



ENDs Monitoring Report

Student Access

May 13, 2019

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

Presented by:
Jeremy Frew
Vice President of Student Services

Prefatory Section – Board Policy:

ENDS Formal Inspection (Monitoring) Reporting: Performance reports shall be prepared and presented to the Board for each of the ENDS as outlined below. These 'Monitoring Reports' shall enable the Board to know the degree to which a reasonable interpretation of its ENDS and EXECUTIVE LIMITATIONS policies is being fulfilled. Consequently, the Board shall seek in the Monitoring Reports answers to two questions: (1) Has the College President made a reasonable interpretation of the Board's policies; and (2) Do the data demonstrate accomplishment of that interpretation. Failing either constitutes a policy violation. In the Monitoring Report then, the Board should expect to see the College President's interpretations along with justifications for the Board to find them reasonable. The Board must fairly, but rigorously, decide whether the College President's case is convincing. Also in the report, the Board should expect to see data purported to demonstrate achievement of those interpretations. Again, the Board must fairly but rigorously decide whether the data credibly prove compliance.

Student Access Monitoring: Jackson College is an educational enterprise that promotes and ensures an accessible, welcoming and collaborative environment for persons wishing to engage in learning and educational support. Furthermore, the College must fully engage in partnership with area employers, universities, high schools, the Jackson College and Career Access Center (JCCAC), the MLK Center, and other community organizations to encourage access to the College's programs and services. In doing so, the College must ensure that its programs are both affordable and accessible through a variety of locations and technologies. Key measures include:

- Enrollment data;
- Financial aid utilization data;
- Scholarship utilization data (i.e., JC Foundation & Other);
- Online programming as a percentage of total programming;
- Off-site programming data; • BCH data;
- Minority participation data;
- Group II tuition and fee comparison data;
- Continuous tuition and fee comparative data;
- Low income student data; and
- High school (dual) enrollment data.

Executive Summary:

'Access' has always been a celebrated cornerstone of Jackson College and a driver for innovation and change. This term considers the manner and means by which the College provides for equitable, inclusive and equal opportunities for students, and thereby attends to potential barriers that may preclude educational participation. To that end, our work is evidenced, in part, by the College's diverse student body and the multitude of traditional and non-traditional programs/initiatives and a host of support systems for students. At Jackson College, we clearly understand that "access" is much more than just providing a place to learn. Rather, it's about providing services that take the unique whole person into account, (e.g., housing, finances, location, security, abilities, necessities, convenience, etc.). Access is indeed central to our Total Commitment to Student Success (TCS²)

Early examples of our work includes the ground-breaking 1970's prison program, the opening of the Lenawee Center in 1989, and the LeTarte Center in Hillsdale in 1991. More recent examples include the Maher Campus being established in 2012, the fully online and accredited Diagnostic Medical Sonography degrees, the rebirth of the Prison Education Program (PEI), the Ready Set Jet Program for potential housing students, the creation of Jackson Preparatory Early College (JPEC), the development of student housing, the continued development of our Student Life Office, the Center for Student Success, the grant-supported TRIO program for first generation and at-risk students, the evening and weekend college beginning in fall 2019, as well as our multiple dual enrollment partnerships (JCEC, HCEMC and JC LISD Academy). The College has reintroduced athletics, opened the International Student Institute, the Veteran's Resource Center (VRC), and the Multi-Cultural Center.

The goals and updates from the "2018 Access" Monitoring Report are listed below:

Course Delivery Options 2018-19 Goals and Updates

Based on the success we have with distance learning, we recognize that alternative delivery methods are an effective strategy for access and success opportunities. We will be offering courses in a 7-8 week format starting fall 2019, also we have begun exploring and researching the possibility of an evening, weekend or commuter college option. The goal will be to have the recommendation to Leadership Council by the fall of 2018, and an implementation date of fall 2019:

In fall 2018 we began developing and offering courses in a 7 week format. We offered a small sample size in the fall 2018 term and then scaled up even further in winter 2019. Initial success data from winter 2019 is very positive; course success rates from the first 7 week courses are around 84%. By fall 2019 we will be fully scaled in this course structuring model by having 75% of our courses delivered in a 7 week format.

In fall 2019 we will begin to scale up course offerings for an Evening/Weekend College. The schedule includes general education and core courses for the following associate degree programs: Business, Computer Programming, Cyber Security, Networking Specialist, and Corrections. We will continue to carry this over as a goal for 2019-2020 until it is fully implemented.

Dual Enrollment 2018-19 Goals and Updates

For the Hillsdale County Early Middle College (HCEMC), the goal is to increase the new student headcount to 60 for fall 2018. The Jackson County Early College (JCEC) goal for fall 2018 is 150 students, fall 2019, 250:

For the fall 2018, HCEMC enrolled 58 students and JCEC enrolled 312. For the 2019-2020 academic year, HCEMC is on track to have 127 students and JCEC 330 students. Obviously with the impact of JPEC, JCEC, and HCEMC, the dual enrollment and early middle college will continue to be a strategy to create access to post-secondary education but at the same time working with our secondary partners to improve the high school experience for students.

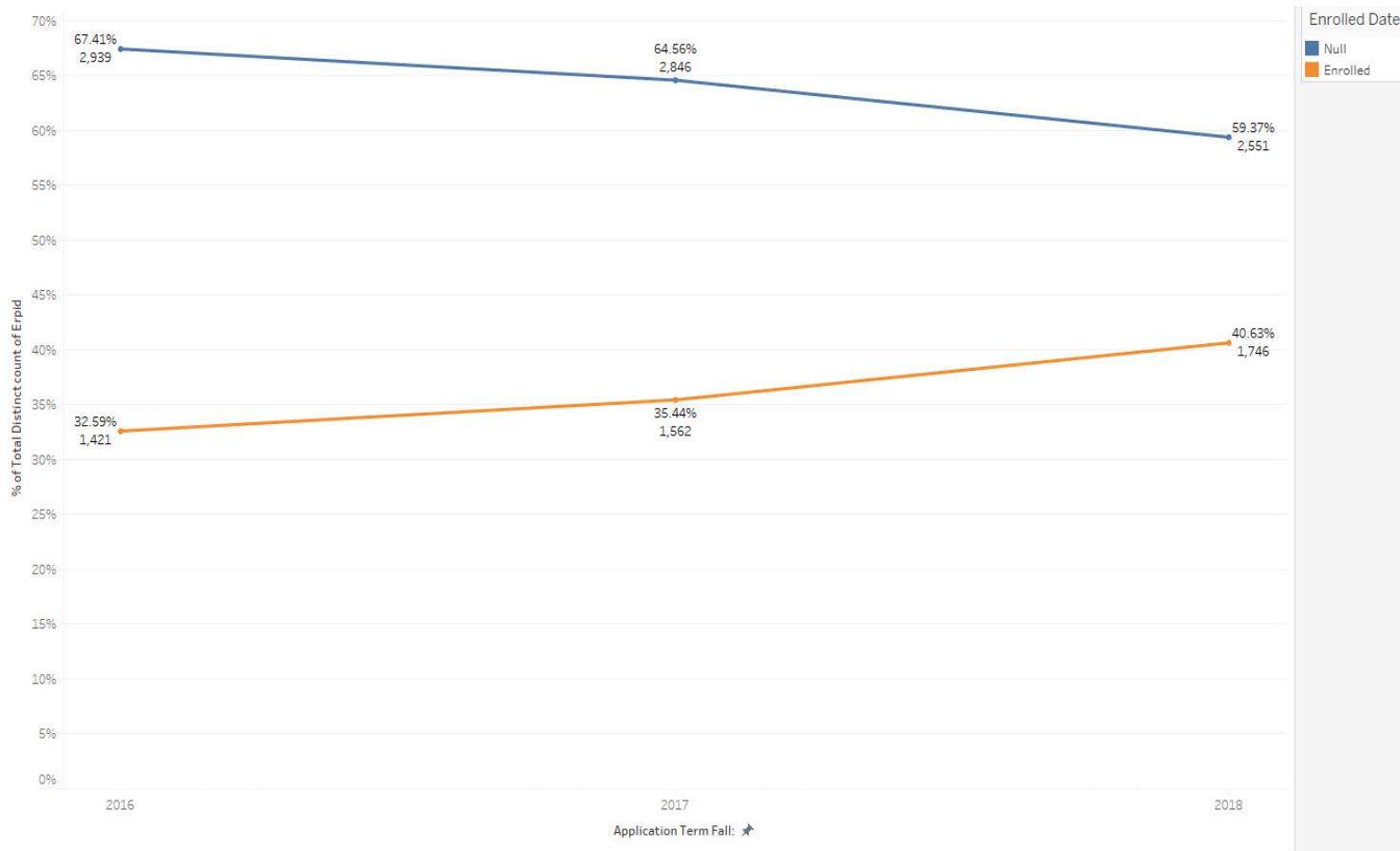
Student Matriculation Data 2018-19 Goals and Updates

Establish baseline data to set goals for conversion rates which, in turn, will increase enrollment and retention:

Over the past year we have been working diligently on blending efforts of retention and recruitment into a reimagined Enrollment Management Plan (EMP). In regards to recruitment, student matriculation data, and more specifically conversion rates is where we see promise and outcomes to guide that work. Our student matriculation goals will be central as we build the 2019-2020 EMP.

Similar, to the goal of 90/80/70, the Retention and Recruitment Steering committee will be working to set baselines off of the Board Ends Access matriculation data. We fell short on accomplishing some of the data baselines for the Access report; as well as, the EMP due to confirming data definitions and data integrity issues. We believe that these issues have been remedied.

The goals for last year's Board Ends Access report were to look at specific factors that could be used as a jumping off point to find predictive attributes. An example of one is the "Applicant to Student" ratios. Applicant to student refers to how many students enrolled at Jackson College out of the total applicant pool. By pulling this data, visualizing and analyzing it, we can hopefully find traits that can lead to more efficient and effective outreach and recruitment. Applicant to Student Visualization and Trend:



The above visualization shows that our number of applicants have decreased over the past three years. The visualization also shows that the number of students who enrolled went up

over the past three years. This is encouraging, as education is becoming increasingly competitive, Jackson College is converting a higher percentage and a greater overall number over the past three years, while drawing from a shrinking pool.

Over the next year it is our goal to continue looking at these data, and at a more detailed level, and finish setting our baselines for data points from last year's Board Ends Access Report:

- Orientation attended to student (conversion rates of those who attend orientation to enrolled/matriculated).
- Previously dual enrolled (early college or traditional) to student.
- Housing interest (as identified on their general application to Jackson College) to student (living in housing).
- Summer Jets (i.e., Ready. Set. Jet.) participation and matriculation to Fall semester.
- ISIR received and matriculation.
- RSAT/ACT submitted and matriculation.

We will be removing one item from last year's goals as they are no longer helpful. 1) Event attended to matriculated. This has not been tracked consistently or used outside of admissions.

Jackson College Tuition Grant 2018-19 Goals and Updates

Develop and deliver a financial model that would allow all Jackson County residents to attend Jackson College tuition free. The model will be based on passing a mileage request of approximately 6.9 mills. This would create instant access for all Jackson residents and remove the financial burden of tuition:

We will continue to explore this option but have put it on hold, as the State looks for new funding models, not the least of which is the Governor's proposal of Free Tuition for community college students. Also, as dual enrollment and early middle colleges become more the norm, it may be the best option for an affordable and sustainability post-secondary education model. Dual enrollment is a win for K-12, post-secondary institutions and, most importantly, the student.

For 2019 goals, we will continue to focus on dual/early middle college enrollment and associated partnerships, scaled delivery of 7 week courses and advancing the development and use of matriculation data. We will also, develop, design and deliver an annual schedule that will benefit both student and faculty recruitment.

Institutional Context

The College Board of Trustees has adopted, as part of its Mission Documents, many statements of beliefs and values in support of access. For example, one of the College's values is inclusion: "*We demonstrate inclusion by seeking involvement and providing access for those with diverse backgrounds to work toward a culture of equality while maintaining differences in a respectful way.*" Other related affirmational statements, as well as our College's Strategic Agenda, serve to drive to the work of student access.

Indeed, Jackson College is totally committed to all aspects of student success, known as a Total Commitment to Student Success (TCS²). We specifically focus on providing students with access to our institution, our support services, and our quality academic programs. The College continues to research new avenues for access, such as the recent creation of the Jackson County Early College (JCEC), Expansion of PEI, and Ready Set Jet initiatives.

External Context

It is important for the College to be mindful of our challenges and opportunities in external realms. Identifying and understanding where we can do better is vital in moving the institution forward. Access is critical to the direction of Jackson College, and is a process we can continually improve and increase.

Principal Challenges/Threats:

- Competitive environment from both public and private institutions, as well as from businesses themselves;
- Increasing tuition costs;
- Decreasing resources and increased operational tasks;
- Lack of data on industry needs as related to our academic programs;
- Expanding distance education options;
- Higher Education Act reauthorization;
- Course offerings; and
- Lack of interest in attending college

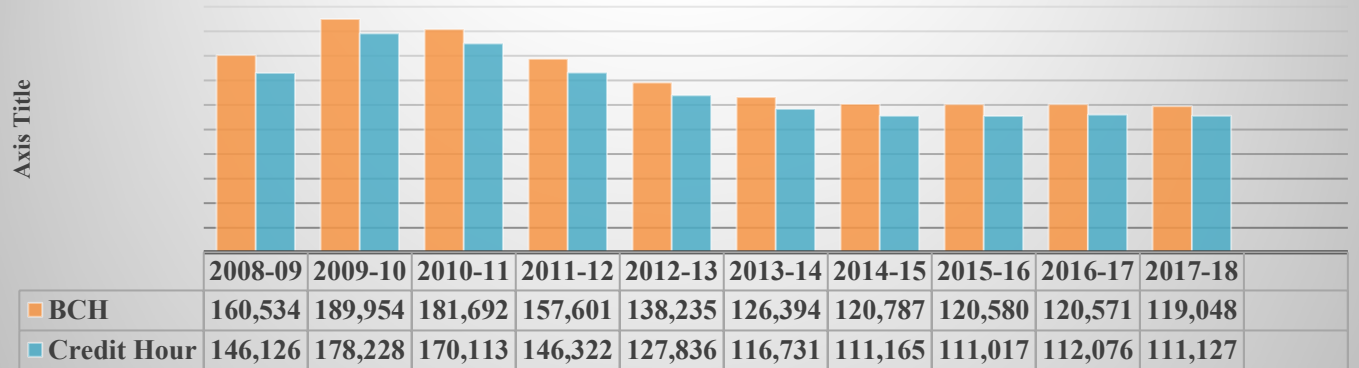
Principal Opportunities:

- Better utilization of data to understand student demographics;
- Early and Middle Colleges/Dual Enrollment;
- Use of Guided Pathways in providing clear maps for students and necessary course offerings;
- Continued development of community partnerships;
- Jackson College Foundation 2020: A New Model for the Future;
- Revitalizing and Redesigning Distance Learning;
- PTK Academic Honors @ Jackson College;
- Maximizing International Partnerships;
- Enrollment partnerships for home-schooled students; and
- Financial assistance outside of Federal Title IV funding.

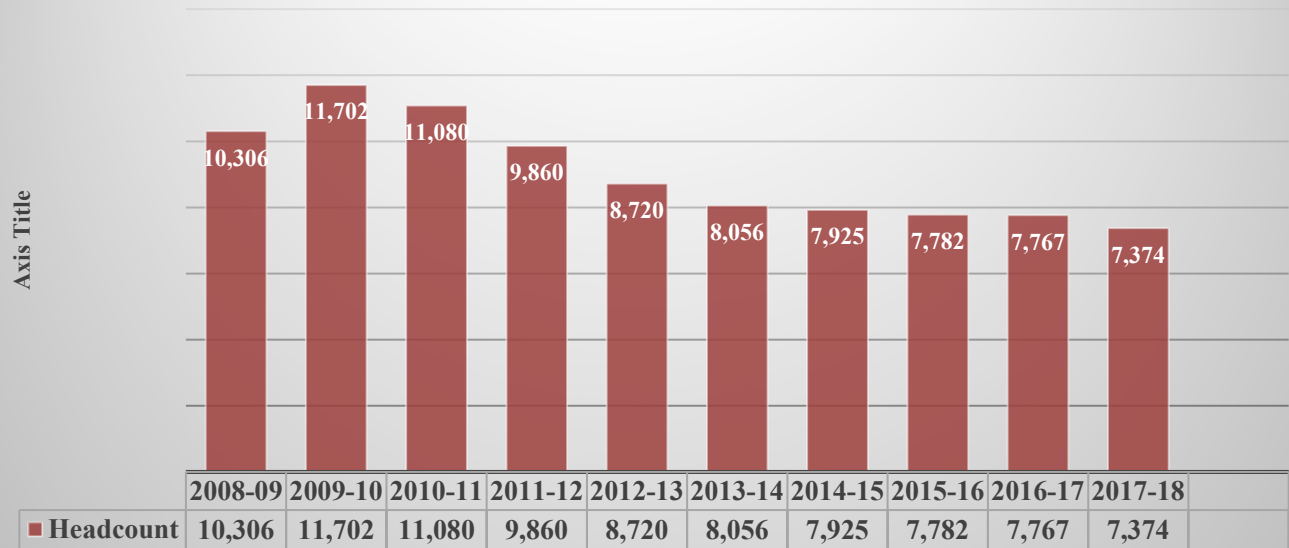
Institutional Performance Reporting

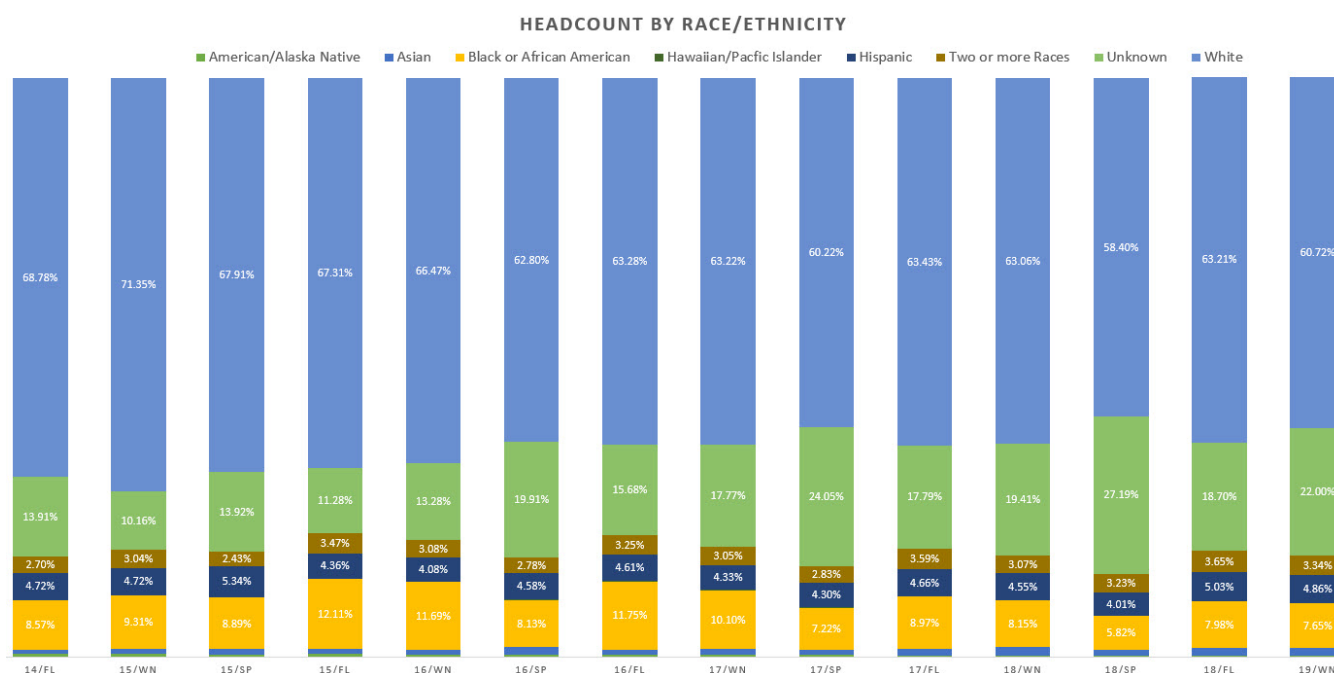
Our conveniently located satellite instructional centers, which cover our tri-county service area, are a means of access for students. In addition, we serve many “special populations” of student, including dual enrolled, veterans, and athletes. We offer support services on campus, such as the Center for Student Success, TRIO, and our Student Success Navigators. Serving these groups in unique ways allows us to provide educational opportunities to those we might not otherwise reach.

Overall BCH and Credit Hour Trend Data



Headcount Trend Data





Lenawee and Hillsdale

In 2017, Jackson College received a two-year grant from the Hillsdale County Community Foundation to advance and fully-implement a countywide, systematic approach to educational-career awareness, exploration and development. This Hillsdale County Career Access Planning (HCCAP) initiative, which works in concert with the Hillsdale County K-12 districts and community partners, is providing clear access and seamless connection to higher education. HCCAP is transitioning into funding directly from the K-12 districts, as this work further advances college-access as a cultural-norm within Hillsdale County.

A foundational tenet of the early/middle college movement, as well as a Michigan Department of Education Early/Middle College application/program requirement, is intentionality of college access for at-risk populations within our communities. Jackson College is working hand-in-glove with our Hillsdale County Early Middle College (HCEMC) and the JC/LISD Academy Branch partners, to ensure viable access to all students. Developing intentional structures and processes moves students from the perspective of the EMC simply seen as an opportunity into one of a truly accessible reality.

In Lenawee County, JC @ LISD TECH partners with the LISD in their 'College Now' initiative which provides TECH Center students, meeting defined academic and behavioral standards, dual-enrollment into Jackson College courses. Jackson College and the LISD have developed academic and program 'links and ladders' by which students' progress in seamless-fashion toward their program goal in areas such as Accounting, Allied Health and Nursing, Culinary/Hospitality Management, and Welding. The College now provides opportunity and affords access to numerous students who otherwise do not see themselves as a 'college student', by removing several barriers such as expense and transportation.

An onsite GED partnership with Michigan Works – South East (MW!SE) provides community members pursuing their GED or high-school equivalency, easy access to continue their education at Jackson College and/or the LISD TECH Center adult-education programming. Systems and processes have been developed by which the MWSE students are introduced to next-step occupational/educational opportunities. Jackson College is implementing processes to utilize the Title IV ‘concurrent enrollment’ Ability-to-Benefit (ATB) funding, in which students are afforded seamless access to Jackson College and provided opportunity to more expediently pursue and achieve their educational goal.

W. J. Maher Campus

The W.J. Maher campus provides access to students in numerous ways. Most apparent is the convenient location adjacent to I-94 in northern Jackson County that exposes over 60,000 motorists each day to the possibility of higher education, by virtue of its Billboard-Building design. While the majority of students maintain a Jackson mailing address, the Maher campus attracts students from surrounding communities, even those beyond Jackson County, where access to this location is a plus.

New students interested in attending the Maher campus receive guidance through the admissions process as well as a personalized student success navigator that works to build a convenient schedule for the student at Maher. Scheduled appointments as well as on-site walk-in advising are available all throughout the week. This campus offers a variety of classes following several tracks such as Business, Nursing, General Education and Transfer Coursework. Classes are offered in the morning, afternoons and late evenings. Classrooms are equipped with quality technology and an environment that creates a comfortable learning environment for students. With Maher’s accessible location, all walks of students attend: adult learners, working students, Jackson County Early College students (JCEC) and dual enrolled students.

On-site computer stations and printers are provided on both the first and second floor as well as a computer lab available. There are several breakout rooms students enjoy to use for small study sessions. Supplemental Instructors provide tutoring in these rooms prior to and after classes at Maher. Student lounge areas are located throughout, an outside patio and a vending space.

In addition, the campus provides the Heritage Center led by one of our instructors, Diana Agy, who works with a group of dedicated students committed to preserving the history of Jackson through various projects.

Overall, the convenient location of the Maher Campus offers a huge opportunity for access to students.

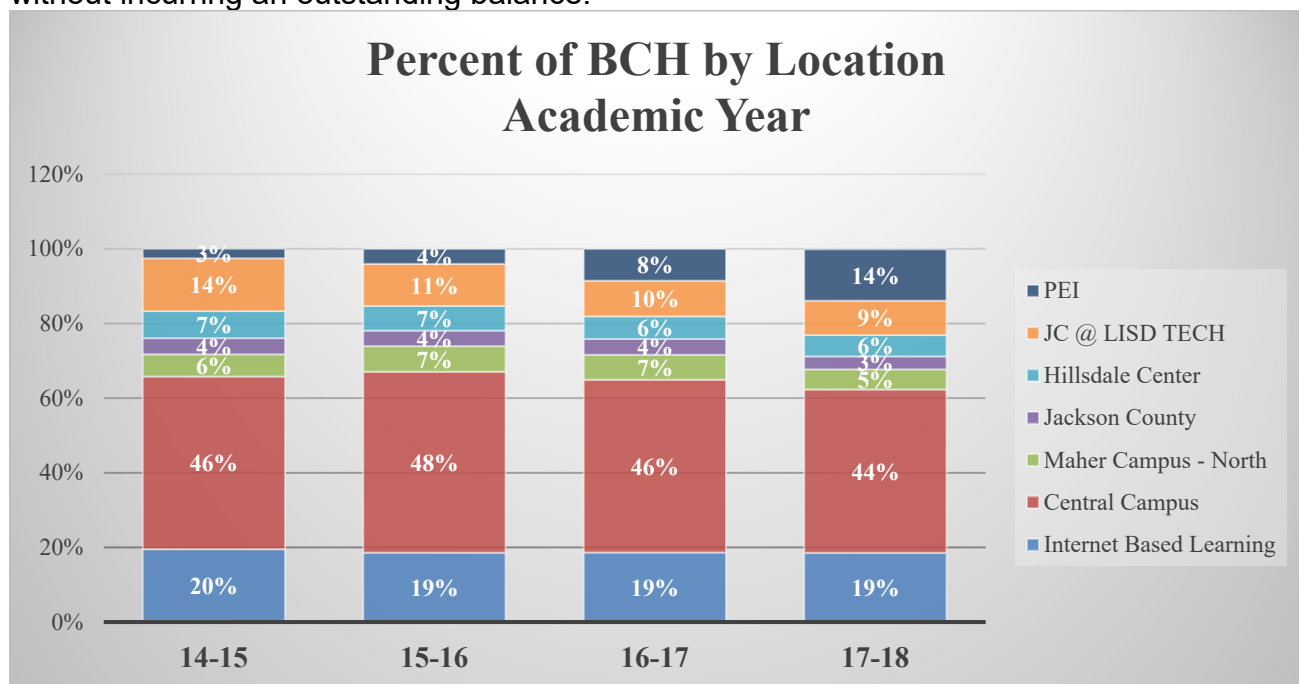
Prison Education Initiative (PEI)

Since 1967, Jackson College has been a leader in the Nation in providing higher education access and opportunity to incarcerated students. In 2016, as part of the Obama Administration’s “Second Chance Pell Pilot Program” Jackson College was selected by the

United States Department of Education, together with 67 other higher education institutions nationally, to provide post-secondary education, supported by Pell Grants, to 1,305 inmates throughout Michigan – the largest Pell Grant allotment given to any higher education institution nationwide. At one point, the College’s PEI program was operating across nine different Michigan Department of Corrections (MDOC) facilities, as well as one federal correctional facility in the state. Today, the College operates instructional programming in six different MDOC facilities and one federal facility, with plans to add **Lakeland Correctional Facility in Coldwater, Michigan** by fall 2019, and one other upstate facility (Marquette) in the spring of 2020, in order to reach the 1,305 annual goal.

At present, the PEI program educates over 600 student–inmates and offers opportunities to earn college credit toward a Business Administration Certificate, Business Administration Associate in Applied Science, Associate of Arts, and an Associate in General Studies degree. Students in PEI also have the opportunity to partake in several academic and leadership programs such as Men of Merit, Writing Fellows, and Phi Theta Kappa. Through a recently signed agreement with the MDOC, it is hoped that this number may be doubled for FY ’19. President Phelan continues to work in Washington DC and in Lansing, Michigan to advance the permanency of Pell Grant access for incarcerated persons.

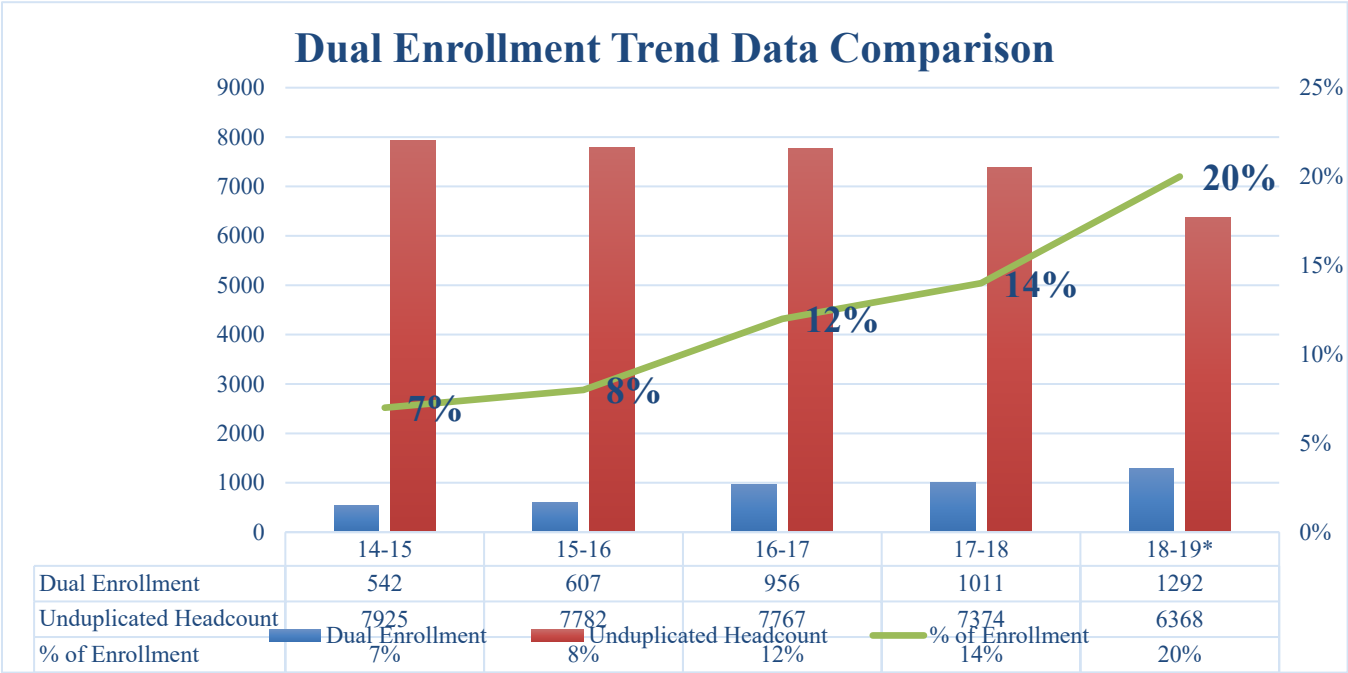
In support of this important initiative the Jackson College Board of Trustees adopted a tuition subscription model in the spring of 2018 that allows students to maximize their Pell grant without incurring an outstanding balance.



Dual Enrollment

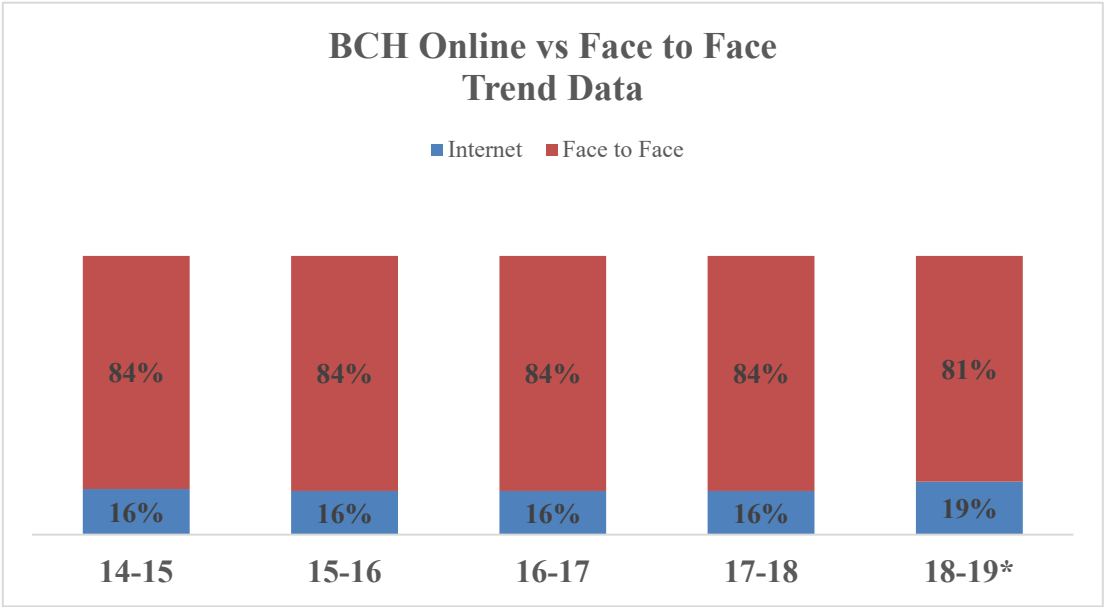
Jackson College continues to see a large increase in dual enrollment access and registration over the past three years. In 2016-2017, dual enrollment made up 12% of the institutions total enrollment and 2018-2019 it is up to 20%. This trend will continue as the 13th year in high and

dual enrollment becomes a normal part of the high school experience. Going forward, dual enrollment efforts will drive our tuition and is a key strategy for enrollment growth and completion.



Distance Learning

The College has maintained consistent enrollment in online courses, relative to face-to-face courses. Spring semesters generally see a boost in online enrollment due to guest student (students principally attending another college/university) registrations. Online courses provide greater access to non-traditional and guest student populations. In an effort to improve quality and grow distance learning enrollment Dr. Phelan has charged Drs. Thirolf, Butler, Baskin, as well as Michael Masters and Jeremy Frew to reimagine what distance learning should be at Jackson College. The goal is to create the Jackson College Virtual Campus that will serve the tri-county area but also can cross state borders. This is what is already being achieved with the Sonography programs. Clearly, distance learning is an area of opportunity and Jackson College needs to lead the way.



Services that Support and Create Access

Athletics

Jackson College athletics continues to look for new opportunities to engage our students and communities. Last year, bowling was added and now we are researching adding eSports, one of the fastest growing sports in the world. We currently support 12 varsity sports and 144 athletes. The athletes come from all over the state of Michigan and 11 were from out of state and 4 were international. The athletic department at JC continues to focus on the academic performance of our student-athletes. This fall semester, just over half of our student athletes (75 of 144) finished the semester above a 3.0 GPA, and seven student athletes finished with a perfect 4.0 GPA semester. Additionally, it was a historic year for our performance in athletics as well. In our first year of competition, our Men's Bowling team won the MCCA league and Region XII championship, finishing 7th in the NJCAA tournament. Women's soccer also had an outstanding season, earning the runner-up position in Region XII championship. In the coming school year, we will continue to have our coaching staff focus their recruiting efforts on students who can perform well in the classroom and on the field.

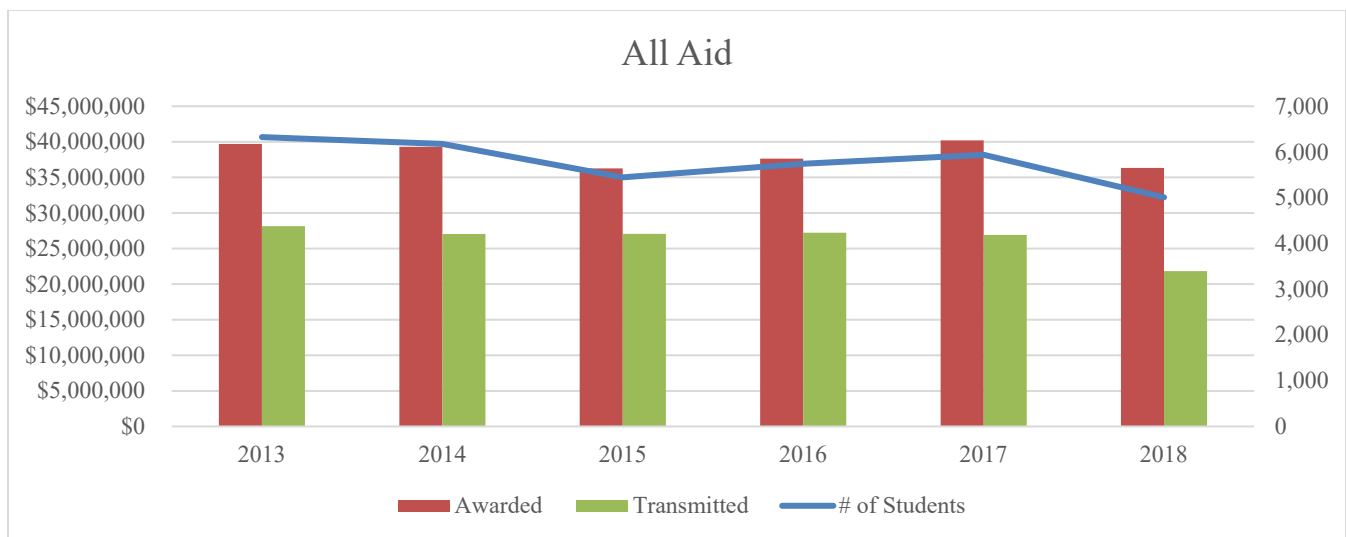
Center for Student Success (CSS)

The Center for Student Success provides access to all Jackson College students seeking tutoring, mental health referrals, computer use, assessment prep, and disability services. CSS provides proactive approaches to test preparation, study skills, test anxiety, and overall college organizational skills. Additionally, CSS provides all Jackson College students access to the Supplemental Instruction (SI) Program. SI is an academic assistance program that increases student performance and retention. SI Leaders provide regularly scheduled, out-of-class, peer facilitated review sessions for students. The SI programs will be expanding science courses fall 2019.

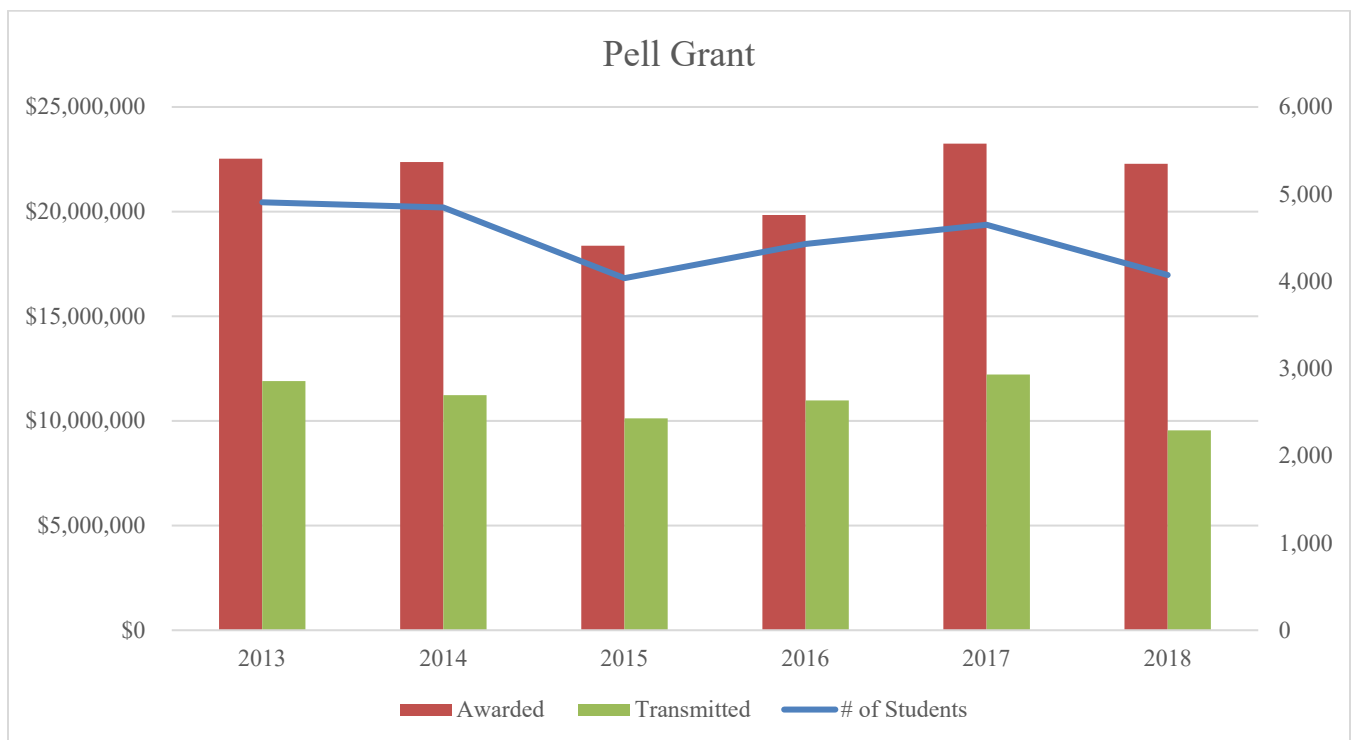
Our federally-funded TRIO program provides access to 150 students who are either first generation, income eligible (as determined by federal guidelines), or students with a documented disability. Student success, as measured by the 90/80/70 criteria, exceeded that of the general college population.

Financial Aid

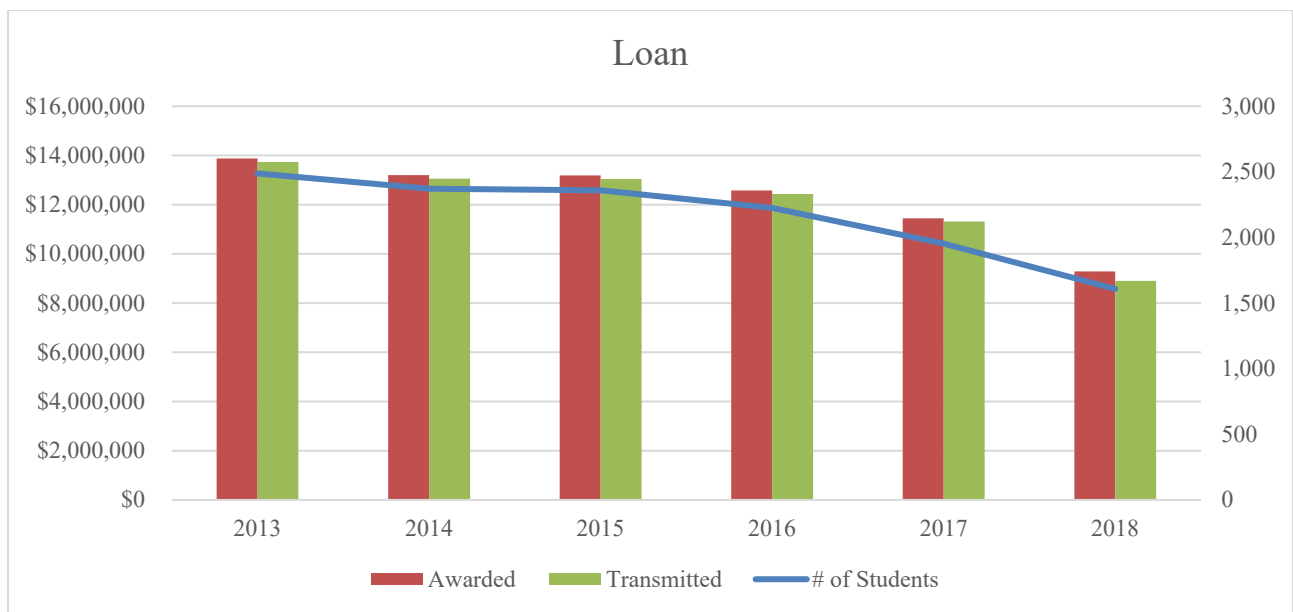
Jackson College students are provided access through federal grants and loans, state grants, institutional scholarships, private scholarships, and private loans. With 70% of Jackson College students receiving some form of financial assistance to attend college, it would be next to impossible for them without these funds. Our traditional, non-traditional, and special populations (PEI students) depend on these funds to cover their costs for tuition, fees, books, and other education related expenses. This is made possible by reevaluation of institutional processes, through the use of FAFSA workshops, orientation, visits to all campuses, and other capacities that the Financial Aid staff come into contact with our current and prospective students. Additionally, we are grateful to the Jackson College Foundation for their support of our students by providing a wide range of scholarships.



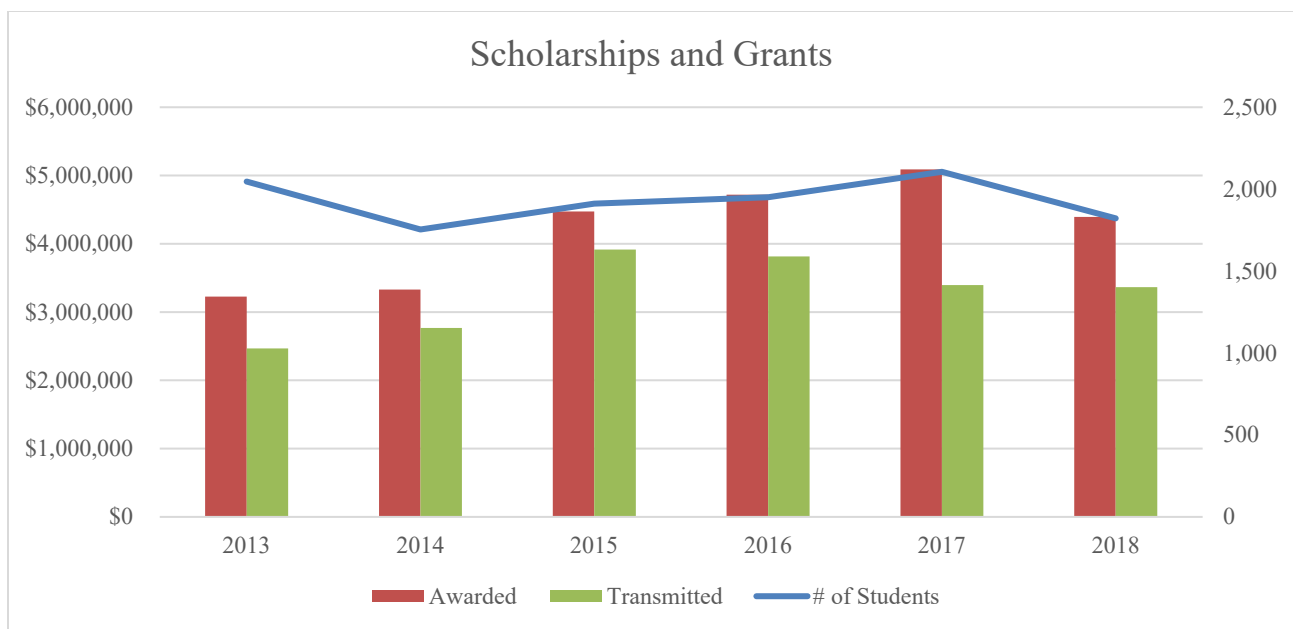
All Aid						
	2013	2014	2015	2016	2017	2018
# of Students	6,326	6,176	5,446	5,744	5,938	5,009
Awarded	\$39,718,254	\$39,299,390	\$36,263,005	\$37,649,418	\$40,202,525	\$36,337,452
Transmitted	\$28,141,322	\$27,055,634	\$27,078,623	\$27,233,454	\$26,923,881	\$21,820,491



Pell Grant						
	2013	2014	2015	2016	2017	2018
# of Students	4,907	4,848	4,037	4,429	4,649	4,074
Awarded	\$22,528,319	\$22,366,509	\$18,370,001	\$19,842,309	\$23,245,988	\$22,288,414
Transmitted	\$11,904,900	\$11,228,075	\$10,119,761	\$10,981,117	\$12,214,896	\$9,548,551



Loan						
	2013	2014	2015	2016	2017	2018
# of Students	2,488	2,372	2,360	2,225	1,953	1,608
Awarded	\$13,878,625	\$13,201,534	\$13,189,756	\$12,579,465	\$11,444,542	\$9,289,352
Transmitted	\$13,732,037	\$13,058,265	\$13,044,029	\$12,436,729	\$11,314,052	\$8,905,988



Scholarships and Grants						
	2013	2014	2015	2016	2017	2018
# of Students	2,046	1,754	1,912	1,951	2,106	1,822
Awarded	\$3,226,635	\$3,329,345	\$4,472,713	\$4,719,633	\$5,089,640	\$4,392,586
Transmitted	\$2,466,984	\$2,767,588	\$3,914,833	\$3,815,608	\$3,394,932	\$3,365,953

The financial aid data is based on the academic year

Housing

Student Housing at Jackson College offers 392 beds (suite-style, private bedroom configuration) with Campus Views #1 and #2 providing full kitchens in each suite. Residents commonly come from beyond our tri-county area (85% for 19/WN), thus positioning Jackson College as an educational resource to many, as well as bringing new revenues into the county. Student Housing provides an amenity and competitive point of access for those who might otherwise not have this educational opportunity. Special programs such as Ready. Set. Jet., summer housing for local interns, and the partnership with the Guangdong Polytechnic Institute continue to bring in residents over the summer, a time that has traditionally been slower.

Student Life

The Department of Student Life at Jackson College specializes in retaining and graduating students through targeted learning which compliments the college curriculum. This includes addressing student access needs regarding financial wellness, food insecurity, engagement, and success skill building.

Student Life is mindful of student food insecurity by providing food at many events, especially targeting times during the semester where food need has typically been higher on campus. The professional staff of Student Life also serve as an active member of the campus food pantry team. Additionally, other support options have been provided so that no student goes hungry at Jackson College.

Student Life has recognized and addressed a need for student winter clothing to support wellness during the coldest months on campus. Student Life leads a cross-departmental committee which provided over 100 winter gear items (coats, hats, mittens, gloves, scarfs, etc.) to students in late fall 2018. Plans have already begun for Winter Gear Up 2019.

Student Life supports access through financial wellness by facilitating financial education events and providing student employment and scholarship. Financial Literacy series events have covered topics including credit scores, paying off student loans, monthly budgeting, and understanding taxes. The largest cash prize for a financial literacy event was \$500, provided by a community partner. Student Government Association executives receive a scholarship in appreciation of their involvement. The department employs a team of Federal Work Study funded Student Life Aides. Many of the staff are experiencing their first paraprofessional job responsibilities in this role.

Student access is also supported through leadership and life-skill development. This occurs through the professional development of Student Life Aids, and mentoring of students in student organization officer roles. These skills include but are not limited to professional communication, schedule management, event planning, goal setting, and budgeting.

Student Success Navigators and Admissions

Jackson College continues its Total Commitment to Student Success (TCS²) by way of “Retention through Recruitment”. This involves a joint effort between the offices of Admissions, Advising, Financial Aid, and the Center for Student Success (CSS). Specifically, here, the office of Admissions works diligently at actively recruiting new/prospective students, while also providing a seamless transition to their Student Success Navigator; who will guide them to completion.

Admissions at Jackson College uses a holistic recruiting approach ensuring students are entering Jackson College with transparent expectations of how we can collaboratively work toward their goals. Recruitment is not simply getting students in the door, but, also, to provide them with an anxiety free process to get them on ramped to one of our Pathways. This is done through thorough work with our Navigators, Records and Registration (transcript evaluation), CSS (course placement), and Financial Aid (expected costs and payment options). Admission staff layout the available options for students to complete academic goals leading to a career that can provide a sustainable family wage.

Our Student Success Navigators recently updated their mission and department vision of Jackson College’s Total Commitment to Student Success:

“Student Success Navigators advocate, inspire and support all students holistically in the pursuit of achieving their goals”

Student Success Navigators continue to work off of a proactive Outreach and Intervention plan to provide students with effective and timely feedback and support. Navigators are assigned via Meta-Major (or Pathway) enhancing the student experience as it relates to career discussions and expert knowledge as a field. With that being said, Navigators are still trained as generalists so that we may meet the need of every student at any time. Each Navigator is trained and certified. 3 Navigators have also been specifically assigned to serve dual enrollment students.

In hopes of continuing building constructive and beneficial partnerships, Jackson College Navigators, are now holding office hours in all 13 of our constituent districts that are a part of the Jackson County Early College. Currently, we have three Navigators assigned to JCEC, one to JPEC, and one to the Hillsdale County Early College. Each partnership holds its own nuances and deliberate practice of meeting each student and partners specific needs. Jackson College is providing an unprecedented level of support to our partners and most importantly our students.

Veterans Services

Our student veteran population at Jackson College stood at 119 students in fall 2018. This is an increase compared to our fall 2017 enrollment total. Our services in the Veterans Resource Center (VRC) and related operations have been completely revamped and new Veteran Affairs (VA) work-studies have been on-boarded and trained. Comprehensive services are now being delivered at an exemplary level.

VA student workers are prepping and triaging clients and then referring to full-time employees when needed or processing the student's forms if applicable. For fall 2018, we received \$198,573.10 in veteran education assistance through the post-9-11 GI Bill. Our chapter 31 vocational rehabilitation students received \$35,088.15 in education assistance. In Total we certified over 998 credits worth of educational benefits to these students. Additionally, Jackson College was certified as a Gold Status Military Friendly institution for the 3rd straight year through the Michigan Veteran Affairs Agency. Jackson College also received our first National Veteran Friendly status designation through the Military Friendly Colleges organization. There is truly great work being done through the Veteran Resource Center.

Goals for the Next 12-Month Period

Annual Schedule

Develop, design, and deliver an annual schedule for the 2020-2021 year. An annual schedule provides multiple benefits for students, staff, and faculty. This allows students to build a year-long academic plan, where they can more readily track progress toward their end-goal and creates easier on ramping starting points. An annual schedule also enables faculty to staff adjuncts for a full year, which is a benefit to their own schedules as well as reduces the likelihood of course cancellations that result from unstaffed sections. We can also ensure that appropriate and adequate course sections are offered that meet our program needs. Moving back toward an annual schedule is a stronger commitment to our students, their success, and the completion of their academic goals.

Course Delivery Options

The early data from 7 week courses in winter 2019 demonstrates this is an effective option for both access and success. The initial data demonstrated lower drop rates for 7 week courses and higher success rates for our JCEC students. By fall 2019, 75% of all courses will be offered in a 7 week format.

With the continued growth of distance learning, we hope to have 2-3 new online program offerings by winter 2020 that could cross borders and create additional markets. We have been exploring Cyber Security, Cloud Networking and Networking Specialist, that would meet the needs of our veteran's population.

Dual Enrollment

Going forward, dual enrollment efforts will drive our tuition and is a key strategy for enrollment growth and completion. Specifically we expect to have 150 students enrolled in the HCEMC and 350 students enrolled in JCEC Fall 2020.

Prison Education Initiative (PEI) Expansion

2019-2020 will be a pinnacle year for PEI as we work to enroll 1,305 students. As we continue to operate in additional facilities and maximize our enrollment at the current facilities, the goal will be to have approximately 1,000 PEI students enrolled by fall 2019 and 1,305 by the winter

or spring 2020. This along with distance learning is an area of potential growth and opportunity.

Student Matriculation Data

We are collecting and establishing baseline data to set goals for conversion rates which, in turn, will increase enrollment and retention. The goal is to have this work complete by November 1, 2019 and the data points will be used to support and drive the institutional Enrollment Management Plan. Data points will include:

- Orientation attended to student
- Housing interest to attending/living in housing
- Summer Jets participation and Fall matriculation
- ISIR received and matriculation
- RSAT/ACT submitted to matriculation

Conclusion/Judgment

Jackson College continues to be a leader when it comes to “Access”. As the post-secondary environment becomes more competitive “Access” is even more critical. Because of the strong partnerships with are tri-county school districts and our innovative approach to delivering courses Jackson College is in a good position for this new reality.

It is critical that over the next 12 months, we are very strategic on how we roll out and evaluate our 7-week semesters, and at the same time, continue to create new pipelines like dual enrollment and PEI. The laser focus on distance learning has great opportunity to break into different markets. We also need to continue focusing on a holistic approach to TCS². Financial Aid, housing, food, transportation, student life, etc., are all different areas that can enable or prohibit access. These are all encapsulated in our service to the UNIQUE WHOLE STUDENT.