>613</td>
<td>11.43%</td>
</tr>
<tr>
<td>Retention Goal</td>
<td></td>
<td>90.00%</td>
<td>80.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent Retained</td>
<td></td>
<td>75.40%</td>
<td>55.45%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variance between Retention Goal and Actual</td>
<td>-14.60%</td>
<td>-24.55%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The Fall 2016 Cohort excludes Guest Students and non-credit enrollments.
** Includes Cohort students graduating in Fall 2016.
***Includes Cohort students graduating in Fall 2016, Winter 2017 or Spring 2017.
TCS2 Report - Course Success

AY 18 (2017-18) = September, 2017 to August, 2018

Report Last Refreshed 12/13/18

College Level Course Success for 2017-2018
- Pass includes grades of 2.0 and higher, or a Passing (P) grade
- Fail includes grades of less than 2.0, or a Failing (F) grade.
- Withdrawal is a Grade of Withdraw (W).
- Grades of Incomplete (I), Audit (Y), and Withdrawal Exception (WX) have been excluded from this report.

College Level Course Success by Term

Developmental Course Success for 2017-2018

Developmental Course Success by Term

- Pass includes grades of 2.0 and higher, or a Passing (P) grade
- Fail includes grades of less than 2.0, or a Failing (F) grade.
- Withdrawal is a Grade of Withdraw (W).
- Grades of Incomplete (I), Audit (Y), and Withdrawal Exception (WX) have been excluded from this report.
### TCS2 Report - Enrollment

<table>
<thead>
<tr>
<th>Term</th>
<th>Headcount</th>
<th>Credit Hours</th>
<th>Billing Contact Hours (BCH)</th>
<th>% of Total BCH</th>
<th>Semester BCH Goal</th>
<th>% of Semester BCH Goal Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018</td>
<td>5,217</td>
<td>45,894.00</td>
<td>49,175.42</td>
<td>56.25%</td>
<td>53,168.00</td>
<td>92.49%</td>
</tr>
<tr>
<td>Winter 2019</td>
<td>3,828</td>
<td>34,063.00</td>
<td>36,677.57</td>
<td>41.96%</td>
<td>48,442.00</td>
<td>75.71%</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>206</td>
<td>1,424.00</td>
<td>1,567.00</td>
<td>1.79%</td>
<td>16,540.01</td>
<td>9.47%</td>
</tr>
<tr>
<td>Total</td>
<td>9,251</td>
<td>81,381.00</td>
<td>87,419.99</td>
<td>100.00%</td>
<td>118,150.01</td>
<td>73.99%</td>
</tr>
</tbody>
</table>

**Courses with No Location or Other have been removed from the results.**

**Jackson County location primarily includes sections at the Jackson College Flight Center, clinical sites, Jackson Area Career Center and Jackson county high schools.**
TO: JC Board of Trustees  
FROM: Dr. Daniel J. Phelan, President

Subject to be Discussed and Policy Reference:

<table>
<thead>
<tr>
<th>4.0</th>
<th>Board Reorganization</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(BOARD POLICY: Board Job Description)</td>
</tr>
</tbody>
</table>

Executive Summary:

Every other year, following November elections, and at the direction of the Acting Board Chair (i.e., the Assistant Board Secretary), the Board reorganizes itself around the following Board elected positions: Board Chair; Board Vice Chair; Board Treasurer; and Board Secretary.

Additionally, the Board will need to consider the approval of the following positions, which are not elected Board positions, and do not possess any voting rights to the Board: Assistant Secretary to the Board, and the Assistant Treasurer to the Board. I recommend that Sara Perkin, and Darrell Norris be appointed to these respective posts.

For the purpose of initiating the reorganization process, Sara Perkin will initially serve as the Acting Board Chairperson. She will open the meeting, and then conduct the process of the election of the Chairperson for the January 2019-2021 period. Upon being duly elected, the new Chair will undertake the leadership of election for the remaining Board Officers, as well as the balance of the meeting.

Resource Impact:

None

Requested Board Action:

Reorganization of the Board, and the appointment of Sara Perkin as Assistant Secretary of the Board, and Darrell Norris as Assistant Treasurer of the Board.

Action Taken:

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

MOTION BY TRUSTEE CRIST “To elect Donna Lake as Treasurer” ROLL CALL VOTE WITH TRUSTEES LAKE, MATHEIN, HEINS, BARNES, CRIST, PATTERSON AND HOFFMAN VOTING AYE. MOTION PASSED UNANIMOUSLY.

MOTION BY TRUSTEE HEINS “To elect Sheila Patterson as Secretary” ROLL CALL VOTE WITH TRUSTEES LAKE, MATHEIN, HEINS, BARNES, CRIST, PATTERSON AND HOFFMAN VOTING AYE. MOTION PASSED UNANIMOUSLY.

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

<table>
<thead>
<tr>
<th>5.0 Communications</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(BOARD POLICY: GOVERNANCE PROCESS: Governing Style)</em></td>
</tr>
</tbody>
</table>

**Executive Summary:**

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

- 5.1 Visitor Comments
- 5.2 Board Items
  - 5.2.1 Conflict of Interest Recognition
  - 5.2.2 Board Comments
- 5.3 Consideration of Minutes
  - 5.3.1 Regular Meeting Minutes of November 12, 2018
- 5.4 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 was held on Monday, November 12, 2018 at Jackson College’s W. J. Maher Campus, located at 3000 Blake Road, Jackson, Michigan 49201.

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

**Board Members Present:** Chairman, Sam Barnes; Vice Chairman, John Crist; Treasurer, Donna Lake; Trustee, Matt Heins; Trustee, Philip Hoffman; Trustee, Dr. Ed Mathein; and.

**Board Member Absent:** Secretary, Sheila Patterson

**Others Present:** Dr. Daniel Phelan, Dr. Kate Thirolf, Cindy Allen, Sara Perkin, Darrell Norris, Jeremy Frew, Jason Valente, Michael Masters, Randy Bentley, Dr. Dennis Baskin, Alana Tuckey, Teresa Choate, Nathan Venske, Dr. Todd Butler, Kelly Crum, Heather Bateman, Michelle Rehman, Jolene Chapman, Shane Malmquist, Kim Abbott, Chas Lietaert and Dotty Karkheck.

**COMMUNICATIONS**

**Visitor Comments**
There were no visitor comments.

**Board Comments**
There were no conflicts of interest.

President Phelan thanked Trustee Lake for joining him on the WKHM radio show. Trustee Hoffman commented on his attendance at the recent ACCT conference. Chairman Barnes shared that the Jackson College Leadership team joined the Commonwealth for Personnel Management Interview (PMI) training. President Phelan his gratitude for the College’s participation in the PMI program and noted that the College looks forwarded to implementing some learnings gained from the training.

**Consideration of Minutes**
The minutes of the regular Board meeting on October 8, 2018 were moved into the record by Chairman Barnes on behalf of the Trustees.

**Marketing Report**
Dotty Karkheck, Director of Marketing provided the marketing report, and shared the new commercial developed by the College.

**ENDS PERFORMANCE MONITORING REPORT**
Safety and Security
Cindy Allen, Vice President of Administration and Human Resources at Jackson College, presented the Safety and Security ENDS Monitoring Report. She provided 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/

Audit Report
Vice President of Finance, Darrell Norris introduced Michelle Fowler from Rehman who provided an overview of the Audit Report. There were no misstatements and the College received a clean audit. There were no internal control issues noted.

Vice Chairman Crist commented on the importance of looking at Cyber Security practices on a continuing basis.

ACTION ITEMS
Second Reading: Compensation and Benefits, Board Members Code of Conduct and Emergency Presidential Succession Plan
President Phelan presented the Compensation and Benefits, Board Members Code of Conduct and Emergency Presidential Succession Plan policies. MOTION BY TRUSTEE CRIST “To approve the Compensation and Benefits, Board Members Code of Conduct and Emergency Presidential Succession Plan policies.” MOTION PASSED UNANIMOUSLY.

INFORMATION ITEMS
Board Policy First Reading Items: Budgeting/Forecasting, ENDS & Monitoring, Financial Condition and Asset Protection
President Phelan shared his recommendation to pause the policy review process until the spring planning session. As a result he and Sara Perkin are undergoing an intensive training program on Policy Governance, they have learned about improving our approach to policy development, as well as general principles of Policy Governance. We proposed that the Spring Planning Session and Summer Retreat focus on these areas. In addition, President Phelan recommended that we use the book, ‘Reinventing your Board’ as a supplement to this work, which Sara Perkin will order copies for board reading. Thus, first readings have been suspended.

Board Self Evaluation Criteria Review
The Board agreed to continue using this tool. Sara Perkin will distribute the survey for completion and will compile for the January 2019 meeting.

CEO and CFO Certification of Executive Limitations Compliance
President Phelan included the CEO and CFO Certification of Executive Limitations Compliance documents as required by Board Policy.

President’s Report
Jason Valente, President of Jackson College Foundation provided updates on the Foundation.

Shane Malmquist, JPEC President shared updates on the Early College. President Phelan provided college updates including Legislative updates and upcoming College events.

**ADJOURN**

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

Meeting adjourned at 7:42PM.

The foregoing minutes of the regular meeting of the Board of Trustees held on Monday, November 12, 2018 were approved at the regular meeting of the Board held on January 14, 2019.

_______________________
Secretary

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

<table>
<thead>
<tr>
<th>Subject to be Discussed and Policy Reference:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Treasurer’s FY 2019 Q2 Report</td>
</tr>
</tbody>
</table>

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

**Executive Summary:**

Enclosed for your consideration is the 2nd quarter financial report. Vice President of Finance, Darrell Norris will respond to any questions you have about this Q2 report.

**Resource Impact:**

None

**Requested Board Action:**

None

**Action Taken:**

None
Financial Report

Presented to
President Daniel Phelan
Jackson College Board of Trustees

Prepared by the Business Office
December 31, 2018
Jackson College
Memo From Darrell Norris, Vice President of Finance
For the December 31, 2018 Financial Report

Following is the December 31, 2018 Treasurer's Report summarizing the components of the major revenue and expense lines. Explanations for variances greater than 2% are included in this memo.

Note: Budgeted amounts reflect the 2018-2019 Budget as adopted at the June 2018 Board of Trustees meeting.

Revenues

- **Housing** - 18/FL actuals performed favorably compared to budget as efforts are being made to recruit and retain Housing students.

- **Contract Training** - Revenue performed favorable to budget. It is too early to tell if this is due to timing or a conservative budget estimate.

- **Potter Center** - Revenue performed favorable to budget. It is too early to tell if this is due to timing or a conservative budget estimate.

- **Miscellaneous Income** - Revenue performed favorable to budget. It is too early to tell if this is due to timing or a conservative budget estimate.

- **Transfers** - Revenue performed favorable to budget. It is too early to tell if this is due to timing or a conservative budget estimate.

Expenses

- **Wages/Benefits** - Savings due to timing, we expect savings to get smaller as the fiscal year progresses.

- **Services** - Lower than budget, but is due to the timing of services used.

- **Rent, utilities, insurance** - Lower than budget, but is due to timing of utility usage.

- **Other Operating Costs** - Under budget to date, variance is timing.

- **Capital Equipment** - Under budget to date, variance is timing.

Other Notes

- **Cash and Investments** - The Board directed MILAF investment strategy was operationalized in May 2018. At December 31, 2018 interest revenues have already exceeded $78,000. These earnings are designated for future operations.
Jackson College
Memo From Darrell Norris, Vice President of Finance
For the December 31, 2018 Financial Report

• **Looking Ahead** - The College's revenues remain stable due to the addition of Summer Semester Pell Grants and the 2nd Chance Pell grant experiment. In the uncertainty that the 2nd Chance Pell Grant experiment will be made permanent, the College is adding expenses conservatively.
### Jackson College

#### Revenue and Expense Statement

**General Fund - FY 19**

For the Six Months Ended December 31, 2018

Preliminary - Unaudited

<table>
<thead>
<tr>
<th></th>
<th>2018-2019 Original Budget</th>
<th>Actual Year to Date</th>
<th>Percentage of Budget</th>
<th>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>$ 27,720,000</td>
<td>$ 11,801,970</td>
<td>42.6%</td>
<td>44.0%</td>
<td>$ (394,830)</td>
<td>$ 11,986,208</td>
</tr>
<tr>
<td>Less Institutional Scholarships</td>
<td>(900,000)</td>
<td>(320,854)</td>
<td>35.7%</td>
<td>45.0%</td>
<td>84,146</td>
<td>(375,136)</td>
</tr>
<tr>
<td>Net tuition and fees</td>
<td>26,820,000</td>
<td>11,481,116</td>
<td>42.8%</td>
<td>44.5%</td>
<td>(310,684)</td>
<td>11,611,072</td>
</tr>
<tr>
<td>Housing</td>
<td>900,000</td>
<td>480,910</td>
<td>53.4%</td>
<td>50.0%</td>
<td>30,910</td>
<td>381,975</td>
</tr>
<tr>
<td>Property taxes</td>
<td>5,050,000</td>
<td>4,099,827</td>
<td>81.2%</td>
<td>80.0%</td>
<td>59,827</td>
<td>3,982,139</td>
</tr>
<tr>
<td>State appropriations</td>
<td>12,952,775</td>
<td>6,476,388</td>
<td>50.0%</td>
<td>50.0%</td>
<td></td>
<td>- 6,338,800</td>
</tr>
<tr>
<td>Contract training</td>
<td>100,000</td>
<td>65,362</td>
<td>65.4%</td>
<td>50.0%</td>
<td>15,362</td>
<td>29,146</td>
</tr>
<tr>
<td>Pottery Center activities</td>
<td>447,000</td>
<td>247,072</td>
<td>55.3%</td>
<td>50.0%</td>
<td>23,572</td>
<td>161,367</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>620,000</td>
<td>336,869</td>
<td>54.3%</td>
<td>50.0%</td>
<td>26,869</td>
<td>394,538</td>
</tr>
<tr>
<td>Transfers</td>
<td>7,500</td>
<td>7,253</td>
<td>96.7%</td>
<td>50.0%</td>
<td>3,503</td>
<td>51,773</td>
</tr>
<tr>
<td><strong>Total revenues</strong></td>
<td>46,897,275</td>
<td>23,194,797</td>
<td>49.5%</td>
<td>54.3%</td>
<td>(150,641)</td>
<td>22,950,810</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>17,454,000</td>
<td>8,346,266</td>
<td>47.8%</td>
<td>50.0%</td>
<td>(380,733)</td>
<td>8,568,208</td>
</tr>
<tr>
<td>Retirement</td>
<td>4,846,449</td>
<td>2,354,413</td>
<td>48.6%</td>
<td>50.0%</td>
<td>(66,812)</td>
<td>2,356,640</td>
</tr>
<tr>
<td>Benefits</td>
<td>3,125,000</td>
<td>1,480,950</td>
<td>47.4%</td>
<td>50.0%</td>
<td>(81,550)</td>
<td>1,477,813</td>
</tr>
<tr>
<td>Services - Staffing Agency</td>
<td>4,591,300</td>
<td>2,241,232</td>
<td>48.8%</td>
<td>50.0%</td>
<td>(54,518)</td>
<td>2,345,724</td>
</tr>
<tr>
<td>Services</td>
<td>3,132,682</td>
<td>1,276,263</td>
<td>40.7%</td>
<td>50.0%</td>
<td>(290,078)</td>
<td>1,328,699</td>
</tr>
<tr>
<td>Materials</td>
<td>2,136,400</td>
<td>1,068,990</td>
<td>50.0%</td>
<td>50.0%</td>
<td>790</td>
<td>1,246,682</td>
</tr>
<tr>
<td>Rent, utilities, insurance</td>
<td>1,900,000</td>
<td>886,647</td>
<td>46.7%</td>
<td>50.0%</td>
<td>(63,353)</td>
<td>906,577</td>
</tr>
<tr>
<td>Other operating costs</td>
<td>3,614,393</td>
<td>1,506,558</td>
<td>41.7%</td>
<td>50.0%</td>
<td>(300,639)</td>
<td>1,563,899</td>
</tr>
<tr>
<td>Transfers</td>
<td>750,000</td>
<td>375,000</td>
<td>50.0%</td>
<td>50.0%</td>
<td></td>
<td>520,977</td>
</tr>
<tr>
<td>Transfers-debt service</td>
<td>4,600,713</td>
<td>2,300,357</td>
<td>50.0%</td>
<td>50.0%</td>
<td></td>
<td>2,163,667</td>
</tr>
<tr>
<td>Capital equipment</td>
<td>746,000</td>
<td>235,635</td>
<td>31.6%</td>
<td>50.0%</td>
<td>(137,365)</td>
<td>298,802</td>
</tr>
<tr>
<td><strong>Total expenses</strong></td>
<td>46,897,137</td>
<td>22,072,311</td>
<td>47.1%</td>
<td>50.0%</td>
<td>(1,376,258)</td>
<td>22,777,688</td>
</tr>
<tr>
<td><strong>Income over (under) expenses</strong></td>
<td>$ 138</td>
<td>$ 1,122,486</td>
<td></td>
<td></td>
<td>$ 1,225,617</td>
<td>$ 173,122</td>
</tr>
</tbody>
</table>
Jackson College
General Fund Revenue - FY 19
For the Six Months Ended December 31, 2018

$23,194,797
Jackson College
General Fund Expenditures - FY 19
For the Six Months Ended December 31, 2018

$22,072,311
Jackson College  
Balance Sheet and Changes in Fund Balance - FY 18  
December 31, 2018  
Preliminary - Unaudited

<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><strong>Assets</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash</td>
<td>$4,199,305</td>
<td>$9,563,102</td>
<td>$1,240,505</td>
<td>$10,391</td>
<td>$5,869,502</td>
<td>$274,913</td>
<td>$21,157,718</td>
</tr>
<tr>
<td>Investments</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>17,408</td>
<td>-</td>
<td>-</td>
<td>17,408</td>
</tr>
<tr>
<td>Accounts receivable</td>
<td>3,562,784</td>
<td>-</td>
<td>-</td>
<td>61,424</td>
<td>(1,205)</td>
<td>3,623,003</td>
<td></td>
</tr>
<tr>
<td>Inventories</td>
<td>27,796</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>27,796</td>
</tr>
<tr>
<td>Other assets</td>
<td>334,905</td>
<td>-</td>
<td>179,219</td>
<td>-</td>
<td>74,939,256</td>
<td>-</td>
<td>75,453,380</td>
</tr>
<tr>
<td>Total assets</td>
<td>8,124,790</td>
<td>9,563,102</td>
<td>1,419,724</td>
<td>27,799</td>
<td>80,870,182</td>
<td>273,708</td>
<td>100,279,305</td>
</tr>
</tbody>
</table>

|                      |              |                 |                 |                |                      |                 |             |
| **Liabilities and Fund Balance** |          |                 |                 |                |                      |                 |             |
| Accounts payable     | 144,488      | -               | -               | -              | -                    | -               | 144,488     |
| Accrued liabilities  | 3,016,875    | -               | -               | -              | 34,346,350           | -               | 37,363,225  |
| Deferred liabilities | 2,514,177    | -               | -               | -              | -                    | -               | 2,514,177   |
| Unearned revenue     | 188,795      | -               | -               | -              | -                    | -               | 188,795     |
| Other liabilities    | 436,161      | -               | 1,290           | -              | -                    | 100             | 437,551     |
| Total liabilities    | 6,300,496    | -               | 1,290           | -              | 34,346,350           | 100             | 40,648,236  |

| Fund balance         | 1,824,294    | 9,563,102       | 1,418,434       | 27,799         | 46,523,832           | 273,608         | 59,631,069  |

| Total liabilities and fund balance | 8,124,790 | 9,563,102 | 1,419,724 | 27,799 | 80,870,182 | 273,708 | 100,279,305 |

| **Beginning fund balance** |          |                 |                 |                |                      |                 |             |
| Net investment in capital assets | $ -    | -               | -               | -              | $43,073,705          | $ -             | $43,073,705 |
| Major Maintenance and Equipment Replacement | -        | -               | -               | -              | 1,543,979           | -               | 1,543,979   |
| Restricted             | 701,808    | 9,306,062       | -               | -              | 187,338             | -               | 10,195,208  |
| Total                  | $701,808   | $9,484,529      | $360,525        | $27,733        | $44,617,684          | $187,338        | $55,379,617 |

| Current year income    | 23,194,797 | 78,573          | 12,176,848      | 66             | 2,697,890           | 124,361         | 38,272,535  |
| Current year expenses  | 22,072,311 | -               | 11,118,939      | -              | 791,742             | 38,091          | 34,021,083  |
| Ending fund balance    | $1,824,294 | 9,563,102       | 1,418,434       | 27,799         | 46,523,832          | 273,608         | 59,631,069  |
## Jackson College

### Balance Sheet

**Building and Site Fund - FY 18**  
**December 31, 2018**  
**Preliminary - Unaudited**

<table>
<thead>
<tr>
<th>Assets</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash</td>
<td>$1,632,284</td>
<td></td>
</tr>
<tr>
<td>Investments</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Accounts receivable</td>
<td>21,976</td>
<td></td>
</tr>
<tr>
<td>Due from other funds</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td><strong>Total assets</strong></td>
<td>$1,654,260</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Liabilities and Fund Balance</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts payable</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Other liabilities</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td><strong>Total liabilities</strong></td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Fund balance</td>
<td>$1,654,260</td>
<td></td>
</tr>
<tr>
<td><strong>Total liabilities and fund balance</strong></td>
<td>$1,654,260</td>
<td></td>
</tr>
</tbody>
</table>

## Jackson College

### Statement of Changes in Fund Balance

**Building and Site Fund**  
**For the Six Months Ended December 31, 2018**  
**Preliminary - Unaudited**

<table>
<thead>
<tr>
<th></th>
<th>Balance July 1, 2018</th>
<th>Revenue</th>
<th>Expenditures</th>
<th>Balance December 31, 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Maintenance and Equipment Replacement</td>
<td>$1,543,979</td>
<td>$396,668</td>
<td>$286,387</td>
<td>$1,654,260</td>
</tr>
<tr>
<td>Total</td>
<td>$1,543,979</td>
<td>$396,668</td>
<td>$286,387</td>
<td>$1,654,260</td>
</tr>
</tbody>
</table>
### Jackson College

**Cash and Investments by Fund - FY 19**

**December 31, 2018**

**Preliminary - Unaudited**

<table>
<thead>
<tr>
<th></th>
<th>General Fund</th>
<th>Designated Fund</th>
<th>Restricted Grant</th>
<th>Grants Fund</th>
<th>Endowment Fund</th>
<th>Building and Site</th>
<th>Physical Plant</th>
<th>Activities Fund</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Petty Cash</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 2,596</td>
<td>$ 2,596</td>
</tr>
<tr>
<td>Cash-Comerica Bank Pooled</td>
<td>1,957,757</td>
<td>1,234,322</td>
<td>479,485</td>
<td>507</td>
<td>10,391</td>
<td>1,632,284</td>
<td>4,237,218</td>
<td>271,557</td>
<td>9,823,521</td>
</tr>
<tr>
<td>Cash-Comerica Federal Funds</td>
<td>-</td>
<td>-</td>
<td>274,950</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>274,950</td>
</tr>
<tr>
<td>Cash-So Mich National</td>
<td>32,309</td>
<td>-</td>
<td>2,629</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>34,938</td>
</tr>
<tr>
<td>VISA Account</td>
<td>114,343</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>760</td>
<td>115,103</td>
</tr>
<tr>
<td>Cash-United Bank</td>
<td>43,195</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>43,195</td>
</tr>
<tr>
<td>Cash-Federal Stafford</td>
<td>-</td>
<td>-</td>
<td>339,953</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>339,953</td>
</tr>
<tr>
<td>Cash-Comerica State Wire</td>
<td>7,511</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>7,511</td>
</tr>
<tr>
<td>Cash-Payroll</td>
<td>2,693</td>
<td>(1,053,942)</td>
<td>(308,034)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>(1,359,283)</td>
</tr>
<tr>
<td>JC One Card</td>
<td>14,771</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>14,771</td>
</tr>
<tr>
<td>Ref Pay</td>
<td>10,770</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>10,770</td>
</tr>
<tr>
<td>Athletic Checking</td>
<td>5,347</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>5,347</td>
</tr>
<tr>
<td>Cultural Affairs Checking</td>
<td>5,739</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>5,739</td>
</tr>
<tr>
<td>MNITP</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1,504,957</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1,504,957</td>
</tr>
<tr>
<td>Certificates of Deposit</td>
<td>-</td>
<td>250,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>250,000</td>
</tr>
<tr>
<td>MILAF</td>
<td>2,000,000</td>
<td>8,078,780</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>10,078,780</td>
</tr>
<tr>
<td>Insurance HRA</td>
<td>4,870</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4,870</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4,199,305</td>
<td>9,563,102</td>
<td>43,075</td>
<td>1,197,430</td>
<td>10,391</td>
<td>1,632,284</td>
<td>4,237,218</td>
<td>274,913</td>
<td>21,157,718</td>
</tr>
</tbody>
</table>

### Investments

<table>
<thead>
<tr>
<th></th>
<th>General Fund</th>
<th>Designated Fund</th>
<th>Restricted Grant</th>
<th>Grants Fund</th>
<th>Endowment Fund</th>
<th>Building and Site</th>
<th>Physical Plant</th>
<th>Activities Fund</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Stock</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>17,408</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>17,408</td>
</tr>
<tr>
<td><strong>Total cash and investments</strong></td>
<td><strong>$ 4,199,305</strong></td>
<td><strong>$ 9,563,102</strong></td>
<td><strong>$ 43,075</strong></td>
<td><strong>$ 1,197,430</strong></td>
<td><strong>$ 27,799</strong></td>
<td><strong>$ 1,632,284</strong></td>
<td><strong>$ 4,237,218</strong></td>
<td><strong>$ 274,913</strong></td>
<td><strong>$ 21,175,126</strong></td>
</tr>
</tbody>
</table>
Jackson College
Billing Contact Hours
December 31, 2018
Preliminary - Unaudited

<table>
<thead>
<tr>
<th>Semester</th>
<th>Budgeted FY 19</th>
<th>Actual FY 19</th>
<th>Actual Percentage</th>
<th>Actual FY 18</th>
<th>Prior Year Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>51,985</td>
<td>49,328</td>
<td>94.9%</td>
<td>52,464</td>
<td>94.0%</td>
</tr>
<tr>
<td>Winter</td>
<td>48,442</td>
<td>-</td>
<td>0.0%</td>
<td>47,651</td>
<td>0.0%</td>
</tr>
<tr>
<td>Spring</td>
<td>17,723</td>
<td>-</td>
<td>0.0%</td>
<td>18,757</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td>118,150</td>
<td>49,328</td>
<td>41.8%</td>
<td>118,872</td>
<td>41.5%</td>
</tr>
</tbody>
</table>

 Billing Contact Hour Comparison

![Billing Contact Hour Comparison Graph]
TO: JC Board of Trustees
FROM: Dr. Daniel J. Phelan, President

Subject to be Discussed and Policy Reference:

6.2 Student Learning Board Monitoring Report

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

Enclosed is the Student Learning Monitoring report for your review. This report focuses reviewing the assessed performance indicators of student learning, the principal outcomes of the College’s teaching and learning processes. The report will also provide a summary of accomplished work over the prior 12 months, as well as improvement strategies and key performance metrics on instruction, student engagement, and instructional programming and support. Dr. Kate Thirolf, Vice President for Instruction will be on hand to present and address any questions you have.

Resource Impact:

None

Requested Board Action:

None

Action Taken:

None
Board Monitoring Policy: Student Learning Monitoring

This ENDs performance area focuses on the drivers and outcomes of instructional process. It discusses what our students should learn and why, as well as what existing evidence the College possesses regarding student learning and achievement, and what the College has concluded from the evidence. Consideration is given to best and promising instructional practices and trends in learning and instruction. Special consideration is given to academic progression. Additionally, the instructional process at Jackson College has an impact upon student learning. To that end, instruction must be devoted to the delivery of high quality education, achieved in part through the work of high caliber instructional staff, market-driven instructional technologies, superior instructional spaces, and related support structures.

President/CEO interpretation of key metrics used to demonstrate the achievement of this END include: new course development; ACS comparative data; program currency; faculty qualifications summary; classroom observation summary; student evaluation summary; active and collaborative learning data; student effort data; academic challenge data; student/faculty interaction data; support for student learning data; Student Success Center activity data; ACS instructional support data; grading summary; and student self-assessment.

Executive Summary

A cornerstone of Jackson College’s Total Commitment to Student Success (TCS) is our focus on student learning. This monitoring report focuses on the drivers and outcomes of the College’s teaching and learning processes. Key performance areas discussed in this report include data on student engagement, instruction, instructional programming, and student and instructional support. This report summarizes the work accomplished over the previous 12 months and highlights trend data where appropriate. Also included are descriptions of the current state of practice at the College, as well as improvement strategies, performance trends, and action steps and goals to be undertaken over the next 365-day period.

An exciting recent development is our selection to participate in the Higher Learning Commission’s Assessment Academy. The Academy provides a structured, mentor-facilitated program aimed at advancing and accelerating an institution’s efforts to assess student learning. Our Academy project is focused on strengthening our program learning outcomes and, by design, will support and advance many of our student success initiatives, including guided pathways, 7-week terms, aligning degrees with industry-recognized credentials, and competency-based education (CBE). A new and improved curriculum matrix tool has been developed by our Academy team and will be used for the 2019-2020 program review cycle.

Other accomplishments that are highlighted in this report include the following:

- Completing the contextualized assessment efforts of our first General Education Outcome (GEO1): Write clearly, concisely and intelligibly. According to data collected and analyzed in 2018, 98% of students met the contextual expectations for their program of study.
- Fully implementing work-based learning opportunities across our occupational programs.
- Offering the “Ready Set Jet!” (RSJ) program that provides extra support to students who need it most. Nearly 90% of RSJ students completed the Fall semester.
• Restarting our program review process and completing six (6) quality program reviews.
• Strengthening our co-curricular programming and assessment efforts.
• Launching and growing our innovative Instructional Coaches program, positively impacting 16 coaches, 35 instructors, and roughly 630 students.
• Achieving remarkable results from our new co-requisite developmental math model. Nearly two-thirds of students in the pilot program successfully completed MAT 130, outpacing the success of students who placed in college-level math.
• Growing the quantity and quality of our faculty professional development offerings, particularly on topics related to CBE, 7-week terms, online instruction, and student engagement. Over the last year, we offered over 20 workshops and four intensive faculty/adjunct learning days, engaging over 250 faculty in professional development.

Over the next 12 months, we look forward to the following:
• Completing the contextualized assessment efforts of GEO 2: Speak clearly, concisely and intelligibly.
• Expanding work-based learning and internship opportunities across all our students with the goal of positively impacting at least 30 students, an increase of 30% from last year.
• Ensuring our degrees are industry/employer-recognized and lead to gainful employment that provides a family-sustaining wage (at least 150% of the Federal Poverty Level).
• Revamping our computer programming degree into a highly relevant software engineering program.
• Completing 13 high-quality program reviews across multiple pathways. This target more than doubles the number of program reviews we completed last year.
• Fully scaling 7-week terms (roughly 70% of all courses offered).
• Enhancing student learning by offering 24/7 tutoring and unlimited access to digital learning materials through two innovative pilot initiatives.

In summary, this report demonstrates that the College’s increasing focus on student learning is supporting its Total Commitment to Student Success (TCS²). We still have critically important work to do to build upon our culture of student learning, but our current performance indicators show that our students are engaged and learning, our instructors are effective and innovative, and our programs are focusing on continuous quality improvement.

Sample of Key Performance Indicators

<table>
<thead>
<tr>
<th>Metric</th>
<th>Prior Year Actual</th>
<th>This Year Actual</th>
<th>Variance</th>
<th>Benchmark or Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Success Rates</td>
<td>78%</td>
<td>79%</td>
<td>+1%</td>
<td>78%</td>
</tr>
<tr>
<td>Student Feedback: “Instructors are concerned about student success”</td>
<td>3.50 (out of 4) Fall 2017</td>
<td>3.53 (out of 4) Fall 2018</td>
<td>+.03</td>
<td>3.5 (out of 4)</td>
</tr>
<tr>
<td>Total program reviews conducted</td>
<td>0 (on hiatus due to pathways)</td>
<td>6 completed in 2018</td>
<td>+6</td>
<td>13 planned for 2019</td>
</tr>
<tr>
<td>Student’s level of satisfaction with instructional effectiveness</td>
<td>5.56 (out of 7) 2016 result</td>
<td>5.85 (out of 7) 2018 result</td>
<td>+.29</td>
<td>5.6 (national norm in 2018)</td>
</tr>
<tr>
<td>Pilot group results: % of students who passed college math after placing in developmental math</td>
<td>20% (prior avg pass rate within two years)</td>
<td>64% (pilot group in first semester!)</td>
<td>+44%</td>
<td>54% (avg. pass rate of MAT 130)</td>
</tr>
</tbody>
</table>
Institutional Context

At Jackson College, we are known for being totally committed to student success (TCS²). A cornerstone of that commitment is a steadfast focus on student learning. Our instructors and deans are continually assessing the drivers and outcomes of our instructional processes and are seeking ways to enhance learning across our diverse student body. For example, within the last three years, we have reviewed and revamped our general education philosophy and framework. We are also working diligently to improve the ways in which we assess student learning at the program/discipline and course levels. Recently, we have been working hard to assess the student learning that is achieved through our growing co-curricular programming.

Our participation in the HLC Assessment Academy starting this academic year (2018-19) will be an invaluable source of support as we continue to strengthen our culture around student learning. The timing of our participation in the Assessment Academy could not be better. We have an interim monitoring report due to HLC in February 2019 to affirm that we have restarted our program review process and that we identify and track learning outcomes across all our programs. With the aim of turning an opportunity for improvement into an area of strength, our Assessment Academy’s project is focusing on further developing our program learning outcomes (PLOs) and connecting them to all core courses (including course outcomes and course competencies) within a program of study. The 13 programs that will undergo program review in 2019-20 will use a new and improved curriculum matrix tool that the Academy team developed to achieve this end.

A laser focus on learning outcomes will help us advance several of the student success initiatives upon which we are currently working as well. It will support our competency-based education (CBE) efforts and help to ensure our programs are fully transferable and/or aligned with industry-recognized credentials. Also, as a Guided Pathways college, this work will invariably help us strengthen our fourth pillar of guided pathways: Ensuring learning is happening with intentional outcomes. A focus on student outcomes (rather than a focus on content or textbook chapters) is also key to effectively redesigning 15-week classes into 7-week classes. All these initiatives are designed to help us achieve our 90/80/70 retention and completion goals. As this report shows, we have accomplished a great deal over the last 12 months and have much important work to look forward to as well.

External Context

In 2006, the U.S. Department of Education released the A Test of Leadership: Charting the Future of U.S. Higher Education, known as the Spellings Commission report. It was one of the first comprehensive reports to compile evidence that suggested the quality of student learning at U.S. colleges and universities was inadequate. The release of Academically Adrift: Limited Learning on College Campuses (Arum & Roksa, 2011, University of Chicago Press) added to the growing concern about the lack of learning that happens on college campuses; it suggested that college students do not show significant gains in critical thinking, problem solving, or written communication skills after their first two years of college. Although follow-up studies have questioned the narrow methodology of Arum and Roksa’s work, the fear that higher education is in the midst of a crisis because students are not learning enough has
remained. Moreover, research has shown that equity gaps that exist upon enrollment—including differences in critical thinking, complex reasoning, and writing skills across student groups—tend to persist and even increase in college.

Defining, measuring, and tracking student learning is not an easy feat. The U.S. Department of Education’s College Scorecard tracks a variety of data, including cost of attendance, graduation rates, employment rates, and salary of graduates. Consistently measuring and tracking what college students actually learn across institutions, let alone across institution types, remains very difficult to achieve. This is why college-specific reports like these that focus on metrics related to student learning are critically important.

Institutional Performance Reporting

This section presents and discusses a variety of data related to how the College is performing related to our Student Learning goals.

Student Engagement

Decades of research has shown that the more actively engaged students are at their college and in their own learning, the more likely they are to learn and achieve their academic goals. Jackson College administers several survey instruments to gather information from students on their college experience, including the Survey of Entering Student Engagement (SENSE) and the Community College Survey of Student Engagement (CCSSE). We stagger the timing of these surveys so that we can study their results and set goals before the next survey is administered. Because of the timing of these surveys this year, we do not have new SENSE or CCSSE data to report beyond what we reported in last year’s Student Learning ENDS report.

However, we can report our progress on the goals we set last year. (See Table 1 below.) For example, we are pleased to report that we have implemented work-based learning opportunities across all occupational education programs at the College. Thanks to Heather Marshall, our Work-based Learning Coordinator, during the 2017-2018 year, 23 students obtained and completed internships through the new program. These experiences help students understand the relevance of their learning, build on what they already know, and get them actively involved in their own learning—all key elements that we know helps to boost student learning. For these reasons, we are considering expanding internships across transfer programs as well.

Another highlight over the last year was our Ready Set Jet! program. Although our envisioned Summer JETS bridge program did not meet enrollment goals to proceed in 2018, we quickly adapted and offered “Ready Set Jet!” (RSJ), a program that started with an intensive one-day orientation program in July that welcomed students and their family members to our campus. Throughout Fall 2018, we offered wrap-around supports to our RSJ students. We are pleased to report that 13 out of the 15 students who enrolled in the program remained in classes throughout Fall 2018. We will continue to provide support throughout 2019 as well. RSJ has
been a cross-departmental effort, but Kelly Crum and Antoine Breedlove deserve special accolades for the success of this new program.

We continue to offer high-quality faculty professional development to support student learning and student engagement across our campus. We have offered over 20 different workshops (both face-to-face and online) over the last year, including “Sparking Student Curiosity and Inquiry,” “Get Your Game On: Engaging Students,” and “Student Success through Retention,” which all focused on student engagement strategies.

**Table 1: Status of Student Engagement Goals**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Status/Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement work-based learning opportunities across occupational</td>
<td><strong>Complete.</strong> Work-based learning is now required across all occupational programs. In 2017-18, 23 students completed internships through the new program.</td>
</tr>
<tr>
<td>programs</td>
<td></td>
</tr>
<tr>
<td>Support faculty in incorporating service learning as part of courses</td>
<td><strong>In process and ongoing.</strong> The work of our Phi Theta Kappa (PTK) students who advocated to extend PTK to incarcerated students was featured in the 2018 issue of <em>Civic Scholar: PTK Journal of Undergraduate Research</em>.</td>
</tr>
<tr>
<td>Continue to offer Instructional Skills Workshop (ISW) faculty</td>
<td><strong>Ongoing.</strong> We have offered ISW to over 169 individuals; 30 participants completed ISW in last year. Our new Instructional Coaches program (see below) also supports faculty professional development in this area.</td>
</tr>
<tr>
<td>development program that emphasizes participatory learning</td>
<td></td>
</tr>
<tr>
<td>Increase usage and visibility of the 211 system for student success</td>
<td><strong>In process and ongoing.</strong> Our Center for Student Success staff report utilizing 211 whenever appropriate. We can improve visibility across our faculty.</td>
</tr>
<tr>
<td>(faculty, adjuncts, navigators, student services).</td>
<td></td>
</tr>
<tr>
<td>Offer Equity Cohorts for faculty and staff focused on the critical</td>
<td><strong>Complete.</strong> We offered three semesters of Equity Cohorts: Fall 2017, Winter 2018, and Fall 2018—all were very well received. After plateaued participation in Fall 2018, we are exploring other ways to provide equity-minded professional development for our faculty and staff.</td>
</tr>
<tr>
<td>importance of inclusion, diversity, and equity, and how to support</td>
<td></td>
</tr>
<tr>
<td>the success of students from underprivileged backgrounds.</td>
<td></td>
</tr>
<tr>
<td>Implement growth mindset professional</td>
<td><strong>2017-2018 completed; 2018-2019 in progress.</strong> 56% of our students reported thinking with a growth mindset in the pre-assessment; 71% reported thinking with a growth mindset in the post-assessment.</td>
</tr>
<tr>
<td>development for faculty and</td>
<td></td>
</tr>
<tr>
<td>incorporate growth mindset module in SEM 140</td>
<td></td>
</tr>
<tr>
<td>Develop the Summer JETS bridge program to acclimate high-risk</td>
<td><strong>Incomplete.</strong> When enrollment goals were not reached for Summer JETS, we adapted and offered Ready Set Jet!—a program that offered an intensive one-day orientation in July and offers wrap-around supports to students throughout the academic year.</td>
</tr>
<tr>
<td>students to college and help them gain early successes with Fall 2018</td>
<td></td>
</tr>
<tr>
<td>mentoring.</td>
<td></td>
</tr>
<tr>
<td>As part of CBE and 7-week semester efforts, emphasize the</td>
<td><strong>Ongoing.</strong> We recently released a <a href="#">Frequently Asked Questions</a> list about 7-week terms that emphasizes the importance of preparing and managing time to be successful in a 7-week class.</td>
</tr>
<tr>
<td>importance of communicating and providing support to students about</td>
<td></td>
</tr>
<tr>
<td>drive and effort.</td>
<td></td>
</tr>
<tr>
<td>Hold faculty workshops on how to embed critical thinking</td>
<td><strong>Ongoing.</strong> We offer a wide range of faculty development workshops. Workshops that are focused on these goals include “Active Reading: Teaching Your Students To Be Strategic Readers” and “Sparking Student Curiosity and Inquiry.”</td>
</tr>
<tr>
<td>throughout instruction. Ensure competencies such as analysis,</td>
<td></td>
</tr>
<tr>
<td>synthesis, judgement, etc.</td>
<td></td>
</tr>
</tbody>
</table>
Goal | Status/Progress
---|---
are covered more intentionally and explicitly in each class.

**Co-curricular Programming and Assessment:** Over the last year, we have made great strides in strengthening our co-curricular programming and building a framework to assess and continually improve it. The Co-curricular Committee has done a fabulous job reviewing the literature, exploring best practices, and shaping what the College’s co-curricular Education Priority and Learning Outcomes should be in order to satisfy HLC expectations. The Educational Priority underpinning our co-curricular programming is as follows: “We invite students to explore who they are, learn through peer engagement, and develop skills for success beyond graduation.” Our co-curricular learning outcomes integrate with our General Education Outcomes (GEOs) and Essential Competencies (ECs). They include:

- Students will be able to articulate how they have deepened their understanding of personal ethics. (GEO 5; EC 1)
- At the conclusion of attending Jackson College, students will have the ability to adjust their communication style to differing situations. (GEO 1 and 2; EC2)
- At the conclusion of attending Jackson College, students will develop a personal budget. (GEO 3)
- At the conclusion of attending Jackson College, students will demonstrate respect for others through an expanded cultural lens. (GEO 7)
- At the conclusion of attending Jackson College, students will have the ability to responsibly manage their social media reputation. (GEO 5 and 7; EC3)

The Co-curricular Committee, including **Chas Lietaert, Melissa Merkel, Heather Bateman, Shelah Amburgy, Monica Bouman, and Liz Andrews**, deserve huge kudos for the excellent work achieved over the last year.

**Instruction**

High-quality student learning is predicated on high-quality instruction. Jackson College has an exceptionally dedicated group of faculty who are totally committed to their students’ success (TCS²). This section reviews metrics related to how the College ensures the instruction we deliver to support student learning is topnotch.

**Instructional Effectiveness:** The Noel-Levitz Student Satisfaction Inventory (SSI) is an online survey that was most recently administered in Winter 2018. SSI asks students to identify their satisfaction with a variety of items, including questions that relate to instructional effectiveness (see below) and academic services (see subsequent section). It also asks students to rate how important each item is to them.

The SSI asks students to report their satisfaction with their faculty as it relates to them caring about students; delivering quality instruction; understanding students’ circumstances; giving timely feedback on student progress; and providing clear and reasonable program requirements, among other items. Once again this year, Jackson College students ranked each item higher in satisfaction and in importance than the comparison group of other national community colleges. Jackson College was significantly higher in metrics related to
having faculty who are knowledgeable in their field and who are available after class. Jackson College was slightly lower in satisfaction for timely feedback, understanding students’ unique circumstances and differences, and providing practical applications. In 2018, students’ level of satisfaction with instruction hit an all-time high with a score of 5.85 out of 7 (see Table 2).

**Table 2: Student’s level of satisfaction with instructional effectiveness (SSI survey results)**

<table>
<thead>
<tr>
<th>Instructional Effectiveness</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2014</th>
<th>2016</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jackson College</td>
<td>5.68</td>
<td>5.74</td>
<td>5.55</td>
<td>5.49</td>
<td>5.56</td>
<td>5.85</td>
</tr>
<tr>
<td>National Norm</td>
<td>5.36</td>
<td>5.38</td>
<td>5.40</td>
<td>5.46</td>
<td>5.54</td>
<td>5.60</td>
</tr>
</tbody>
</table>

Note: Survey designed around 7-level Likert scale.

Related to timely feedback to students, over the last year, Academic Council adopted a new [grades reporting policy](#) to ensure students receive timely feedback on their academic performance in each class. As we know from research and our participation in the HLC Assessment Academy, when students receive timely feedback on their performance it supports and promotes their learning. In Fall 2018, we also piloted with a group of faculty volunteers a new and improved online tool that helps faculty report student grades and attendance. The tool is available to all faculty now and will be used in the Winter 2019 term.

**Classroom Observations:** The outstanding results from the SSI are not surprising to us. This is because starting the Fall 2017 semester, academic deans have been conducting classroom observations for each of their full-time faculty members at least twice a year. Before each observation, faculty are encouraged to share pre-observation details with their dean to ensure the observation is focused on their professional development goals. One-on-one debriefing meetings occur following each classroom observation. Deans then provide written feedback summarizing what was discussed. Faculty have commented that they value receiving feedback from their dean. We are currently exploring the return on investment of having deans observe each full-time faculty member twice each academic year, but overall, the classroom observations conducted in 2017-18 were very well received and led to stronger faculty-dean connections.

**Instructional Coaches:** An exciting highlight over the last year was the development and implementation of our Instructional Coaches (IC) program. It aims to support our goal of providing valuable professional development opportunities for our adjunct faculty, and it also supports our [Master Adjunct Certification program](#). In March 2018 when the IC program began, eight (8) Coaches were nominated, selected, and trained to participate in the program. We have since grown to 16 coaches to accommodate the growth of our Prison Education Initiative (PEI) program and our online offerings. Coaches meet with adjunct faculty peers to connect about teaching and learning, discuss professional development goals, and prepare for and conduct classroom observations. Once a class is observed, the Coach shares insights about what he/she observed, including suggestions on how to further hone and strengthen teaching prowess. These observations are designed to be 100% formative, not evaluative. We recognize that valuable faculty-to-faculty connections are some of the most impactful professional development for our colleagues. Over the last year, Coaches visited over 35 classrooms, positively impacting roughly 630 students. Retired professor and Phi Theta Kappa and Honors Program Coordinator, Martha Petry, deserves
accolades for spearheading the development of the IC program. **Brian Newberry** has played in integral leadership role over the last year as well.

**TCS² Faculty Conversations:** Inspired by the stellar teaching and learning that was observed by deans and colleagues, we facilitated two structured conversations with faculty about what TCS² looks like from their perspective. First, we held a smaller group discussion in July 2018 and then replicated the conversation with all faculty at Faculty Learning Days in August 2018. Much thanks to **Anthony Cleveland** and **Ted Miller** for their support in planning the summer session and much thanks to **Sara Main, Kristi Laird,** and **Heather Ruttkofsky** for facilitating the discussion at Fall 2018 FLD. Four main categories emerged from the discussions: Building Relationships, Providing Feedback, Fostering Communication, and Teaching the Whole Student. See appendix for a graphic summary of the major elements that define what TCS² looks like from our faculty’s perspective.

**Supplemental Instruction:** Jackson College is known across the state for having an exceptional Supplemental Instruction program. Supplemental Instruction (SI) is a learning enhancement program that provides extra support and tutoring to students to help them learn and be academically successful. It involves the selection of top-notch students who are trained to become SI Leaders. We have offered SI in math classes for a number of years and recently began to expand to offer SI in sciences classes as well. SI Leaders are assigned to specific classes—they are in class each day with students and are available outside of class to provide extra support as well. SI Leaders help students think about what they learned from their instructors and help students practice the techniques they learned as well. While they support their peers, SI Leaders themselves benefit from being part of the program.

Data has shown that students attending SI sessions had higher pass rates in five of the six SI-supported math courses. In Fall 2017, students who attended at least one SI session averaged a 33% higher pass rate in Statistics. Students who attended SI sessions during Winter 2018 averaged a 22% higher pass rate in college Statistics. Overall, math success rates went up in Fall 2017 compared to Fall 2016 in all courses, with a 21% increase in pass rates for our developmental Quantitative Reasoning (QR) course. The percent of students attending SI sessions increased by 2.9% from Fall 2016 to Fall 2017 and increased by 3.3% from Winter 2017 to Winter 2018. Table 3 below compares pass rates for students that attended at least one SI study session with the pass rates of those who did not attend any. It also shows the percent increase in students utilizing SI support.

**Table 3: Positive Impact of Supplemental Instruction program**

<table>
<thead>
<tr>
<th>Metric</th>
<th>Fall 2016</th>
<th>Winter 2017</th>
<th>Fall 2017</th>
<th>Winter 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass rates for students who utilized SI</td>
<td>61.49%</td>
<td>70.22%</td>
<td>72.45%</td>
<td>71.84%</td>
</tr>
<tr>
<td>Pass rates for students who did not utilize SI</td>
<td>52.59%</td>
<td>52.07%</td>
<td>59.43%</td>
<td>59.69%</td>
</tr>
<tr>
<td>Difference in Pass Rates</td>
<td>+8.90%</td>
<td>+18.15%</td>
<td>+13.02%</td>
<td>+12.15%</td>
</tr>
<tr>
<td>Percent of students who utilized SI support</td>
<td>11.50%</td>
<td>13.58%</td>
<td>14.39%</td>
<td>16.88%</td>
</tr>
</tbody>
</table>

Huge kudos to **Steven Tuckey, Monica Bouman,** and **Terry Anderson,** our Supplemental Instruction (SI) Support Specialist, for these remarkable results. Terry has worked hard to
improve the camaraderie of the SI program and has worked to improve the hiring process to find the best students available for the SI program as well. It is clearly making a difference. **Student Feedback Surveys:** At the end of each course each term, the College seeks feedback from students via a 15-question survey tool. Students respond to five common college-wide questions, as well as a series of questions tailored to the specific discipline of each course. Faculty use this feedback to help them reflect on their teaching and, where necessary, make changes and improvements. The most recent data from Fall 2018 show that a wide majority of students continue to be highly satisfied with their instructors. For example, on a 4-point scale, students rate to what extent they feel their instructors are genuinely concerned with their academic progress and are actively helpful (3.53) and to what extent they promote teacher/student interaction (3.53). These scores represent a slight increase from Fall 2017’s results (which were both 3.5). Note: These averages do not include PEI students’ feedback scores, since PEI students are only allowed to use paper-based surveys.

**Final Grade Reports:** Another way to gauge student learning is to track course success rates. In 2017-18, 79% of final grades posted were passing grades. When looking at trend data (see Figure 1 below), average course success rates have remained very constant over time.

**Figure 1: Course Success Rate Trend (2013-14 to 2017-18)**

[Graph showing course success rates from 2013-14 to 2017-18]

**Instructional Programming**

At Jackson College, we are committed to offering high-quality and relevant courses and programs. This section details the metrics we track to ensure we stay true to that commitment.

**Program Currency:** Because of our focus on pathways, the program review process was on hold for a couple years, but it was re-established last academic year. In 2017-18, we had six programs and disciplines undergo a review (i.e., mathematics, general sonography, vascular...
sonography, 3D animation and graphic design, political science, and science). The mathematics program review was selected as a best practice and has been shared on our Program Review website. We have a total of 13 program reviews on tap for this year. They will be presented at Academic Council meetings spanning January through May 2019.

Other highlights related to program currency include that our Academic Council has read about and discussed the importance of linking programs to industry-recognized credentials. One of our 2018-19 Strategic Agenda goals is to align our program degrees with industry-recognized credentials or be fully and directly transferable to four-year institutions. To this end, we were thrilled this year to be among the first group of community colleges to be able to offer Google's IT Support Professional Certificate. We have plans to offer students the chance to earn the certificate through our for-credit cybersecurity courses and plan to run a boot camp through our Corporate and Continuing Education (CCE) office as well. We are also reviewing our program offerings to ensure that they lead to a family-sustaining wage job.

Over the last year, we have been working on revitalizing several of our academic programs and received positive accreditation reports. Professor Dianne Hill is working on revamping our computer programming degree and turning it into a software engineering program. More recently, we have been discussing ways to revamp our education program to meet the growing demand for teachers in the region. Recognizing that a certificate in accounting does not lead to sufficient family-sustainable wage employment opportunities or sufficiently prepare students for a career in accounting or business, professor Suzanne Long and her advisory board decided to discontinue the accounting certificate. We still offer a robust accounting associates degree program. Finally, within the last year, we received stellar accreditation site visit reports for our Medical Assisting program and our general, vascular, and cardiac sonography programs.

New Course Development: We have engaged in some important course development and revamping over the last year. For example, driven by a commitment to equity across our student body, we are continuing to eliminate standalone developmental education courses by using an integrated, co-requisite approach. We have been offering ENG 091/131 at scale for a few years now to outstanding results. We have been scaling our co-requisite reading courses as well, blending ENG 086 with PSY140, COM240, and BUA100, which has also led to students earning college-level credits faster. An exciting development over the last year was our new co-requisite approach to developmental math education. In April 2018, a team of math faculty and a couple administrators visited San Jacinto College in Texas to learn how they have boosted student success rates in math by implementing a blended co-requisite model. Our team came back ready to pilot MAT 040/130 in Fall 2018. The results are still being finalized, but what we have seen so far has been extraordinary.

First, to describe the model of MAT 040/130: Students who do not place in MAT 130 enroll in developmental math (MAT 040) and college-level math (MAT 130) concurrently. In a 15-week term, students meet Monday through Thursday for two hours—one hour with just the MAT 040 instructor and the next hour with the MAT 130 instructor as well. Until this innovative design, less than half of MAT 030 students would go on to enroll in college-level math. About 11% of those students would pass college-level math in the second semester and 20% total
would pass within two years. In Fall 2018, we offered six sections of MAT 040/130. We are 
thrilled to report that nearly two-thirds (64%) of students passed MAT 130! The pass rate for 
MAT 040 was still being calculated at the time this report was written, but final exam scores 
indicate it was in the 80-85% range.

To put a finer point on how remarkable these results are, previously, just about two in ten 
students who placed in developmental math would pass college level math within two years. 
With this new model, nearly seven out of ten students are passing college level math their 
first semester. Students are succeeding at much higher rates and much faster. This simply 
smashes any success rate we have previously achieved. We had a fantastic team of faculty 
who put this model into action and inspired and transformed student lives as result. They 
include Jaime Shepherd, Cynthia Cummings, Sara Main, Elaine Stewart, Robert 
Lombrana, Nicole Garcia, Terry Anderson, Jerome Gibson, and Eric Brown. STEM 
Pathway co-chair, Kristi Laird, and Dean of Arts and Sciences, Todd Butler, also deserve 
kudos for this exceptional work.

Our faculty are routinely consulting with advisory boards and/or transfer partners and 
assessing community need for new or revised courses. We highlighted a number of new 
courses in development in the last Student Learning report. The following new courses were 
offered in 2017-18: International Business, Physical Geography (with lab component), and 
Project Management.

CBE Course Development: A number of activities related to CBE course development have 
been conducted over the last year. These include a CBE course development workshop; the 
creation, review and use of a CBE course development template; a professional development 
course in JetNet about creating course level competencies; and a CBE review of a number of 
existing online courses in the Medical Coder/Biller program that provided ideas for converting 
the existing online classes into a CBE structure. In addition, some instructors in the CBE 
workgroup have developed CBE elements in some courses. It is still our goal to have 
competencies and assessments identified for all courses by Fall 2020.

Transfer: Related to program currency, we have been growing the number and quality of 
transfer agreements with four-year institution partners. We have a new and robust transfer 
website that contains a wealth of information at https://www.jccmi.edu/transfer/. This 
enhanced site in effect creates a user-friendly, digital “transfer center” for our current and 
prospective students. In the last year, we have signed five brand new articulation agreements 
in cybersecurity, engineering, and business with partners including Eastern Michigan 
University, Baker College, Wayne State University, and Northwood University. We have also 
renewed ten additional agreements in areas spanning nursing (RN to BSN), business, social 
work, and a range of business focus areas as well. Last year, we partnered with the 
University of Michigan on a grant to provide a stronger transfer bridge for our U-M bound 
students, specifically those from underserved populations. We have also been engaged in 
the statewide MiTransfer Pathways work over the last year to identify common courses 
required in the first two years across a range of programs. Our University Transfer 
Coordinator, Ashley VanHeest, has been a source of invaluable leadership and support 
across our transfer work as well as across many of our big student success initiatives.
Assessment of Student Learning: In addition to engaging with the HLC Assessment Academy, our Assessment Committee has been hard at work over the past year completing the contextualized assessment efforts of our first General Education Outcome (GEO 1): Write clearly, concisely and intelligibly. Per data collected and analyzed in 2018, 98% of students met the contextual expectations for their program of study.

Student and Instructional Support

Center for Student Success (CSS) data: Jackson College students have access to a fantastic resource on our Central campus, the Center for Student Success (CSS). Here, students can access a variety of support services, including peer and faculty tutoring. In 2018, the CSS provided academic services or support over 5,500 times to over 800 students across a variety of disciplines. (See appendix for graph depicting CSS student visit trend data.) These numbers are consistent with 2015 and 2016 visits, but represent a dip in usage from 2017. This drop could be due to the enrollment decrease over the last year and because CSS first moved to Bert Walker Hall in 2017, so there was excitement and built-in marketing about what CSS offers and where. Similar to 2017, however, the CSS had over 1,800 visits from students seeking math support alone. In Fall 2018 CSS served over four times as many visits as the previous semester (Spring 2018). With our move to 7-week terms, our goal is that these numbers will return to 2017 levels. We are encouraging more students to use CSS to help them focus and stay on top of their studies, since that will be imperative when taking shorter, accelerated courses. The data and feedback we have received from students make clear that space and environment matter, and students really like the CSS.

Academic Services: As described above, the Noel-Levitz Student Satisfaction Inventory asks students to identify their satisfaction with a long list of items, including academic services at their college. This category includes questions about library resources, study areas, computer labs, lab equipment, tutoring and support services. Each year that we have administered the SSI, Jackson College students have reported higher levels of satisfaction in each of these areas compared with the comparison group of other national community colleges. Our 2018 score reflects the highest score we have achieved since we first administered the SSI. Our 6.01 score (out of 7) is 0.27 points higher than the national norm of 5.74. See Table 4 below for more details.

Table 4: Student's level of satisfaction with academic services (SSI survey results)

<table>
<thead>
<tr>
<th>Academic Services</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2014</th>
<th>2016</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jackson College</td>
<td>5.64</td>
<td>5.74</td>
<td>5.51</td>
<td>5.66</td>
<td>5.68</td>
<td>6.01</td>
</tr>
<tr>
<td>National Norm</td>
<td>5.39</td>
<td>5.42</td>
<td>5.45</td>
<td>5.56</td>
<td>5.67</td>
<td>5.74</td>
</tr>
</tbody>
</table>

Note: Survey designed around 7-level Likert scale.

Related to Academic Services, our library team has been hard at work supporting student learning at the college. In Fall 2018, they visited 16 classes to share information about library services we offer and fulfilled over 350 PEI student research requests. They have compiled some excellent LibGuides that support student inquiry and research as well. Our library
director, **Jennifer Adams**, has done a fantastic job since she arrived here at Jackson College in 2017.

**ACS Instructional Support Data:** Comparative data from the [Michigan Community Colleges Activities Classification Structure (ACS) reports](https://www.michigancc.net) also provide a look into the ways the College supports student learning. Last year, this ENDS report was able to include data related to our instruction expenditures and our instructional support from 2016-17. As of January 6, 2019, however, ACS data for 2017-18 is not yet available from the [www.michigancc.net](http://www.michigancc.net) site. We will provide a full report in next year’s ENDS report.

**Faculty Professional Development:** In 2017, our Faculty Professional Development Committee researched what other colleges in Michigan offer in terms of faculty professional development. It was not surprising to find out that Jackson College offers more faculty professional development funding per faculty than any peer institution investigated. Our Faculty Learning Days and Adjunct Learning Days programming outpaces peer institutions as well. On average, 150 adjuncts participate in Adjunct Learning Day and all 73 full-time faculty participate in Faculty Learning Days. We offer a **wide range of faculty workshops**, many offered by our own faculty. Our Instructional Designer, **Brian Newberry**, has designed and facilitated several workshops on online teaching, online course development, CBE course development, and converting courses into a 7-week format. He also routinely meets with faculty one-on-one as well.

**Goals for the Next 12-month Period**

Our Assessment Academy work will keep us focused on **building a culture around student learning** and will fortify our Total Commitment to Student Success. This month, we will introduce our [Assessment Academy project](https://www.michigancc.net) to all faculty at Winter 2019 Faculty Learning Days, share the curriculum matrix template with faculty who will be completing their program reviews in 2019-20, and spend the summer working on revising the program review template and process so they are better aligned with program learning outcomes, guided pathways, 7-week terms, and CBE.

Throughout the next year and beyond, we will remain focused on what we know helps to reinforce student learning. The following compilation of research results was shared at our HLC Assessment Academy roundtable event: Students learn best when:

- What they are learning builds on what they already know.
- They are actively involved in their own learning.
- Expectations for their learning are clear.
- They receive timely feedback on their performance.
- They understand the relevance of what they are learning.

With these in mind, we will continue to advance guided pathways, high quality faculty professional development, academic policies that support student learning (like the new timely reporting of grades policy), and usage of our new and improved curriculum matrix tool that will provide students with a clearer understanding of learning expectations and how their coursework builds on each other and is relevant to their career and life goals. Other student learning goals we are focused on include the following:

13
Student Engagement

- Expand service learning and work-based learning opportunities for students.
  - Goal: Grow to serve at least 30 students who complete an internship in 2018-19. This number will grow significantly in 2020 due to the new program requirement.
- Building off of the great co-curricular work completed this year, Chas Lietaert will serve as the co-curricular rep at our Assessment Committee meetings. We will also begin introducing our co-curricular framework to Academic Council and other committees.
  - Goal: By Fall 2019, begin implementation and assessment of our co-curricular programming.

Instruction

- Assess impact of our Instructional Coach program and dean classroom observations.
  - Goal: Double the number of Instructional Coach classroom visits to 70 in 2019.
- Beyond ISW and the Equity Cohorts that ran this last year, explore options that may further support instructional skills and equity-minded student support efforts across all of our faculty. One option we are considering is AVID, short for Advancement Via Individual Determination, which fosters a safe, open culture, high expectations for teachers and students, and collaboration in all classrooms.
  - Goal: Determine how to strengthen instructional skills and equity-focused faculty professional development by end of 2019.

Instructional Programming

- In line with our strategic agenda, we are focused on ensuring the credentials we offer are industry/employer-recognized and lead to gainful employment (150% of the FPL).
  - Goal: Complete a review of all programs by June 2019.
- Our Assessment Committee has already been hard at work on the contextualized assessment efforts of GEO 2: Speak clearly, concisely and intelligibly.
- We will be enhancing several of our program and course offerings by Fall 2019:
  - Revamping our computer programming degree into a software engineering program (including new courses in mobile application development, an advanced programming class, and python scripting)
  - Revitalizing our education program to offer an Alternative Route to Interim Teacher Certification (ARC) program
  - Building up our smart grid technology coursework for our Energy System Management program
  - Offering a linear algebra course for transfer students by Winter 2020.
  - Expanding the MAT 040/130 co-requisite math model, given the outstanding success of the Fall 2018 pilot
  - Finalizing plan to expand manufacturing offerings
  - Finalizing plan that details options on how to revitalize our flight program
  - Conducting SWOT analysis of our online programing (and how it relates to our CBE goals) and develop refreshed online strategy
o Preparing for the May 2019 site visit by the Commission on Accreditation for Respiratory Care (CoARC) to review our Respiratory Care Associate in Applied Science program.

o Completing our nursing self-study report in preparation for the October 2019 site visit by the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA).

Student and Instructional Support

- To better support students through the transition from 15-week classes to more 7-week classes, we will look to expand the hours and offerings at our Center for Student Success, and continue to encourage students to take advantage of all the academic support programming we offer there, including Supplemental Instruction sessions.
  
  o Goal: Increase CSS visits by 25% in 2019 (calendar year), reaching over 7,000 visits total.

- In Winter 2019, we are piloting two exciting initiatives in partnership with two different publishers. Thanks to funding from the JC Foundation, we will be piloting Pearson’s Smart Thinking 24/7 online tutoring services with our dual enrolled student population. With Cengage, we are offering all SEM 140 students Cengage Unlimited, which provides access to over 22,000 digital learning materials, supports our Textbook Zero efforts, and supports TCS2 due to cost savings and instant access to learning materials.
  
  o Goal: Assess the impact of these pilots and determine best next steps by August 2019.

Conclusion/Judgement

This report demonstrates that we have done much to enhance student learning at Jackson College, and there is more that we can do to build a stronger culture focused on student learning, not just student success. In terms of our strengths, we utilize a range of data to ensure we are best supporting student learning and are continually assessing what students should be learning, how they should learn it, and why. From survey responses, institutional data, feedback from advisory boards and transfer partners, program reviews, and external trend data, we aim to remain relevant and offer high quality faculty professional development, instructional programs, and student learning support. Areas we will work on in 2019-2020 and beyond include building a stronger, more comprehensive, and more consistent understanding of student learning assessment across our institution. Our participation in the HLC Assessment Academy over the next four years will be an invaluable source of support to help us achieve that end. It will also help us accomplish some of our big student success initiatives that we are pursuing, including CBE and 7-week terms. We also have important work to take on to ensure our programs are highly relevant, fully transferable or aligned with industry-recognized credentials, and lead to gainful employment that provides at least a sustaining wage for a family of four. As the goals described above show, throughout the next year and beyond, we will remain focused on what we know helps to support and reinforce student learning: offering learning that builds on what students already know, getting students actively involved in their own learning, making learning expectations clear, ensuring students are receiving timely feedback on their performance, and ensuring students understand the relevance of what they are learning.
Appendix

What TCS² Looks Like from the Faculty Perspective

Center for Student Success Student Visits (2014-2018)
TO: JC Board of Trustees  
FROM: Dr. Daniel J. Phelan, President  

<table>
<thead>
<tr>
<th>Subject to be Discussed and Policy Reference:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.3 Resource Stewardship Monitoring Report</td>
</tr>
<tr>
<td><em>(BOARD POLICY: EXECUTIVE LIMITATIONS: Communication and Counsel to the Board)</em></td>
</tr>
</tbody>
</table>

For the first time, the new ENDS *Resource Stewardship* is enclosed for you review. This Monitoring Report will provide a look at how the College demonstrates fiscal accountability and acts as a responsible steward of the institution’s assets. In addition, this report will provide updates on debt service, satisfaction of the Higher Learning Commission Composite Financial Ratio requirements and review enrollment trend data. Chief Financial Officer Darrell Norris will be on hand to present and address any questions you have.

**Resource Impact:**

| None |

**Requested Board Action:**

| None |

**Action Taken:**

| None |
Presented to:
Jackson College Board of Trustees

Presented by:
Darrell R. Norris, Vice President of Finance
Prefatory Section

As described in the Board ENDS and Institutional Monitoring Policies, the President will provide monthly reports to the Jackson College board of Trustees, 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 the Resource Stewardship Monitoring.

Policy Statement:

Resource Stewardship Monitoring: This ENDS performance area considers the College’s primary budgetary, financial, and market results, which have the aim of demonstrating the College’s financial sustainability and market achievements, as well as the alignment and optimization of college assets. Additionally, this ENDS focuses upon the College’s stewardship in related areas including facilities, information, infrastructure, sustainability and ROI on College initiatives.

Executive’s Interpretation:

Determination of compliance with the Board’s expectation of acceptable performance in this area is determined through a review of the following Key Performance Measures balanced against established goals. Specifically, these measures include: Budget trends; Legislative appropriation expectations; Core HLC ratios; Other financial ratios (i.e., primary reserve ratio, viability ratio, return on net assets ratio, net operating revenues ratio, as well as the total composite financial indicator score): Deferred maintenance value; Jackson College Foundation Corpus value; Jackson College Foundation Investment Return rate; Annual initiative ROI; Payroll & Benefit Costs per student FTE; Plan operation & maintenance per student FTE; Technology expense per student FTE; Grants Awarded; and Facility set-aside balance.

Additionally, this report will provide an in depth look at how the College adheres to a model of continuous improvement and quality as demonstrated, in part, through accreditation, process improvement and performance outcomes.

Executive Summary

This ENDS Monitoring Report presents and demonstrates the fiscal accountability and responsible stewardship of the institution’s assets, in part, through long-term financial sustainability and positive financial results in pursuit of institutional goals. The key measures discussed in this report include budget, revenue trends, expenditures, regulatory compliance, fund balance, debt service, and maintaining a Higher Learning Commission (HLC) composite financial ratio above 1.0.

The College has been able to maintain stable billing contact hours through enrollment pipeline diversification specifically, the introduction of the Early Middle Colleges/Dual
Enrollment and expansion of the Prison Education Initiative via the Second Chance Pell Pilot Program. These changes have allowed the College the ability to improve its financial position through revenues which were used to for advanced debt service reductions. Concomitantly, the administration has utilized a conservative approach to budgeting, as well as an expanded focus on student retention and completion. This is quantified through the monitoring of several key performance indicators depicted in the tables below.

<table>
<thead>
<tr>
<th>Budget Trends</th>
<th>2017 Actuals</th>
<th>2018 Actuals</th>
<th>2019 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total General Fund Revenue</td>
<td>$47,867,343</td>
<td>$48,659,889</td>
<td>$47,800,000</td>
</tr>
<tr>
<td>Total General Fund Expense</td>
<td>$47,866,612</td>
<td>$48,659,149</td>
<td>$47,797,000</td>
</tr>
<tr>
<td>General Fund Debt Service Transfer</td>
<td>$3,810,545</td>
<td>$4,328,654</td>
<td>$4,600,713</td>
</tr>
<tr>
<td>General Fund Plant Fund Transfer Expense</td>
<td>$815,250</td>
<td>$1,855,287</td>
<td>$750,000</td>
</tr>
<tr>
<td>General Fund Future Operations Transfer</td>
<td>$</td>
<td>$1,293,665</td>
<td>$</td>
</tr>
<tr>
<td>General Fund Combined Transfer Expense Total</td>
<td>$4,625,795</td>
<td>$7,477,606</td>
<td>$5,350,713</td>
</tr>
<tr>
<td>General Fund Combined Transfer Expense % of Revenue</td>
<td>10%</td>
<td>15%</td>
<td>11%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Future Operations Fund Balance at 06/30</td>
<td>$5,477,298</td>
<td>$9,671,867</td>
<td>$10,000,000</td>
</tr>
<tr>
<td>Future Operations Fund Balance at 06/30 as a % of Revenues</td>
<td>11%</td>
<td>20%</td>
<td>21%</td>
</tr>
<tr>
<td>Future Operations Fund Balance in Operating Months</td>
<td>1.3</td>
<td>2.4</td>
<td>2.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major Maintenance and Equipment Replacement Fund Balance</th>
<th>2017 Actuals</th>
<th>2018 Actuals</th>
<th>2019 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Maintenance and Equipment Replacement Fund Balance at 06/30</td>
<td>$6,545,282</td>
<td>$3,856,326</td>
<td>$3,800,000</td>
</tr>
<tr>
<td>Major Maintenance and Equipment Replacement Fund Balance at 06/30 as a % of Revenue</td>
<td>14%</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Total General Fund Revenue</td>
<td>$47,867,343</td>
<td>$48,659,889</td>
<td>$47,800,000</td>
</tr>
</tbody>
</table>

College administration continues to track and analyze enrollment trends, local economies, employer needs and will pivot to changing financial conditions with revenue enhancements and/or expense reductions necessary to ensure financial stability, as required by Board Policy. Most notably, the Second Chance Pell Pilot Program is currently set to expire in August 2019. The College has significant portion of tuition revenue tied to this program and administration is closely monitoring any developments related to the extension and continuation of this program. Indeed, the College President is actively engaged the national level to ensure that Pell Grant for inmates will be part of the reauthorization – at this point, all indications of Pell inclusion are positive.

The College administration is also closely monitoring the current economic conditions; specifically as it relates to low unemployment rates and the affect this has on the demand for higher education. The current economic conditions have afforded employment opportunities to those who would otherwise choose to attend College. Those who are choosing to attend College are being consumer-driven by demonstrating increase price sensitivity due to a higher supply of higher education options, compared to existing consumer demand. College administration will respond where necessary to continue to be good financial stewards. We will continue to keep the College in good financial standing and in doing so, fulfilling our focus on Total Commitment to Student success (TCS²).
Institutional Context

Jackson College is committed to living out its stated mission, vision, values and beliefs. This Resource Stewardship Monitoring Report reinforces the administration's commitment to committing maximum resources to the areas that affect our student’s success. This is evident in the institutions Total Commitment to Students Success (TCS²) and the goals later defined in this report. The College’s financial condition is a direct result of the business operations of the College. It is our belief that the financial performance of the College is correlated directly to the success of our students.

External Context

Jackson College is a uniquely innovative institution that is always looking for ways to improve the effectiveness and efficiency of our work to meet our mission and achieve our goals. In a time of limited resources, we are allocating financial resources to those areas that will have the biggest impact on student success, while developing, and designing sustainable financial models to leave the College in a place to continue to serve the community for generations to come. This work does not come without challenges, but we are always looking for the next opportunity.

Primary Challenges/Threats:
- Small local property tax support
- Rising tuition rates
- Competitive environment/Less demand
- Historically low unemployment rate
- Changing legal environment and political priorities

Primary Opportunities:
- Jackson County Early College
- Continuation or extension of Second Chance Pell Grant experiment
- Increased retention and completion of existing students
- 7-week semesters
- Competency-Based Education
- New/Improved Instructional Programming – Education, Business, Smart/Advanced Mfg.
- Reduced programming by Baker and SAU
- Partnership with Wayne State University and/or Western Michigan University
- Whole Student Focus
- Baccalaureate Programming – particularly in nursing
- Expanded community focus

Institutional Performance Reporting

Budget Trends
The College has been successful generating billing contact hours, which has provided a reasonably stable revenue stream to build a budget. This revenue stream has been
enhanced by higher tuition increases which has aided in offsetting the year-to-year rising costs of running the institution. The Colleges enrollment is heavily dependent on the Second Chance Pell Pilot Program experiment which is set to expire in August 2019, unless congress acts to extend the experiment, or makes it permanent. The results of this could have a significant impact on the Colleges budget should the experiment not continue. As compared to other Michigan Community Colleges, over a five-year period, Jackson has done better than the state average in credit hour generation (See appendix A).

Regulatory Compliance
In July 2017, the College went through a Federal financial aid program review. This was the first of its kind since the 1990’s. In November 2018, the Department of Education (see appendix C) closed out this review and the College was required to return $236,026 that was related to student verification violations. Completing this review with minimal financial liability is a testament to the integrity the College takes in following Federal financial aid regulations.

Debt Service
The College restructured its debt obligations in June 2017 with the goal to be debt free in 2028. This restructuring required an added annual debt service payment from the College in the amounts of $500,000 in 2018, $275,000 in 2019 and $250,000 in 2020. This strategy will save the institution and local taxpayers an estimated $3,000,000 in interest expense over the life of the bonds. This debt strategy increases the projected general fund debt service transfer to slightly more than 10% of the annual operating budget through 2020.

Future Operations
In 2018 the College placed a focus on establishing a future operations fund and funding it with $10,000,000 over a two year period. At the end of fiscal year 2018, the future operations fund balance was at $9,671,867. This represents 2.4 months of future operations fund balance, which exceeds the executive limitation, set by the Board of Trustees, of no less than 2 months.

Higher Learning Commission Composite Financial Ratio
By Board Policy, the College administration is committed to preserving the institution as financially strong and with the necessary fund balance to exceed the minimum financial ratios required by our accreditation agency, The Higher Learning Commission (HLC).. The ability to maintain the Board ENDS to stay financially strong requires a balanced budget based on the expected student enrollment each year, and the proper matching of operating expenses with total revenues. The achievement of these factors ensures fiscal responsibility and stewardship of the institution’s assets.

The HLC financial ratios are a benchmark for measuring the financial stewardship of the College’s assets as compared to a national benchmark. As you can see in appendix B, the College has an estimated composite financial index (CFI) score of 1.69 for 2018 (Note: a score greater than 1.00 displays we are better than the national
benchmark). Over the past five years, the College has experienced an institutional high CFI of 3.90 in 2011 and an institutional low of 0.30 in 2012 but has recovered and is maintaining an average score of 1.57 for years 2015 - 2017.

**Goals for the Next 12-Month Period**

The Jackson College administration will continue provide responsible stewardship of institutional resources, as well as work to improve its financial performance and fiscal strength. In an effort to do this, we will be focused on the following goals over the next 12-months.

- Develop a financial model for instructional programs and all college options in a predictable and sustainable design;
- The Jackson College Foundation will conduct a second major gifts campaign.
- Complete a comprehensive review of scholarship practices; and
- Consideration will be given to a possible millage.

The goals in the next 12-month period focus on resource stewardship. This is to have systems and processes for measuring financial performance of academic offerings along with providing more data evidence to assist the administration in making limited resource allocations to the areas that lead to student success. This will ensure the College is being good stewards of resources.

**Conclusion/Judgment**

As our environment gets more competitive and there is less demand for higher education, it will be more important than ever to put focused consideration into resource stewardship. This will occur in various ways including pricing models, program offerings, long-term financial planning and enrollment. This is why it is more important now than ever to have systems and processes to complete financial performance analysis of College programs and offerings. The challenges that are faced will be identifying and organizing the long-term costs associated with operating a college. Once these are identified it will be necessary to have a resource-planning model that provides visibility and planning into these expenses. This will ensure the College is maintained in a manner that will allow it to thrive for generations to come.
Appendices

Appendix A: Community College Enrollment Trends

<table>
<thead>
<tr>
<th>Jackson College</th>
<th>MACRAO Credit Hour Comparison</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Community College Enrollment Trends</th>
<th>Kellogg</th>
<th>Kirtland</th>
<th>Oakland</th>
<th>St. Clair</th>
<th>Jackson</th>
<th>State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018</td>
<td>-10%</td>
<td>-6%</td>
<td>-11%</td>
<td>-3%</td>
<td>-5%</td>
<td>-5%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>2%</td>
<td>1%</td>
<td>-8%</td>
<td>-1%</td>
<td>-4%</td>
<td>-3%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>-6%</td>
<td>-3%</td>
<td>-8%</td>
<td>-2%</td>
<td>-5%</td>
<td>-3%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>-17%</td>
<td>-9%</td>
<td>-13%</td>
<td>-11%</td>
<td>-3%</td>
<td>-6%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>-5%</td>
<td>-9%</td>
<td>-10%</td>
<td>-5%</td>
<td>-3%</td>
<td>-7%</td>
</tr>
<tr>
<td>Five Year Credit Hour Change</td>
<td>-36%</td>
<td>-25%</td>
<td>-50%</td>
<td>-21%</td>
<td>-19%</td>
<td>-24%</td>
</tr>
</tbody>
</table>
Appendix B: Higher Learning Commission Financial Ratios

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CFI Score</td>
<td>1.17</td>
<td>1.87</td>
<td>1.19</td>
<td>1.64</td>
<td>1.87</td>
<td>1.69</td>
<td>1.90</td>
<td>1.57</td>
</tr>
<tr>
<td>Billing Contact Hours</td>
<td>138,075</td>
<td>126,623</td>
<td>120,886</td>
<td>120,421</td>
<td>120,643</td>
<td>118,872</td>
<td>118,000</td>
<td></td>
</tr>
</tbody>
</table>

### Financial Ratios

#### Primary Reserve Ratio Calculation:

<table>
<thead>
<tr>
<th></th>
<th>Data</th>
<th>Strength</th>
<th>Weight</th>
<th>CFI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution unrestricted net assets</td>
<td>+</td>
<td>(21,129.0)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institution expendable restricted net assets</td>
<td>+</td>
<td>361.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.U. unrestricted net assets</td>
<td>+</td>
<td>2,433.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.U. temporary restricted net assets</td>
<td>+</td>
<td>2,362.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.U. net investment in plant</td>
<td>-</td>
<td>0.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Numerator Total</strong></td>
<td>(15,973.0)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institution operating expenses</td>
<td>+</td>
<td>43,004.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institution non-operating expenses</td>
<td>+</td>
<td>1,009.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.U. total expenses</td>
<td>+</td>
<td>1,644.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Denominator Total</strong></td>
<td>45,657.0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Primary Reserve Ratio =** + -0.350 -2.630 0.35 -0.92

#### Net Operating Revenue Ratio Calculation:

<table>
<thead>
<tr>
<th></th>
<th>Data</th>
<th>Strength</th>
<th>Weight</th>
<th>CFI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution operating income (loss)</td>
<td>+</td>
<td>(20,890.0)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institution net non-operating revenues</td>
<td>+</td>
<td>28,975.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.U. change in unrestricted net assets</td>
<td>+</td>
<td>163.0</td>
<td></td>
<td></td>
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<tr>
<td><strong>Numerator Total</strong></td>
<td>8,248.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institution operating revenues</td>
<td>+</td>
<td>22,113.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institution non-operating revenues</td>
<td>+</td>
<td>28,975.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.U. total unrestricted revenues</td>
<td>+</td>
<td>1,778.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Denominator Total</strong></td>
<td>52,866.0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Net Operating Revenue Ratio =** + 0.156 10.000 0.10 1.00

#### Return on Net Assets Ratio Calculation:

<table>
<thead>
<tr>
<th></th>
<th>Data</th>
<th>Strength</th>
<th>Weight</th>
<th>CFI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change in net assets + C.U. change in net assets</td>
<td>7,261.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total net assets + C.U. total net assets (beginning of year)</td>
<td>28,129.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Return on Net Assets Ratio =</strong> + 0.258 10.000 0.20 2.00</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Viability Ratio Calculation:

<table>
<thead>
<tr>
<th></th>
<th>Data</th>
<th>Strength</th>
<th>Weight</th>
<th>CFI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expendable net assets Numerator Total</td>
<td>(15,973.0)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institution long-term debt (total project related debt)</td>
<td>+</td>
<td>34,178.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.U. long-term debt (total project related debt)</td>
<td>+</td>
<td>0.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Denominator Total</strong></td>
<td>34,178.0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Viability Ratio =** + -0.487 -1.121 0.35 -0.39

COMPOSITE FINANCIAL INDICATOR SCORE (CFI) = 1.69
Appendix B: Higher Learning Commission Financial Ratios

Primary Reserve Ratio: This ratio measures the sufficiency and flexibility of financial resources by comparing expendable net assets to total expense.

The Viability Ratio: This ratio measures the ability of the institution to adequately manage debt, indicating whether the institution can meet its entire debt obligation with expendable net assets.

The Return on Net Assets Ratio: This ratio measures asset management and performance, indicating whether an institution's total assets, both restricted and unrestricted, are increasing or decreasing.

The Net Operating Revenue Ratio: This ratio gauges the results of institutional operations, indicating whether normal operations resulted in a surplus or deficit.
Appendix C: Regulatory Compliance

November 06, 2018

Daniel J. Phelan
President
Jackson College
2111 Emmens Road
Jackson, MI 49201-8399

RE: Final Program Review Determination Closeout Letter
OPE ID: 00227400
PRCN: 2017-4-05-20636

Dear President Phelan,

This letter is in reference to the documentation received in response to the instructions provided in the Final Program Review Determination. All requirements have been addressed. The institution may now consider the program review closed, with no further action required.

Program records relating to the period covered by this program review are now subject to the record retention requirements in 34 C.F.R. § 668.24(o)(1), (2), which generally require that records be retained until the close of the third award year following the award year in which the student last attended the institution or the aid was awarded.

The courtesy and cooperation extended during the program review process is appreciated. If you have any questions, please do not hesitate to contact Mónica N. Arvila at 312-750-1449.

Sincerely,

[Signature]
Douglas Parrott
Division Director

cc: Andrew B. Spohn, Director of Financial Aid

FederalStudentAid
An Office of the U.S. Department of Education
School Participation Division – Chicago/Dever
500 W. Madison Ave, Suite 1576
StudentAid.gov
TO: JC Board of Trustees
FROM: Dr. Daniel J. Phelan, President

Subject to be Discussed and Policy Reference:

7.1 Consideration of JPEC Board of Governor Reappointments

(Board Policy: Executive Limitations: Communication and Counsel to the Board)

Executive Summary:

Terms for JPEC Governors Robert Rando, Steven Hogwood, Davis Halsey and Cheryl Schantz expired on December 31, 2018.

At the December 17, 2018 Regular meeting, the JPEC Board of Governors unanimously voted to reappoint Governors Hogwood, Halsey and Schantz.

Enclosed is a letter from JPEC President Shane Malmquist requesting your approval of these three reappointments. These terms will be effective immediately and will expire on December 31, 2021.

Resource Impact:

None

Requested Board Action:

Consideration of reappointment for JPEC Governors.

Action Taken:

MOTION BY TRUSTEE CRIST “to approve the reappointment of JPEC Governors Hogwood, Halsey and Schantz” MOTION PASSED UNANIMOUSLY
Dear Jackson College Board of Trustees and President Phelan;

The Academy Board of Governors is approaching their annual meeting at which time Board reappointments occur. JPEC Governors discussed the nominations for reappointment of Dr. David Halsey, Cheryl Shantz, Steven Hogwood, and Dr. Rob Rando during the December general meeting.

We are excited to report that Governors Halsey, Shantz, and Hogwood all expressed interest in being reappointed to the Academy Board for another term. Governor Rando expressed his appreciation in the Board’s consideration for nomination to another term, however he shared that he will not be seeking reappointment. Dr. Rando will be allowing his term to end and will be supporting the Academy in a new way.

A great deal of gratitude was expressed by Board members, administration, and community members that were present for the December meeting. Additionally, Dr. Rando was presented with two gifts commemorating his service on the Academy Board, and Governors acted on approving an annual Dr. Rob Rando Leadership Award that will be given to a selected JPEC graduate who has demonstrated strong leadership capacity and civic commitment.

With Dr. Rando’s exit from JPEC’s Board, we have begun conversations with Mindy Bradish from the Jackson Chamber of Commerce and will be searching for an appropriate nominee to present to the Jackson College Board of Trustees for consideration.

Sincerely,

Shane A. Malmquist
President
Jackson Preparatory & Early College
Subject to be Discussed and Policy Reference:

7.2 Selection of Representatives for Outstanding Award Committees  

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

Executive Summary:

This is the time of year where a Board appointee is selected to serve on the Outstanding Award Committees. Recall that there are four award committees: Student, Support Staff, Faculty and Administrator.

Last year, Trustee's Lake, Patterson, Mathein and Crist volunteered to sit on the various committee(s).

Recall that this action is outside of Policy Governance design and it is not part of the College's current committee/council structure. Should you wish to proceed, please select Board representation to all four award committees.

Resource Impact:

None

Requested Board Action:

Consideration of appointment of Board representation to the Outstanding Award Committees.

Action Taken:

Trustee's Lake, Mathein, Heins and Hoffman volunteered to sit on the various committees.
**TO:** JC Board of Trustees  
**FROM:** Dr. Daniel J. Phelan, President

### Subject to be Discussed and Policy Reference:

<table>
<thead>
<tr>
<th>7.3</th>
<th>Consideration of Summer Retreat and Fall Planning Session Dates</th>
</tr>
</thead>
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<td>(<strong>BOARD POLICY:</strong> EXECUTIVE LIMITATIONS: Communication and Counsel to the Board)</td>
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</tbody>
</table>

### Executive Summary:

Following the recent inquiry to the Board for Summer Retreat and Fall Planning Session dates, I propose that we hold the Summer Retreat on Friday, June 21, 2019 at the Wickwire House.

I propose Wednesday, November 6, 2019 for the Fall Planning Session.

Per input from the Board, I propose we meet from 8:30 am until 3:00 pm on each day.

Recall that the Spring Planning Session will include a design and planning approach for Policy Governance development. The intended central focus of the summer retreat is for Policy Governance training and policy review. It is my hope that this would be facilitated by a training Policy Governance expert.

### Resource Impact:

None

### Requested Board Action:

Consideration of Summer Retreat and Fall Planning Session dates.

### Action Taken:

**MOTION BY TRUSTEE HEINS** “to approve June 21, 2019 for the Summer Retreat and November 6, 2019 for the Fall Planning Session dates” **MOTION PASSED UNANIMOUSLY.**
TO:       JC Board of Trustees
FROM:    Dr. Daniel J. Phelan, President

Subject to be Discussed and Policy Reference:

<table>
<thead>
<tr>
<th>8.1</th>
<th>Board Self-Evaluation Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>(BOARD POLICY: ENDS: Policy Governance)</em></td>
</tr>
</tbody>
</table>

Each year, the Board undergoes a self-evaluation of its governance practice and performance responsibilities under Policy Governance at Jackson College. Chairman Barnes distributed, collected, and tabulated the results of the revised evaluation.

This section of the agenda is reserved for Chairman Barnes to review a summary of the findings of the Board Self-Evaluation. Should it be of interest to the Board, we could include specific elements for further discussion at the Board’s Spring Planning Session.

Resource Impact:

None

Requested Board Action:

None

Action Taken:

None
# Board Self-Evaluation 2018

Please rate your level of agreement with the following criteria:
5 Strongly Agree
4 Agree
3 Neutral
2 Disagree
1 Strongly Disagree

<table>
<thead>
<tr>
<th>Questions</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Mission, Planning, and Policy</strong></td>
<td></td>
</tr>
<tr>
<td>1. The Board assures that there is an effective planning process and is</td>
<td>5.0 (last year 5.0)</td>
</tr>
<tr>
<td>appropriately involved in the process.</td>
<td></td>
</tr>
<tr>
<td>2. The Board regularly reviews the College’s mission, vision, values,</td>
<td>5.0 (last year 5.0)</td>
</tr>
<tr>
<td>beliefs, ENDS and Strategic Agendas and monitors progress toward the</td>
<td></td>
</tr>
<tr>
<td>goals.</td>
<td></td>
</tr>
<tr>
<td>3. The Board focuses on policy in Board discussion.</td>
<td>4.79 (last year 4.76)</td>
</tr>
<tr>
<td>4. The Board’s policies are up-to-date and regularly reviewed.</td>
<td>5.0 (last year 5.0)</td>
</tr>
<tr>
<td>5. The Board understands its policy role and differentiates it from</td>
<td>5.0 (last year 5.0)</td>
</tr>
<tr>
<td>those of the President and college staff</td>
<td></td>
</tr>
<tr>
<td><strong>II. Board–President Relations</strong></td>
<td></td>
</tr>
<tr>
<td>6. The Board maintains an excellent working relationship with the</td>
<td>5.0 (last year 5.0)</td>
</tr>
<tr>
<td>President.</td>
<td></td>
</tr>
<tr>
<td>7. The Board sets clear expectations for and effectively evaluates the</td>
<td>5.0 (last year 5.0)</td>
</tr>
<tr>
<td>President.</td>
<td></td>
</tr>
<tr>
<td>8. The Board delegates authority to and supports the President.</td>
<td>5.0 (last year 5.0)</td>
</tr>
<tr>
<td>9. The Board provides a high level of support to the President.</td>
<td>4.97 (last year 4.97)</td>
</tr>
<tr>
<td>10. The Board is adequately informed about the important issues facing</td>
<td>4.97 (last year 4.97)</td>
</tr>
<tr>
<td>the College.</td>
<td></td>
</tr>
</tbody>
</table>
### III. Community Relations & Advocacy

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Score</th>
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<tbody>
<tr>
<td>11.</td>
<td>Board members represent the interests of the citizens in the district.</td>
<td>4.61</td>
</tr>
<tr>
<td></td>
<td>(last year 4.63)</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>The Board advocates on behalf of the college to local, state, and federal governments.</td>
<td>4.61</td>
</tr>
<tr>
<td></td>
<td>(last year 4.63)</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Board meetings allow appropriate input from constituencies (staff, faculty, students, community).</td>
<td>4.76</td>
</tr>
<tr>
<td></td>
<td>(last year 4.79)</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>The Board is knowledgeable about community and regional needs and expectations.</td>
<td>4.47</td>
</tr>
<tr>
<td></td>
<td>(last year 4.47)</td>
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<tr>
<td>15.</td>
<td>Board members assist and support the College by attending community events</td>
<td>4.61</td>
</tr>
<tr>
<td></td>
<td>(last year 4.63)</td>
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</table>

### IV. Educational Programs and Quality

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<tr>
<th></th>
<th></th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>16.</td>
<td>The board effectively monitors the quality and effectiveness of the educational program and services.</td>
<td>4.69</td>
</tr>
<tr>
<td></td>
<td>(last year 4.64)</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Board members are knowledgeable about the College’s educational programs and services.</td>
<td>4.54</td>
</tr>
<tr>
<td></td>
<td>(last year 4.48)</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>The Board is appropriately involved in the accreditation process.</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>(last year 5.0)</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>The Board reviews reports on student outcomes and success</td>
<td>4.86</td>
</tr>
<tr>
<td></td>
<td>(last year 4.84)</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>The Board makes decisions based on what is best for learners and the community</td>
<td>4.83</td>
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<tr>
<td></td>
<td>(last year 4.8)</td>
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</table>

### V. Fiduciary Role

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<th></th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>21.</td>
<td>The board assures the fiscal stability and health of the district.</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>(last year 5.0)</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>The board monitors implementation of the facilities plan.</td>
<td>4.71</td>
</tr>
<tr>
<td></td>
<td>(last year 4.67)</td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>The Board assures that the College’s budget reflects the College’s mission documents and Strategic Agenda.</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>(last year 5.0)</td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>The Board policies assure effective fiscal management and internal controls.</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>(last year 5.0)</td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>The Board regularly receives and reviews reports on the financial status of the College.</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>(last year 5.0)</td>
<td></td>
</tr>
</tbody>
</table>

### VI. Human Resources and Staff Relations
26. The Board respects faculty, staff, and student participation in college decision-making and refrains from attempting to manage employee work. 4.86 (last year 4.84)

27. The Board works through the College President in obtaining information or addressing concerns versus working directly with College employees. 4.86 (last year 4.84)

### VII. Board Leadership

28. The board understands and fulfills its roles and responsibilities. 4.99 (last year 4.98)

29. The board regularly reviews and adheres to its code of ethics or standards of practice. 5.0 (last year 5.0)

30. Board members avoid conflicts of interest and the perception of such conflicts. 4.86 (last year 4.84)

31. Board members adhere to protocols for dealing with college and community citizens and the media. 4.63 (last year 4.58)

### VIII. Board Meetings

32. Board meeting agendas provide sufficient information and time to explore and resolve key issues. 4.83 (last year 4.80)

33. Board meetings comply with state laws. 5.0 (last year 5.0)

34. Board members uphold the final majority decision of the Board. 5.0 (last year 5.0)

35. The Board follows Roberts Rules of Order for Small Boards, and takes its communications through the Chairperson. 4.84 (last year 4.82)

36. Other than during the Communications portion of the agenda, the Board conducts its meetings in a manner that is focused the board upon itself and its work versus engaging other attendees. 4.99 (last year 4.98)

### IX. Board Education & Development

37. When new board members are elected, they receive orientation to board roles and the institution. 4.83 (last year 4.81)

38. Board members participate in trustee development activities. 4.84 (last year 4.82)
If you would like to add any comments or explanations for the ratings given to these questions answered above, please use the space below. Please indicate the number of the question you are referring to with your comment.

I gave the board a “4” on two different points, simply because there is always room for improvement in areas that include our community’s needs. They are ever changing, which means we need to work a bit harder to be sure we are “out there” to be sure that we are meeting the needs in our tri-county area.

Questions to consider…

1. What are the board’s greatest strengths?
   - We are cohesive and work for the betterment of JC.
   - All are dedicated to assuring that JC is the best it can be and students are served well. Our goals are aspirational.
   - Working together even if we don’t agree on everything.
   - The professionalism of the board. The ability to have open and honest conversations.
   - Our ability to get along and work through any issue without the threat of disruption among the board members, administration and staff.
   - We seem to have reached a peak of understanding each other and trust regarding debate of issues.
   - Its trustees, we work well together with our President and the President’s cabinet members. We have a good team. However, I think we need to get better at going to our Chairman and/or President on key issues vs going directly to the President’s staff. I think its imperative we bring our issues to the President vs sharing it out loud in front of his staff and embarrassing them or making them feel less than or inadequate and/or catch them off guard. Let’s be respectful of them, their teams and their work. Give them the benefit of the doubt.

2. What are the major accomplishments of the board in the past year?
   - Facing budget issues head on.
   - Prison initiative success with minority enrollment 8% of service area but 25% of enrollment
   - JPEC - And equally impressive increase in college student numbers.
   - If you review our past efforts at self-review we have become much more thorough and in depth as we look at ourselves through thought provoking questions have expanded from 19 to 38 – good!
   - The accomplishments of the board come from our leadership team and JC as a whole. We get to approve all of the work that JC does. We are blessed with an incredible team at JC from the custodial staff to the president and everyone in between.
   - The accomplishment that stands out at the time, is the work that is being done by our leadership team in the area of program development that assures our students that they will not be graduating with a degree/certificate that puts them into a job that pays below the poverty level. The work that they do constantly amazing me!
   - Agreement in supporting the President in further developing our policy governance model and support the President in exploring a new business
model that supports financial sustainability in the face of higher education being seen as a private good rather than a public good.

3. What are areas in which the board could improve?
   • We can always do better job on showing our faces at community events and with our interactions with our political reps.
   • I would like widen our community outreach to include all three counties that we service.
   • Although we do a good job of being seen supporting our major events, internal and external, there is always room to add more attendance at the less popular but important events.
   • I think we can improve on our conduct and how we come across at board meetings. Be mindful of how we speak. We want to be encouraging and uplifting.

4. In order for our board to become a high performing board we need to be participatory/engaged.
   • This board is engaged!
   • I believe we participate at a high level compared to others but can always improve.
   • I consider us a high performing board.
   • I believe that our board does an exemplary job of engaging in our board meetings, as well as the state and national meetings which keep us informed and educated at all levels.
   • Agree but I believe we are there with room for incremental improvements only.
   • Continue our leadership classes and/or attendance at conferences. 100% this last year was awesome.

5. As a trustee, I am most pleased with?
   • I am most please to serve with a truly dedicated group of people.
   • Working together as a Board and the continued success of our President.
   • The board understands their role as part of the college.
   • I am most pleased with the positive relationship that we have between our board, the JC administration, as well as our relationship with the state and national leadership. I believe that our visits to the state and national capitols are crucial to our legislative partnerships which enable us to be open and frank about the needs of our community colleges, and JC in particular.
   • The stride with which President can lead the institution knowing he has seven of us backing him up.
   • We continue to work well as a team.

6. As a trustee, I continue to have concerns about?
   • High tuition costs.
   • Continuing concerns of our JPEC location for 6 through 8. Hopefully the Davinci option will work. An important initiative that is deserving of
support and without it we wouldn’t be where we are with the county wide early college effort.

- **Finances**
- As always, I am concerned about the financial health of the organization and rising tuition.
- We need to get out and start a quiet but positive campaign for us to be able to pass a millage. I know that this goes on now, but I would like to see some brainstorming on how to move forward with this.
- Rising tuition versus the support tools that still need to be added to help achieve a commitment to total student success.
**Subject to be Discussed and Policy Reference:**

<table>
<thead>
<tr>
<th>8.2 Consideration of Distinguished Service Award Nominations</th>
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*(BOARD POLICY: EXECUTIVE LIMITATIONS: Communication and Counsel to the Board)*

Each year in March, the Board identifies a recipient for recognition of the Distinguished Service Award. I recommend early submission of nominees this month and have enclosed is a listing of previous recipients to begin discussions.

Recall that our policy provides that any trustee that has served for two or more terms on the Board of Trustees is automatically awarded this recognition.

Formal consideration and selection of the Distinguished Service Award recipient will be brought forward for Board consideration in March. I encourage the Board to advance a single recipient in order to maintain the exclusivity of this award for consideration.

**Resource Impact:**

None

**Requested Board Action:**

Submit names for consideration at March Board meeting.

**Action Taken:**

None
# AWARD FOR DISTINGUISHED SERVICE

**June 13, 1966**  
Edward O. Marsh  
(Posthumous)  
John George  
Harold Steele  
Justin R. Whiting  
Norman E. Leslie  
Harvey T. Woodfield  
Jay F. Clark  
George L. Greenawalt  
Harold R. Leslie  
Ralph D. McLeary  
Frederick A. Probert  
J. Sterling Wickwire  

**June 12, 1967**  
Ray W. Herrick  
Lyle A. Torrant  
W. Keith McNally  
Frank J. Dove  

**June 9, 1969**  
James P. Graham  
Bert H. Walker  
Florence Jack Price  
Dr. William N. Atkinson  
Leona Atkinson  

**May 10, 1971**  
Alphonse H. Aymond  
Leo J. Brannick  
J. Ward Preston  
Wilferd P. Rayner  
Harry G. Ziegler  

**May 8, 1972**  
James N. Folks  
Theron B. (Rollo) Sims  
William J. Jefferson  

**March 12, 1973**  
Elwin T. Ruffner  
Louis H. Leggett  
Kae Marcoux  
Rep. Hal Ziegler  

**1974**  
None  

**April 30, 1975**  
Yulah Barnes  
Charles O. Conrad  
William J. Ogden  
Louise Riggs  

**April 28, 1976**  
Anthony P. Hurst  
Dr. William M. Lannik  
Arthur T. Dolan  

**April 29, 1977**  
Ruth M. Day  
Betty L. Giguere/Desbiens  
Harold Rosier  
Waunetia Rosier  

**November 23, 1977**  
Al Cotton  

**April 27, 1978**  
Robert E. Snyder  
E. Dean Edwards  
Richard Cowley  

**May 2, 1979**  
J. C. Drake  
Marvin Raguse  
Hugh D. Federer  
Edwin C. Hetherwick  

**April 30, 1980**  
John V. Kopplin  
Richard C. Deming  

**1981**  
Harold Sheffer  

**1982**  
None  

**1983**  
Maxwell E. Brail  
Richard Firestone
Donald P. Troyer         (D)  Frank Meyers         (D)  
**1984**                
Terry McLaughlin        (D)  

**1985**                
John Selby              
Walter Berlet           (D)  
Myrna Berlet

**1986**                
Anthony Consolino       (D)  
Rep. Michael Griffin

**1987**                
Rep. Phil Hoffman

**1988**                
M. P. (Pat) Patten

**1989**                
Betsy W. Dolan          (D)  
John Dabbert

**1990**                
William Maher           (D)  

**1991**                
Lois Franklin           (D)  
Myer Franklin           (D)  
Howard Patch

**1992**                
Bernard H. Levy

**1993**                

**1995**                
Robert L. Johnson       
Jacqueline Dulworth (Posthumous)  

**1994**                
Betsy W. Dolan          (D)  

**1996**                
Dr. Roderick D. Riggs   

**1997**                
Mark K. Rosenfeld

**1998**                
Lawrence L. Bullen      
George Raven            (D)  
Barbara Raven           (D)

**1999**                
Michael Baughman        
Victor Cuiiss           (D)

**2000**                
Clyde E. LeTarte

**2001**                
None

**2002**                
Rick Davies

**2003**                
Bill Sigmand            (D)  
Jerry Kratz             (Posthumously)  
Fred Slete

**2004**                
Georgia Fojtasek

**2005**                
John Crist

**2006**                
Dale Smith              (D)
2007
George Potter

2008
R. Dale Moretz
Charles E. Anderson

2009
Dennis DaPra
Tony Dungy
Dr. Harish Rawal

2010
Representative Mike Simpson (Posthumously)

2011
Henry C. Zavislak

2012
Senator Mike Nofs

2013
Representative John Walsh

2014
Karen Dunigan (Posthumously)

2015
Reverend Frank Hampton

2016
Christine Medlar

2017
Karen and Bart Hawley

2018
Kirk Mercer
TO:    JC Board of Trustees
FROM: Dr. Daniel J. Phelan, President

Subject to be Discussed and Policy Reference:

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>8.3</td>
<td>President’s Report</td>
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<tr>
<td>(BOARD POLICY: EXECUTIVE LIMITATIONS: Communication and Counsel to the Board)</td>
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</tbody>
</table>

In my Board required absence, Vice President Cindy Allen will provide an update of significant College initiatives, legislative matters, and a review of upcoming events. The Chairman has requested for a particular update on the JAC3 initiative, as well as our continuing discussions with JAMA about potential partnership.

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<tbody>
<tr>
<td>8.3.1</td>
<td>Legislative</td>
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<tr>
<td>8.3.2</td>
<td>College Items</td>
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<tr>
<td>8.3.2.1</td>
<td>JAC3</td>
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<tr>
<td>8.3.2.2</td>
<td>JAMA</td>
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<tr>
<td>8.3.2.3</td>
<td>Upcoming Events</td>
</tr>
</tbody>
</table>

Resource Impact:

None

Requested Board Action:

None

Action Taken:

None
Board Participation Sign Up Sheet

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

- **Jackson Chamber's Annual MLK Diversity Breakfast**
  Friday, January 18, 2019
  7:30am
  Gene Davis & Sons

- **JC’s Annual MLK Celebration**
  Saturday, January 19, 2019
  5:30pm
  Potter Center Snyder Dining Commons

- **JC's MLK Day Forum**
  Monday, January 21, 2019
  2pm
  Bert Walker Hall Community Rooms 144/45

- **Red Cross Blood Drive**
  Wednesday, January 23, 2019
  10am – 4pm
  Bert Walker Hall Community Rooms 144/45

- **Jackson Chamber's 110th Annual Meeting**
  Thursday, February 7, 2019
  5:30pm – 9pm
  Potter Center's Baughman Theatre and Snyder Dining Commons

- **JC’s Sportsman's Banquet**
  Saturday, February 9, 2019
  5pm
  Victor Cuiiss Fieldhouse

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