



Jackson College Board of Trustees

Monitoring Report:
EN – 01 Board’s ENDS (#1-3)

[FULL COMPLIANCE]

Note: Board Policy is indicated in bold typeface throughout the report.

I present this monitoring report to the Jackson College Board of Trustees which addresses the Board’s Policy EN-01: “Board’s Ends (#1-3)”. I certify that the information contained herein is true and represents compliance, within a reasonable interpretation of the established policy, unless specifically stated otherwise below. Please note that all of my interpretations of the policy remain unchanged from the previous report, unless otherwise noted.

A handwritten signature in black ink, appearing to read "Daniel J. Phelan".

08.11.25

Daniel J. Phelan, Ph.D.
President and CEO

Date

POLICY STATEMENT:

Jackson College exists so that:

All those who choose to enroll have learning opportunities that prepare them to be successful global citizens and contribute to Jackson County’s vitality at a cost that demonstrates wise and sustainable stewardship of resources.

INTERPRETATION:

I have interpreted “...learning opportunities that prepare learners to be successful global citizens and contribute to Jackson County’s vitality...” in the lower policy levels below. Achievement of these, together with the following items will constitute achievement of the Board’s ENDS policies.

I am interpreting wise and sustainable stewardship of resources to be the continuing low cost of quality education in comparison to both public and private four-year institutions.

Compliance will be demonstrated when:

- a) Cost of achieving a four-year degree, offset by two years of Jackson College

experience, is less than achieving same/similar degree at the four-year State or private institution.

This is reasonable because community colleges are established by the State. According to the State of Michigan Constitution of 1963, Public Acts 193 and 287 of 1964, and Public Act 331 of 1966, and the State Fiscal Agency of Michigan, “The singular purpose of these [sic] colleges was to provide the first two years of a baccalaureate program. Further, “...the comprehensive community college was founded upon three basic elements: 1) equitable access to educational services for all persons in the community; 2) the removal of geographic and economic barriers that prohibit persons from benefiting from the service; and 3) the reasonable opportunity for the individual to discover and develop his or her talents at low cost.” Considerations of total cost of attendance addresses the State’s expectations, as well as this ENDS provision.

EVIDENCE:

<u>Jackson College Tuition Comparison 2024-2025 Academic Year</u>						
4-Year Institution Name	4-Year Institution Tuition	Jackson College	Total Tuition Savings	4-Year Institution Tuition	Jackson College Out-of-County Tuition	Total Tuition Savings
Albion College	\$56,950	\$7,350	\$49,600	\$55,746	\$8,310	\$47,436
Adrian College	\$41,684	\$7,350	\$34,334	\$40,556	\$8,310	\$32,246
Spring Arbor University	\$33,984	\$7,350	\$26,634	\$32,580	\$8,310	\$24,270
Hillsdale College	\$33,189	\$7,350	\$25,839	\$32,092	\$8,310	\$23,782
Siena Heights University	\$30,778	\$7,350	\$23,428	\$29,778	\$8,310	\$21,468
University of Michigan	\$17,736	\$7,350	\$10,386	\$17,228	\$8,310	\$8,918
Michigan State University	\$16,458	\$7,350	\$9,108	\$15,988	\$8,310	\$7,678
Eastern Michigan University	\$16,240	\$7,350	\$8,890	\$15,510	\$8,310	\$7,200
Ferris State University	\$14,778	\$7,350	\$7,428	\$14,010	\$8,310	\$5,700
Grand Valley State University	\$15,140	\$7,350	\$7,790	\$14,628	\$8,310	\$6,318
Western Michigan University	\$15,252	\$7,350	\$7,902	\$15,298	\$8,310	\$6,988
Central Michigan University	\$14,760	\$7,350	\$7,410	\$14,190	\$8,310	\$5,880
Baker College - Jackson	\$13,000	\$7,350	\$5,650	\$12,810	\$8,310	\$4,500
Wayne State University	\$15,190	\$7,350	\$7,840	\$14,297	\$8,310	\$5,987

Source: College Navigator/NCES National Center for Education Statistics
Fulltime first time students entering postsecondary education

The above shows a tuition comparison snapshot for the FY '25 academic year, comparing Jackson College tuition with four-year public and private institutions within the State of Michigan. Ranking four-year institutions by most to least costly shows annual tuition cost savings for a learner choosing to attend Jackson College, not to mention other costs savings attributed to in-district students who would continue to live at home. NOTE: Savings are even higher for those recent high school graduates in '24 and '25. The table above represents Jackson College tuition rates for both in-county and out-of-county residents.

- 1. Citizens experience a distinctive, collaborative, innovative institution that is responsive to the regional needs of workforce training, capacity building, and economic development.**

INTERPRETATION:

I have interpreted this statement to mean that Jackson College should have considerable operational and programmatic differences from other community colleges, as measured by the number of unique (i.e., offered by fewer than 25% of Michigan Community Colleges) operational and programmatic differences to other MCCA Colleges. I further interpret that a principal element of the College's programming should be leveraged to support local workforce and economic development, as measured by the number of programs provided, contract training opportunities provided, the total number of persons trained, as well as other related activities and contributions.

This is reasonable because: Workforce and economic development are both historical and distinctive roles of community colleges. The demonstration of the level of the College's involvement in these activities, and providing the same for citizens, as found among peer institutions, is achieved by documenting program offerings and enrollments provided, as well as other contributions to the economic health of the region.

EVIDENCE:

On 08.01.25, the Director of the College's Corporate and Continuing Education department confirmed the following:

- a) CCE continues to work diligently with local workforce and economic development agencies to support regional employment needs. In 2025, Jackson College partnered with Henry Ford Jackson (HFJ), Michigan Works Southeast, the Martin Luther King Center, College and Career Access Center, the Jackson Chamber, and Accelerate Jackson to host a one-day hiring event aimed at supporting HFJ's recruitment across all departments. The event drew over 120 job seekers from Jackson and the surrounding area, resulting in more than 50 offers of employment for various positions.
- b) In 2025, Jackson College provided customized training to meet the workforce needs of several regional employers. Technique Inc. trained a total of 40 students across multiple programs, including Weld Inspection, GD&T, and Blueprint Reading. The Jackson Area Career Center engaged

28 high school students in technical training, while Henry Ford Jackson supported 8 Medical Assistant Apprentices. America's Preferred Home Warranty and Jackson Area Transportation Authority each completed the Leading Edge Series with 24 and 8 students respectively. GPWE trained 99 students in Basic Electricity & Fluid Systems. Tenneco trained 28 employees through GD&T, Blueprint Reading, and Geometry/Trigonometry courses. Legends Manufacturing had 9 employees complete the Leading Edge Series, and the Michigan Municipalities Electrical Association trained over 25 students through safety video modules. In total, 269 individuals received certificates of completion through Jackson College Corporate and Continuing Education customized training programs in 2025.

- c) Jackson College solidified a significant relationship with local workforce and economic developers to continue supports with Jackson County Manufacturing Day planning through the Jackson Talent Consortium, for local employers, job seekers and K-12 Education. It is likely that all 13 school districts will participate in the new academic year, providing opportunities for 11th and 12th graders to attend a local Manufacturing Trade Show on September 24th -26th at the American 1 Event Center. Jackson College's booth will showcase multiple JC programs and services as well as other partner resources with our silent disco booth. The event will also work to promote many job opportunities within Manufacturing fields, guest speakers and a podcast onsite.
- d) CCE has also partnered with Lenawee Now, Economic Development Agency in Lenawee, Accelerate Jackson and the Michigan Economic Development Corporation to offer MNJTP Support Letters in all Attraction packages they provide perspective companies looking to move into the area. One of these Economic offers have been accepted in the Adrian area in which Jackson College has established a referral process for new and established company contacts interested in further, custom, apprenticeship and academic training and recruitment.
- e) CCE and MWSE have collaborated to support local businesses through the Going PRO Talent Fund Grant using both independent and Industry-Led Collaborative grant applications to offer further Jackson College training and opportunities. CCE and MWSE have combined efforts to pre- approve the Leading Edge Series Curriculum for any eligible employer seeking an incumbent worker grant to train their current workforce. In 2025 we have been able to offer three sessions of this training to three different companies in multiple industries training over 40 of their incumbent workers at no charge to the employer or employee.
- f) Apprenticeship Day: Building the Future: In celebration of National Apprenticeship Week, CCE coordinated Jackson College's first-ever "Building the Future" Apprenticeship Day on April 30. More than 75 attendees—including students, college employees, employers, and community partners—joined the event to explore the College's apprenticeship offerings. The day featured program updates, a panel discussion with active apprentices and employer mentors, and networking

opportunities. Attendees also learned about available funding, curriculum pathways, and the support systems in place for apprentices. This event positioned Jackson College as a key regional resource for apprenticeship training and helped drive interest in growing new programs.

1.1 Learners complete degrees and obtain industry recognized credentials of value in the workplace.

INTERPRETATION:

I have interpreted “...learners complete degrees and obtain industry recognized credentials of value in the workplace.” in 1.1. Achievement of this together with the following will demonstrate achievement of this ENDS statement:

- a) The percentage of learners who successfully complete certifications and degrees in a 2-year period, year over year; and
- b) Three-, four-, five-, and six-year success ratings of learners who complete certifications and degrees, year over year; and
- c) The relative standing of Jackson College among other Michigan Community Colleges incorporating IPEDS and State data.

This is reasonable because it shows how quickly learners are able to complete a credential from Jackson College, or transfer to a four-year university, as well as the percentage that are able to complete the program in the intended two years which helps them realize the benefit of lower cost of education in a community college. The use of IPEDS and State data for progress determinations are a federal and state standard of productivity.

EVIDENCE:

- a) The Chief Strategy Officer, on 07.30.25 affirmed the chart below, which shows the College’s past six cohorts of incoming learners and their 2-year success rating. The College is observing a decline in the number of incoming learners. The College saw an increase in the 2-year success rate for 2022-2023. Success has remained steady. Source: <https://www.mischooldata.org/success-rates-report/>.

Sector Entry Year	Adjusted State Cohort	2- Year Success Rate
2017-18	1,884	17.8%
2018-19	1,540	17.8%
2019-20	1,853	14.2%
2020-21	1,624	17.0%
2021-22	1,623	16.7%
2022-23	1,605	20.2%

b)

Sector Entry Year	Adjusted 3 - Year State Cohort	3 – Year Success Data	Adjusted 4 – Year State Cohort	4 – Year Success Data
2017-18	1,662	26.1%	1,710	32.5%
2018-19	1,635	30.8%	1,640	39.4%
2019-20	1,838	28.7%	1,803	35.6%
2020-21	1,572	29.2%	1,600	36.2%
2021-22	1,675	31.9%		

1.1.1 Graduates have the credentials that lead to employment that provides family-sustainable wages.

INTERPRETATION:

I have interpreted this to require the following:

- a) Graduates should have employment with a compensation level that is above 150% of the most recent Federal Poverty Guidelines for a family of four.
- b) All career related credentials are submitted to the U.S. Department of Education and are evaluated for qualification according to Gainful Employment Standards
- c) Graduates of Jackson College certificate and degree programs should be placed in a related job not more than 6 months after their certification completion.

This is reasonable because employment after graduation is a reasonable expectation of learners after investing in their education. Furthermore, Federal Gainful Employment standards are universally applied to all higher education institutions and also require a reasonable income over education/training cost standard.

EVIDENCE:

Each year, the College administers a survey of all alumni and non-returning students who were enrolled in a Perkins designated program. In this survey cycle, Jackson College received a 16% response rate. Among respondents:

- 88% reported being satisfied or very satisfied with the quality of instruction at Jackson College.
- 62% indicated they were satisfied or very satisfied with the relevance of their

instruction to their current job.

Question	# of Respondents	% Satisfied	% Very Satisfied
Quality of Instruction	207	54%	34%
Relevance of Instruction to Current Job	207	36%	25%

1.1.2 Ongoing regional labor force and employment needs are identified and supported.

INTERPRETATION:

I interpret this statement to require that the College not only regularly assess workforce needs of the tri-county area in terms of aggregate need and type of education needed through surveys, interviews, and on-site visits; but also develop the instructional planning to reasonably provide the training and instructional programming necessary to satiate this regional need.

This is reasonable because utilizing a survey methodology or through interviews conducted with vocational-technical advisory groups is a process that is required of all Federal Carl-Perkins grants for professional trades programs for obtaining information for program viability and sustainability. These same vehicles can be used to determine future programmatic needs as well.

EVIDENCE:

On 08.01.25, the Director of the College's Corporate and Continuing Education department confirmed the following:

- The Corporate and Continuing Education department confirmed that by July 2025 it had exceeded their annual goal of interviewing and touring 40 employers in the Tri-County Region to gather employer needs for both recruiting and upskilling their current workforce. They conducted over 40 internship site visits to increase site participation and offer more internship opportunities to students resulting in employer feedback for more examples of competencies needed for students during their internship and what that would equate to in tasks provided by employers. Our Work based Coordinator created internship packets for both students and employers to assist with internship timelines from

start to finish, next steps and competencies to assist employers with assigning tasks to interns.

- Jackson College will continue to work with workforce partners, specifically managers and human resource personnel, to identify specific skills and competencies that need to be incorporated into the curriculum.
- Also identified by employers specifically in the BILT meeting is the need for earlier internships within our manufacturing programs. Employers identified interview skills, communication, critical thinking, professionalism, and teamwork as critical for successful employment in the community.
- It's also been identified that Yellow belt and Green belt training may be needed by some employers and Crises Professional Training for our mental health industries would be beneficial.
- Apprenticeship projects and employer engagement throughout the year: Corporate and Continuing Education (CCE) advanced Jackson College's apprenticeship initiatives by partnering with employers, faculty, and the U.S. Department of Labor to develop and expand registered apprenticeship programs. Five new employers actively worked with the College to launch or enhance apprenticeship pathways; utilizing Jackson College instruction and the Apprenticeship Coordinator support services, while 17 others engaged in exploratory discussions. CCE supported over 50 students enrolled in Related Technical Instruction (RTI) at Jackson College, with representation across multiple industries including healthcare, manufacturing, CNC machining, medical assisting, electrical, and insurance processing. In addition, the College added new registered apprenticeship standards for Project Management and Building Maintenance & Repair, broadening opportunities for both new and incumbent workers. These efforts helped align classroom instruction with on-the-job training, opened career pathways for students, and addressed workforce shortages in key sectors throughout the region.

The Dean of Workforce, Technical and Professional Education, confirmed the following on 07.27.25.

- Jackson College actively identifies and responds to workforce and employment needs in the tri-county region through a cycle of intentional engagement, labor market analysis, and instructional planning. Evidence of this commitment is reflected in several recent initiatives:
 - Criminal Justice Program Redesign: In response to shifting employment trends in the law enforcement and corrections sectors, Jackson College conducted a comprehensive program review of its Criminal Justice (CRJ) offerings. This included analysis of regional labor market data from WIN (Workforce Intelligence Network), student surveys, and direct input from a reinvigorated advisory committee comprised of local law enforcement leaders. The review identified opportunities to re-align the curriculum with stackable credentials, incorporate performance-based

assessments, and expand Credit for Prior Learning (CPL). These efforts support employment pipelines in local and state corrections, law enforcement, and community-based safety roles.

- HVAC Program Development: The College is developing a new Heating, Ventilation, and Air Conditioning (HVAC) pathway in response to strong regional demand for skilled trades technicians. Partnerships with employers and advisory input have directly influenced course sequencing, equipment purchases, and instructional delivery models, such as flexible lab-based learning. By aligning this training with recognized industry certifications and regional hiring needs, the College is poised to address employer demand in both residential and commercial HVAC sectors.
- NSF-IPM and BILT Model for Advanced Manufacturing: The College's Advanced Manufacturing and Industry 4.0 programs utilize the Business and Industry Leadership Team (BILT) model, adopted through the NSF-funded IPM (Intelligent Production Manufacturing) initiative. This model ensures that employer voice is embedded into curriculum development and strategic planning. The BILT's introductory meeting included regional companies reviewing curriculum objectives, identifying in-demand competencies, and prioritizing skill sets based on hiring forecasts. By positioning employers as co-creators of instructional design, the College is both responsive and anticipatory in meeting high-skill labor force demands.

The Interim Dean of Health Science confirmed the following on 07.29.25 in relation to the above:

- Jackson College worked with Henry Ford Jackson to implement a Medical Assistant Apprenticeship program. Henry Ford Jackson, along with the Jackson College program director interviewed 6 program candidates. Four were selected to enter into the apprenticeship. Two of the students did not pass the first semester of classes, which left two to finish the program. JC and HF agreed that moving forward, they would select students for the program after they are in the last 7-week classes of their first semester. This will allow the Medical Assistant faculty to make recommendations on students who would be a good fit for the program. The plan is to have a representative of Henry Ford attend the Fall MA course and make offers for students to being the Apprenticeship in January 2026.

1.2 Employers have properly qualified people available to meet their needs.

INTERPRETATION:

I have interpreted this statement to require regular assessment of employers to determine if the learners trained at Jackson College, and employed by their firms, meet their expectations of instructional preparation.

This is reasonable because surveying of the employing community would provide the best evidence of the quality of education provided and its alignment with employer needs.

EVIDENCE:

On 08.01.25, the Director of the College's Corporate and Continuing Education department confirmed the following:

- Jackson College has been able to utilize PathwayU to help CTE learners identify which degree and or type of career and internship to pursue. Since its implementation, PathwayU has assisted over 6,553 learners in identifying careers/internships that will bring purpose and to narrow down positions of interest. This Fall we are planning a PathwayU event to assist incoming students with their account setup and equip them with the skills to conduct more specialized career searches that align with their strengths.
- The Employment Hub is in its 2nd year of being able to offer Handshake, an online job board to all registered Jackson College students. This platform came highly recommended by multiple partner companies and other higher educational institutions. Jackson College students can now be linked to over 9,000 jobs near and far in all industries. We continue to work with our local employers to create accounts and post job/internship opportunities for students. We have helped over 30 organizations create new accounts during the 24-25 year.
- The Work-Based Learning Coordinator also provides services through the College's *Employment Hub*, offering learners assistance with internship questions, career-related workshops, resume writing and tips, cover letter assistance, mock interviews, etc. In addition to services through the *Employment Hub*, the College also offers employers Employer Spotlights where they can communicate their employment opportunities to learners and offer on-the-spot interviewing.
- Corporate and Continuing Education (CCE) was honored to present as a best practice partner at the 2025 Michigan Educators Apprenticeship and Training Association (MEATA) Spring Apprenticeship Conference. Known statewide for championing work-based learning, MEATA's annual conference brings together apprenticeship leaders, employers, educators, and policymakers to share strategies and build partnerships. CCE's presentation focused on Jackson College's innovative approach to delivering Related Technical Instruction (RTI), showcasing how the College supports apprentices across a wide range of occupations—including healthcare insights into aligning curriculum with on-the-job learning, fostering employer relationships, and scaling programs to meet regional workforce demands. The experience positioned Jackson College as a model for flexible, student-centered apprenticeship delivery.
- The College's roster of programs are designed to equip students with the critical skills that are in high demand by employers. This includes technical proficiency, problem-solving capabilities, and adaptability to new technologies and methodologies. To ensure that our graduates are job-ready, CCE has implemented rigorous skill performance assessments that measure not only theoretical knowledge but also practical application. These assessments are

continually updated based on feedback from our industry partners, ensuring that our curriculum remains relevant and responsive to the evolving needs of the workforce.

- The College recognizes that many individuals arrive with valuable skills and knowledge acquired through previous work experience, military service, or other educational programs. To acknowledge and build on these experiences, the College has expanded Credit for Prior Learning (CPL) initiatives. This allows students to earn academic credit for demonstrated competencies, reducing the time and cost required to complete their programs. By streamlining the pathway to credentialing, the College is enabling a more agile and responsive workforce pipeline.

The Dean of Workforce, Technical and Professional Education, confirmed the following on 07.27.25.

- The College recognizes that many individuals arrive with valuable skills and knowledge acquired through previous work experience, military service, or other educational programs. To acknowledge and build on these experiences, the College has expanded Credit for Prior Learning (CPL) initiatives. This allows students to earn academic credit for demonstrated competencies, reducing the time and cost required to complete their programs. In 2025, the College launched a new online CPL intake process, accessible through the website, to simplify and streamline the student experience. This centralized system improves transparency, reduces processing time, and makes it easier for students to initiate CPL requests. By modernizing and streamlining the pathway to credentialing, the College is enabling a more agile and responsive workforce pipeline.

The Interim Dean of Health Sciences confirmed the following on 07.29.25.

- The enrollment of the Health Science programs continues to grow with the nursing program accepting more students than they have since pre-Covid. Due to the high demand of health professionals in all areas, all Program Directors are working hard to secure new clinical sites to be able to accept more students, to better meet employer needs.

1.3 Employers have avenues for employee training.

INTERPRETATION:

I have interpreted this statement to be satisfied when the College's Department of Corporate and Continuing Education (CCE) and Allied Health and Advanced Manufacturing faculty work with area employers to assess and identify current industry-recognized credentials (IRC) that are in-demand and lead to sustainable wages. Additionally, further vetting of identified programs would be reviewed by Michigan Works! Southeast (MWSE) to align access to Workforce Investment and Opportunity Act (WIOA) funding and wrap-around supportive services.

Achievement of this ENDS statement will be demonstrated when:

- a) The College offers credit and noncredit opportunities, in person and remotely, through Corporate & Continuing Education (CCE) based on employers' requests/needs for industry- recognized credentials; and
- b) The College facilitates funding for the employee training, largely through the Michigan New Jobs Training Program.

This is reasonable because it provides employers with the types of training that they need to gain in demand credentials at times and modalities to meet their individual needs.

EVIDENCE:

On 08.01.25, the Director of the College's Corporate and Continuing Education department confirmed the following:

- Working to confirm several Articulation Agreements with partner organizations to assure Jackson College credit such as: AAEJATC, Flight School of Jackson, Jackson Area Manufacturing Association and Michigan Manufacturing Training center.
- CCE has added to their standards an additional Apprenticeship Track, Industrial Maintenance, approved through USDOL. We are now working on promoting this RTI opportunity to further employees for training and workforce support.
- During 2024/2025, The Work-Based Learning Program assisted 60 students in completing internships in Business, Cyber Security, Graphic Design, Networking Specialist, Software Engineering, Accounting, Cloud Networking, and Energy Systems Management. So far 21 experiences have a positive report from the employer. Zero employers have reported a poor outcome.
- The Jackson College Employment PACT was officially initiated in 2023/2024. So far, 30 students have completed the requirements for PACT and received a letter of recommendation with signatures from the president of Jackson College and area employers specifically, 11 for the 2024-2025 year.
- The Career Resource Management Tool, Handshake, has replaced College Central Network. This tool gives students access to over 9 thousand jobs. In 2020 the career assessment tool, PathwayU was brought to JC. Since then, 8,563 accounts have been created and 6,553 students have completed 4 assessments to help them identify purposeful careers. A total of 40 internship sites were visited in effort to maintain current relationships and grow new sites for student opportunities.
- Since April 2023, CCE has sent a total of 26 Monthly Newsletters and has grown our recipient list from 0 to 443 as of 08.01.25. The newsletter is also sent through the Jackson and Lenawee Chambers e-blasts and web banners.
- CCE has also partnered now with MMEA on CDL training. This partnership will allow JC students to use FASFA, MWSE funding and MNJTP funding toward this certification. By offering it through this new partnership we hope to run

- classes every 3 weeks to both JC students and workforce partners.
- On 07.31.25 it was reviewed and confirmed by the Director of Workforce Development that CCE maintains an active catalog of course offerings, available through a variety of delivery methods. CCE collaborates with Ed2G0 to offer online 6-week courses or professional certification trainings. CCE cross-list an average of 10 credit courses each semester based on employer request. Additionally, seminars, workshops, open enrolment, summer youth camps and bootcamp trainings were scheduled regularly, including, but not limited to: EMT-Basic, Teacher SCECHs, Robotics, Production Technician, Medical Assistant, Patient Care Tech, Medical Office Support, Coder Biller and AutoCAD.
 - CCE worked with Technique, Tenneco, Legends, JATA and Henry Ford Jackson, Lenawee Medical to incorporate Jackson College courses. New employees of technique and Tenneco will be trained in either Welding, Prototype or CAD and basic math courses. Additionally, learners will be trained in a Nurse Assistant program for Henry Ford Jackson, Lenawee Medical. And in Technical Skills through the Leading-Edge Series for JATA and Legends Manufacturing. These trainings are funded through MNJTP, Incumbent Worker and Going PRO funds. Participants may later receive credit for the Patient Care or Welding certificates. CCE has enrolled 42 TechniqueU learners into JC courses.
 - As affirmed by the Director of CCE on 08.01.25, the College has, since 10.28.22, through the Michigan New Jobs Training Program (MNJTP), assisted in providing no-cost training resources for eligible employers, including customized training, apprenticeship training, company specific curriculum development, and purchase of industry-specific training equipment. Currently, CCE manages 12 active agreements, with a combined total of over \$7 Million to train 652 eligible positions. As of 06.15.2025, over 300 of these positions have received training. To date, Jackson College has held 26 MNJTP agreements, providing training for over 1,024 positions. Other funding sources made available to employers for training include Going PRO, OJT, IWT, and WIOA, Short term Reconnect and Mi Achievement Scholarships.

The Dean of Workforce, Technical and Professional Education, confirmed the following on 07.27.25.

- Applied Technology Center and Utilities Advisory Committee - Jackson College's new Applied Technology Center is a major investment in regional workforce development, providing state-of-the-art facilities and instructional space for in-demand skilled trades programs. The Center is home to high-priority pathways such as electrical linework, HVAC, and intelligent manufacturing. As part of this expansion, the College hosted its first-ever Utilities Advisory Committee meeting in 2025, bringing together municipal utility leaders, contractors, and regional employers. These partners validated demand for entry-level utility technicians and expressed strong interest in work-based learning collaborations. Their input is directly shaping curriculum, equipment planning, and credential alignment to ensure students are trained

in relevant, job-ready skills that match the current and projected hiring needs of utility providers across the region.

The Interim Dean of Health Sciences confirmed the following on 07.29.25.

- The Health Science department continues to look at ways to provide various training to local employers, not just Henry Ford. We are also working with Center for Family Health as they are looking to get their employees trained as Medical Assistants. This may be in the form of an Apprenticeship or an informal partnership. This is an ongoing discussion. Also, with the completion of the Medical Simulation Center in the Fall, we will be able to provide additional training opportunities to our students, and potentially provide access to medical students of Henry Ford as well.

1.4 The region has enhanced capacity for entrepreneurial innovation.

INTERPRETATION:

I am interpreting "...enhanced capacity for entrepreneurial innovation" as business owners and potential business developers in the region have opportunities to acquire the necessary theory, practices and applications for starting and sustaining a business.

Compliance will be demonstrated when:

- a) The College offers credit and non-credit small business development and entrepreneurship courses and workshops, in various formats and lengths.
- b) Learning outcomes for business program curricula include the learner demonstrating fundamental knowledge in core functional small business and entrepreneurship areas.
- c) Small business learners participating in the rigorous business curriculum who participate in Learner Feedback Surveys will be asked to identify that the program of instruction and the instructors are doing well in preparing learners for the entrepreneurial workforce environment.
- d) Response options for Learner Feedback Surveys for the courses would reflect a high level of satisfaction with the courses taken.
- e) All CCE course completers survey data would verify that participants valued the courses offered and intend to enroll in additional courses to expand their skills.

This is reasonable because individuals are more likely to be successful in starting their own businesses if they are equipped with basic entrepreneurial foundational tools.

2024 EVIDENCE:

The CCE Director, on 08.01.24 confirmed the following:

- a) Jackson College promotional literature and webpage demonstrates the offering of both credit and non-credit programming to encourage and support regional entrepreneurial efforts.

- b) Business learners obtain the necessary skills needed to sustain a business within the business program curricula. These skills include: current marketing strategies including AI applications in business social innovation, understanding the different entrepreneurial marketing strategies, encouraging and incentivizing entrepreneurship, demonstrating an understanding of business accounting principles, budgeting, communicating the different managerial styles in the entrepreneurial field of work, and differentiating the various business legal systems and business implementation.
- c) Outcomes from credit learner surveys (conducted for every class) were used to understand how well the program and instructors were preparing learners for the entrepreneurial workforce. Learners responded positively regarding both their program and instructors. Approximately 89% of learners felt that their instructor was genuinely concerned with their progress in their courses and 90% of the learners felt their instructor communicated a clear understanding of the subject matter.
- d) The credit learners that participated in the survey were asked recommendations regarding the course material and learning content, and 91% indicated “They would recommend this course to another learner.”
- e) CCE course completers expressed a need to develop new skills, improve existing skills and wanting to advance in their career.

The College’s *Employment Hub* serves as the primary resource for learners seeking guidance and support in their career development and job search endeavors. The Employment Hub offers a range of services to entrepreneurship learners, including:

- a) Workshops regarding internship preparedness, job search tips, cover letter and resume assistance, and soft skills.
- b) Entrepreneurship learners have access to one-on-one appointments with the Work-Based Learning and Career Services Coordinator to discuss any career or Internship questions they may have. The WBL and Career Services Coordinator may recommend that they speak with the Small Business Development Center (SBDC).
- c) Learners are made aware of and invited to any and all networking and career events via marketing communications that the *Employment Hub* operates.
- d) Canvas Course material is continuously made available to learners who are interested in learning more about available jobs and or Internship/Volunteer Opportunities

EVIDENCE:

On 08.01.25, the Director of the College's Corporate and Continuing Education department confirmed the following:

- Jackson College promotional literature and webpage demonstrates the offering of both credit and non-credit programming and lifetime learning to encourage and support regional entrepreneurial efforts.
- CCE course completers expressed a need to develop new skills, improve existing skills and wanting to advance in their career.
 - The College's *Employment Hub* serves as the primary resource for learners seeking guidance and support in their career development and job search endeavors. The Employment Hub offers a range of services to entrepreneurship learners, including:
 - Workshops regarding internship preparedness, job search tips, cover letter and resume assistance, and soft skills.
 - Entrepreneurship learners have access to one-on-one appointments with the Work-Based Learning and Career Services Coordinator to discuss any career or Internship questions they may have. The WBL and Career Services Coordinator may recommend that they speak with the Small Business Development Center (SBDC).
 - Learners are made aware of and invited to any and all networking and career events via marketing communications that the *Employment Hub* operates.
 - Canvas Course material is continuously made available to learners who are interested in learning more about available jobs and or Internship/Volunteer Opportunities

2. Learners seeking to transfer to baccalaureate granting institutions have the requisite qualifications, skills and abilities for success at those institutions.

2.1. Current and prospective learners have accurate information about transfer agreements and opportunities.

INTERPRETATION:

I interpret this item to mean that all transfer-related materials should be current to ensure learners have access to accurate transfer information to assist them with making informed educational decisions.

I further interpret this to mean that all articulation agreements and transfer-related materials, specific to program areas, are reviewed and approved by the appropriate academic department, dean, faculty, and Registrar before publishing to the academic catalog and website.

Achievement of this ENDS statement will be demonstrated when:

- a) Transfer Liaison confirms the accuracy of information that is published on the website; and
- b) Transfer Liaison confirms that all transfer information is evaluated by academic department, academic dean, registrar prior to publishing in catalogue and on web.

This is reasonable because the Transfer Liaison is responsible for all transfer relationships and agreements with universities and the Academic Department, the Academic Dean, and the Registrar have most current information on instructional programs.

EVIDENCE:

The Chief Strategy Officer, through an internal review in July 2025, verified that Jackson College offers baccalaureate transfer programs aligned with four-year college and university partners. More particularly, college articulation agreements confirm seamless paths between Jackson College associate degrees and bachelor's degrees at baccalaureate granting institutions.

This is a reasonable measure because articulation agreements spell out the required qualifications and skills. All programs need to be aligned to be classified as a transfer program.

- a) As of July 2025, the Chief Strategy Officer confirmed that all transfer information is available on the transfer web page and Jackson College website, as well as linked to the statewide transfer information housed by the Michigan Community College Association.
- b) On 07.29.25, the Chief Strategy Officer confirmed that all transfer information requiring review was evaluated by the appropriate academic departments and faculty, the academic dean, the Registrar, and the transfer coordinator.

3. All populations of learners experience learning and academic success responsive to their unique whole learner needs.

3.1. Educational opportunities exist for those that might not otherwise have them.

INTERPRETATION:

I interpret this to mean that the "...learners that might not otherwise have educational opportunities..." are defined as first generation, learners of diverse background, PELL-eligible learners.

Achievement of this ENDS statement will be demonstrated when:

- a) College tuition is lower than comparable four-year private or state Colleges;
- b) Financial aid that lowers price and create additional resources for success is available to any eligible learner;

- c) Learners have access to multiple modalities of delivery, (i.e., online, face to face, hybrid, that fits their unique life);
- d) Learner housing is available to learners from other areas to live on campus that enables them to complete programs; and
- e) Learner-parents have housing and are supported with employment services, academic tutoring, part-time campus employment, and learner success mentoring.

This is reasonable because it addresses the primary barriers that research has shown to be the primary barriers to access to education (i.e., financial and housing, lack of accommodation for life context.)

EVIDENCE:

I have affirmed the following as provided below, with specific validations noted:

- a) Evidence of lower cost is provided on page 2 of this report, in the chart titled “Jackson College Tuition Comparison 2024-2025 Academic Year.”

Approximately 85% of learners receive some form of financial aid, including federal, state, and institutional funds, as confirmed by the Chief Strategy Officer on 07.29.25.

- b) Over the past year, learners have had access to course sections in a variety of modalities based on learner need and demand: online asynchronous, online synchronous (virtual classroom), hybrid, and fully seated. Seated sections run at Central Campus, JC @ LISD TECH in Lenawee County, and the LeTarte Center in Hillsdale County. The availability of face-to-face classes serves our tri-county area, and our online classes expand our reach throughout the state and across the country. Non-credit computer training courses were offered online through our partnership with Guangdong Polytechnic College in China. This was confirmed on 07.29.2025 by the Dean of Workforce Development and Continuing Education.
- c) Our three housing facilities provided opportunities for learners to live and learn on campus confirmed in a review of the College website on 07.29.25.
- d) Jets Village Family Residences can provide housing to 6 families and was confirmed in a review of the College website on 07.29.25.

3.2. Learners have access to learning and academic support consistent with current technology and research.

INTERPRETATION:

I have interpreted “current” to be defined as meeting the requirements of the academic or professional field of study and learner’s academic program. I further interpret this statement to ensure that Faculty annually identify equipment or

classroom needs, inclusive of technology and academic requirements, as meeting the expectation of this ENDS statement.

Achievement of this ENDS statement will be demonstrated when the College's annual budget meets the requirements for equipment and classroom identified by faculty, as well as including those items needed for training and workforce development, as identified industry representatives, which are identified through the use of advisory boards.

This is reasonable because the Board has an existing policy of providing 3.5% of the annual College budget for the acquisition/replacement of instructional technologies, software, and support equipment necessary for the classroom and college operations.

EVIDENCE:

The Interim Dean of Health Sciences confirmed on 07.29.25, that the majority of the technology and equipment purchased for the Medical Simulation Center was purchased through a gift from the Glick Family via the JC Foundation. Their donation has allowed us the ability to create a state-of-the-art Simulation facility, which is set to open in October of 2025.

3.3. Learners have ancillary support that meets their unique needs.

INTERPRETATION:

I interpret ancillary support for unique needs to require a more holistic approach in serving learners. More specifically, learners would have supplementary support that includes academic elements and related efforts based upon what research indicates is required to support academic results at the college level. Additionally,

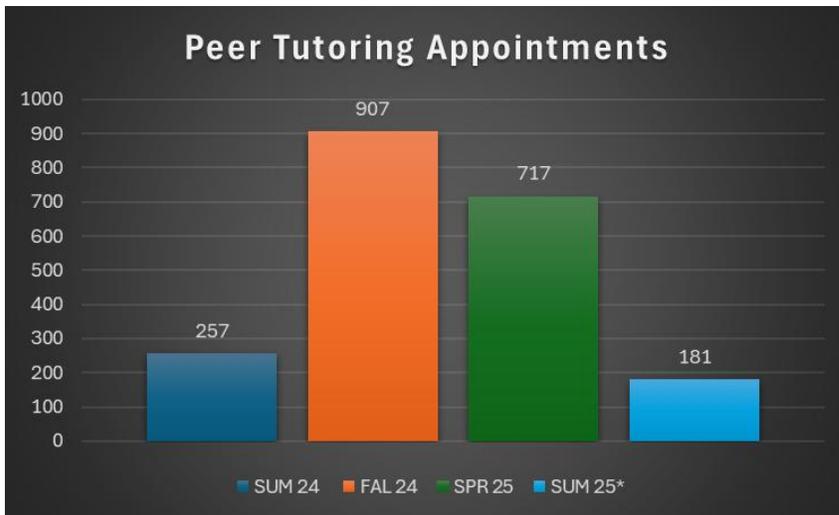
- a) Learners should have access to in-person and online tutoring, a writing lab, math lab, and supplemental instruction (SI) support on the academic side of education; and
- b) Learners should have access to health and food supports.

This is deemed reasonable as research has indicated that addressing whole learner health and nutrition is essential as it directly impacts learners' ability to succeed academically.

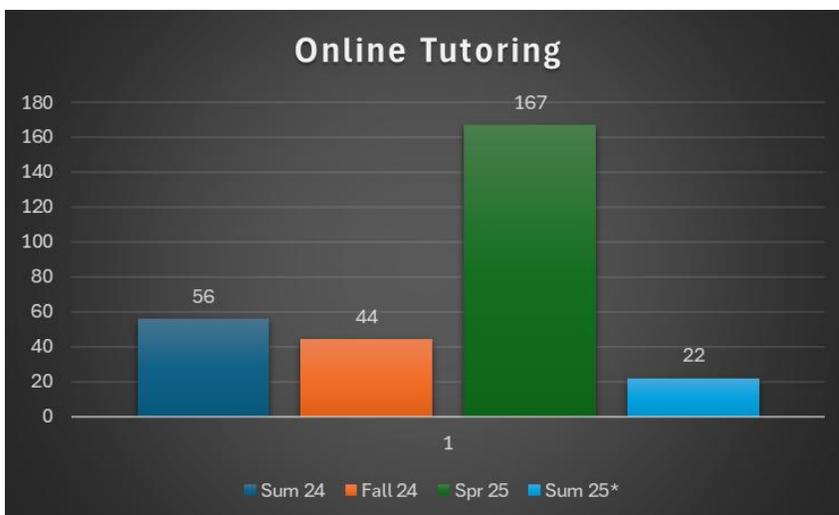
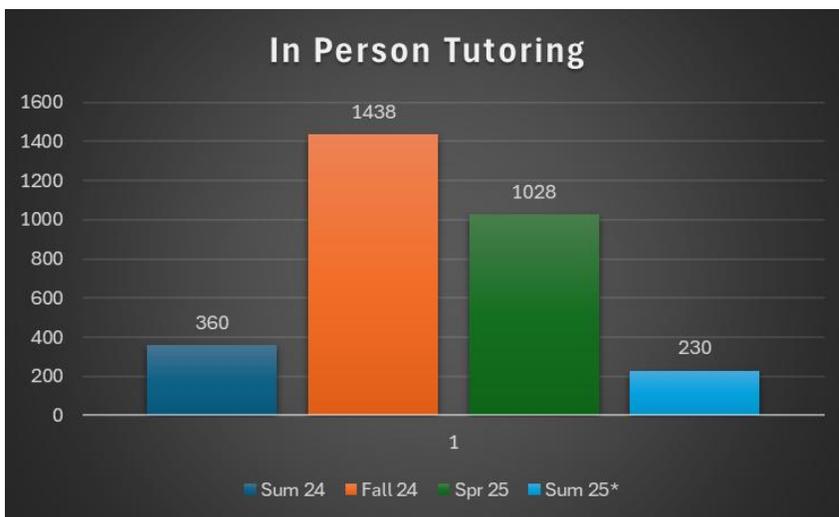
EVIDENCE:

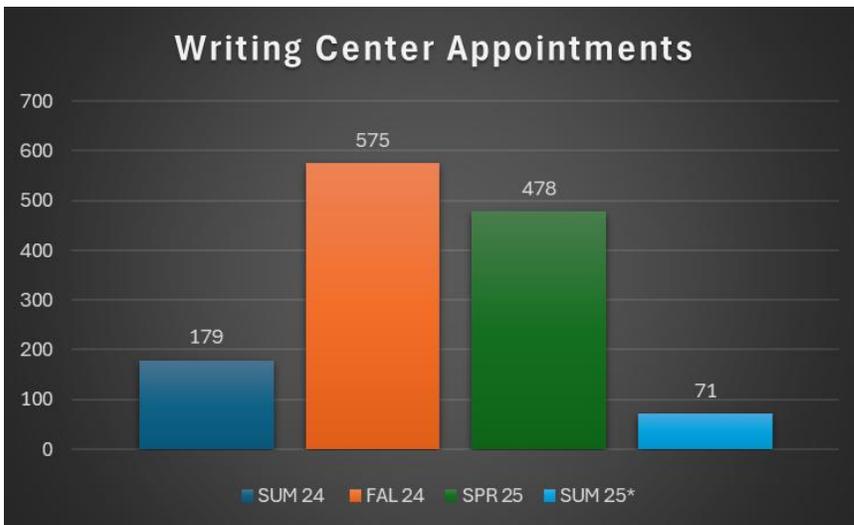
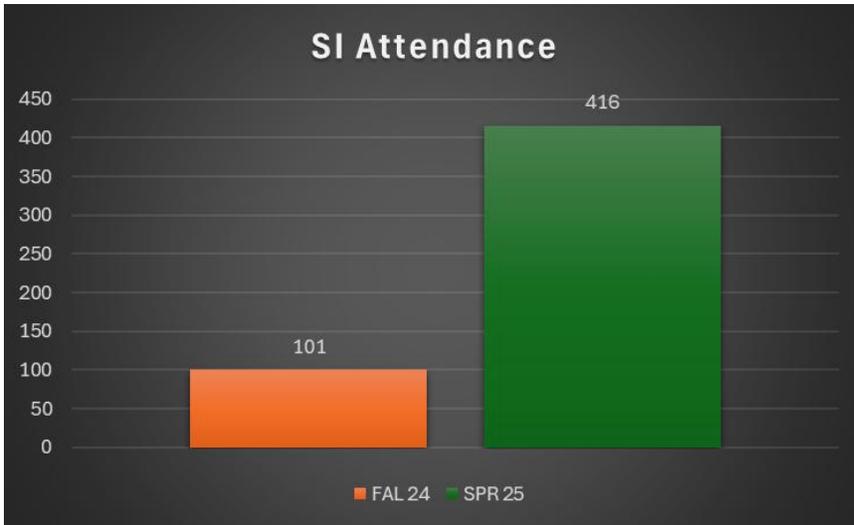
Visits to the areas in the Chief Student Services Officer confirmed, on 08.06.25, that learners use numerous support services to meet their learning needs. The data provided includes use for each of the following areas (see tables below): Tutoring, Supplemental Instruction (SI), Writing Center, Harriet's Hub, Oasis, and JC Health Clinic.

Annual enrolment on the census date for each of these terms were: 2024 Fall 5,234 learners; 2025 Spring 5,518 learners; and 2025 Summer 3,288 learners. This year's headcount was a significant increase over last year's headcount for each of the three terms. Summer 2024 data is included in some charts since the data was not complete at the time of last year's reporting. Additionally, the numbers for Summer 2025 throughout the below tables may continue to grow as the semester comes to a conclusion.

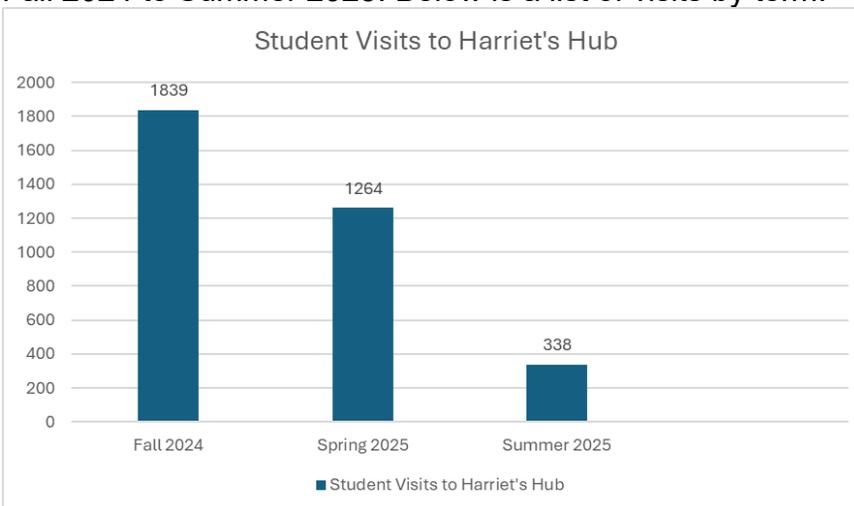


The Center for Student Success provided more in-person tutoring than online tutoring. In-person tutoring accounted for 91.4%, while 8.6% of our students participated in online tutoring.



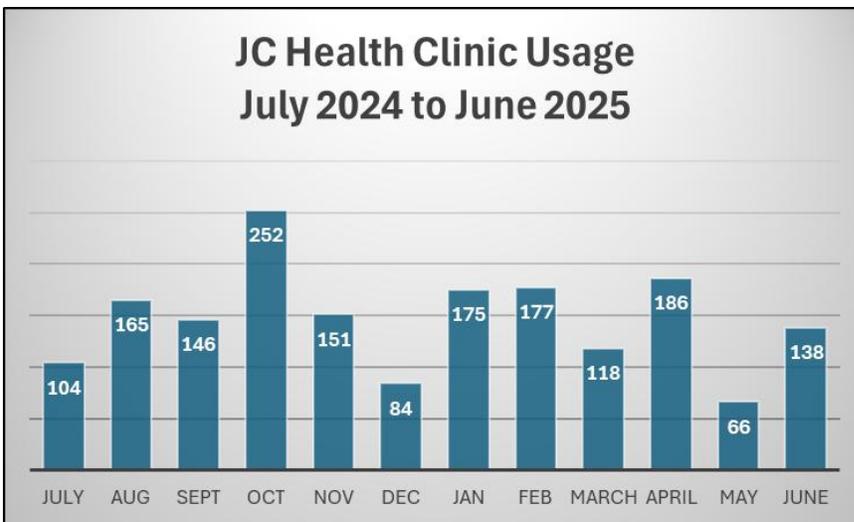


Harriet's Hub, Jackson College's food pantry, had a total of 3,441 student visits from Fall 2024 to Summer 2025. Below is a list of visits by term.





The reasons for visits included feeling overwhelmed by academics, relationships, stress, anxiety, and to a much lesser degree, depression.



The Health Clinic on average saw 150 visits per month, with 70% being students and 30% of visits being staff. The majority of student visits were program physicals, immunizations, sick visits, and sports physicals. The majority of the staff visits were labs, sick visits, routine health maintenance, IYL, and insurance paperwork.

The Jackson College Board of Trustees assessed this monitoring report and found that it demonstrated compliance with a reasonable interpretation of the policy at the regular Jackson College Board meeting on August 11, 2025.