AGENDA

1.0 Call to Order

2.0 Roll Call

3.0 The Pledge of Allegiance to the United States of America

4.0 Communications
   4.1 Visitor Comments
   4.2 Board Items:
       4.2.1 Conflict of Interest Consideration
       4.2.2 Board Comments
   4.3 Consideration of Minutes:
       4.3.1 Regular Meeting Minutes of August 13, 2018
   4.4 Marketing Report

5.0 ENDS Performance Report
   5.1 ENDS Board Monitoring Report: Customer Service

6.0 Action Items
   6.1 Second Reading
      6.1.1 Delegation to the President
      6.1.2 President's Job Description
      6.1.3 By-Laws
   6.2 Consideration of Strategic Value Template
   6.3 Consideration of President's Contract

7.0 Information Items
   7.1 First Reading
      7.1.1 General Executive Constraints
      7.1.2 Human Relationships
   7.2 President's Report
      7.2.1 Legislative/Congressional
      7.2.2 College Items
         7.2.2.1 TCS² Branding
         7.2.2.2 Safe Colleges Training
         7.2.2.3 HLC Pathway Transition
         7.2.2.4 Upcoming College Events

8.0 Adjournment
Subject to be Discussed and Policy Reference:

| 4.0 Communications |

**BOARD POLICY**: GOVERNANCE PROCESS: Governing Style

Executive Summary:

The 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 Visitor Comments
- 4.2 Board Items:
  - 4.2.1 Conflict of Interest Consideration
  - 4.2.2 Board Comments

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

- 4.3 Consideration of Minutes
  - 4.3.1 Regular Meeting Minutes of August 13, 2018
- 4.4 Marketing Report

Resource Impact:

None

Requested Board Action:

Approval of Board Meeting Minutes

Action Taken:

None
The regular meeting of the Board of Trustees of Jackson College was held in the Boardroom on Monday, August 13, 2018 at Jackson College’s Clyde LeTarte Campus, located at 3120 W. Carleton Road, Hillsdale, Michigan 49201.

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

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

*Others Present:* Dr. Daniel Phelan, Dr. Kate Thirolf, Cindy Allen, Sara Perkin, Darrell Norris, Jeremy Frew, Jason Valente, Lee Hampton, Dr. Kate Thirolf, Jolene Chapman, Theresa Choate, Darlene Lopresto, Holly Clark, Dotty Karkheck, Amanda Janes, Kelly Chambers, Nicole Huepenbecker, Tennille Fenstermaker and Chris Kimball.

**COMMUNICATIONS**

*Visitor Comments*
There were no visitor comments.

*Board Comments*
Trustee Lake commented on the wonderful experience she had attending the Free College Day hosted by the College. Trustee Hoffman commented on his positive experience attending the Health Wise event.

*Consideration of Minutes*
The minutes of the regular Board meeting on July 9, 2018 and Board Retreat Minutes of July 12, 2018 were moved into the record by Chairman Barnes on behalf of the Trustees.

*Marketing Report*
Dotty Karkheck, Director of Marketing provided the marketing report.

*College Feature*
Amanda Janes, Hillsdale Center Coordinator provided brief updates on the LeTarte Center.

**ENDS PERFORMANCE MONITORING REPORT**

*Community and Economic Development Board Monitoring Report*
Jason Valente, President of the Jackson College Foundation, and Vice President for Advancement at Jackson College, presented the Community and Economic Development Board Monitoring Report together with highlights of the report on a PowerPoint slide deck and addressed questions from the Board. A complete copy of the
ACTION ITEMS
Second Reading: Monitoring Presidential Performance and Policy Governance
President Phelan presented the Monitoring Presidential Performance and Policy Governance policies. **MOTION BY TRUSTEE CRIST** “To approve the Monitoring Presidential Performance and Policy Governance policies.” **MOTION PASSED UNANIMOUSLY.**

INFORMATION ITEMS
Board Policy First Reading Items: Delegation to the President, President’s Job Description and By-Laws
The Delegation to the President, President’s Job Description and By-Laws policies were presented for the Board’s first consideration. The policies were moved to second reading consideration.

President’s Report
President Phelan presented an overview of the Careers Act and shared upcoming College events.

CLOSED SESSION
As provided by Public Act §15.268, Section 8, sub-sections (a) to consider a periodic personnel evaluation of a public officer. **MOTION BY TRUSTEE HOFFMAN** “To move into closed session for the purpose of discussing the President’s performance.” **ROLL CALL VOTE: TRUSTEES HOFFMAN, PATTERSON, CRIST, BARNES, HEINS, MATHEIN AND LAKE VOTING AYE, MOTION PASSED UNANIMOUSLY,** The Board moved into closed session at 7:21PM.

**MOTION BY TRUSTEE HOFFMAN** “To move back into open session”, **TRUSTEES HOFFMAN, PATTERSON, CRIST, BARNES, HEINS, MATHEIN AND LAKE VOTING AYE. MOTION PASSED UNANIMOUSLY.** The Board reconvened to open session at 7:42PM.

ACTION ITEM
Consideration of President’s Contract
The Board Chairman commented that there is no action needed given that the President has an evergreen contract. **MOTION BY TRUSTEE CRIST** “To provide a one-time bonus of 10% of President Phelan’s base salary. Following discussion, Trustee Crist withdrew the motion. The Board agreed to take time to reflect on possible ways to recognize the work of the President over the past year, and bring forward recommendations next month for consideration.

ADJOURN
**MOTION BY TRUSTEE HOFFMAN** “To adjourn.” **MOTION PASSED UNANIMOUSLY,** Meeting adjourned at 7:49PM.
The foregoing minutes of the regular meeting of the Board of Trustees held on Monday, August 13, 2018 were approved at the regular meeting of the Board held on September 10, 2018.

[Signature]
Secretary

[Signature]
Chairman
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 Customer Service Board Monitoring Report</th>
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<tr>
<td><em>(BOARD POLICY: EXECUTIVE LIMITATIONS: Communication and Counsel to the Board)</em></td>
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</table>

Enclosed is the Customer Service Board Monitoring Report. This report will provide an in-depth look at how well the College is satisfying students and other key stakeholder needs.

Jeremy Frew, Vice President of Student Services, will be on hand to present and address any questions you have.

Resource Impact:

None

Requested Board Action:

None

Action Taken:

None
Prefatory Section

As described in the Board ENDS and Institutional Monitoring Policies, the President will provide monthly reports to the Jackson College Board of Trustees which allow the Board to engage in formal monitoring and inspection of the College’s performance in essential areas. The key institutional performance area for this month’s review is Customer Service.

The Customer Service Monitoring Report examines Jackson College’s student and other stakeholder performance results, which has the aim of demonstrating how well the College is satisfying students’ and stakeholders’ needs and expectations in our efforts to engage them in a positive, sustaining, customer-service relationship, as appropriate.

II. Executive Summary

A customer focus within an organization suggests a high priority toward serving its clients’ needs. Indeed, having a customer focus is usually a strong contributor to the overall success of an organization and involves ensuring that the various operations of the organization place its customer’s satisfaction at the highest levels. In addition, having a customer focus generally includes operating an effective customer service and customer relations program. The Talent Development & Employee Impact Monitoring report highlighted the workforce environment, and the Community & Economic Development Monitoring report explored the critical role we play with our communities. The Customer Service Monitoring Report will focus primarily on the student as a customer.

There are a number of internal and external data points used in the report to examine both performance and process in relation to Customer Service:

- Center for Community College Student Engagement (CCCSE)
- Survey of Entering Students Engagement (SENSE)
- The Noel-Levitz Student Satisfaction Inventory (SSI)
- Student Success Navigator Student Survey
- Jackson College Graduate Follow-Up survey
- Jackson College Commencement Participation
- Case Closures/Student Success Navigators
- Institutional Retention Data

Overall, the data strongly supports Jackson College’s continued commitment to Customer Service/Total Commitment to Student Success” (TCS^3). This is shown specifically in the area of building relationships and connections to students. Both the SENSE and CCSSE reports show Jackson College consistently out performing other institutions in the cohort (page 6). The SSI reports shows four years of improved student satisfaction around advising (page 8). Clearly, the Student Success Navigator model is working. Though enrollment has declined, we had 315 students participate in commencement, which is the largest ceremony since 2011 (page 10). As the Jackson College Graduate Follow-Up survey demonstrates, students are having a good experience at our institution (page 10).
The goals and updates from the 2017 report are listed below:

- **Increasing traditional and non-traditional student enrollment by 3%:**
  
  Jackson College’s enrollment has remained relatively flat over the past two years (Billing Contact Hours: 120,571 (16/17) and 119,226 (17/18)). With that being said, the makeup of enrollment (in terms of Billing Contact Hours) has changed and this original goal should have been focused on dual enrollment and PEI students. With the decrease in traditional high school students graduating from our tri-county area, Jackson College must and has increased our innovation in looking for new opportunities for enrollment. Jackson College and the Jackson ISD have partnered for the Jackson County Early College (JCEC). Our goal for first time students in JCEC was 300 students. We currently have 277 registered and over 500 total in our funnel. The Prison Education Initiative (PEI) continues to grow each semester making up a larger piece of our enrollment (our goal for 18/19 18,000 Billing Contact Hours and over 700 students). In Hillsdale, the Hillsdale Early Middle College is expanding rapidly as well.

- **Assign a Student Success Navigator to each Jackson County high school for assistance with dual enrollment:** Freddie DeRamus was assigned to Jackson High School, and during the school year works 15-20 hours at the high school. Freddie also has taken on the role of the Student Success Navigator assigned to Jackson County Early College (JCEC). Due to the growth and popularity of the program we are assigning additional Navigators to JCEC. There were over 500 inquiries into the new program and we currently have nearly 300 students enrolled. By the end of the 2018-2019 academic year we hope to have 400 students in JCEC.

- **Develop and implement wrap around services for summer bridge programs:** The Summer Jets program was developed and designed, however due to the lack of applications it was renamed and launched as “Ready Set Jet”. The program/pilot was reduced in scope and time, but still gave a select number students who wanted to live in Campus View Student Housing additional resources and supports. Fourteen students completed the program/pilot and will be living in student housing for fall 2018. To ensure the students are successful, Antoine Breedlove, Multi-Cultural Student Program Coordinator is coordinating with the Men of Merit and Sisters of Strength to assign all fourteen participants a mentor. The progress/success of the students will be tracked and used to scale up the program for summer 2019.

- **Develop and implement Student Life Activities for summer population:**
  - With the International Student Institute developed student programming for a cohort of students from Guangdong Polytechnic.
    - 9 students matriculated.
    - Provided introduction to the Hangar
    - Organized a summer BBQ in the park with ISS
  - Summer Jets
    - Co-Curricular Sub-Committee Chair
    - Assisted with planning/implementation of the Ready. Set. Jet. Orientation Day
  - Coordinated Spectrum Training, RA Training
  - Spectrum Training facilitator, Adjunct Faculty Learning Days
• Assisted with Organizing Parking Lot Party
• Coordinated Spectrum Training, Faculty Learning Days
• Point Person for No Zebras, No Excuses Sexual Assault Prevention and Bystander Education
• Labor Day BBQ

The goals for 2018/19 will be:
• **Retention and Completion:** 90% retention fall to winter, 80% retention and fall to fall and 70% completion
• **Jackson County Early College (JCEC):** 400 Students enrolled & stronger partnerships with local schools
• **Prison Education Initiative (PEI):** 18,000 BCH mark and have over 700 students enrolled in classes
• **W.J. Maher Campus:** Identify new academic programs that can create a niche campus
• **Customer Service:** New customer service professional development opportunities that are focused on serving the “whole student”
• **Multiple Measures and Student Profile:** Collect and use the data to help predict, where students will need assistance to be successful.

In terms of customer satisfaction Jackson College has made large improvements and this is made clear by the voice of the student and the new partnerships in the community. However, this has not translated into student success. We need to continue to have laser-like focus on retention and completetion. The institution’s goal is 90% retention fall to fall, 80% fall to winter and 70% completion (90/80/70). Fall 2016 to fall 2017 was 44%, and fall 17 to winter 18 was 74% (appendix A & B).

The new business model and serving the whole student approach to TCS² should help to move the retention and completion data in a positive direction. Clearly the Oasis Center, Health Clinic, Dental Clinic, new food offerings, food pantry, seven week semesters, new transportation options etc., are steps toward this serving the whole student approach.

### III. Institutional Context

Jackson College remains committed to innovation and our spirit of a Total Commitment to Student Success. JC has advanced our work with the Business Innovation Factory (BIF), Alliance for Innovation and Transformation (AFIT), and maintains a commitment to the Malcolm Baldrige National Quality Awards (MBNQA) quality principles which have been adopted by the Higher Learning Commission (HLC). It is through these commitments that Jackson College has created the Customer Focused Board Ends and progress toward improving ourselves.

> “Jackson College provides opportunities which enrich cultural, occupational and other intellectual interests of learners and the community.”

A customer focus and providing excellent customer service to various stakeholders is imbedded throughout the College’s culture and further substantiated in the statement of beliefs, which was approved by the Board of Trustees in 2013. More specifically, the following belief statements speak directly to being customer focused:
We believe...

- The success of our students is always our first priority;
- We must perform our jobs admirably, giving our best service and support every day, for everyone;
- We provide educational opportunities for those who might otherwise not have them;
- In providing employees with a safe and fulfilling work environment, as well as an opportunity to grow and learn;
- Building and maintaining trusting relationships with each other is essential;
- We make a positive difference in the lives of our students, our employees, and our communities;
- We must prepare our students to be successful in a global environment; and
- Our work matters.

Jackson College continues with the motto of a Total Commitment to Student Success (TCS²). This, again, is the College’s unswerving devotion to meeting and exceeding all students’ expectations as we assist those we serve in meeting their goals.

The primary function of the Customer Focus Committee (CFC) is to listen and learn from key customers and stakeholders about expectations, experiences, deficiencies, and to identify areas where celebration of excellence is warranted. Along with the charge to define key customer requirements, the committee is also charged with defining strategies to remain engaged with customers/stakeholders, making recommendations for improvements based on data, and providing ongoing review of stakeholder feedback.

IV. External Context

TCS² is not something that Jackson College uses as a simple motto but rather the anchor of our business model. It is a desire to improve every student and their respective experiences with Jackson College. It is through this commitment that we assess, analyze and make changes as appropriate. By using multiple assessments we are able to garner a clearer picture of what our students are experiencing. As we analyze this information, Jackson College can make informed choices on where to put our time and effort to have a positive impact on student success.

Jackson College administers the Noel-Levitz Student Satisfaction Inventory (SSI) every other year. In the spring of 2014, results indicated a need to improve customer service to students, specifically in the area of academic advising. As a result, the College has focused resources on improving academic advising. Noel-Levitz Student Satisfaction Inventory data from 2018 shows a marked improvement in satisfaction levels with regard to advising.

With our commitment to continuous improvement, in 2016 the College began working with the Center for Community College Student Engagement (CCCSE) to annually administer the Survey of Entering Students Engagement (SENSE). SENSE is a research-based tool that allows institutions to easily analyze, monitor and benchmark data. The first SENSE survey was administered in fall 2016 and will be used along with the SSI report as data points to drive the Customer Focused Committees work going forward.
Based on the 2016 SENSE results, students self-report coming in with lower than benchmarked averages on expectations/aspirations. Jackson College incoming students specifically report not being prepared for success in college, coming to class unprepared or not coming in at all. Students feel as though instructors and staff want them to succeed in college. These reports combined with the CCSSE results, that students fell below the national benchmarked averages of support as it relates to factors outside of the classroom; including but not limited to, emotional health, encouragement of diversity, social support, financial and career counseling, suggest factors of student achievement can be addressed by providing students with tools for success and further support.

Below is a summary (Highest and Lowest Aspects) of our Key Findings for Both the CCSSE and the SENSE:

### SENSE

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body Connections</td>
<td>At least once</td>
<td>Never</td>
</tr>
<tr>
<td>Engaged Learning</td>
<td>Frequency</td>
<td>Frequency</td>
</tr>
<tr>
<td>Engaged Learning</td>
<td>Discussion</td>
<td>Frequency</td>
</tr>
<tr>
<td>Engaged Learning</td>
<td>Frequency</td>
<td>Frequency</td>
</tr>
</tbody>
</table>

Notes:
- For N = 14, strongly agree and agree responses are combined.
- For N = 19, except 7%, 19%, 7%, and 17%, one or two times, and four or more times responses are combined.
- For N = 26, two or three times, and four to five times responses are combined.

### CCSSE

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active and Collaborative Learning</td>
<td>40+</td>
<td>10+</td>
</tr>
<tr>
<td>Student Effort</td>
<td>40+</td>
<td>10+</td>
</tr>
<tr>
<td>Student Faculty Interaction</td>
<td>40+</td>
<td>10+</td>
</tr>
<tr>
<td>Academic Challenge</td>
<td>40+</td>
<td>10+</td>
</tr>
<tr>
<td>Support For Learners</td>
<td>40+</td>
<td>10+</td>
</tr>
</tbody>
</table>

Notes:
- For N = 1 (except 4x), often and very often responses are combined.
- For N = 5, 10, 15, 20, and more than 20 responses are combined.
- For N = 12, 12, 12, 3-4 times, and 5 or more times responses are combined.

Tremendous work has already begun in addressing student concerns regarding non-academic supports. They include:

- The opening of Food Pantry in 2015.
• The Dental Lab opening fall 2018.
• The exploration of new Transportation options for students.
• The JC Health Clinic.
• The Oasis center is available for little to no cost to students. The Oasis is a clinic where staff and students may receive mental health care.
• Our student life team is increasingly expanding our student groups and activities available on campus year round. Jackson College is committed to building a campus culture of support and inclusiveness to all.
• Financial aid is taking more of a focus during our New Student Orientations. Beginning with incoming students starting in the fall of 2018, all students must meet with a Financial Aid representative during orientation.
• In response to the increased desire for Career Counseling, Jackson College has invested in Navigator training with the National Career Development Association, as well as cross campus collaboration with Jackson College’s Career Coach.

V. Institutional Performance Reporting and Assessment

Student Satisfaction:
Jackson College has launched, or is in the process of launching, a number of initiatives to improve customer satisfaction. Specifically:

Student Success Navigators: Jackson College in its commitment to innovation and access has expanded the roles of Navigators to include the Prisoner Education Initiative, Jackson College Early College, Hillsdale Early Middle College, Jackson Preparatory and Early College, etc. Jackson College is dedicated to offering students in our various special populations the same service that our traditional first time enrolled in college students receive.

Our Navigators have continued their:
• Assignment of Navigator Team Leads;
• Offering timely trainings.
• Commitment to Appreciative Advising
• Professional training and credentialing through the National Career Development Association as Facilitators.
• Assignment of caseloads by Pathway & Dual Enrollment.
• Cross training with various departments:
  o Center for Student Success
  o TRIO
  o Veterans
  o American Honors
  o Prison Education Initiative
  o Financial Aid
  o Jackson County Early College

Student Success Navigators have tracked all of their contacts through Retention Alert up until fall 2018. Prior to the start of a term, three Retention Alert cases are created for actively registered students. These cases serve as a Navigator’s guide for following the Outreach and
Intervention Plan. Moving forward, starting fall 2018, Navigators will pull an updated WEBI report reflecting their caseload and their interactions will be tracked on their individual dashboard, as well as through their CASMing (or notating their interactions in Colleague).

During the fall 2017 semester, Navigators closed 5,494 cases by meeting with students face to face. Navigators closed an additional 2,444 cases due to meaningful contacts via phone, email or a Navigator other than who is assigned.

In the winter 2018 semester, Navigators closed 3,574 cases face to face. 2,769 cases were closed as meaningful contacts via phone, email or a Navigator other than who is assigned.

The Noel-Levitz Student Satisfaction Inventory: Jackson College recently completed the Student Satisfaction Inventory through our partnership with Ruffalo Noel Levitz. Academic advising was a primary concern as the first SSI was administered in May of 2014. Jackson College has increased student satisfaction and lowered the performance gap (difference between importance and satisfaction) in all areas of academic advising over the past four years. The results validate the work of the Student Success Navigators.

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</thead>
<tbody>
<tr>
<td>My academic advisor is approachable.</td>
<td>6.69</td>
<td>6.17</td>
<td>0.52</td>
<td>6.38</td>
<td>5.69</td>
<td>0.69</td>
<td>6.44</td>
<td>5.17</td>
<td>1.27</td>
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<tr>
<td>My academic advisor helps me set goals to wo</td>
<td>6.4</td>
<td>5.75</td>
<td>0.65</td>
<td>6.2</td>
<td>5.37</td>
<td>0.83</td>
<td>6.26</td>
<td>4.89</td>
<td>1.37</td>
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<td>My academic advisor is concerned about my s</td>
<td>6.53</td>
<td>5.92</td>
<td>0.61</td>
<td>6.33</td>
<td>5.48</td>
<td>0.85</td>
<td>6.4</td>
<td>4.81</td>
<td>1.59</td>
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<tr>
<td>My academic advisor is knowledgeable about</td>
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<td>5.94</td>
<td>0.78</td>
<td>6.48</td>
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<td>0.99</td>
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<td>My academic advisor is knowledgeable about</td>
<td>6.6</td>
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<td>5.38</td>
<td>1.07</td>
<td>6.48</td>
<td>5.01</td>
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<tr>
<td>Counseling staff care about students as indiv</td>
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<td>6.1</td>
<td>0.34</td>
<td>6.32</td>
<td>5.56</td>
<td>0.76</td>
<td>6.31</td>
<td>5.26</td>
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<tr>
<td>This school does whatever it can to help me r</td>
<td>6.31</td>
<td>5.65</td>
<td>0.66</td>
<td>6.36</td>
<td>5.25</td>
<td>1.11</td>
<td>6.47</td>
<td>5.06</td>
<td>1.41</td>
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</table>
Internal Customer Satisfaction Data: Because the Noel-Levitz Student Satisfaction (SSI) Inventory is only administered every other year, we are continuing to monitor student satisfaction using two internal data sources. The first is through an internally created academic advising survey that specifically targets the items identified as challenges on the SSI. In order to gather the largest amount of responses, Student Services invested in tablets for all Navigators to have; one of the functions of this tablet is to obtain survey results from students. The following chart compares internal student satisfaction data from 2015 to current winter 2018. With the overall average above 90%, our Student Success Navigator model is continuing to be effective and celebrated by our students.

Commencement Participation: Our participation eclipsed 315 students in the May 2018 ceremony. As you can see we are near the all-time high from 2011 when our enrollment was drastically higher than it is now. As our enrollment has declined, participation of our students in the commencement ceremony has increased. Along with the rise in participation we have seen a rise in attendance by families and friends of the graduates. In the May 2018 ceremony, we reached capacity in Harold Sheffer Music Hall, which can hold over 1,500 people, exceeded capacity in Michael Baughman Theatre, which can hold over 400, and had people sitting in the lobby area who could not get into either theatre. Families and students are excited to be part of the JC family and Alumni.
Graduates: An additional student data source is the Jackson College Graduate Follow-Up survey. The following charts illustrate forward progress on:

- Students’ overall satisfaction with their experience at Jackson College
- Whether students would recommend Jackson College to others

The increased satisfaction from 2010-2017 validates the foresight the Board and Dr. Phelan saw investing in the institution’s culture and the TCS².
Veterans’ Resource Center: As a result of creating a Veterans Resource Center and the addition of a Veteran-specific Student Success Navigator, the College continues to improve services for our veterans and their families. The Veterans Services Support item continues to be above the national average (a statistically significant increase was achieved as well) and Jackson College was granted military friendly gold status.

The institutional goal is to increase our student veteran population on campus to over 140 students during the 2018-19 academic school year. The Veteran Resource Center has been conducting outreach and implementing retention measures to accomplish this goal.

Jackson College is in the process of submitting an application for a national Military Friendly School status award. This award is granted based off of both public data about the institution and the proprietary data gathered through the application process. Annually, more than 8,800 institutions nationwide apply for this distinguished status. Each school that applies is assessed in the areas of Student Retention, Graduation, Job Placement, Loan Repayment and Loan Default rates for all students and also specifically for veterans. Jackson College will be notified of our status review in early 2019. The College also completed an application for military friendly status within the state Michigan through the Michigan Veteran Affairs Agency. We are currently waiting on a decision from them regarding our status.

Multiple Measures: Jackson College is dedicated to placing students appropriately into coursework based on a multitude of factors, rather than focusing solely on an intake assessment. Jackson College professionals utilize information from high school GPA, Accuplacer (cut scores set by institutional faculty), high school transcripts, and conversations with the student to place students as appropriate. Hopefully, this will lower both underplacement and overplacement.

New Student Profile: Previously known as Jackson College’s Intake Assessment, the New Student Profile will be administered in SEM 140. Results from the assessment will be the focus of each student’s first semester advising appointment. The New Student Profile is an assessment based on the Big Five Personality Inventory (Ten Item Personality Inventory)
combined with questions from Michigan Career Pathways (basis for Jackson College’s pathways). Also included in the assessment are specific questions chosen by Student Success Navigators, questions on a growth versus fixed mindset, and grit. The data will be pulled and reviewed September 15, 2018.

Results will be reviewed by faculty and administration. Jackson College intends to use the New Student Profile to improve the relationship between students and Navigator, find areas of growth and strength not related to academics, place students in their appropriate pathway and identify personality traits that may be indicative of potential successes or concerns.

**Community Satisfaction:** As my colleague, Jason Valente validated and demonstrated in the *Community and Economic Development Monitoring Report*, Jackson College is not just part of the community but serves as a center for “crucial community conversations” and a “cultural arts hub.” There are a multitude of initiatives that are building partnerships and relationships in our community: Halloween Spectacular, Easter Egg Hunt, Free College Day, Michigan Shakespeare Festival, Miss Jackson Crossroads etc.

So far in 2018, Dr. Phelan has hosted three Community Advisory Group (CAG), one in each of the tri-county areas, Lenawee, Hillsdale and Jackson. The goal was to have conversations with our local communities to understand their perspective about the work Jackson College is doing. Approximately 70 community members participated. Going forward, the meetings will be held twice a year and a formal survey will be given.

Jackson College is the main driver for multiple academic partnerships with the local tri-county K-12 institutions. The creation of Jackson Preparatory and Early College (JPEC), Jackson County Early College (JCEC), JC/LISD Academy (JLEMC), and the Hillsdale County Early Middle College (HCEMC) are all reshaping education and a great examples of a “blue ocean”. As the data showed in the Student Access Ends Report, dual enrollment made up 16.5% of our 18/WN enrollment. This number will continue to grow and we expect to have over 800 dual enrolled students fall 2018.

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

Over the next 12 months, Jackson College will leverage all of the areas of improvement and specific target goals from its various committees and sub committees, creating continuity between each group so that the institution is focusing on the same goals. The institution will continue to use multiple reports and surveys to ensure we are meeting our students’ needs. As an institution we will continue to work toward the 90/80/70 and the new “whole student approach” to the student will be the key strategy. Other areas that will be a focus for the 2018-2019:

- **Jackson County Early College (JCEC):** Grow enrollment to 400 students by winter 2019. Continue to build a partnership with the local schools and be prepared to reprioritize resources to serve this population.
• **Prison Education Initiative (PEI):** Fully integrate the PEI program into Student Services, resulting in new opportunities for current and future PEI students. For 2018-2019 year we hope to hit the 18,000 BCH mark and have over 700 students enrolled in classes.

• **W.J. Maher Campus:** Continue to work with Mr. Valente, President, Jackson College Foundation and Dr. Thirolf, Vice President for Instruction, to identify new academic programs that can create a niche campus.

• **Customer Service:** With the assistance of Human Resources implement new customer service professional development, opportunities that are focused on serving the “whole student”.

• **Multiple Measures and Student Profile:** Collect and use the data to help predict where students will need assistance to be successful.

• **Retention and Completion:** 90% retention fall to winter, 80% retention and fall to fall and 70% completion

**VII. Conclusion**

The Customer Focus Monitoring report examined Jackson College’s performance results using a variety of data. The goal is to holistically understand how the College is satisfying its key stakeholder, the student. In the past twelve months, great strides have been made toward continuous quality improvement in the area of customer services. Highlights include:

- The fantastic results of the Student Service Student Satisfaction Survey
- The launching of the new Jackson County Early College
- The continued positive feedback we are getting from our graduates
- The new “holistic” approach to our students
- The huge participation in commencement

Jackson College remains committed and focused on providing world-class customer service to all its stakeholders. The above initiatives are focused on improving customer satisfaction and are the core to the College’s Total Commitment to Student Success. It is the ongoing goal of Jackson College and the Customer Focused Committee to provide world-class customer service to all its stakeholders.
Appendix A

Fall to Fall Retention Rates (1yr)

<table>
<thead>
<tr>
<th>Year</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>42%</td>
</tr>
<tr>
<td>2014</td>
<td>44%</td>
</tr>
<tr>
<td>2015</td>
<td>44%</td>
</tr>
<tr>
<td>2016</td>
<td>43%</td>
</tr>
<tr>
<td>2017</td>
<td>44%</td>
</tr>
</tbody>
</table>

Appendix B

Retention Fall to Winter

<table>
<thead>
<tr>
<th>Year</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>13FL to 14WN</td>
<td>75.00%</td>
</tr>
<tr>
<td>14FL to 15WN</td>
<td>72.00%</td>
</tr>
<tr>
<td>15FL to 16WN</td>
<td>71.00%</td>
</tr>
<tr>
<td>16FL to 17WN</td>
<td>74.15%</td>
</tr>
<tr>
<td>17FL to 18WN</td>
<td>74.68%</td>
</tr>
</tbody>
</table>
TO: Jackson College Board of Trustees
FROM: Dr. Daniel J. Phelan, President

Subject to be Discussed and Policy Reference:

<table>
<thead>
<tr>
<th>6.1</th>
<th>Second Reading:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1.1</td>
<td>Delegation to the President</td>
</tr>
<tr>
<td>6.1.2</td>
<td>President’s Job Description</td>
</tr>
<tr>
<td>6.1.3</td>
<td>By-Laws</td>
</tr>
</tbody>
</table>

*(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 policies presented, and recommendations for changes are highlighted in color for ease of review. There have been no additional changes proposed since the previous board meeting wherein this policy was proposed for consideration. The following URL’s below may be helpful in referencing the existing policy.

- [Delegation to the President](#)
- [President’s Job Description](#)
- [By Laws](#)

Resource Impact:

None

Requested Board Action:

Approval of revised policy recommendations.

Action Taken:

**MOTION BY TRUSTEE HOFFMAN** “To approve the Delegation to the President, President’s Job Description and By-Laws policies.” **MOTION PASSED UNANIMOUSLY.**
Policy Governance Domains

Board Policy

Policy Type: Board-Staff Relations
Policy Title: Delegation to the President
Policy Number: 0101
Date Adopted: 11/1/1994
Version: 7.0
Review Cycle: Annually
Date Last Reviewed: 9/11/2017
Office Responsible: President’s Office
Reviewing Committee: Board of Trustees
Related Policies: President’s Job Description
Related Laws:

Policy Statement: Delegation to the President

All board authority delegated to staff is delegated through the president, so that all authority and accountability of staff, as far as the board is concerned, is considered to be the authority and accountability of the president.

Thus, the board must abide by the following guidelines:

1. The board will direct the president to achieve certain results through the creation and implementation of ENDS policies. The board may limit the latitude the president may exercise in practices, methods, conduct and other means through establishment of executive limitations policies.

2. As long as the president uses any reasonable interpretation of the board's ENDS and executive limitations policies, the president is authorized to establish all further institutional policies, make all decisions, take all actions, establish all practices and develop all activities.

3. The board may change its ENDS and executive limitations policies, thereby shifting the boundary between board and presidential domains. By so doing, the board changes the latitude of choice given to the president. However, as long as a policy is in effect, the board will respect and support the president's decisions that conform to that policy.

4. Only decisions of the board, acting as a body, are binding upon the president.

a. Decisions or instructions of individual board members, officers, or committees are not binding on the president except in rare instances when the board has
specifically authorized such exercise of authority.

b. If board members or committees request information or assistance, without Board authorization, the president can refuse such requests that require, in the President's judgment, a material amount of staff time, or funds, or that cause a disruption.

5. The president shall apply to the board for a waiver of a board policy if the president deems a waiver is in the best interest of the College. A waiver, if granted, shall apply to the specific instance only.
Policy Statement: President’s Job Description

The president is the chief executive officer (CEO) of the College. The president is the board's single official link with the operating organization. The president is accountable to the board acting as a body. The board will instruct the president through written policies that delegate implementation to the president. The president's performance will be considered synonymous with the organizational performance of the College as a whole.

The president's responsibilities can be summarized as mandatory performance in three areas:

1. Organizational accomplishment of the board's policies on ENDS.
2. Achievement of the College’s strategic plan.
3. Organizational operation within the boundaries established by board policies on executive limitations.
Policy Summary:

Bylaws are essential for effective operation of the Jackson College Board of Trustees. Generally, the bylaws serve to establish the name of the organization, how the college is governed, the requirements for membership, offices that may be held, the titles and responsibilities for said offices, as well as the means by which the offices are to be assigned. Furthermore, the bylaws define how its meetings are conducted, and how often meetings are held. Finally, the board’s bylaws constitute legal guidelines for the work of the board and are focused only on the highest level of governance issues.

Policy Statement: Bylaws

The enclosed bylaws shall constitute the structure, operation and responsibilities of trustees in conducting formal business matters at its regular monthly board meetings for Jackson College.

1. Name of the Organization:
   a. The legal and official name of the organization shall be Jackson College

2. Officers
   a. The organizational meeting for election of officers shall be held on the day and at the time prescribed by law.

   b. Officers shall be elected as prescribed by law. Each officer shall be elected by a majority of the members of the board. The term of each officer shall be for a period of two years. Each officer shall perform the legal duties of the office and such other functions as are designated by the board of trustees.
3. Duties of Officers
   a. The Chairperson of the board shall have the usual duties and authority consistent with education laws. He or she shall appoint all committees unless otherwise directed by the board.

   b. The Vice-chairperson shall perform the duties of the chairperson in the absence of the chairperson. He/she shall perform other functions and duties as designated by the board.

   c. The Treasurer shall perform other such duties as designated by the board.

   d. The Secretary shall sign all legal documents as authorized by the board.

4. Duties of Board Liaisons
   i. The Board of Trustees shall establish and appoint Liaisons as needed to assist the Board in undertaking its work. The following Liaisons and relevant duties are established: The Assistant Treasurer shall receive, hold in custody and expend all funds as directed by the Board and President. The Assistant Secretary shall keep record of all meetings, post all legal notices and perform such other duties as designated by the Board.

5. Removal of Officers
   Any officer of the board may be removed for cause by resolution of a majority of the board at a regular monthly meeting with the item appearing on the agenda for that meeting.

6. Meetings
   All meeting locations are properly noticed in accord with the prescription of law. With the exception of February, all meetings shall be held on the second Monday of each month, beginning at 6:30 p.m., as approved in advance by a majority of the board of trustees. The February board meeting will be held on the first Monday of the month. No further notice of such meetings shall be required to be given to the members of the board.

   a. Regular Meetings
      Regular meetings of the board of trustees shall be held at the following locations for the months, days, and times noted:

      | Location                        | Dates               |
      |--------------------------------|---------------------|
      | Jackson College, Central Campus | January, February, March, May, June, July, September, October, November |
      | 2111 Emmons Road                |                     |
      | Jackson, MI 49201               |                     |
Potter Center board room

Jackson College @LISD Tech Campus  April
1376 North Main Street
Adrian, MI 49221

Jackson College, LeTarte Campus  August
3120 West Carleton Road
Hillsdale, MI 49242

Jackson College, Maher Campus  December
3000 Blake Road
Jackson, MI 49201

b. Special Meetings
   Special meetings of the Board of Trustees may be called by the
   Chairperson of the Board, or any board member, by serving the members
   a notice of the time and place of the meeting.

   Service of the notices shall be accomplished by:
   i. Delivering the notices to the members at least 24 hours before
      such meeting is to take place by phone, email, or overnight or
      standard mail.

   Service, as above prescribed, may be made by a member of the Board,
   the secretary of the board, and any employee of the board or other person
   as directed by the Board Chairman.

c. Attendance at Meetings
   All members of the Board should use every reasonable effort to attend all
   meetings of the Board of Trustees in person. If this is not possible
   because of extenuating circumstances, participation by conference call or
   other electronic communication shall be permitted under the following
   circumstances:

   i. A quorum of the Board shall be physically present at the meeting
      location;

   ii. Electronic participation must be approved by the majority of the
       Board;

   iii. Where a board member (or members) is unable to attend a meeting
        due to circumstances beyond his or her control;

   iv. In such circumstances, telephone conference call participation or
        participation by other electronic means must be conducted by using
two way speaker phones or other electronic devices that allow all other board members and the public to hear all of the caller’s comments and votes;

v. All votes during a telephone conference call, meeting or through the utilization of other electronic communication, shall be taken by roll call. The board member must identify themselves verbally over the phone speaker system before each roll call vote; and

vi. Board members may not participate remotely in closed sessions.

d. Place of Meetings
All meetings of the Board will be held within the College service area of Jackson, Lenawee and Hillsdale counties.

e. Adjourned Meetings
Any legal meetings of the Board may be adjourned to a specific time and place. Only items on the agenda of the meeting adjourned may be acted upon at the adjourned meeting.

f. Time Limit
The time of regular meetings of the Board of Trustees shall be limited to two hours. A vote may be taken by the Board to extend the meeting should the agenda warrant such an extension. Items on the agenda requiring extended deliberation shall be taken up at adjourned or special meetings.

7. Electronic Communications
Neither the board collectively nor its individual members may engage in electronic communications for the purpose of making a decision or deliberating towards a decision. This would include sequential communications forwarded to or among Board Members with respect to deliberations, opinions or matters which could result in a Board decision.

This applies at all times, including by way of example and not limited during the course of board meetings.

It is the express policy of the Board that all communications between and among Board Members shall comply with the Michigan Open Meetings Act, the purpose of which is to facilitate public access to official decision making.

8. Committees of the Board
   a. Standing Committee
      The board of trustees shall have a standing audit committee.
   b. Special Committee
The Board of Trustees shall authorize such special committees as are deemed necessary. A special committee shall report recommendations to the board for appropriate action. A special committee shall be dissolved when final action on its report is taken by the Board.

9. Minutes of Proceedings
   a. Minutes of the proceedings of the previous meeting shall be prepared by the Assistant Secretary and electronically delivered to the members at least 48 hours before the time of the next regular meeting.
   b. The minutes of the preceding meeting shall be approved by the Board and signed by the Chairperson and the Secretary.
   c. All motions shall be accurately and completely recorded. The names of those who make motions and those who vote yeas and nays shall be recorded.
   d. The official minutes shall be bound and kept in the President's office of the College as well as posted on the College website.

10. Records Available
    All records of the Board of Trustees shall be available to citizens for inspection at the office of the president during regular office hours.

11. Quorum
    The physical presence of the majority of the Board of Trustees constitutes a quorum, but no act is valid unless voted at a meeting of the board by a majority vote of the members of the Board. Less than a quorum may adjourn to a future date.

12. Compensation and Expenses
    No member of the Board of Trustees may receive any compensation for any services rendered to the district. Expenses of Board Members will be reimbursed in accordance with College policy.

13. Transaction of Business
    The Board of Trustees shall transact all business at a legal meeting of the board. No member of the board of trustees shall have power to act in the name of the board outside of the board meetings except when authorized by the Board to do so.

14. Order of Business
    The following is the prescribed outline of the meeting agenda for regularly scheduled Board meetings:

      1.0   Call to order
2.0 Roll call

3.0 The Pledge of Allegiance to the United States of America

4.0 Communication
   4.1 Citizen-Visitor comments
   4.2 Employee comments
   4.32 Board comments
      4.32.1 Conflict of Interest
   4.2.2 Board Comments
   4.4 Student/Student Government comments
   4.35 Consideration of minutes
   4.64 Marketing report
   4.57 College feature (occasional as needed)

5.0 ENDs performance reporting
   5.1 Monthly monitoring reports
   5.2 Treasurer’s report [quarterly and annual]

6.0 Action items

7.0 Information items

8.0 Closed session [as needed]

9.0 Adjournment

15. Amendments
   These bylaws may be amended at a meeting of the Board by a majority of the
   members of the board.

16. Rules of Order
   govern the board in its deliberations, except where it is inconsistent with these
   bylaws or any applicable law. All members of the board may vote on matters to
   be decided by the board unless excused by law.

17. Citizen Participation
   The Board of Trustees shall solicit the advice and counsel of citizens in planning,
   direction-setting, evaluation of and operating the College. Meetings of the Board
   of Trustees shall be open to the public. All citizen communications to the Board
   of Trustees shall be addressed to the Board of Trustees. Citizens who wish to
   present any matter of concern to the College shall make a written request to the
   Assistant Secretary to the Board of Trustees on the speaker request form prior to
   the meeting. This shall be considered under the “communication” section of the
agenda. The Board may, in case of emergency, by majority vote, give visitors who have not presented a written request an opportunity to present matters of concern to the Board. The Chairperson shall allot a visitor, at the appropriate time, not more than five minutes, unless the time is increased or decreased by a majority of the Board.

18. Conflict of Interest
All members of the Board shall disclose any direct or indirect interest they may have in any proposed contract with the district, or in any action or situation in which they have a direct or indirect conflict of interest.

   a. In the event of any duality of interest, or possible conflict of interest on the part of any governing Board Member, that member shall abstain from voting.

   b. The foregoing requirement shall not prevent the governing Board Member from stating his or her position in the matter, nor from answering pertinent questions of any other Board Members since his/her knowledge may be of assistance.

19. Governance Methodology
   a. The Jackson College Board of Trustees shall generally utilize Policy Governance (also known as the Carver Model of Governance) practices in undertaking its work as members of the board.
TO: JC Board of Trustees  
FROM: Dr. Daniel J. Phelan, President

**Subject to be Discussed and Policy Reference:**

6.2 Consideration of State Required Best Practices Resolution

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

**Executive Summary:**

Michigan public Act 265 of 2018, originates from an omnibus public education bill passed by the Michigan Legislature, and includes State Aid for Michigan Community Colleges, including a $12,698,200 appropriation for Jackson College. Among the components of the appropriations distribution for Jackson College and indeed all Michigan community colleges, is a performance-based funding element, based upon five standards of “local strategic value” called “best practices.”

The law requires the Jackson College Board of Trustees approve a resolution, by October 15, 2018, certifying that the College meets at least four out of five of the best practice standards under each of the three categories. You will note, within the included document, that Jackson College easily surpasses the minimum thresholds for funding.

**Resource Impact:**

None

**Requested Board Action:**

Consideration of State Required Best Practices Resolution

**Action Taken:**

*MOTION BY TRUSTEE LAKE* “To approve the Delegation to the President, President’s Job Description and By-Laws policies.” **MOTION PASSED UNANIMOUSLY.**
August 22, 2018

TO: Community College Presidents

This letter is to inform you of requirements in Section 230 of PA 265 of 2018, the education omnibus appropriations act for fiscal year 2019. This section contains the qualifications that must be met in order to receive the portion of each college’s performance funding appropriation earmarked for local strategic value. To qualify for full funding, the statute lists 15 separate best practices for community colleges to achieve. Institutions must satisfy four of five best practices in each of three different categories.

To demonstrate eligibility for this funding, Section 230 requires that each community college certifies compliance to my office by means of a board of trustees resolution certifying that the college has met 4 of 5 best practices in each category. Further, each board resolution “shall provide specifics as to how the community college meets each best practice measure within each category.” This resolution must be properly passed by the board and submitted to this office on or before October 15, 2018 for a college to be eligible for funding. However, if a resolution from a prior year is still in effect and factually correct, you may resubmit this resolution. Please send a copy with an indication of the date of its passage.

I have attached the pertinent section of law for your convenience, as well as a template to assist your institution in fulfilling this reporting requirement. Thank you for your assistance in providing this information to our office. If you have any questions, please contact Brent Turner at (517) 335-1539.

Sincerely,

John J. Walsh
State Budget Director

Attachments

Cc: Sen. Darwin Booher, Chair, Senate Appropriations Subcommittee on Community Colleges
    Rep. Chris Afendoulis, Chair, House Appropriations Subcommittee on Community Colleges
    Bill Bowerman, Senate Fiscal Agency
    Perry Zielak, House Fiscal Agency
    Mike Hansen, Michigan Community Colleges Association
    State Budget Office, Office of Education

111 S. CAPITOL • P.O. BOX 30026 • LANSING, MICHIGAN 48909
www.michigan.gov • (517) 373-7560
## Community Colleges Local Strategic Value Template

Please use this table as a method to **briefly** detail what your community college is doing to meet the best practices in each category. Each category is worth one-third of the total amount available for your institution. Your institution must meet 4 out of 5 best practices in a category to receive funding associated with that category.

<table>
<thead>
<tr>
<th>Best Practices by Category</th>
<th>Examples of Adherence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Category A: Economic Development and Business or Industry Partnerships (must meet 4 of 5)</strong></td>
<td></td>
</tr>
<tr>
<td>(i) The community college has active partnerships with local employers including hospitals and health care providers.</td>
<td></td>
</tr>
<tr>
<td>(ii) The community college provides customized on-site training for area companies, employees, or both.</td>
<td></td>
</tr>
<tr>
<td>(iii) The community college supports entrepreneurship through a small business assistance center or other training or consulting activities targeted toward small businesses.</td>
<td></td>
</tr>
<tr>
<td>(iv) The community college supports technological advancement through industry partnerships, incubation activities, or operation of a Michigan technical education center or other advanced technology center.</td>
<td></td>
</tr>
<tr>
<td>(v) The community college has active partnerships with local or regional workforce and economic development agencies.</td>
<td></td>
</tr>
<tr>
<td><strong>Category B: Educational Partnerships (must meet 4 of 5)</strong></td>
<td></td>
</tr>
<tr>
<td>(i) The community college has active partnerships with regional high schools, intermediate school districts, and career-tech centers to provide instruction through dual enrollment, concurrent enrollment, direct credit, middle college, or academy programs.</td>
<td></td>
</tr>
<tr>
<td>(ii) The community college hosts, sponsors, or participates in enrichment programs for area K-12 students, such as college days, summer or after-school programming, or science Olympiad.</td>
<td></td>
</tr>
<tr>
<td>(iii) The community college provides, supports, or participates in programming to promote successful transitions to college for traditional age students, including grant programs such as talent search, upward bound, or other activities to promote college readiness in area high schools and community centers.</td>
<td></td>
</tr>
<tr>
<td>Best Practices by Category</td>
<td>Examples of Adherence</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>(iv) The community college provides, supports, or participates in programming to promote successful transitions to college for new or reentering adult students, such as adult basic education, GED preparation and testing, or recruiting, advising, or orientation activities specific to adults.</td>
<td></td>
</tr>
<tr>
<td>(v) The community college has active partnerships with regional 4-year colleges and universities to promote successful transfer, such as articulation, 2+2, or reverse transfer agreements or operation of a university center.</td>
<td></td>
</tr>
</tbody>
</table>

**Category C: Community Services (must meet 4 of 5)**

| (i) The community college provides continuing education programming for leisure, wellness, personal enrichment, or professional development. |                        |
| (ii) The community college operates or sponsors opportunities for community members to engage in activities that promote leisure, wellness, cultural or personal enrichment such as community sports teams, theater or musical ensembles, or artist guilds. |                        |
| (iii) The community college operates public facilities to promote cultural, educational, or personal enrichment for community members, such as libraries, computer labs, performing arts centers, museums, art galleries, or television or radio stations. |                        |
| (iv) The community college operates public facilities to promote leisure or wellness activities for community members, including gymnasiums, athletic fields, tennis courts, fitness centers, hiking or biking trails, or natural areas. |                        |
| (v) The community college promotes, sponsors, or hosts community service activities for students, staff, or community members. |                        |
Jackson College Best Practices Resolution

Community Colleges Local Strategic Values

Michigan public Act 265 of 2018, originates from an omnibus public education bill passed by the Michigan Legislature that includes appropriations of $12,698,200 for Jackson College (JC). Among the components of the appropriations for all Michigan community colleges is performance funding based on “local strategic value,” which is defined in terms of three categories as shown below. Each category covers five standards of local strategic value, called “best practices”. The law requires the Jackson College Board of Trustees to pass a resolution certifying that the College meets at least four out of five of the best practice standards under each of the three categories.

Jackson College not only meets, but exceeds the best practice standards required by State appropriations, as the following table demonstrates.

<table>
<thead>
<tr>
<th>Best Practices by Category</th>
<th>Examples of Adherence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Category A: Economic Development and Business or Industry Partnerships (must meet 4 of 5)</strong></td>
<td></td>
</tr>
<tr>
<td>(i) The community college has active partnerships with local employers including hospitals and health care providers.</td>
<td>Jackson College has several partnerships with Henry Ford Allegiance, the area’s regional community hospital, as well as other health care providers. The Henry Ford Allegiance System supports on-campus health services; provides clinical sites for our nursing and allied health students; and Jackson College staff participate in community collaborative and governance efforts of the health system. Additionally, Jackson College has created an on-campus Health Clinic in partnership with Henry Ford Allegiance. It is used both as a clinical site for our allied health students, as well as a medical clinic for students, employees and their families. The College has a partnership with Family Service and Children’s Aid, a health care organization with Community/Behavioral Health as their primary medical specialization, to provide a wide range of behavioral health services on campus to students and employees in the College-created Oasis Center. Jackson College continues to partner with other local employers and training partners to develop new curricula, training programs, and seek external funding in support of shared initiatives. For example, numerous local dentists worked with the College to create a new dental hygiene program and of a Dental...</td>
</tr>
<tr>
<td>Best Practices by Category</td>
<td>Examples of Adherence</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Hygiene Lab which opened for classes this fall semester. This instructional program will also provide students, employees, as well as citizens of the area the opportunity to have highly discounted teeth cleaning and oral hygienic services. A sampling of other employers assisting in instructional program initiatives include Martinrea Jonesville, Technique Inc., Blissfield Manufacturing, Brembo North America, Eaton Hydraulics, LLC., Michigan Automotive Compressor, Inc., Jackson Area Manufacturing Association, Spring Arbor University, Commonwealth Associates, Inc., Siena Heights University, Great Lakes Industry, Inco and Consumers Energy. The College is also engaged with many companies that are new to the area, or are expanding, though the Michigan New Jobs Training Program (MNJTP). Jackson College is a partner in the Jackson Area College and Career Connection Early/Middle College along with the Jackson County Intermediate School District, the Jackson Area Career Center, The Enterprise Group, Inc. (the local economic development organization), Jackson Area Manufacturers Association (JAMA) and several local manufacturers including Miller Tool &amp; Die, Orbitform, Industrial Steel Treating, LeMatic, Petty Machine, Diversified Precision Products, Northwest Tool, Alro Steel and Lomar.</td>
<td></td>
</tr>
</tbody>
</table>

(ii) The community college provides customized on-site training for area companies, employees, or both. | On-site and customized training is available to local companies through Jackson College’s Corporate and Continuing Education (CCE) office, providing an ongoing series of programs in Supervisory Skills, Microsoft Office Programs, Human Resources, Lean Manufacturing, Professional Continuing Education and Pre-Licensure, Technology, Basic Life Support, Geometric Dimensioning and Tolerancing and Welding. The College has also been very active in the use of the Michigan New Jobs Training Program (MNJTP), providing diverted tax funding to assist with new worker training and development. Within the |
<table>
<thead>
<tr>
<th>Best Practices by Category</th>
<th>Examples of Adherence</th>
</tr>
</thead>
<tbody>
<tr>
<td>(iii) The community college supports entrepreneurship through a small business assistance center or other training or consulting activities targeted toward small businesses.</td>
<td>Jackson College's Business program offers a skill set, certificate, and Associate Degree in Entrepreneurship. This college credit credential provides for introduction to business plan development. The lead faculty for the entrepreneurship program is an active member and supporter of the Jackson Inventors Network and the College routinely operates as the host for their monthly meetings. The College also works in partnership with Spring Arbor University, and our local economic development units, in advancing small business development.</td>
</tr>
<tr>
<td>(iv) The community college supports technological advancement through industry partnerships, incubation activities, or operation of a Michigan technical education center or other advanced technology center.</td>
<td>Jackson College works closely with employer partners to seek external funding collaboratively to increase advanced technology instruction at the College as informed by those in industry. Partnership with Wacker Chemical Corporation in chemical process technology curricula and with several employer members of the Lenawee ISD Advanced Manufacturing Advisory Board in robotics/automation curricula are examples. Jackson College has redesigned and launched new credit-bearing programs in Advanced Manufacturing Technology which includes the incorporation of Lean principles into all programs. In addition, Jackson College has partnered with the Jackson Area Manufacturers Association (JAMA), the Enterprise Group, the Jackson Area Career Center, and the Jackson County Intermediate School District creating a manufacturing-focused education program known as the Jackson Area College and Career Connection Early/Middle College (JAC³E/MC). Beginning with the students’ junior year, participants will simultaneously earn their high school diploma, college credit, and a technical/career credential within three years, with no out-of-pocket tuition costs for the student or the family. It includes company internships and partnerships with area employers.</td>
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<tr>
<td>Best Practices by Category</td>
<td>Examples of Adherence</td>
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<tr>
<td>(v) The community college has active partnerships with local or regional workforce and economic development agencies.</td>
<td>Jackson College has strong partnerships with the Jackson Chamber of Commerce (member), Michigan Works South East (MWSE)!, the Jackson Area Manufacturer’s Association (Articulation agreement for the Academy of Manufacturing Careers), as well as the three primary economic development agencies in the region: The Enterprise Group, Hillsdale Economic Development Partnership, and Lenawee Economic Development Corporation. The Jackson College President currently serves as the Chairman of the Enterprise Group Board of Directors, and also serves as a board member on the Lenawee Economic Development Corporation Board, and previously served on the SCMW! Board. Additionally, other College employees have served on the boards of the aforementioned organizations. Examples include joint delivery of programs including the Jackson Area College and Career Connection Early/Middle College, assistance in business recruitment, and company training. The College also represents the educational sector for the Region 2 Planning Commission’s Comprehensive Economic Development Strategy collaborative. A focus on economic development in the region also is featured in our College’s mission documents as a priority for the institution.</td>
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<td>Category B: Educational Partnerships (must meet 4 of 5)</td>
<td>Jackson College has articulation agreements with many area high schools and the Intermediate School Districts in the Tri-County area and beyond. In partnership with the Lenawee Intermediate School District (LISD) Jackson College has established a Middle College. In partnership with the Jackson County Intermediate School District (JCISD) and all Jackson County high schools, JC has established the Jackson Area College and Career Connection Early/Middle College which began this fall semester on the Central Campus. Jackson College also teaches college classes at the JCISD and the LISD sites. Jackson College also partners in the delivery and management of a Middle College on the LISD site. The College’s Central Campus is also home to the DaVinci Charter School. The College also created a</td>
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<td>public school academy in 2014, known as the Jackson Preparatory &amp; Early College (JPEC) located on the College's Central Campus, now in its fifth year of operation. The College also serves all area public schools by making dual credit options available to all high school students. It is a year-round school and has CEB programming for students grades 6-13 providing a high school diploma and an Associate's Degree at the end of year 13, at no cost to the student or the student's family. Finally, beginning this Fall FY '18, Jackson College is offering a county-wide early/middle college program in Hillsdale County, in partnership with all Hillsdale County Superintendents, and is currently under discussion with all Jackson County Superintendents to the same end. Also, beginning this fall (2018), the College partnered with the county high schools to offer a county wide Early College, Jackson County Early College (JCEC) that provides students a pathway to begin their college degree as early as ninth grade and earn an associates by the end of year 13, on the Central Campus.</td>
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<tr>
<td>(ii) The community college hosts, sponsors, or participates in enrichment programs for area K-12 students, such as college days, summer or after-school programming, or science Olympiad.</td>
<td>Jackson College hosts onsite College visits and tours; participates in MCAN’s College Application Week, and hosts College Goal Sunday in partnership with other local Institutions of Higher Education (IHEs). Jackson College recruiters make visits to every school district in the tri-county region multiple times throughout the year. Jackson College was the leader on a Reading Summit with Vandercook High School. The College also hosts a number of academic and athletic campus during the summer months. The College has continued their partnership with the Jackson County Career and College Access Center to host tours for all Jackson County juniors, providing them with information about pursuing a post-secondary credential.</td>
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<td>(iii) The community college provides, supports, or participates in programming to promote successful transitions to college for traditional age students, including grant programs such as talent search, upward bound, or other activities to promote college readiness in area high schools and community centers.</td>
<td>Jackson College has actively supported the creation, development and funding of the Jackson College and Career Access Center, the College President having previously served on that board of directors. Jackson College recruiters make visits to every school district in the tri-county region multiple times each year.</td>
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<td>Best Practices by Category</td>
<td>Examples of Adherence</td>
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<td>Jackson College was the lead with Vandercook High School on a Reading Summit. The College conducts onsite course placement assessments at the Jackson Area Career Center and several high schools within the tri-county area for students in their junior year to support identification of areas for improved learning. The College also has been successful in obtaining and implementing a number of related national federal and private grants including: Achieving the Dream, TRIO, Veterans' Education Initiative, and others that provide additional supports for student success. The College also actively participates in the Breaking Through Network and the Michigan Center for Student Success to leverage best practice models for implementation across the institution. Finally, the College has developed a Ready-Set Jet summer program to assist students in transitioning academically and behaviorally to campus-based housing.</td>
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</table>

(iv) The community college provides, supports, or participates in programming to promote successful transitions to college for new or reentering adult students, such as adult basic education, GED preparation, GED testing, or recruiting, advising, or orientation activities specific to adults. |

<p>|                          | Student success supports are available through the TRIO Program, American Honors Program, Jobs for Michigan Graduates Program, Veteran Education Initiative and in large part through the College's Student Success Navigator advising model. This model is a proactive, relational, customer-based advising approach geared at improving student satisfaction and success as measured by student persistence, retention, and completion. The College's Men of Merit (MOM) Program and Sisters of Strength (S) S) Program is designed to assist adult minority male and female students in entering college and being successful in same. The Corporate and Continuing Education (CCE) Office provides online GED preparation courses as well as provides referrals to MWSE! for additional GED resources. Students also receive career coaching services assisting with identifying transferable skills relatable to new industries. In addition, Jackson College was chosen by the Federal Government, together with 68 other |</p>
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<td>institutions of higher education across the country, to provide educational programming and degree completion options for incarcerated individuals in the State of Michigan. Indeed, Jackson was awarded the highest allocation of Pell participants at 1,305 inmates, and is active in educating student-inmates across the state. Further, the College was the first in the nation to provide academic excellence recognition to student-inmates with the Phi Theta Kappa program.</td>
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<td>(v) The community college has active partnerships with regional 4-year colleges and universities to promote successful transfer, such as articulation, 2+2, or reverse transfer agreements or operation of a university center.</td>
<td>Jackson College has articulation agreements with many university and collegiate partners. Siena Heights University exists in the University Center on Jackson College's Central Campus. At present, the College President has invited Central Michigan University and Wayne State University to also have a formal presence in the Center as well. Additionally, the College just initiated a 3+1 agreement with Ferris State University for a Law Enforcement program, and also have collaborated for an online nursing program. Jackson College also has reverse transfer agreements with EMU, UMAA, Ferris, MSU, GVSU, Spring Arbor, Concordia, and Davenport.</td>
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</table>

**Category C: Community Services (must meet 4 of 5)**

<p>| (i) The community college provides continuing education programming for leisure, wellness, personal enrichment, or professional development. | Jackson College's Corporate and Continuing Education Office offers life-time learning, continuing education, professional development and leisure programming, easily assessable online or on-campus. Courses range from family development, basic computer skills, real estate, grant writing, personal fitness, teacher CEUs, wellness and stress management, foreign language and human resources certification. The College also offers a Free College Day to the community to experience the wide variety of workshops and programs available to the community. |
| (ii) The community college operates or sponsors opportunities for community members to engage in activities that promote leisure, wellness, cultural or | Jackson College operates a multi-stage/auditorium performing arts center; has a fully operational fitness center; and library services operated in conjunction with Jackson District Library. Jackson College offers |</p>
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<th>Best Practices by Category</th>
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<td>personal enrichment such as community sports teams, theater or musical ensembles, or artist guilds.</td>
<td>public access to a wide-range of state-of-the-art facilities, athletic fields, and grounds, which provides access to technology and other instructional equipment. Jackson College is host to the Jackson Community Concert Band, the Michigan Shakespeare Festival, the Jackson Symphony, and other annual cultural events at Potter Center for the Arts.</td>
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<td>(iii) The community college operates public facilities to promote cultural, educational, or personal enrichment for community members, such as libraries, computer labs, performing arts centers, museums, art galleries, or television or radio stations.</td>
<td>Jackson College has fully operational library services provided in conjunction with Jackson District Library. Jackson College provides community access to environmental education in cooperation with the Dahlem Center, 300-acre nature park. The College also maintains an art gallery in the College’s performing arts building, as well as a “black box” (i.e., experimental theater) on campus. The College also partners with the Michigan Shakespeare Festival (which is held on campus each summer). Additionally, JC is the performance home of the Jackson Symphony Orchestra.</td>
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<tr>
<td>(iv) The community college operates public facilities to promote leisure or wellness activities for community members, including gymnasiums, athletic fields, tennis courts, fitness centers, hiking or biking trails, or natural areas.</td>
<td>Jackson College operates a fully operational fitness center, and athletic facilities that are open to the public and used for lifetime learning and credit courses in fitness, stress management, and wellness. The College also has numerous athletic fields that are routinely used by other external groups. Additionally, the College has an 18-hole disc golf course for use by the public. Underway is the creation of the Jets Fitness Trail, a 1.2 mile fitness pathway that loops around the Central Campus with a planned opening in 2019.</td>
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<td>Best Practices by Category</td>
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<tr>
<td>(v) The community college promotes, sponsors, or hosts community service activities for students, staff, or community members.</td>
<td>Student Life, Community Event and Multicultural activities are a staple of the College with a range of actives scheduled annually. A building dedicated to student life, called the Jets Hangar opened on September 14, 2015 and has dedicated student life space for gaming, mailboxes, a Subway, outdoor volleyball and basketball courts, a stage for concerts and other entertainment and a cardio room. Activities include Constitution Day, the Martin Luther King Celebration, International Day, Cinco de Mayo, Welcome Week and Project Success Day. Jackson College supports 11 Sports teams and all events are open to the public. The college also is an active participant in Challenge Day providing interactive support and coaching to area 7th graders addressing bullying and working to provide a safe and supportive environment for young people. The college will host challenge day on its central campus this year. The College also hosts community programs such as Drug Summits, African-American Male Summits, etc., and also provides space for elected officials to meet with community members. Finally, the College also host a free Easter Egg Hunt in the spring and a Halloween Spooktacular open to the entire community to come and celebrate the holiday with games, candy, and a variety of activities.</td>
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NOW, THEREFORE, be it resolved that the Jackson College Board of Trustees certifies that the College does meet the best practice standards required for state appropriations under Michigan Public Act 265 of 2018.

PASSED AND APPROVED THIS 10th DAY OF SEPTEMBER, 2018.

Sheila Patterson, Secretary
Board of Trustees
Jackson College
TO: JC Board of Trustees  
FROM: Dr. Daniel J. Phelan, President

Subject to be Discussed and Policy Reference:

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<td><em>(BOARD POLICY: EXECUTIVE LIMITATIONS: Communication and Counsel to the Board)</em></td>
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Executive Summary:

Per the request of the Chairman, this time has been set aside for the Board to consider action on my current contract.

Resource Impact:

None

Requested Board Action:

Consideration of President’s Contact

Action Taken:

**MOTION BY TRUSTEE HEINS** “To approve a 5% bonus based on the President’s base salary effective September 1st. No changes will be made to the current contract.” **MOTION PASSED UNANIMOUSLY.**
**Subject to be Discussed and Policy Reference:**

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<td>Human Relationships</td>
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*(BOARD POLICY: MONITORING: Policy Governance)*

Enclosed are policies presented for your initial, first reading consideration. Where possible, I have conducted a benchmarking review of peer institutions that utilize policy governance, and noted recommendations for change. Following conversation at the Board Retreat, the By Laws policy is being brought forward with proposed changes to eliminate the July and December regular meetings.

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

- [General Executive Constraints](#)
- [Human Relationships](#)

**Resource Impact:**

None

**Requested Board Action:**

Consideration of advancing the policies to the second reading.

**Action Taken:**

Policies moved to second reading status.
Board Policy

Policy Governance Domains

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<th>Board-Staff Relations</th>
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Policy Category: Executive Limitations
Policy Title: General Executive Constraints
Policy Number: 0201
Date Adopted: 11/1/1994
Version: 7.0
Review Cycle: Annually
Date Last Reviewed: 10/9/2017
Office Responsible: President's Office
Reviewing Committee: Board of Trustees
Related Policies: President's Job Description
Related Laws:

Policy Summary:
The Jackson College Board of Trustees requires that the President act at all times in an exemplary manner consistent with the responsibilities and expectations vested in that office. Additionally, the President shall not cause or allow any practice, activity, decision, or organizational circumstance, which is illegal, imprudent, or in violation of commonly accepted business and professional ethics. The President shall also act in a manner consistent with Board policies.

Policy Statement:

The President shall not cause or allow any practice, activity, decision or organizational circumstance which is illegal, imprudent, or in violation of commonly accepted business and professional ethics. Accordingly, the President may not:

1. Deal with students, staff or persons from the community in an inhumane, unfair, undignified, disrespectful or unethical manner;

2. Permit financial conditions which risk fiscal jeopardy, compromise Board ENDS priorities, or fail to show a generally acceptable level of foresight;

3. Provide information and advice to the Board, which is untimely, incomplete or inaccurate;
4. Permit conflict of interest in awarding purchases, or other contracts or in the hiring of employees;

5. Allow the day-to-day operations to impede the College’s mission, vision, values and beliefs or prevent the achievement of the ENDs of the institution, the Board;

6. Manage the College without adequate administrative policies for matters involving instructional services, administrative and financial services, internal controls, human resources, marketing and economic development, enrollment management, and student services;

7. Allow any violation of any laws, rules or regulations, or of any breach of Board policies;

8. Allow assets to be unprotected, inadequately maintained, or unnecessarily risked;

9. Impede continuous improvement of college operations, programs and services;

10. Publicly position the eCollege in support of or opposition to any political party or candidate for public office;

11. Allow employee compensation and benefits for staff to deviate significantly from the market, and

12. Leave the College unprepared for emergency situations, nor fail to ensure a generally safe and healthy environment at the College.
### Board Policy

**Policy Category:** Executive Limitations  
**Policy Title:** Human Relationships  
**Policy Number:** 0202  
**Date Adopted:** 11/1/1994  
**Version:** 7.0  
**Review Cycle:** Annually  
**Date Last Reviewed:** 10/9/2017  
**Office Responsible:** President’s Office  
**Reviewing Committee:** Board of Trustees  
**Related Policies:** General Executive Constraints  
**Related Laws:**

### Policy Summary: Human Relationships

The Jackson College Board of Trustees requires the President to create and sustain an environment for living, working, teaching, and learning that supports the development and realization of human potential and promotes the College's core values and beliefs. Treatment of students, staff and citizens, shall not be inhumane, disrespectful, unfair or undignified.

**Policy Statement:**

The President shall neither cause nor allow Jackson College circumstances for staff (including employees, independent contractors, students, community members and volunteers) that are unfair, undignified, unsafe, disorganized or unclear, or fail to recognize collective bargaining agreements that have been negotiated with Jackson College.

Accordingly, the President may not:

1. Operate without policies and/or procedures which set forth staff and student rules, provide for effective handling of grievances, insure due process and protect against wrongful conditions;

2. Fail to comply with all state and federal laws, rules and regulations pertaining to employees and students including those pertaining to discrimination and equal opportunity;

3. Prevent students and staff from using established grievance procedures;
4. Fail to acquaint students and staff with their rights and responsibilities;
5. Fail to take prompt and appropriate action when the President becomes aware of any violation of state or federal laws, rules or regulations or of Board policies;
6. Discriminate against anyone for expressing an ethical dissent;
7. Operate without maintaining a balance of openness and appropriate confidentiality;
8. Operate without written rules for students and employees which (a) clearly state required and prohibited actions, (b) provide for effective handling of complaints, and (c) protect against wrongful conditions such as gross preferential treatment for personal reasons;
9. Withhold an appeal process from staff and students;
10. Withhold training opportunities for emergency preparedness;
11. Be in violation of any rules or regulations as they relate to the collective bargaining Agreements; staff or faculty labor unions; or any terms of any labor agreements reached between said unions.
**Subject to be Discussed and Policy Reference:**

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

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

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**Resource Impact:**

None

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**Requested Board Action:**

None

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**Action Taken:**

None
TCS2 IN HOUSING LOOKS LIKE...

Knowing who our residents are!
Names are important! In Housing, our goal is to know 100% of our residents' names.
- RAs should know their residents' names and two facts about them by the end of the first 6 weeks
- RCs should work to know all names of their residents by the end of the 8th week

Greeting each person with enthusiasm and a smile
When a person walks or calls in to Student Housing, greet them, showing genuine enthusiasm toward them.
For phone
- Thank the caller for calling
- Smile! The caller can't see it, but they will hear it
For person
- Greet with a smile and strive to use names each time
- Ask them how their day is going, or wish them well for the rest of their day

Being respectful at all times, treating others and giving them the quality of service you'd want for yourself.
When connecting people with another department, connect to a person every time. If a person cannot be reached, give direct contact information for that individual.

Being the direct connection to resources
Even when we don't see it - our work matters.
We must keep this in mind in all that we do.

Remembering our work matters
At 211 degrees, water is hot - at 212 degrees - it boils.
When it comes to students success, as a team we will always go the extra degree in our commitment to TCS2.

Giving that extra degree of service
Between-pillars work...

Everything we are doing is related to guided pathways.

Serving the WHOLE student
https://jccmi-mi.safecolleges.com
September 6, 2018

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

Dear President & CEO Phelan:

In June 2018, HLC announced the phasing out of the AQIP Pathway. Institutions received a personalized map to illustrate the transition. As of September 1, 2018, this letter is to confirm your institution’s placement on the Open Pathway.

The pathway was determined based on the level of interim monitoring required at your institution’s last review. The next opportunity for pathway determination will be at your institution’s next Reaffirmation of Accreditation.

In the Assurance System, your institution’s site has been reset for your next review.

Visit HLC’s website for additional information regarding the Assurance Review (https://www.hlcommission.org/Accreditation/assurance-review.html).

Also visit the website to request (https://www.hlcommission.org/Accreditation/institutional-status-and-requirements-report.html) an updated ISR (Institutional Status and Requirements Report) and see the latest information about your accreditation relationship.

Please contact your HLC staff liaison with any questions. Linnea Stenson at lstenson@hlcommission.org or Stephanie Kramer at skramer@hlcommission.org are also available to answer questions. Thank you for your ongoing commitment to the value of continuous quality improvement.

CC: Accreditation Liaison Officer, Assurance System Coordinator
Please review the following list of JC & Community Events where your participation is encouraged.

- **Jackson Community Foundation 70th Anniversary Gala**  
  Friday, September 14, 2018  
  6:30pm  
  Ella Sharp Museum of Art & History

- **Jackson College’s Fall Convocation**  
  Tuesday, September 18, 2018  
  8am – 4pm  
  Baughman Theatre (morning) and Community Service Projects (afternoon)

- **Hispanic Heritage Celebration**  
  Thursday, September 20, 2018  
  12 – 1pm  
  Potter Center Patio

- **Multicultural Affairs Alumni Dinner**  
  Thursday, October 4, 2018  
  6pm  
  Bert Walker Hall, Community Rooms

- **Feast for Knowledge 2018: Oktoberfest**  
  Thursday, October 11, 2018  
  6pm  
  Potter Center Snyder Dining Commons

- **NAACP’s Freedom Fund Banquet**  
  Sunday, October 14, 2018  
  5pm  
  Gene Davis & Son’s Banquet Facility

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