Jackson College
Board of Trustees Meeting
Regular Meeting - Monday, March 12, 2018
6:30PM

AGENDA

1.0 Call to Order

2.0 Roll Call

3.0 Pledge of Allegiance

4.0 Communications
   4.1 Citizen Comments
   4.2 Employee Comments
   4.3 Board Comments
      4.3.1 Conflict of Interest Consideration
   4.3.2 Board Comments
   4.4 Student Comments
   4.5 Consideration of Minutes
      4.5.1 Regular Meeting Minutes of February 5, 2018
   4.6 Marketing Report
   4.7 College Feature: Phi Theta Kappa Updates

5.0 ENDS Performance Reporting
   5.1 Planning and Innovation Board Monitoring Report

6.0 Action Items
   6.1 Second Reading Consideration
      6.1.1 Governance Commitment
      6.1.2 Governing Style
   6.2 Consideration of Distinguished Service Award
   6.3 Selection of Presenter’s for Commencement
   6.4 Consideration of FY ’19 Tuition Rates for Second Chance Pell Program

7.0 Information Items
   7.1 First Reading Consideration
      7.1.1 Board Job Description
      7.1.2 Chairperson’s Role
   7.2 JPEC Update
   7.3 President’s Report
      7.3.1 Legislative
      7.3.2 College Items
         7.3.2.1 Jackson County Early College (JCEC) Update
         7.3.2.2 HLC Report: Panel Analysis and recommendation
         7.3.2.3 GASB Update
         7.3.2.4 Upcoming Events

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

Subject to be Discussed and Policy Reference:  

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

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

- 4.1 Citizen Comments  
- 4.2 Employee Comments  
- 4.3 Board Comments  
  - 4.3.1 Consideration of Potential Conflicts of Interest on agenda items  
  - 4.3.2 Board Remarks  
- 4.4 Student Comments  

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

- 4.5 Consideration of Minutes  
  - 4.5.1 Regular Meeting Minutes of February 5, 2018  
- 4.6 Marketing Report  
- 4.7 College Feature: PTK Updates  

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 in the Boardroom on Monday, February 5, 2018 at Jackson College’s Central Campus, located at 2111 Emmons Road, Jackson Michigan 49201.

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

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

*Board Member Excused Absence:* Treasurer, Donna Lake and Secretary, Sheila Patterson.

*Others Present:* Dr. Kate Thirolf, Cindy Allen, Sara Perkin, Darrell Norris, Melissa Merkel, Ruth Bahre, Anthony Forsythe and Beau Bilske.

**COMMUNICATIONS**

*Citizen Comments*
There were no citizen comments.

*Employee Comments*
There were no employee comments

*Board Comments*
  - Trustee Heins commented on the wonderful MLK event held last month at Jackson College.

*Student/Student Government Comments*
Student Government members were on hand to introduce themselves, as well as provide a brief update on activities.

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

*Marketing Report*
Cindy Allen, Vice President of Administration provided the marketing report in lieu of Dotty Karkheck who was out ill.

**ENDS PERFORMANCE REPORT**
*Leadership Board Monitoring Report*
Cindy Allen, Vice President of Human Resources and Administration presented the Leadership Monitoring Report together with highlights of the report on a PowerPoint slide deck and addressed questions from the Board. A complete copy of the report is located on the Board’s webpage: https://www.jccmi.edu/institutional-research/performance-monitoring/

ACTION ITEMS

Second Reading: Communication & Counsel to the Board and Accreditation
Cindy Allen, Vice President of Administration and Human Resources presented the Communication & Counsel to the Board and Accreditation policies. MOTION BY TRUSTEE HOFFMAN “To approve the Communication & Counsel to the Board and Accreditation policies.” MOTION PASSED UNANIMOUSLY.

Consideration of Recipient of 2018 Crockett Award
Jason Valente, President of the Jackson College Foundation brought forward the Jackson College Foundation’s request for the Board to consider Dr. Lewis Yohn as the 2018 Crockett Award. In addition he shared that the future process for nominations will also undergo changes. MOTION BY TRUSTEE MATHEIN “To approve Dr. Lewis Yohn as the 2018 Crockett Award Recipient. MOTION PASSED UNANIMOUSLY.

Selection of Presenter’s for Commencement
The Board determined to hold this agenda item until the March meeting following the determination of the recipient of the Distinguished Service Award.

INFORMATION ITEMS

First Reading: Governance Commitment and Governing Style
The Governance Commitment and Governing Style policies were shared for first reading. The policies was moved to second reading consideration next month.

President’s Report
Cindy Allen, Vice President of Administration and Human Resources provided brief college updates to the Board and shared upcoming events.

ADJOURN
MOTION BY TRUSTEE HOFFMAN “To adjourn.” MOTION PASSED UNANIMOUSLY.
Meeting adjourned at 7:16PM.

The foregoing minutes of the regular meeting of the Board of Trustees held on Monday, February 5, 2018 were approved at the regular meeting of the Board held on March 12, 2018.

_______________________
Secretary
Chairman

Samuel R. Barnes
TO: Jackson College Board of Trustees  
FROM: Dr. Daniel J. Phelan, President

Subject to be Discussed and Policy Reference:

<table>
<thead>
<tr>
<th>5.1 ENDS Board Monitoring Report: Planning and Innovation</th>
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<td>(BOARD POLICY: EXECUTIVE LIMITATIONS: Communication and Counsel to the Board)</td>
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This month’s Board Monitoring Report is a new report, based upon changes reviewed at last year’s board retreat and subsequent board meeting. The Planning and Innovation Monitoring report focuses upon the College’s ability to identify and foster innovating solutions to the increasingly complex industry, challenges and how we can continue to focus on the success of our students.

Specifically highlighted in this report is the work being done towards the new business model the College is currently undertaking.

Resource Impact:

None

Requested Board Action:

None

Action Taken:

None
Presented to:
Jackson College Board of Trustees

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

As described in the Board ENDS and in Formal Institutional Monitoring Board Policy, the President will provide monthly reports to the Jackson College Board of Trustees which allow the members to engage in formal monitoring and inspection of the College’s performance in those essential areas, as determined by the Board.

The area for this month’s Board review is a new reporting area, Planning and Innovation. Innovation and creativity are considered by many strategists a vital element in advancing the success and prosperity of any organization. To that end, this report will provide an in-depth look at how the College identifies, evaluates, selects, develops, implements and scales new or improved processes, services, or programs.

Furthermore, this report will also consider the metrics of innovation: increased number of new initiatives, the improved quality of those efforts, the efficient implementation of the quality of ideas, and the level of improvement resulting from success achieved from the implementation of new and innovative initiatives.

Executive Summary:

As noted previously, it has become increasingly apparent that innovation within the higher education industry is no longer an optional luxury, but a necessity in order to be sustainable and remain competitive. The President and College’s Leadership Council have undertaken a number of innovative and intentional change-driven initiatives designed to not only provide incremental and sustaining improvements in existing practices, but also aggressively pursue possible new dimensions for not only sustainability, but also growth. Blue Ocean Strategy authors W. Chan Kim and Renée Mauborgne would describe this as laboring simultaneously in both Red Oceans (i.e., traditional competition-based markets) and Blue Oceans (i.e., new and differentiated markets).

The principal archetype that is under reimagining by the Leadership Council currently the design of the College’s current business model (i.e., which describes the rationale of how the college creates, delivers, and captures value, in educational, economic, social, cultural ways). We believe that our business model underpins the entirety of our work at the College in its many dimensions. Consequently, the College reached out to Saul Kaplan and the Business Innovation Factory (BIF) to consider a new operational design. Ultimately the College collaborated with the Alliance for Innovation and Transformation (AIFT) [formerly CQIN], which ultimately invited 5 other community colleges nationally, to create a new business model for the College using BIF’s Design Methodology. A snapshot of the BIF Design Methodology can be found in Appendix A. Also a copy Jackson College’s approach is presented as Appendix B in this report. Upon completion of this training, the team will work on embedding the resources and tools gained with employees to help invoke a culture of innovation and transformation, which will provide
the structure for the ideation, consideration and implementation of new operational practices.

Even though we are still somewhat neophyte in this work, we have made good progress resulting in the introduction of a few initiatives that are a result of our reframing challenges we face to help provide alternative solutions. Notable examples include: 1) Auto-awarding degrees to students; 2) Finish Line Scholarships; 3) Seven-week semesters; 4) Competency-Based Education; and 5) The Innovation Fund. These and other ideas continue to come forward as we reiterate the necessity of risk-taking, and ensuring that we provide a safe environment for introducing research-based ideas, as well as prototyping and testing them.

Goals for the ensuing 12 months include the completion of the new business model training, increase employee usage of the innovation fund, to incorporate innovate thinking amongst employees, and to prototype and implement the 7-week semesters, CBE, and expanded distance-learning programming. We are confident this work is achievable especially as we continue to keep the development of our employees in the forefront which is critical to transformation.

**Institutional Context**

The success of transformational change and innovation is reliant on the culture of an organization. If employees are not ready to embark on major transformation, we will not be successful. This reason is why we continue to encourage development opportunities for our employees. Innovation is not just for the Leadership Council of the College, but is instead a capability that must be instilled within employees to become part of their normal daily thinking. As part of this attention, we have expanded our leadership development efforts by creating our own internal Leadership Development Institute. Additionally, we have expanded the allocation of professional development funding for faculty, and we continue to provide support to employees in attending the Michigan Community College Association’s (MCCA) Leadership Development Institute, as well as other local, regional and national opportunities. We are also working to reassure employees that failure is often a part of this process and are therefore creating a safe environment for them to do so. Culture is also a vital part of ensuring success for innovation. To that end, we are confident that our 5-Star Talent Formula work that has been occurring over the last several of years, has helped us create a culture of trust, such that we believe that we are ready to increase our institutional attention on innovation and transformation campus wide.

**External Context**

It is not hard to find articles on vital nature innovation in the workplace and notably, community colleges are not immune from these discussions. Innovation, both ‘sustainable’ and ‘disruptive’ has become somewhat of a buzzword in the work environment, but the reality is we must work to build innovation and transformation into
our daily work and incorporate into our culture as a ‘norm.’ Constant benchmarking among peers, as well in organizations outside of higher education, looking for ways to combine and recombine practices and programs to capture and add value to the consumer/student, is essential. This approach is built upon the external assessment of current higher education business model as ineffectual, given that the majority of the consumer base now sees its outcomes as a private good, versus a public good. Finally, a SWOT analysis of innovation suggests the following:

**Challenges/Threats**
- Private for Profit Education
- Reduced Resources
- Fear of failure
- Increasing competitive forces

**Opportunities:**
- Partnerships
- Distance Learning/Technology
- Changing workforce (millennials/iGen)
- New Business Model Development

**Institutional Performance Reporting**

**New Business Model**

The Leadership Council is currently participating as an Early Adopter with five other community colleges nationally, with the Alliance for Innovation & Transformation (AFIT, formerly CQIN) in partnership with the Business Innovation Factory (BIF). Our team has completed the first working Design Sprint ‘From Tweaks to Transformation’ last fall. Three days were spent on shifting, the organization’s lens to enable leaders to see transformational opportunities from the customers perspective. This focus on understanding the customer experience as a foundation is a critical part of the design work. As part of the shifting process, interviews are already in progress with students from Jackson College (both former and current students). These candid conversations will help provide us with true insight on the needs and realities of our students. In the beginning of April, the Leadership Council will attend the second Sprint, which is focused on the conceptual design of the business model. This occurs when the ‘Customer’s-Job-To-Be-Done’ is identified. In this way, we can imagine what the new customer experience should look like. The third and final Sprint will occur during the AFIT Summer Learning Institute at Kansas City, in August. The theme for the 2018 Summer Institute is ‘Reinventing the Higher Education Business Model.” This is the prototype and testing phase stage of the new business model process. During this stage we will work with a conceptual next practice or new business model that we can test. Following several months of market testing, we will be positioned to commercialize our new business model. (Of course, we are concurrently continuing to work on the previous innovations notes (e.g., 7-week semesters, etc.).
The new business model is one of the three-year goals on the College’s current Strategic Agenda. Over the next several years, we will be aligning the new business model initiatives with our HLC AQIP Projects as well. (As you know, our current Action Project is Competency Based Education). We will be submitting our progress on this action project for review the end of March and are pleased with where we are to date.

**Advancement of Strategic Agenda Initiatives**
To date, we have made significant progress on the current (17-18) strategic plan initiatives. Human Resources has rolled out the new NEOGOV software and has provided training to hiring managers on how the process can be streamlined using the software. Alertus and TIP 411 safety systems have also been rolled out to employees. With guidance from the Board of Trustees, we have begun the new ENDS monitoring report schedule, with new areas of monitoring that will ensure we are providing in depth inspection opportunities of relevance, as well as incorporating the correct reporting metrics. Coffee and Conversation sessions were just completed last week and Community Advisory Committee meetings are in process of being scheduled for the spring. Additionally, the Leadership Council has selected 4 college employees, from various disciplines, to attend the next MCCCA Leadership Institute.

**Oasis Center**
In the fall of 2017, we proudly opened the doors to the Oasis Center in partnership with Family Service and Children’s Aid to offer students and employees a wide range of behavioral health services. During a student’s college experience, they may experience a variety of situations that may impact their learning experience. By providing the opportunity to meet with a licensed mental health care provider, we hope that this service can help students with whatever struggles they are having such as test anxiety, life and family pressures, anxiety and teach them coping skills. The addition of the Oasis Center is part of our plan to ensure we are taking care of the student as a whole which is increasingly needed to ensure academic success is achieved. Additionally, a number of the College employees participated in the Mental Health First Aid USA certifications (see: [https://www.mentalhealthfirstaid.org/](https://www.mentalhealthfirstaid.org/)) designed to assist employees identifying and providing early assistance to employees, students, and guest who exhibit the signs of mental health instability.

**Jackson County Early College (JCEC)**
As the first in the State of Michigan, and perhaps nationally, Jackson College is excited to be partnering with the 13 Jackson County High Schools to create a pathway for students to begin their college experience earlier. Students can enroll as early as 9th grade and have the opportunity to earn their diploma and complete an associate degree from Jackson College with a 13th year of education. This program begins this fall 2018. This innovative approach was the result of the creation of the Jackson Preparatory & Early College effort that the Board undertook some 5 years ago. Through it’s creation, the Jackson College Board demonstrated a way to better serve students in the county.

**Innovation Fund**
All employees are part of innovation and we want to encourage employees in all departments at all levels in the organization to feel they have the freedom to bring ideas forward. Although the Innovation Fund idea was released to employees about two years ago, save a recent proposal, employees have not yet taken advantage of this opportunity like we had hoped. We are re-looking at how we can encourage employees to bring ideas forward without the fear of failure. The process and submission forms will also be reviewed and updated over the next month.

7-Week Semesters
We have begun piloting 7-week semesters in a few disciples and are gathering feedback from students as we determine what accelerated semesters might look like for Jackson College students. Teams are planning two benchmark visits to learn best practices at Trident Technical College and Odessa College. Following these visits and additional planning we will work on prototyping and testing to ensure adjustments are made prior to full scaled implementation. We are mindful that other instructional aspects, such as Prison Education and the recently established Jackson County Early College may still require traditional semester structures, at least initially.

Summer JETS Program
This summer 2018, the College is offering a pilot program for approximately 60 students. This 6-week program is geared for students who do not yet academically qualify for housing. The instruction side of the program will include math, reading, business, communication and computer/digital literacy. Co-curricular activities include team building, leadership, trips and challenge course experiences. In addition, a student mentor program is in development.

The Sandbox
Employees have welcomed the Sandbox space in Bert Walker Hall. It is perfectly designed to provide an open space to encourage a free-range of ideas and discussions that lead to organizational improvements. A range of meetings, workshops and trainings occur in the space on a regular basis. Examples of recent innovative developments include Text Book Zero, Text Book Zero Device testing, JetNet Discussions, Open Education Resources Adapter Webinar, and so many more gatherings that covered toppings such as Process Mapping, Summer Jets, Instructional Coaches and Pathways. We are very pleased about the utilization of this space.

Finish Line Scholarships
Recently Jeremy Frew tasked a work group to research and recommend scholarship options to assist students with completion. This group researched best practices on micro grants and retention grants and brought forward a proposal which included the Finish Line Scholarship. This model recommendation comes from Georgia State University (a leader in student success, who we invited to present at Jackson College). This scholarship targets current and or returning students that are within 15 credits of a degree or certificate and are no longer eligible for financial aid, have a business office hold or both. This scholarship would allow students the opportunity to reach their academic goals while simultaneously increasing Jackson College’s overall completion
rate. Appendix C provides links to the resources the group used as part of their research.

**Auto Awarding/Graduation**

With student completion at the top of our priority list, we continually look at how we can capture the low hanging fruit. It was discovered that many students had completed their degree requirements, but never actually applied for graduation. Effective fall 2018, students who do not apply for graduation after successfully completing their program will be auto-awarded their credential.

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

**Increased Usage of Innovation Fund**

While we have received minimal interest in this initiative, we believe that by revisiting the documentation as well as putting more emphasis on the initiative we can increase the interest. We hope to receive a minimum of three submissions in the span of a one year time frame. Employees whose ideas are brought to fruition will be recognized with a monetary award.

**Implement an Initiative Resulting from the BIF Design Methodology**

Upon completion of the Summer Institute, the team will have completed the first three phases of the BIF Design Methodology. The final step is to commercialize the new business model. We anticipate having many portions of the new business model including competency based education completed in the next year.

**Incorporating Innovative Thinking as Professional Development on Campus**

As the leadership team continues their training on the new business model design methodology, we plan on incorporating training within administrators, faculty and staff to share this knowledge. This training will include an overview of the BIF Design Methodology as well as discussion on increasing innovative thinking across campus. Potential articles incorporated into this training are included in Appendix D.

**Conclusion/Judgment**

Given the newness of this monitoring report, we will need to build data trends in order to present the aforementioned metrics of innovation: increased number of new initiatives, the improved quality of those efforts, the efficient implementation of the quality of ideas, and the level of improvement resulting from success achieved from the implementation of new and innovative initiatives. These will be presented in our next annual report.

Incorporating innovation and transformation into our daily work is no longer a luxury, but is a necessity. Jackson College is proud of the large and small strides taken towards a new business model. Innovators have strong points of views, but they also know that something is missing. Keeping this weakness in mind is critical to ensure we keep seeking out new and better methods for the work we do.
We are focused on continuing to create an environment that provides employees a safe place to take risks and to understand that they will sometimes fail, but without taking any risks we will not feel the positive impact of innovation and transformation. Most importantly, we know that transformational work is about developing people and we must keep this commitment to the amazing workforce here at Jackson College. We are affirmed in our work and take pride in the innovations that we have deployed, or are nearly-deployed to-date, given the numerous requests that we receive for information, presentations, campus visits, conference calls and articles. We appreciate the Board’s support of our change and innovation work.
Appendices

Appendix A: BIF Design Methodology

Appendix B: Business Model Innovation at Jackson College
Appendix C: Finish Line Scholarships
Georgia State University: http://success.gsu.edu/initiatives/panther-retention-grants/

Appendix D: Innovating Thinking Professional Development Tools
10 Reasons Colleges Fail at Business Model Innovation”
https://medium.com/bif-speak/10-reasons-colleges-fail-at-business-model-innovation-5e5a4b3de6e2

“Don’t Get Netflixed: R&D for New Business Models is the New Strategic Imperative”
https://medium.com/bif-speak/don-t-get-netflixed-4929b30a7f77

“Stop Treating Business Model Innovation as Change Management”

“Reinvention as a Life Skill”
https://medium.com/bif-speak/reinvention-as-a-life-skill-c544129e9dd1

“CEOs Must Create A Business Model Innovation Sandbox”http://sandbox.businessinnovationfactory.com/articles/ceos-must-create-business-model-innovation
TO: Jackson College Board of Trustees
FROM: Dr. Daniel J. Phelan, President

Subject to be Discussed and Policy Reference:

<table>
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<tr>
<th>6.1 Second Reading:</th>
<th>6.1.1 Governance Commitment</th>
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<td>6.1.2 Governing Style</td>
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*(BOARD POLICY: MONITORING: Policy Governance)*

Executive Summary:

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

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

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

Resource Impact:

None

Requested Board Action:

Approval of revised policy recommendations.

Action Taken:

MOTION BY TRUSTEE MATHEIN “To approve the Governance Commitment and Governing Style policies.” MOTION PASSED UNANIMOUSLY.
Policy Statement: Governance Commitment

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

The board shall act in adherence to the following principles:

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

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

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

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

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

In keeping with these aforementioned principles, the board will:

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

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

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

4. Collaborate and share all information among all Board members. On matters of substance related to their governance role, no one trustee should be in possession of information of which the other members of the Board are not in
5. Direct, control and inspire the organization through the careful establishment of the broadest organizational policies reflecting the board's values and perspectives. The board's major focus will be on the intended long-term impacts outside the operating organization (i.e., ENDS), not on the administrative or programmatic means of attaining those effects (i.e., MEANS).

6. Cultivate a sense of group responsibility. The Board, not the President, will be responsible for excellence in governing. The Board will be an initiator of policy, not merely a reactor to the President’s initiatives. The Board will use the expertise of individual Trustees to enhance the work of the Board as a body, rather than to substitute their individual judgments for those of the Board as a whole.

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

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

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

10. Change from Policy Governance can only occur by majority vote of the entire Board.
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<thead>
<tr>
<th>Subject to be Discussed and Policy Reference:</th>
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<tr>
<td>6.2 Consideration of Distinguished Service Award</td>
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<td><em>(BOARD POLICY: EXECUTIVE LIMITATIONS: Communication and Counsel to the Board)</em></td>
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**Executive Summary:**

Annually, the Board of Trustees is asked to consider nominees for the College’s annual Distinguished Service Award. You will recall that this award is the highest honor given by the College, one similar to that of the Honorary Doctorate bestowed by universities.

The criteria for nominations are as follows: “In recognition of the care and concern for the welfare and educational advancement of the residents of this community that has been expressed, in part, through the institution now bearing the name of Jackson College, this Certificate of Distinguished Service is awarded to _______ whose name shall always be held in high esteem by the College and the Board of Trustees.” Thus, the award is recognition for service both to the community and to the College.

The following names are provided by the President for deliberation at the March meeting: Charlene Walz-Lefere, Bill Abbott, Jon Williams, James Shotwell, Dr. Rob Rando and Frank & Renell Weathers. Included in your pack is a list of prior recipients.

**Resource Impact:**

None

**Requested Board Action:**

Consideration of recipient for the 2018 Distinguished Service Award.

**Action Taken:**

The Board agreed to carry this item over to the April board meeting.
AWARD FOR DISTINGUISHED SERVICE

**June 13, 1966**

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**June 12, 1967**

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**June 9, 1969**

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</table>

**May 10, 1971**

<table>
<thead>
<tr>
<th>Alphonse H. Aymond</th>
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</tr>
</thead>
<tbody>
<tr>
<td>(D)</td>
<td>None</td>
</tr>
<tr>
<td>Leo J. Brannick</td>
<td></td>
</tr>
<tr>
<td>J. Ward Preston</td>
<td>(D)</td>
</tr>
<tr>
<td>Wilferd P. Rayner</td>
<td>(D)</td>
</tr>
<tr>
<td>Harry G. Ziegler</td>
<td>(D)</td>
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</table>

**May 8, 1972**

<table>
<thead>
<tr>
<th>James N. Folks</th>
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</thead>
<tbody>
<tr>
<td>(D)</td>
<td>None</td>
</tr>
<tr>
<td>Theron B. (Rollo) Sims</td>
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<td>William J. Jefferson</td>
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**March 12, 1973**

<table>
<thead>
<tr>
<th>Elwin T. Ruffner</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Louis H. Leggett</td>
<td>None</td>
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<tr>
<td>(D)</td>
<td></td>
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<tr>
<td>Kae Marcoux</td>
<td></td>
</tr>
<tr>
<td>Rep. Hal Ziegler</td>
<td></td>
</tr>
<tr>
<td>(D)</td>
<td></td>
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</table>

**April 30, 1975**

<table>
<thead>
<tr>
<th>Yulah Barnes</th>
<th>1974</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles O. Conrad</td>
<td></td>
</tr>
<tr>
<td>William J. Ogden</td>
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</tr>
<tr>
<td>Louise Riggs</td>
<td>(D)</td>
</tr>
</tbody>
</table>

**April 28, 1976**

<table>
<thead>
<tr>
<th>Dr. William M. Lannik</th>
<th>1974</th>
</tr>
</thead>
<tbody>
<tr>
<td>(D)</td>
<td>None</td>
</tr>
<tr>
<td>Arthur T. Dolan</td>
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</tbody>
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**April 29, 1977**

<table>
<thead>
<tr>
<th>Ruth M. Day</th>
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<tbody>
<tr>
<td>(D) Betty L. Giguere/Desbiens</td>
<td>None</td>
</tr>
<tr>
<td>Harold Rosier</td>
<td>(D)</td>
</tr>
<tr>
<td>Waunetta Rosier</td>
<td>(D)</td>
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</table>

**November 23, 1977**

<table>
<thead>
<tr>
<th>Al Cotton</th>
<th>1974</th>
</tr>
</thead>
<tbody>
<tr>
<td>(D)</td>
<td>None</td>
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**April 27, 1978**

<table>
<thead>
<tr>
<th>Robert E. Snyder</th>
<th>1974</th>
</tr>
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<tbody>
<tr>
<td>(D)</td>
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</tr>
<tr>
<td>E. Dean Edwards</td>
<td>(D)</td>
</tr>
<tr>
<td>Richard Cowley</td>
<td>(D)</td>
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</tbody>
</table>

**May 2, 1979**

<table>
<thead>
<tr>
<th>J. C. Drake</th>
<th>1974</th>
</tr>
</thead>
<tbody>
<tr>
<td>(D) Marvin Raguse</td>
<td>None</td>
</tr>
<tr>
<td>Hugh D. Federer</td>
<td>(D)</td>
</tr>
<tr>
<td>Edwin C. Hetherwick</td>
<td>(D)</td>
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</table>

**April 30, 1980**

<table>
<thead>
<tr>
<th>John V. Kopplin</th>
<th>1974</th>
</tr>
</thead>
<tbody>
<tr>
<td>(D)</td>
<td>None</td>
</tr>
<tr>
<td>Richard C. Deming</td>
<td>(D)</td>
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**1981**

<table>
<thead>
<tr>
<th>Harold Sheffer</th>
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</tr>
</thead>
<tbody>
<tr>
<td>(D)</td>
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</tr>
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**1982**

<table>
<thead>
<tr>
<th>Maxwell E. Brail</th>
<th>1974</th>
</tr>
</thead>
<tbody>
<tr>
<td>(D)</td>
<td>None</td>
</tr>
<tr>
<td>Richard Firestone</td>
<td>(D)</td>
</tr>
</tbody>
</table>

03/08/18
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 (D)

1997  
Mark K. Rosenfeld

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

1999  
Michael Baughman  
Victor Cuiss (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
TO: Jackson College Board of Trustees  
FROM: Dr. Daniel J. Phelan, President  

Subject to be Discussed and Policy Reference:

6.3 Selection of Presenters for Commencement  

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

Each year during the Commencement ceremonies, the Board of Trustees is invited to introduce speakers and award recipients as part of the program.

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

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

Resource Impact:

None

Requested Board Action:

Consideration of Presenters for Commencement.

Action Taken:

The Board agreed to carry this item over to the April board meeting.
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>6.4 Consideration of FY’19 Tuition Rates for Second Chance Pell Program</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Executive Summary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>We propose creating a modified-tuition subscription rate to Pell-eligible Second Chance Pell students along credit levels consistent with Pell funding thresholds. This methodology provides us a way to meet the limitations placed upon us by MDOC Director Washington, as well as providing us the opportunity to achieve our 1,305 student/inmate allocation under Second-Chance Pell. The rates for your consideration are provided. These rates are proposed for FY 19 and will conclude at the end of the Second Chance Pell Pilot program.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Requested Board Action:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consideration of Tuition for Second Chance Pell Program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Taken:</th>
</tr>
</thead>
<tbody>
<tr>
<td>at the end of FY 19, the same time the Second Chance Pell Pilot program concludes. <strong>MOTION BY TRUSTEE HOFFMAN</strong> “To approve the subscription pricing model for prison education effective immediately and to conclude the end of FY 19 when the Second Chance Pell Pilot concludes.” <strong>ROLL CALL VOTE: TRUSTEES HOFFMAN, PATTERSON, CRIST, BARNES, MATHEIN AND LAKE VOTING AYE. TRUSTEE HEINS VOTING NAY. MAJORITY VOTES PASSES.</strong></td>
</tr>
</tbody>
</table>
Subscription Pricing Proposal
Second Chance Pell

Problem Statement: Due to the limited number of courses offered in the PEI program compared to our non-PEI operations, registering Pell-eligible PEI students (as part of the College’s Second Chance Pell – SCP authorization) for the ideal number of credits (e.g., 3, 6, 9, 12 credits a term) can be difficult and overly complicated. This unwarranted complexity results in students having to sometimes take the same class more than once (extending time to degree), increased incidences of course registration errors and high student balances, and ultimately often very frustrated and exasperated students.

Recommendation: It is recommended that Jackson College pilot a modified subscription pricing model with the PEI program, as part of the remaining one-year of the SCP, set to conclude in August 2019. We believe that this prototype should create a consistent, more manageable cost model that will be easier to explain to students and be more financially favorable for the College. Additionally, this approach will also eliminate Pell-eligible SCP students from owing an outstanding balance, (which addresses major concerns from the MDOC) and strengthens our partnership with them, increasing the likelihood we could expand to other MDOC facilities and grow enrollment under the SCP authorization. The modified subscription model will be based on full Pell eligibility, and will allow students to take additional BCH if desired. As noted previously, this will be a temporary pilot effective for FY 19 and would conclude the same time as the Second Chance Pell program.

SCP students would be able to subscribe to classes based on the following credit hour/cost table:

- 3-5 credit hours costs $740
- 6-8 credit hours costs $1,480
- 9-11 credit hours costs $2,220
- 12 credits cost $2,960

Below is a chart showing how this proposed model would compare to current in-county and out-county tuition.

<table>
<thead>
<tr>
<th>SCP BCH Costs:</th>
<th>12 credits</th>
<th>9 credits</th>
<th>6 credits</th>
<th>3 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-County Cost (Currently)</td>
<td>$ 2,340</td>
<td>$ 1,755</td>
<td>$ 1,170</td>
<td>$ 585</td>
</tr>
<tr>
<td>Out County Cost (Currently)</td>
<td>$ 3,204</td>
<td>$ 2,403</td>
<td>$ 1,602</td>
<td>$ 801</td>
</tr>
<tr>
<td>Subscription Cost (Proposed)</td>
<td>$ 2,960</td>
<td>$ 2,220</td>
<td>$ 1,480</td>
<td>$ 740</td>
</tr>
</tbody>
</table>
Financial implications to Jackson College: If Jackson College implemented this strategy today and did not increase our PEI student count by one student, we would generate an additional $450,000 in tuition and fee income. Knowing students will no longer have a balance will allow Jackson College to add additional SCP students at out-of-district locations. If we enroll an additional 150 students, we would generate an additional $750,000 in tuition and fee income that is not coming into the institution today.
<table>
<thead>
<tr>
<th>Subject to be Discussed and Policy Reference:</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 First Reading</td>
</tr>
<tr>
<td>7.1.1 Board Job Description</td>
</tr>
<tr>
<td>7.1.2 Chairperson’s Role</td>
</tr>
<tr>
<td>(BOARD POLICY: MONITORING: Policy Governance)</td>
</tr>
</tbody>
</table>

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

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

- [Board Job Description](#)
- [Chairperson’s Role](#)

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

<table>
<thead>
<tr>
<th>Requested Board Action:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consideration of advancing the policies to the second reading.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Taken:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policies moved to second reading status.</td>
</tr>
</tbody>
</table>
Policy Summary:

This policy is designed to support the board in its understanding of its own role and responsibility apart from that of the board’s chief executive.

Policy Statement: Board Job Description

Broadly speaking, the role of the board is to represent its constituencies in requiring and evaluating appropriate organizational performance. To that end, distinguish the board’s unique role from the responsibilities of the president, the board will concentrate its collective efforts on the following responsibilities:

1. Serve as the link between the College and the public, obtaining input in the following ways:
   a. Meeting with individuals and organized or informal community groups (e.g., civic groups, churches, focus groups);
   b. Observing and meeting with other public boards;
   c. Hosting opportunities which afford the public the opportunity to learn about the college; and
   d. During open session of board meetings with an agenda provision for community input.

2. Promote a positive image for the College.

3. Serve as an advocate for the institution to federal, state, and local governing bodies and other public and private entities that may assist in furthering the mission of the College.
4. Enact written governing policies which, at the broadest levels, address:
   a. ENDS: College services, benefits, impacts, recipients, outcomes and their relative worth (i.e., what good, for which needs, at what cost). ENDS include college mission, vision, values, beliefs, goals and priorities;
   b. EXECUTIVE LIMITATIONS: Constraints on executive authority that establish the prudence and ethics boundaries within which all executive activity and decisions must take place;
   c. GOVERNANCE PROCESS: Specification of how the board conceives, carries out, and monitors its own tasks; and
   d. BOARD-PRESIDENT RELATIONSHIP: How authority is delegated and how its proper use is monitored, as well as the accountability of the executive.

5. Monitor institutional performance and the president's performance in relation to established board policies on ENDS and executive limitations.

6. Secure an external assessment of the College's internal control structure and procedures for financial reporting. At the minimum, this assessment should be reviewed annually. The board can also, at its prerogative, require additional areas for review.

7. No member of the Board may receive any compensation for services rendered; however Trustees may be reimbursed for expenses authorized by the Board.

8. Appointment of any legal counsel shall be made by the Board.

9. An annual audit of all financial records of the College is required by law (Section 143.3 PA 331 of 1966). The Board shall appoint a competent auditor to conduct such an audit.

10. The Board may, from time to time, appoint ad-hoc committees that are advisory in nature, which shall only make recommendations to the Board. All decisions, actions, dispositions upon any motion, proposal, recommendation, resolution, order or other measure shall require a vote by the Board at its Regular or Special meeting. Committee members shall consist of three or fewer Trustees appointed by the Chairperson subject to approval by the full Board.

11. The board shall authorize names for college buildings and facilities.

12. It is the responsibility of the board to employ the president.

13. Ensure college compliance with all applicable laws and regulations.

14. Remain current with issues pertaining to higher education by participating in development and training opportunities including the following:
   a. Participating in the Michigan Community College Association events;
b. Attending board planning sessions and retreats;
c. Participate in national activities (e.g. ACCT, NLS); and
a. Mentor new Board members.
b. –
Policy Summary:
This policy of the Board of Trustees establishes the Chairperson’s duties as a ‘first-among-equals’ is the functioning of this role. Taken together, the Chairperson’s role has no more or less authority than any other individual member of the board. Rather, the Chairperson is to serve the entire board in an officiating, coordinating, collaborating, communicating and supporting way.

Policy Statement: Chairperson’s Role

The responsibilities of the Chairperson are, primarily, the integrity of the Board's process and secondarily, occasional representation of the board. The Chairperson is the only Board member authorized to speak on behalf of the Board (beyond simply reporting Board decisions), other than in rare and specifically Board-authorized instances.

The Chairperson shall abide by the following guidelines:

1. The Chairperson shall ensure the Board’s and individual Board members’ actions are consistent with the Board’s own rules and policies and those legitimately imposed upon the Board from outside the College. More particularly:

   A. The Chairperson is empowered to plan and chair Board meetings with all the commonly accepted authority of that position (e.g., ruling, recognizing, and committee appointments).

   B. The Chairperson shall preside at Board meetings in an efficient and effective manner and shall set the general tone for each meeting through positive leadership.

   C. The Chairperson shall ensure that the discussion at the Board meeting will concern those issues and decisions, which according to Board policy,
belong to the Board, not the President, Chief Executive Officer.

D. The Chairperson shall ensure that deliberation is fair, open, and thorough, but also efficient, timely, orderly and to the point; and.

E. The Chairperson will attempt to develop a consensus by the Board members on Board decisions. The Chairperson will stimulate discussion among the Board members.

2. The authority of the Chairperson includes making decisions that fall within the topics covered by board policies on governance process and Board-Chief Executive Officer-Presidetn relationship, except where the Board specifically delegates portions of this authority to other trustees. The Chairperson is authorized to use any reasonable interpretation of the provisions in these policies.

3. The Chairperson has no individual authority to make decisions about policies created by the board within ENDS and Executive Limitations policy areas.

4. The Chairperson has no individual authority to supervise or direct the President.

5. The Chairperson shall ensure that the other board members are informed of current and pending board issues and processes.

6. The Chairperson shall appoint members of committees established by the board.

7. The Chairperson is responsible for Board discipline as it relates to Board policy.

8. The Chairperson and the Chief Executive Officer will meet on a regular basis to enhance communication and to facilitate the inner workings of the Board of Trustees.

9. The chairperson is to ensure the vice chairperson is informed of current and pending board issues and processes.
<table>
<thead>
<tr>
<th>Subject to be Discussed and Policy Reference:</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.2  JPEC Update</td>
</tr>
<tr>
<td><em>(BOARD POLICY: EXECUTIVE LIMITATIONS: Communication and Counsel to the Board)</em></td>
</tr>
</tbody>
</table>

Shane Malmquist, President of JPEC will be on hand to provide you with highlights from the report included in your board pack.

Of particular interest to the board is the matter of arranging for the relocation of the preparatory portion of the organization. Our College Team has been working with Board Chairman Rando and JPEC President Malmquist to arrive at a solution. During this portion of the agenda, we'll provide you with an update on the status of this work.

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

<table>
<thead>
<tr>
<th>Action Taken:</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
</tr>
</tbody>
</table>
I. Executive Summary

Please find essential extensions of items that were presented during the December Board meeting in this report. The content of this report focuses on the Academy’s response to evaluations on core District elements.

- Student retention efforts
- Financial sustainability planning
- Academic intervention and support services
- JPEC promotion and marketing
- Facilities Project

Each area is briefly outlined within this report as a response to the monitoring report. A few key points to note within each area are the following:

**Student retention efforts:** Much of our retention efforts exist within the early steps we take to ensure students and families are fully aware of the JPEC difference, and the requirement for students to commit to the program. Additionally, our Focus Group and Academic Coach structures support with our ability to be responsive.

**Financial sustainability planning:** Our current progress to be current with Jackson College and remain on target with sustained balance between cashflow and expenses was impeded by the additional expense of $150k in start-up costs and $125K in facilities planning expenses for the original planned building on campus. The start-up expense was eliminated by end of fiscal year 2017, and facilities expenses were eliminated as of October 2017. These paid expenses limited our cash on hand to pay on JC outstanding invoices. Additionally, we paid back outstanding debt from 2015 by end of fiscal year 2017. These are not ongoing expenses, and as such, our ability to manage expenses and our cashflow has been planned.

**Academic intervention and support services:** Ensuring that our faculty are progress monitoring and that academic supports are provided to students are essential elements within a competency-based model and within an early college design. Our Focus Group structure and Academic
Coaches are instrumental in monitoring and identifying supports. Our ongoing work with Jackson College and the Early Alert System will be essential in monitoring college performance. Additionally, through our use of our Academic Intervention Plan and increasing post-secondary performance expectations and consistency, will support with student ownership and outcomes.

**JPEC marketing and promotion:** We believe there are core differences between JPEC and the new county early college program. We will be highlighting these differences in our upcoming #JPECDifference campaign.

### IV. Institutional Performance Reporting

**Metrics**

<table>
<thead>
<tr>
<th>Academy Retention Efforts</th>
<th>88% Retention in 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIPP Academy Schools</td>
<td></td>
</tr>
<tr>
<td>NHA Schools</td>
<td>86% Retention in 2016</td>
</tr>
<tr>
<td>JPEC Academy</td>
<td>87% Retention in 2017</td>
</tr>
</tbody>
</table>

KIPP and NHA Schools are the largest networks of public school academies within the country. While JPEC is a stand-alone early college, I believe comparing our retention rates with organizations such as these makes sense. We are striving to build a unique foundation and reputation as an innovative academy and comparing our retention efforts to that of organizations with similar mindsets is important and worth striving for. I do believe that our team’s ability to fulfill the unique vision and mission of JPEC will be what develops the Academy’s reputation. Our efforts to support this process has led to specific efforts in ensuring student retention.

- All incoming students and families participate in meetings with JPEC administration and, upon enrollment, orientation to ensure understanding of the Academy’s context and required commitment.
- All students are placed within a Focus Group and assigned to an Academic Coach to ensure we are building relationships with both students and families.
- Parents are provided easy access to teachers and administrators to voice concerns and needs.
- Building a “Falcon” Culture has supported with student engagement, identity, and retention.
- Utilizing intent to return forms and providing families priority enrollment for siblings also incentives retention, an allows us to identify specific students/families we may need to schedule retention meetings with.
Financial Sustainability

Current Fiscal Year 2018 plan to manage debt responsibilities:

<table>
<thead>
<tr>
<th>Month</th>
<th>February/2018</th>
<th>March/2018</th>
<th>April/2018</th>
<th>May/2018</th>
<th>June/2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postage &amp; Printing</td>
<td>$550</td>
<td>$550</td>
<td>$550</td>
<td>$550</td>
<td>$550</td>
</tr>
<tr>
<td>Lease</td>
<td>$12,500</td>
<td>$12,500</td>
<td>$12,500</td>
<td>$12,500</td>
<td>$12,500</td>
</tr>
<tr>
<td>Dual Enrollment</td>
<td>$92,283</td>
<td>$74,009</td>
<td>$74,009</td>
<td>$100,000</td>
<td></td>
</tr>
<tr>
<td>Cash on Hand</td>
<td>$135,000</td>
<td>$154,000</td>
<td>$201,000</td>
<td>$325,000</td>
<td>$266,000</td>
</tr>
</tbody>
</table>

Our planning has allowed us to pay back outstanding debt to the college and maintain remaining expenses moving forward in fiscal year 2018. Currently we will be able to maintain expenses and cashflow balance into the new academic year. Applying our new dual enrollment scaffold will also allow us to better balance individualized progression and our annual expense.

Our new facility planning, has focused on ensuring that our option is approximately $150K to $180K annually. We will be able to manage this expense, in addition to current expenses and expected annual increases in payroll and general expenses. We have also based our payment schedule on maintaining an enrollment number of 400 students within the district. This will allow us to build waitlists, strategically plan for staffing, resources, and space, and prepare for the possibility of enrollment stagnation.

Academic Intervention and Support Services

We continue to build our Multi-Tiered Support System (MTSS) as a District, and one element of our MTSS is the support structure utilized to provide academic intervention for our early college students.

<table>
<thead>
<tr>
<th>Intervention Approach</th>
<th>Purpose and Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flex Block</td>
<td>A daily hour focused on core academic intervention and enrichment. Students schedule weekly.</td>
</tr>
<tr>
<td>Focus Group &amp; Academic Coaches</td>
<td>Students are assigned to a multi-age Focus Group and an Academic Coach. This design allows for peer mentoring, peer tutoring, and ongoing progress monitoring. The Academic Coach becomes the main point of contact in advocating for their students.</td>
</tr>
<tr>
<td>Independent Studies</td>
<td>Instructors provide students, on a case-by-case situation, the opportunity to have direct</td>
</tr>
</tbody>
</table>
tutoring through an independent study. This allows for both intervention and enrichment as identifying by the student and staff member.

| Dual Enrollment Application & Scaffolded enrollment | Students must complete an application for dual enrollment and demonstrate readiness to faculty and administration prior to their first course. Students will also gradually build their capacity to take on increased post-secondary courses. |

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**The #JPECDifference**

Our push over the next seven months will be a marketing campaign promoting the JPEC difference. There are core principles that make JPEC unique and innovative. Our campaign will focus on using print and social media to highlight the ways in which JPEC stands out.

Core Areas

- **The Power of Site |** having our early college on campus allows our students to build a visual perspective of what it means to be a college student and navigate a college campus. Students begin to formalize their own identity as a college student.
- **Competency-Based Learning |** student learning focuses on core skills and academic practices. Students must demonstrate proficiency to progress through the stages of their program. We eliminate social promotion and ensure students are set up for success.
- **Individualized Learning |** students are able to explore their interests and identify a pathway. Students can move at an advanced pace through their pathway of choice based on achievement of skills.
- **Student Centric |** student voice and relational building are central elements within the JPEC experience. With Focus Groups and Academic Coaches, our students have individualized support and the opportunity to self-advocate.

Campaign Elements

- **Social Media**
  - Facebook | Points of Pride aligned to the #JPECDifference; updated statuses to increase messaging
  - Website | Narratives from students, staff, and parents on what makes the #JPECDifference for them
  - Print material | Creating an annual marketing report that highlights each core area that comprises the #JPECDifference, and provides the community accessible information and visual graphics.
- **Information Nights**
Connecting with elementary schools | Sharing highlights and information regarding our program on site at elementary schools

Local presentations | Providing community members opportunities to learn about JPEC within close proximity to their homes.

Facilities Options

We have spent a great deal of time over the past few months determining our options, both financial and construction, in moving forward with our facilities plans. It has become clear that the previous plan of building on campus is not financially viable at this time. The change in location on campus, the length of the timeline to complete the project, and the financial models for a ground-up construction unfortunately do not work currently. We have been exploring alternative options to ensure that we have a space for our committed College Prep students and families.

- Partnering with Jackson Public Schools and identifying classroom spaces within Parkside.
- Exploring existing but vacated school buildings in the local community.
- Renovating the Rando Activity Center to include capacity needs for our College Prep.

We have also reconnected with Onsted State Bank thanks to the help of Dr. Phelan and Darrell Norris. We are currently working on a new financial plan, through a traditional loan structure and hope to have a more concrete proposal within the next couple of weeks. We are also exploring financing through HJ Simms for the potential renovation project with the Rando Activity Center. Formal evaluations of each option will be drawn up as essential information is gathered.

VI. Conclusion

We recognize both the challenge and opportunity that exists with our organization developing trend data, our reputation, and our vision. We also recognize the opportunity that exists with the new county early college program. We believe that we are on the right path to build a sustainable model that allows for growth and innovation, and an educational organization that is starkly different from the county program. Our vision continues to be on becoming a national model for what education can and should be.
Subject to be Discussed and Policy Reference:

7.3 President’s Report
   7.3.1 Legislative
   7.3.2 College Items
      7.3.2.1 Jackson County Early College (JCEC) Update
      7.3.2.2 HLC Report: Panel Analysis & Recommendation
      7.3.2.3 GASB Update
      7.3.2.4 Upcoming Events

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

I will provide an update of significant legislative matters as well as major college initiatives and a review of upcoming events. Jeremy Frew will provide an update on the Jackson County Early College.

Resource Impact:

None

Requested Board Action:

None

Action Taken:

None
February 13, 2018

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

Dear President Phelan:

A Non-financial Panel has reviewed Jackson College’s recent Interim Report. The Panel’s analysis and recommendation are attached; no further monitoring by the Higher Learning Commission (HLC) is required at this time. You are encouraged to review the Panel’s comments and to contact your HLC liaison if you have questions.

Sincerely,

Higher Learning Commission

cc: Ms. Sara Perkin, Accreditation Liaison Officer
    Jeffrey Rosen, HLC Staff Liaison
PANEL ANALYSIS OF NON-FINANCIAL REPORT
DATE: January 31, 2018
PANEL MEMBERS: Constance Johnson, Julio Rivera, Katherine Draughon

INSTITUTION: Jackson College, Jackson, Michigan

EXECUTIVE OFFICER: Daniel Phelan

PREVIOUS HLC ACTION RE: REPORT (If applicable):

ITEMS ADDRESSED IN REPORT: HLC received the institution’s report on the above topic on (see NFI elements from custom letter):

___ 1. Enrollment Changes – Three-year increase or decrease of 80% or more in enrollment for small institutions or 40% or more for large institutions. The three-year change is determined by comparing the current NFI year with the data from three years ago.

___ 2. Degrees Awarded – Three-year increase or decrease of 75% or more in degrees awarded for small institutions and 65% or more for large institutions. The degrees do not include certificates.

___ 3. Full-time Faculty Changes – Three year decrease of 75% or more for small institutions or 50% or more for large institutions in the headcount of full-time faculty (not full-time equivalent).

___ 4. Student Default Rates - Three-year student loan default rate of 30% or more for 2-year institutions or 25% or more for other institutions.

___ 5. Minimal Full-time Faculty - The headcount of full-time faculty (not full-time equivalent) divided by the number of degree programs offered is less than one. Certificates are not included in degree programs offered.

___ 6. Student to Teacher Ratio - The number of undergraduate full-time equivalent students divided by the number of undergraduate full-time equivalent faculty is greater than or equal to 35. This should be calculated using one of two worksheets provided in the Institutional Update.

___ 7. Weak Graduation/Persistence Rates Compared to Peers - The number of full-time equivalent undergraduate students divided by undergraduate degrees awarded is in the highest 3% or in the highest 5% of the 2-year large, 2-year small, 4-year large, or 4-year small institutional peers. Degrees include standalone (more than 50% of the courses are not part of another degree program) certificates for 2-year and 4 year institutions only.

PANEL ANALYSIS:
The data provided in the report acknowledges the change in enrollment, graduation rate, and the high ratio of FTE undergraduates to undergraduate degrees awarded. The explanation includes the recognition that the unemployment rate in Michigan declined by over 4% from 2012-16 (http://michigancc.net/ccdata/awards/tables.aspx). The relationship between unemployment rates and 2-year college enrollments is often correlated and this appears to be such a case. This also appears to be part of a larger trend across 2-year institutions within Michigan (http://michigancc.net/ccdata/awards/tables.aspx). In addition to this trend, the College added a housing unit that increased enrollment and demand for space from areas outside the general service area of the College. This increased demand changed the ratio that might have been likely had the housing situation
remained stable. The College also suggests that current numbers not submitted yet in an annual update suggests this ratio will be back in line with history. Part of this change toward more historical levels is attributed to a minimum ACT and GPA requirement to live in campus housing. This requirement decreased demand for housing and the FTE UG/UG Degree ratio was lower in calculations done by the school.

This would be sufficient to account for the ratio being flagged and an appropriate response, however the College is also focused on a new student retention plan with aggressive goals for fall to winter retention, and fall to fall retention with plans to support this change. The College retention rates have remained stable between 2012 and 2016 changing slightly over that time with a small decrease in fall to winter retention and a small increase in fall to fall retention. If the additional support is successful, the indicator ratio will probably decrease further. At this point there is only a desire for higher retention with a history of stable retention rates.

Through its report to HLC, the College substantiated its commitment and plans for meeting the assumed practices and core components. None appear to be at risk and the visiting team can verify this finding through their visit.

PANEL RECOMMENDATION:
The Panel has reviewed and evaluated the institutional documents provided (report and supplementary documents) in making its recommendation.

X Accept Report.
The Panel concludes that the institution has substantially met its commitment in its report on non-financial indicators.

Rationale:
The panel believes that Jackson College has met its commitment in its report on non-financial indicators as stated in the Panel Analysis section above.

Accept Report with Qualifications.
Overall, the institution addressed the core components and assumed practices adequately, however, the panel has concerns on the following matters that the institution should consider in future planning.

Specific concerns:

Recommend HLC Follow-up.
The panel reviewed the materials and has concerns that the institution may be at risk of not meeting specific core components or assumed practices, explained below. The panel is recommending follow-up:

Interim Report – due no sooner than three months from the date of action*.

Focused Visit – to occur within six months of the date of action*.

*HLC staff may adjust this follow-up to be included in future monitoring/visits scheduled with the institution.

Specific Criteria, Core Component and Assumed Practices at risk with explanation:
February 21, 2018

DAN PHELAN, DR
JACKSON COLLEGE
2111 EMMONS RD
JACKSON, MI 49201

RU# 42510

New GASB Standards Established: Accounting and Financial Reporting for Other Postemployment Benefits (OPEB)

Dear DAN PHELAN, DR:

The Governmental Accounting Standards Board (GASB) has established new accounting and financial reporting standards that require, for the first time, that the net liability for other postemployment benefits (OPEB) be reported in financial statements for employers with retirement plans across the country, including the Michigan Public School Employees Retirement System (MPSERS). For MPSERS the only OPEB is retiree healthcare. This letter provides an estimate of your reporting unit’s net OPEB liability.

Below is your estimated proportionate share of the net OPEB liability to be reported in 2018 based on plan fiscal year 2017 (October 1 – September 30) data. Please note that this information is provided only as a high-level estimate for informational purposes. You will receive final liability, deferred inflow/outflow and expense data for both pension and OPEB in mid-July, as well as the beginning of the year liability for OPEB required for the year of adoption.

<table>
<thead>
<tr>
<th>Plan Fiscal Year 2017 Estimates</th>
<th>Net OPEB Liability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Proportionate Share</td>
<td>$8,630,614</td>
</tr>
<tr>
<td>System Total</td>
<td>$8,837,359,936</td>
</tr>
</tbody>
</table>

For more information please review the GASB 75 Frequently Asked Questions (http://bit.ly/2ofOmnM) available on the Employer Information website (www.michigan.gov/psru) under Governmental Accounting Standards Board (GASB). After reviewing the FAQ, if you have questions please email ORS_Web_Reporting@michigan.gov.

Sincerely,

Office of Retirement Services

Department of Technology, Management & Budget
R3639C (Rev. 2/2018) Authority: 1990 PA 300, as amended
Board Participation Sign Up Sheet

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

- **Community Concert Band**
  Sunday, March 25, 2018
  7pm
  Sheffer Music Hall

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

- **Percussion Concussion**
  Thursday, April 12, 2018
  7pm
  Sheffer Music Hall

- **Sip, Savor, Support Fundraiser**
  Friday, April 20, 2018
  6:30pm
  WJ Maher Campus

- **Kente Ceremony**
  Tuesday, May 1, 2018
  6pm
  Baughman Theatre

- **Students In Excellence Awards Ceremony**
  Friday, May 4, 2018
  5:30pm
  Baughman Theatre

- **JC Commencement**
  Saturday, May 5, 2018
  10am
  Sheffer Music Hall

- **All College Celebration**
  Friday, May 11, 2018
  5:30pm
  Snyder Dining Commons

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