



ENDs Monitoring Report

Student Access

Monday, May 14, 2018

Presented to:

President Dr. Daniel J. Phelan
Jackson College Board of Trustees

Presented by:

Jeremy Frew
Vice President of Student Services

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 Student Access, a new monitoring report, which will provide an in depth look at how the College creates multiple entry points and on ramping opportunities for students through strategic academic programming, student support services, and innovative partnerships.

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 participation. To that end, our work is evidenced 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 whole person into account, (e.g., housing, finances, location, security, abilities, necessities, convenience, etc.).

Early examples of this work include the ground-breaking 1970's prison program, the opening of the Lenawee Center in 1989, and the LeTarte Center in Hillsdale in 1991. Most 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 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-support TRIO program for first generation and at-risk students, as well as our multiple dual enrollment partnerships. The College has reintroduced athletics, opened the International Student Institute, the Veteran's Resource Center (VRC), and the Multi-Cultural Center.

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) initiative which will be launched in FY '19.

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;
- Increasing tuition costs;
- Decreasing resources and increased operational tasks;
- Lack of data on industry needs as related to our academic programs; and
- Course offerings.

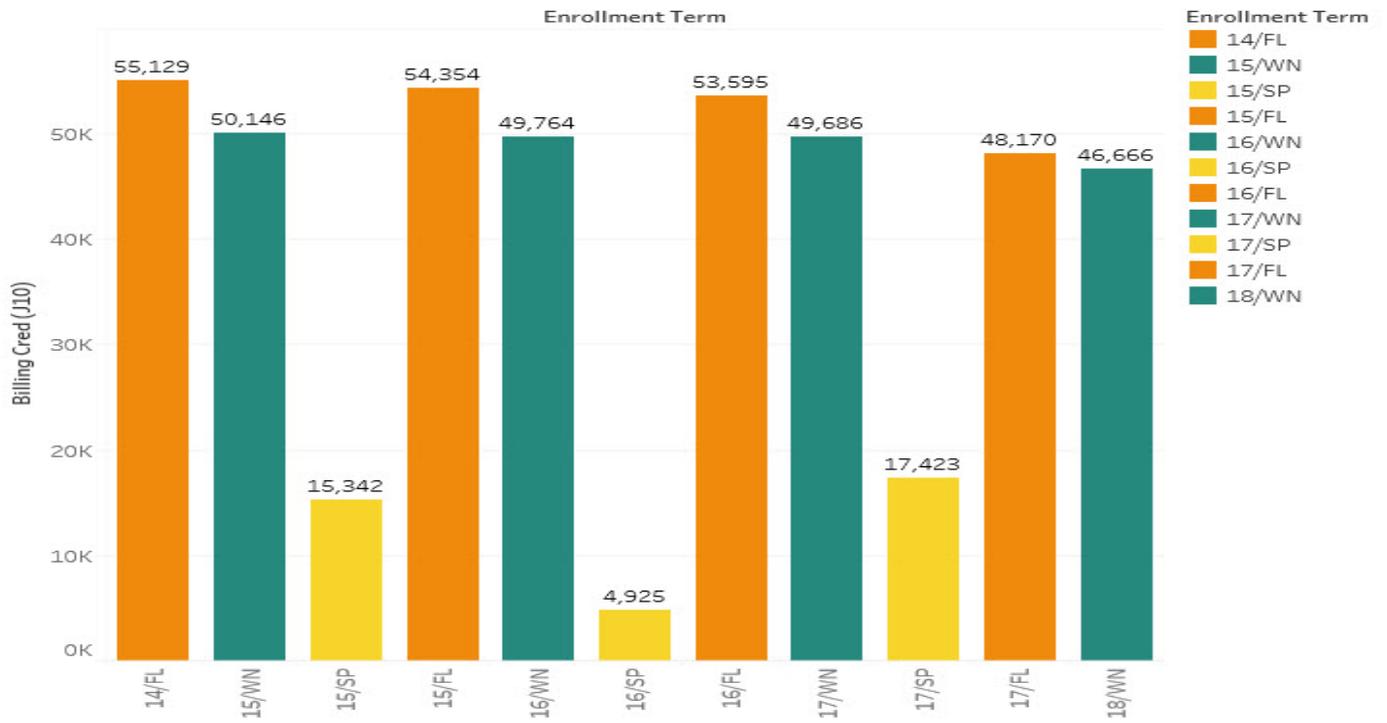
Principal Opportunities:

- Better utilization of data to understand student demographics;
- Jackson County Early College/dual enrollment;
- Use of Guided Pathways in providing clear maps for students and necessary course offerings;
- Continued development of community partnerships;
- Enrollment partnerships for home-schooled students; and
- Financial assistance outside of Federal Title IV funding.

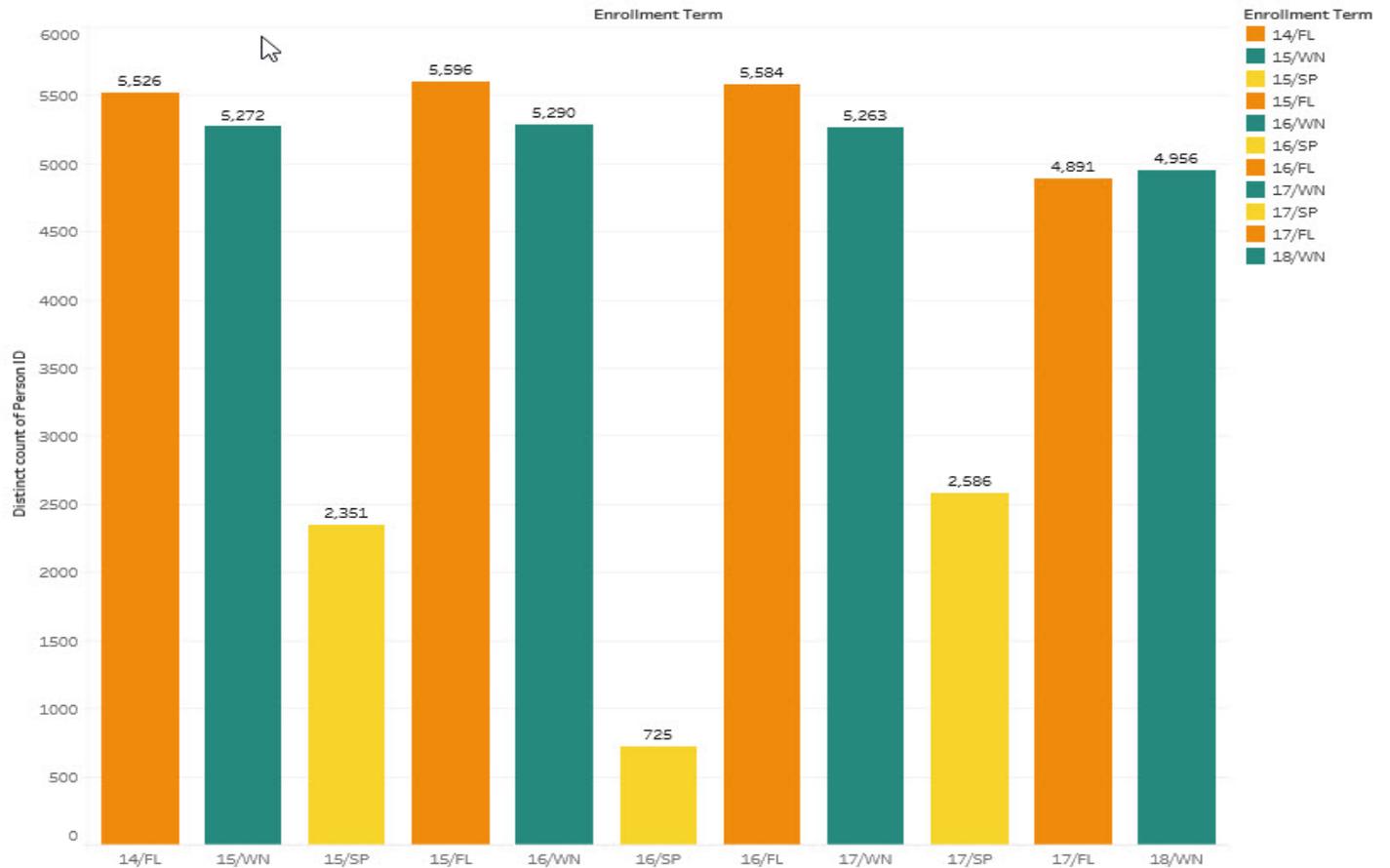
Institutional Performance Reporting

Our conveniently located satellite 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.

Billing Credit Hours Total



Total Headcount by Term



Lenawee and Hillsdale

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 JC 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.

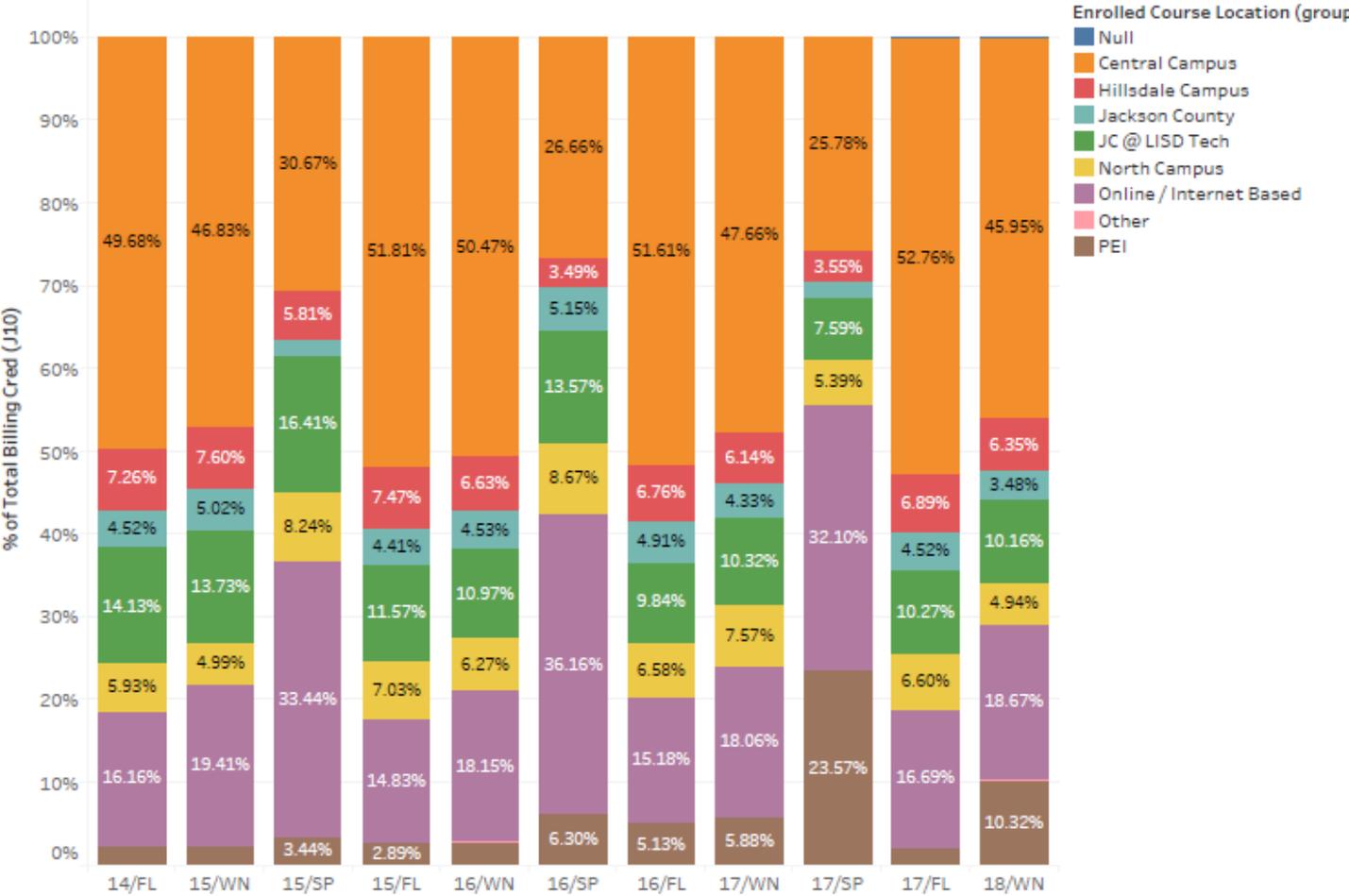
An onsite GED partnership with Michigan Works – South East (MW!SE) provides community members pursuing their GED or high-school equivalency, easy access to continue their education at Jackson College and/or the LISD TECH Center adult-education programming. Systems and processes have been developed by which the MW!SE 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.

Maier

The W.J. Maier 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 it's Billboard-Building design. While the majority of students maintain a Jackson mailing address, the Maier 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 Maier campus are able to complete the course placement, new student orientation and advising requirements all at Maier campus and in most instances, on a single visit. Additionally, current students were able to meet onsite with a Central Campus Financial Aid Technician on five separate occasions during the winter 2018 semester. We are currently researching new options to differentiate Maier from other college campuses (e.g. the evening weekend college, the commuter college, the accelerated college, etc.). Clearly, the convenient location of this campus offers a huge opportunity for access to students.

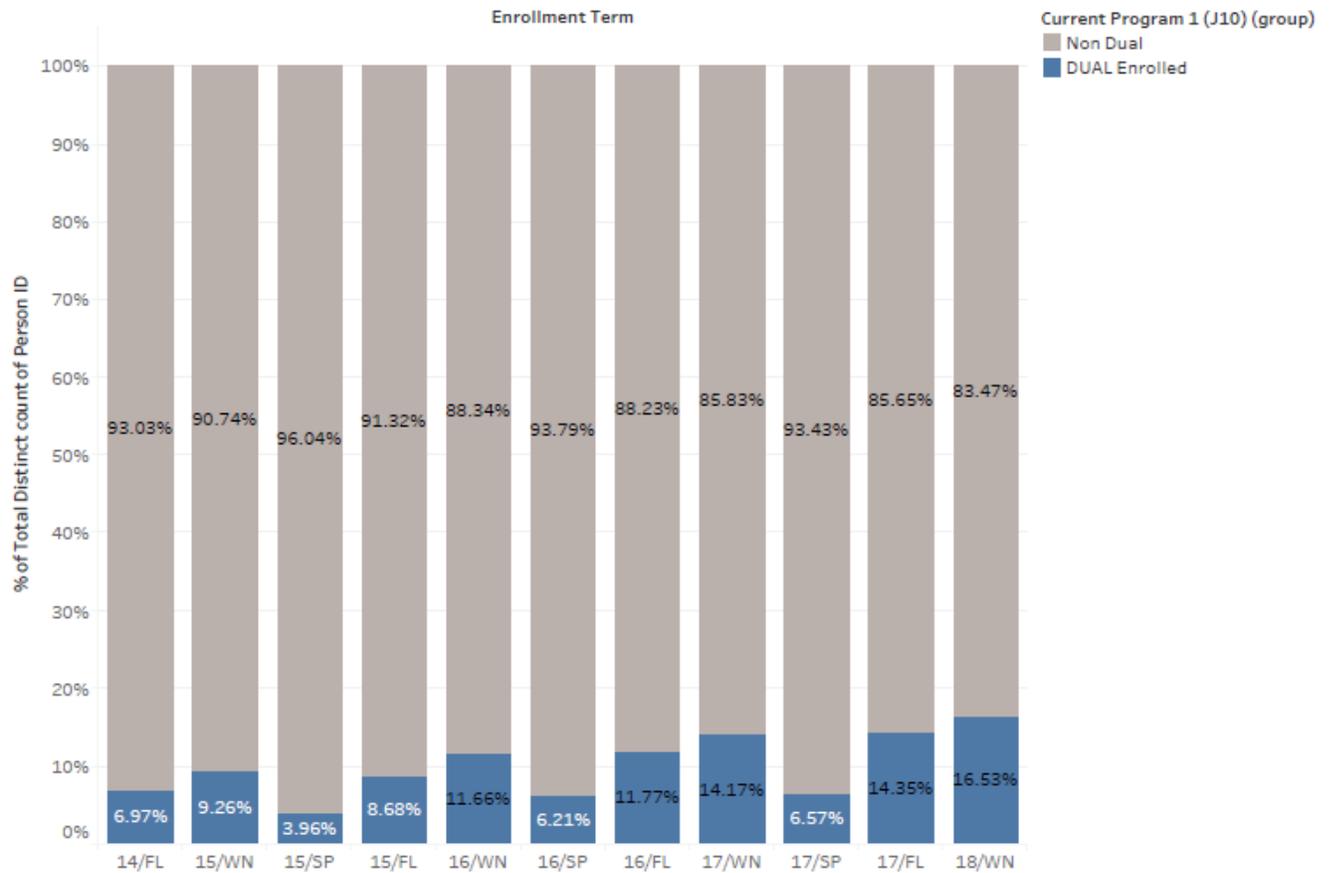
BCH by Location: Below 3% unlabeled



Dual Enrollment

Jackson College has seen a large increase in dual enrollment access and registration over the past three years. In Fall 2016, the College received over 700 dual registrations. In Fall 2017, we had nearly 800 dual registrations, which is a 5-year high for Jackson College. We attribute this to the rising popularity of dual enrollment courses in the tri-county area, the Jackson Preparatory & Early College (JPEC), and excitement surrounding the new Jackson County Early College (JCEC) program. Our admissions and records teams are actively engaging the high schools and making site visits to allow students the opportunity to meet face to face with JC staff to properly advise and register students in appropriate dual enrollment courses. Going forward, dual enrollment efforts will drive our tuition and is a key strategy for enrollment growth and completion.

Dual Headcount

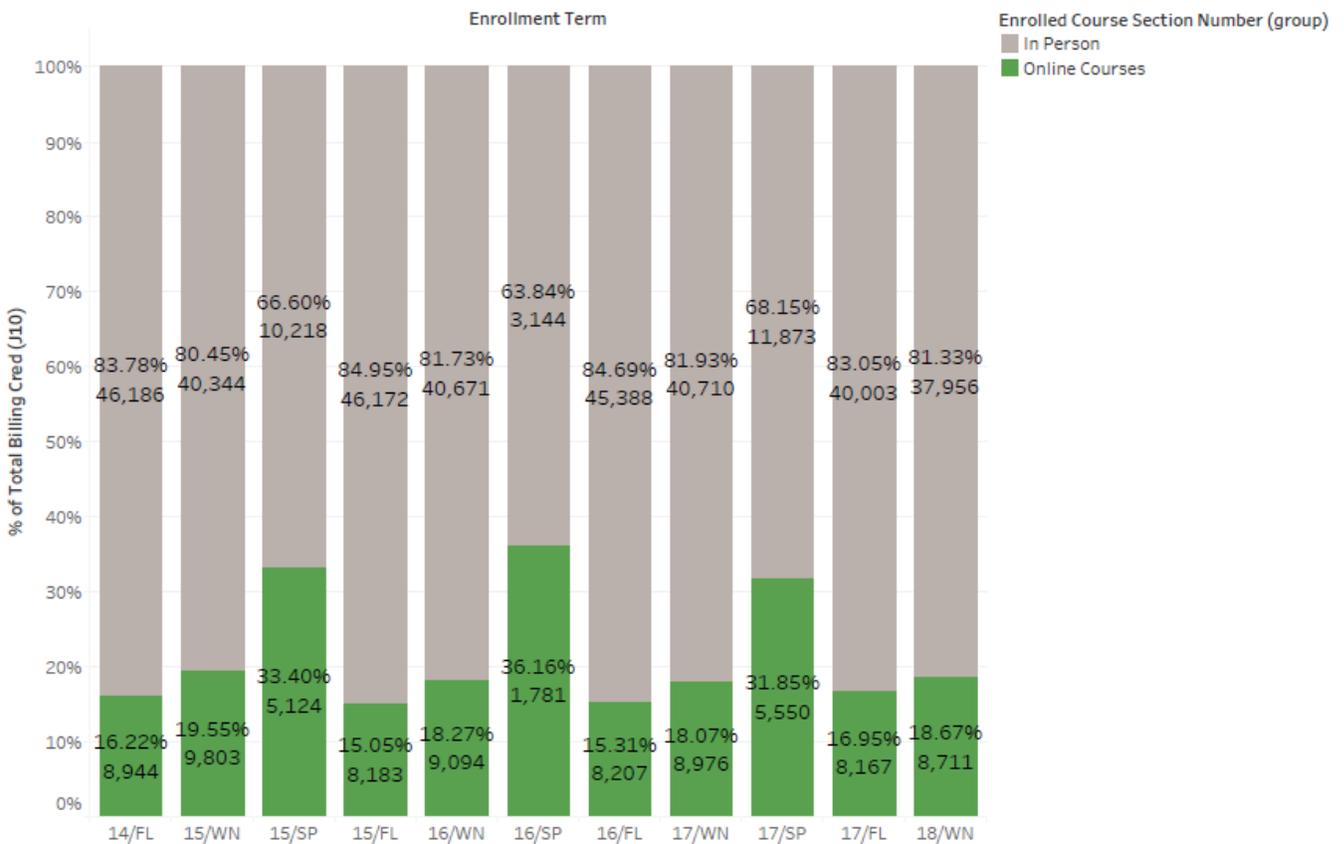


Distance Learning

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. The College's online Diagnostic Medical Sonography programs also provide access to students coming from far outside our tri-county service area.

In an effort to help grow online enrollments, Dr. Phelan is working with Rio Salado Community College (AZ) to develop expanded programming to better serve students with distance learning needs. Additionally, Dr. Thiolf will be working with the new instructional dean to encourage additional course and program development in this venue as we seek to improve enrollments from the levels noted in the table below:

BCH Online vs Face to Face



Veterans

Our student veteran population at Jackson College stood at 112 students in Fall 2017. We had a growth in veteran enrollment from Fall to Winter period and we now stand at 120 student veterans. 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 2017, we received \$188,062.39 in veteran education assistance through the post-9-11 GI Bill. This is not counting other assistance programs like vocational rehabilitation, dependent benefits, and reserve/guard benefits which are not always submitted directly to the college. We are very excited having experienced growth in our veteran enrollment and with our retention efforts well underway, it is our hope that this number continues to grow.

Athletics

Charting the course for the future of Jackson College athletics, the College recently invested in the addition of men and women's bowling. With this addition, we currently support 12 varsity sports and 140 athletes. The goal for the 2018 year is to have 160 athletes. Athletics has also revamped the men's basketball and men and women's cross country programs with new coaching staffs. Looking forward, the baseball and softball teams should make the Region XII

tournaments in May 2018. Men's and women's bowling will be added for fall FY '19 making Jackson College the only Michigan community college with this level of co-curricular access opportunities for students.

Housing

The addition of three Campus View housing units gives students access to 392 beds (private bedroom configuration). These students commonly come from beyond our tri-county service area (i.e., 82%), thus positioning Jackson College as an educational resource to many, as well as bringing new revenues into the county. The addition of housing creates a new and competitive point of access. This is also supported by information presented in Appendix A.

Student Life

The Department of Student Life at Jackson College supports student access by providing development while supporting student financial wellness through employment and scholarship. 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 Life Aides learn professional dress, communication, punctuality, event planning, and problem solving skills. Similar development is facilitated with students who take on leadership roles in the student organizations that Student Life oversees. Access is further supported by providing scholarships to the five students who hold executive board positions in the Student Government Association. Behavior research demonstrates that when students are engaged in student activities, retention and student success rise. Thus, our continued work to retain support of this program is an important access and success vehicle.

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. Additionally, CSS provides proactive approaches to test preparation, study skills, test anxiety, and overall college organizational skills.

Our Federally-funded TRIO program provides access to 144 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 exceed those of the general college population.

GED and Ability to Benefit

Jackson College continues to partner with Michigan Works! Southeast (MW!SE) to offer High School Equivalency, Adult Basic Education (ABE), and ESL learning opportunities on Central, Hillsdale, and Lenawee Campuses. This partnership provides on-site adult education at no-cost to eligible individuals who need a high school diploma, high school equivalent, or are basic skills deficient, defined by scoring below a 12.0 grade level equivalent on the Tests of Adult Basic Education (TABE) or scoring below JC Developmental Education (DE) classes on the ACCUPLACER or COMPASS-ESL.

Student Success Navigators and Admissions

At Jackson College, access is the beginning of retention, persistence, completion and success. All four of these are a focus of the Jackson College Admissions department. JC Admissions must utilize all relationship building skills in order to ensure that students get started on the right foot. This is done through proper recruitment, assistance with transfer related questions, orientation, hand off to the Student Success Navigators, and customer service. Admission team members must build rapport quickly, assisting students in their discernment of college choice. Aided in this endeavor are the use of Marketing, campus events, student life, housing, special populations, among others. Jackson College Admissions takes a proactive approach to their assigned caseloads and managing them through the Admissions cycle.

Student success navigators serve not only as academic advisors but as a student's academic, financial and total resource advocate or coach. Navigators serve as the "go-to" person to help students throughout the college experience and, as a result, accessibility of the college and its information/resources has increased to serve the community in various ways.

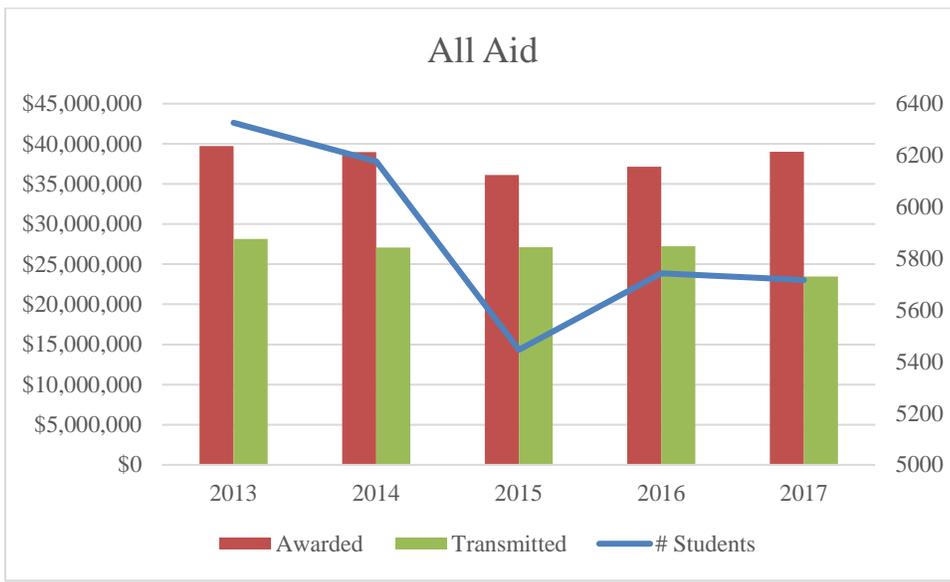
The Jackson Preparatory and Early College (JPEC) program provides unfettered access to student success navigators for advising as students begin their college level courses amid their high school requirements. JPEC students are assigned a specific navigator that can review courses they should complete, and create a long-term plan to follow. The advantage of JPEC being on Jackson College's Central campus, known as 'power of site,' encourages students to meet with a navigator for the most reliable information and creates the culture of using the navigator as their "go-to" person. JPEC is the only school in Jackson County that allows their students to dual-enroll at Jackson College without cost – another key aspect of access for students.

Another new venture this year that has created access for students is that of the Jackson County Early College (JCEC) program. JCEC is similar to HCEMC as a new option for high school students to create a path to begin their college degree, and they are able to begin as early as ninth grade. A student success navigator and an admissions representative have been assigned to this population of students, providing access for the application process and advising into the appropriate courses. The navigator is also going to the high schools on a weekly basis, scheduling visits, and connecting with prospective students to alleviate students traveling out to Jackson College campus. This new initiative launches in Fall '19, though early data suggests a potential participation of at least 400 students over the academic year.

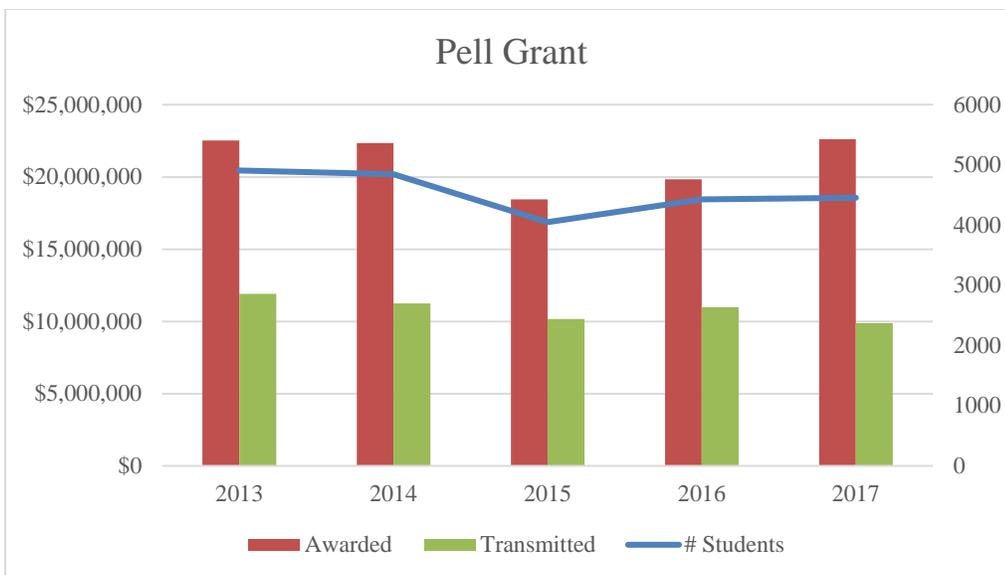
Financial Aid

Jackson College students are provided access through federal grants and loans, state grants, institutional scholarships, and private scholarships. With 70% of JC 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

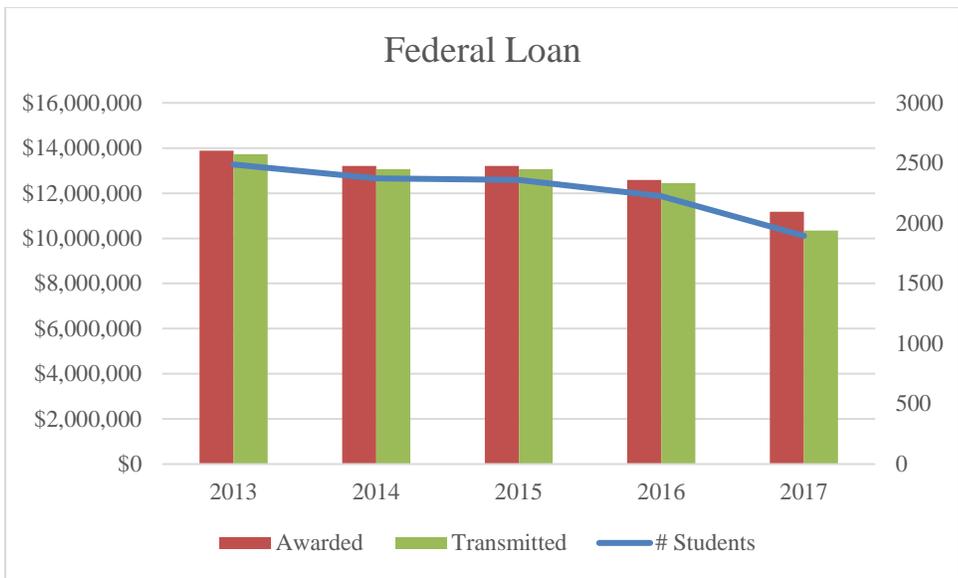
the Jackson College Foundation for their support of our students by providing a wide range of scholarships.



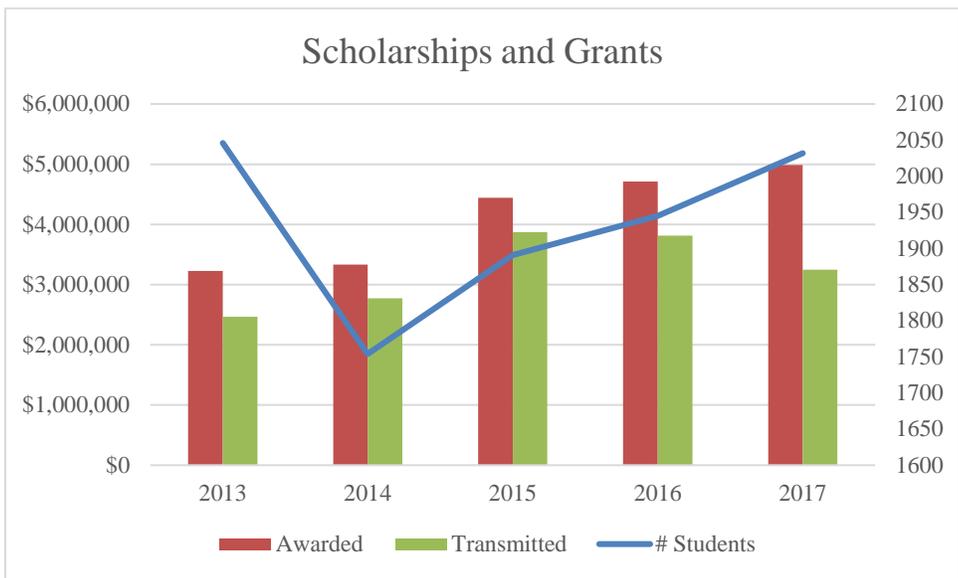
All Aid					
	2013	2014	2015	2016	2017
# Students	6326	6176	5446	5742	5717
Awarded	\$39,718,254	\$38,951,514	\$36,114,367	\$37,153,956	\$39,022,526
Transmitted	\$28,141,322	\$27,073,709	\$27,111,220	\$27,245,529	\$23,475,505



Pell Grant					
	2013	2014	2015	2016	2017
# Students	4907	4845	4049	4429	4455
Awarded	\$22,528,319	\$22,356,484	\$18,437,298	\$19,840,948	\$22,612,477
Transmitted	\$11,904,900	\$11,237,389	\$10,164,802	\$10,987,923	\$9,872,617



Loan					
	2013	2014	2015	2016	2017
# Students	2488	2373	2360	2225	1896
Awarded	\$13,878,625	\$13,208,905	\$13,208,164	\$12,586,792	\$11,180,356
Transmitted	\$13,732,037	\$13,065,560	\$13,062,244	\$12,443,982	\$10,345,273

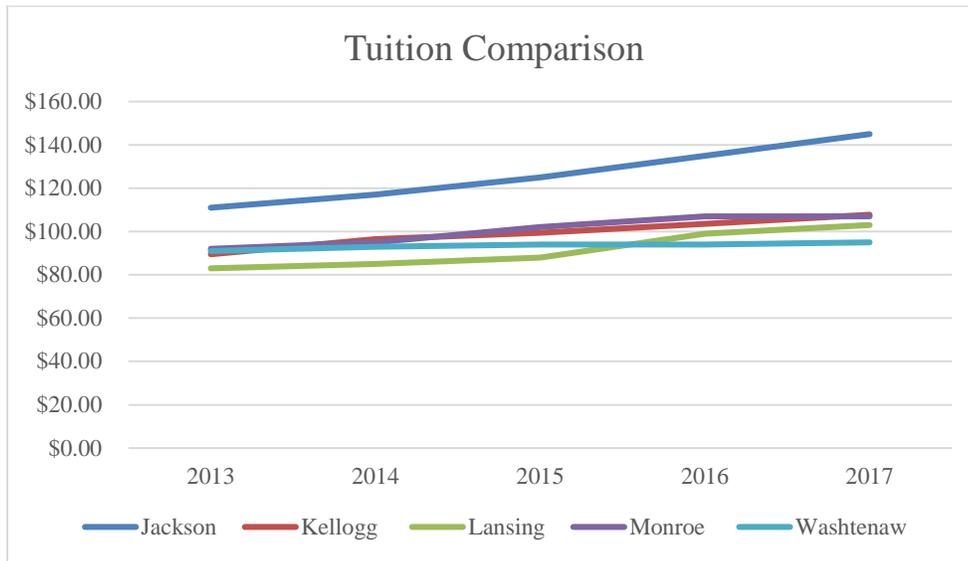


Scholarship/Grant					
	2013	2014	2015	2016	2017
# Students	2046	1754	1891	1945	2032
Awarded	\$3,226,635	\$3,333,125	\$4,440,030	\$4,714,586	\$4,987,573
Transmitted	\$2,466,984	\$2,770,760	\$3,872,624	\$3,813,624	\$3,245,775

The financial aid data is based on the academic year

Tuition

The College administration and the Board of Trustees are mindful of the potential barrier that tuition may have upon students. To that end, they ensure that tuition and fees are approximate to neighboring community college districts and are held at the lowest possible levels, yet are still able to provide for essential student access and support services. The Board is currently considering the possibility of future millage support to help mitigate future tuition rates.



	2013	2014	2015	2016	2017
Jackson	\$111.00	\$117.00	\$125.00	\$135.00	\$145.00
Kellogg	\$89.50	\$96.50	\$99.50	\$103.50	\$107.75
Lansing	\$83.00	\$85.00	\$88.00	\$99.00	\$103.00
Monroe	\$92.00	\$95.00	\$102.00	\$107.00	\$107.00
Washtenaw	\$91.00	\$93.00	\$94.00	\$94.00	\$95.00

**This calculation does not include fees for any institution. Also, some institutions charge per credit hour and others charge per contact hour.*

Prison Education Initiative (PEI)

Since 1967, Jackson College has been a leader in the country 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 four different MDOC facilities and one federal facility, with plans to add Gus Harrison Correctional Facility in Adrian, Michigan by June 2018, and two other upstate facilities (Ionia and St. Louis) in the fall of 2018, 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. Through a recently signed agreement with the MDOC, it is hoped that this number may be doubled for FY '19. The College President continues to work in Washington DC and in Lansing, Michigan to advance the permanency of Pell Grant access for incarcerated persons.

Goals for the Next 12-Month Period

Course Delivery Options

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 a recommendation to Leadership Council by the fall of 2018, and a start date of Fall 2019.

Dual Enrollment

The College will continue building upon our current and new dual enrollment partnerships throughout the tri-county area. This is both a short term and a long term strategy to build our current enrollment and secure a pipeline for the future. Specifically, we expect growth in the Hillsdale County Early Middle College (HCEMC) and Jackson County Early College (JCEC).

For HCEMC, the goal is to increase the new student headcount to 60 for Fall 2018. The Fall 2017 new student headcount in the program was 26. HCEMC is built on a five-year staggered growth model and the number of new students allowed to participate will increase each fall term, until enrollment reaches 270 total students. The JCEC goal for fall 2018 is 150 students, fall 2019, 250 students and fall 2020, 350 students.

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 June 15, 2018 and the data points will be used to support and drive the institutional Enrollment Management Plan. Data points will include:

- Applicant to student
- Orientation attended to student
- Previously dual enrolled to student
- Housing interest to attending/living in housing
- Event attended to matriculated
- Summer Jets participation and Fall matriculation
- ISIR received and matriculation
- RSAT/ACT submitted to matriculation

Jackson College Tuition Grant

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 6.9 mills. This would create instant access for all Jackson residents and remove the financial burden of tuition.

Conclusion/Judgment

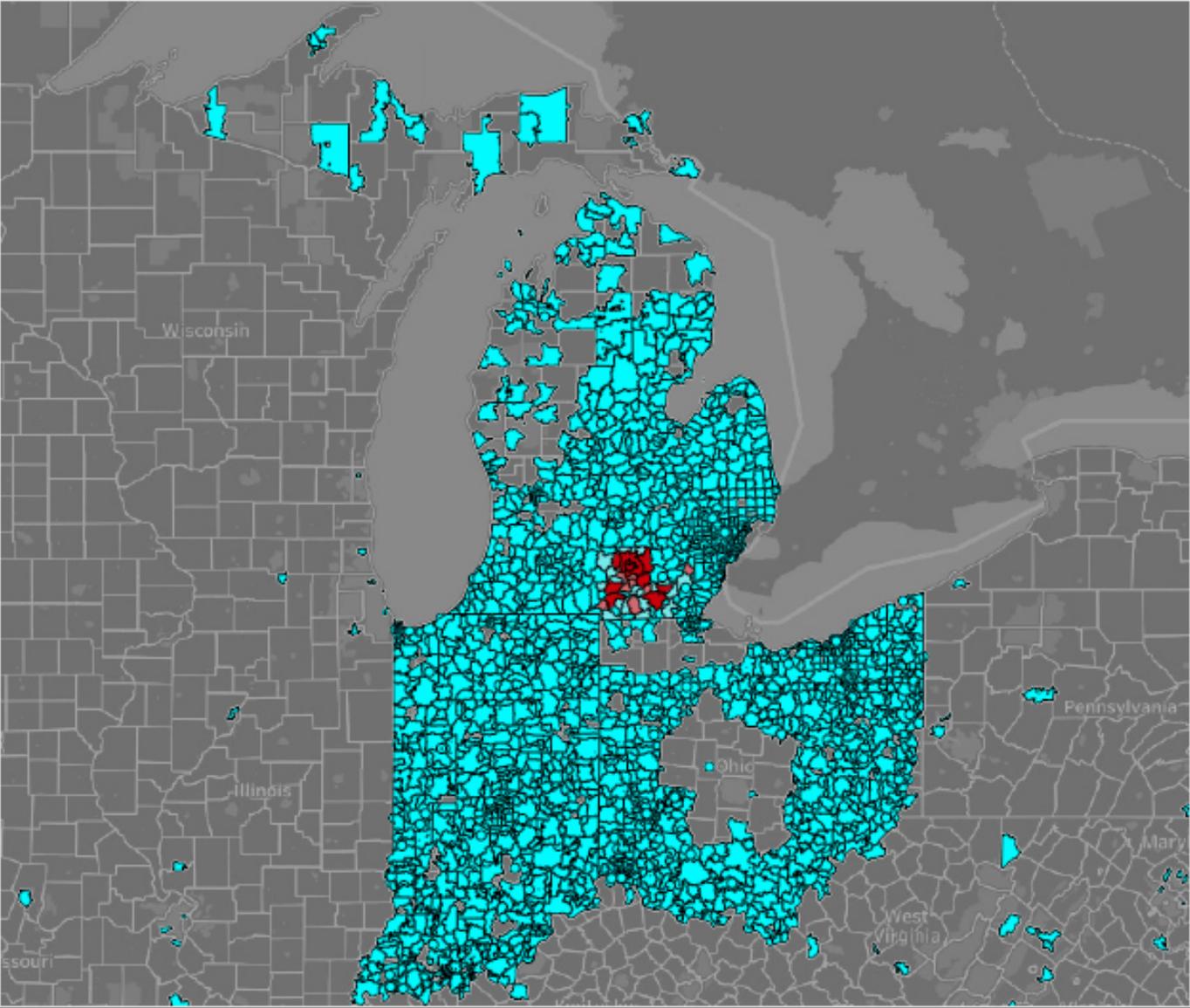
Jackson College as always be an innovator when it comes to creating and delivering new options for “Access”. As the post-secondary environment becomes more competitive “Access” is even more important. Because of the strong partnerships with are tri-county school districts, MDOC and our innovative approach 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 our 7-week semesters, develop online programs and at the same time serve our dual enrollment students. 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. The Leadership Council is working with the College community to design a new business model in an effort to address the particular needs of the ‘whole student’ in our work.

Appendices

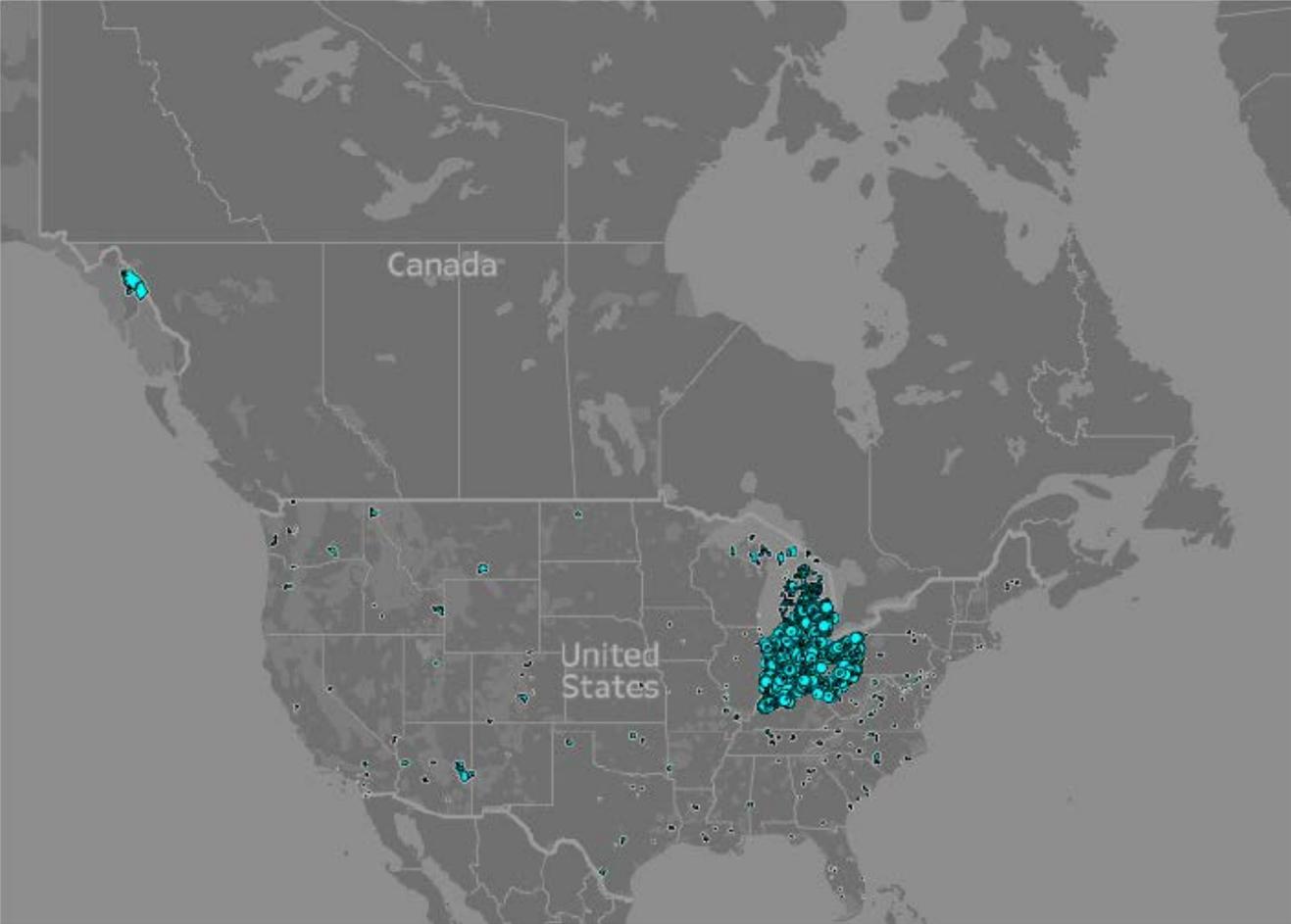
Appendix A: Enrollment by Zip Code

Dark Red = Above 300 Students



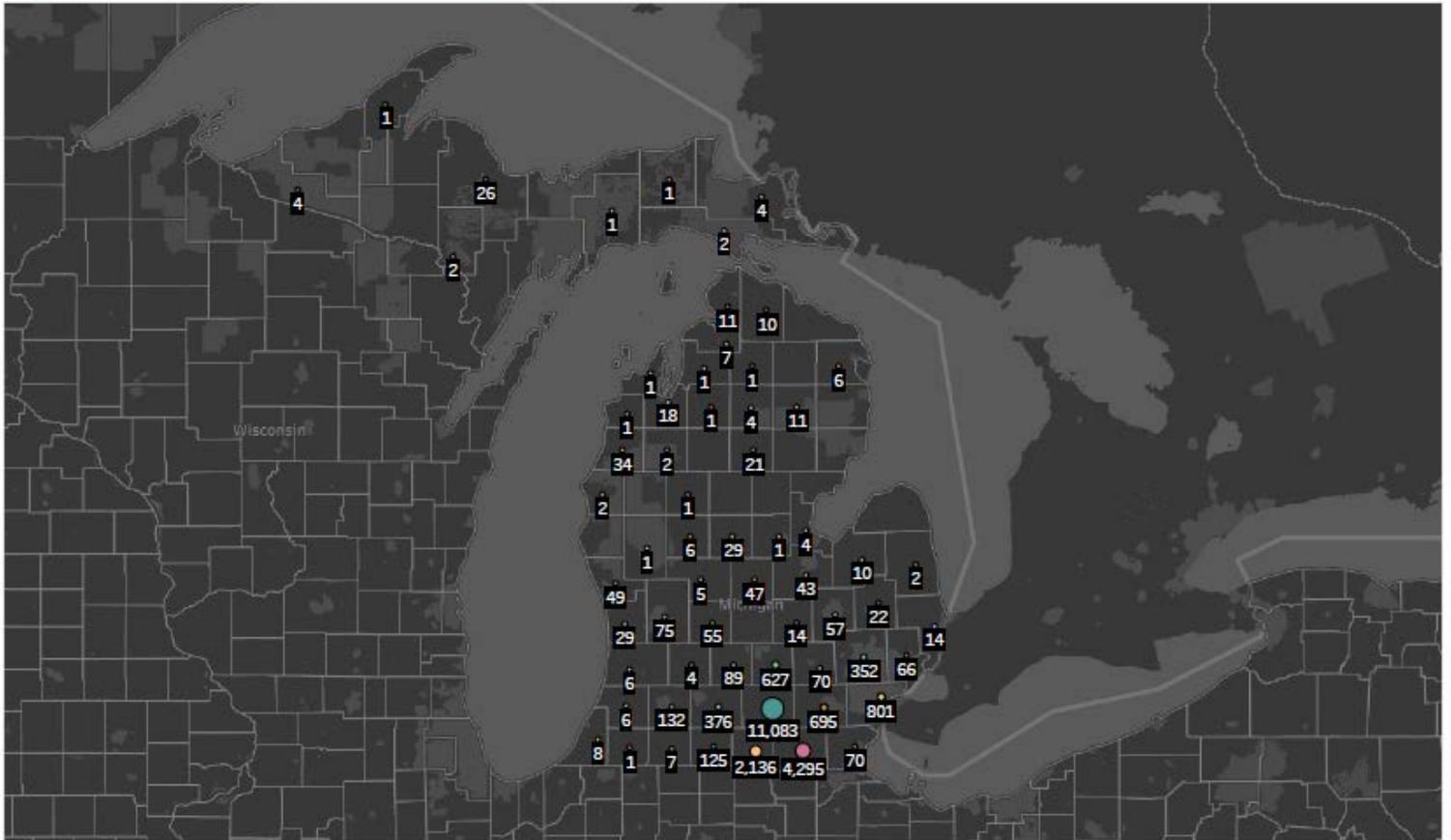
Appendix B: Enrollment by US Zip Code

Student Zip Code: Fall 2008 to Winter 2018



Appendix C: Headcount by County

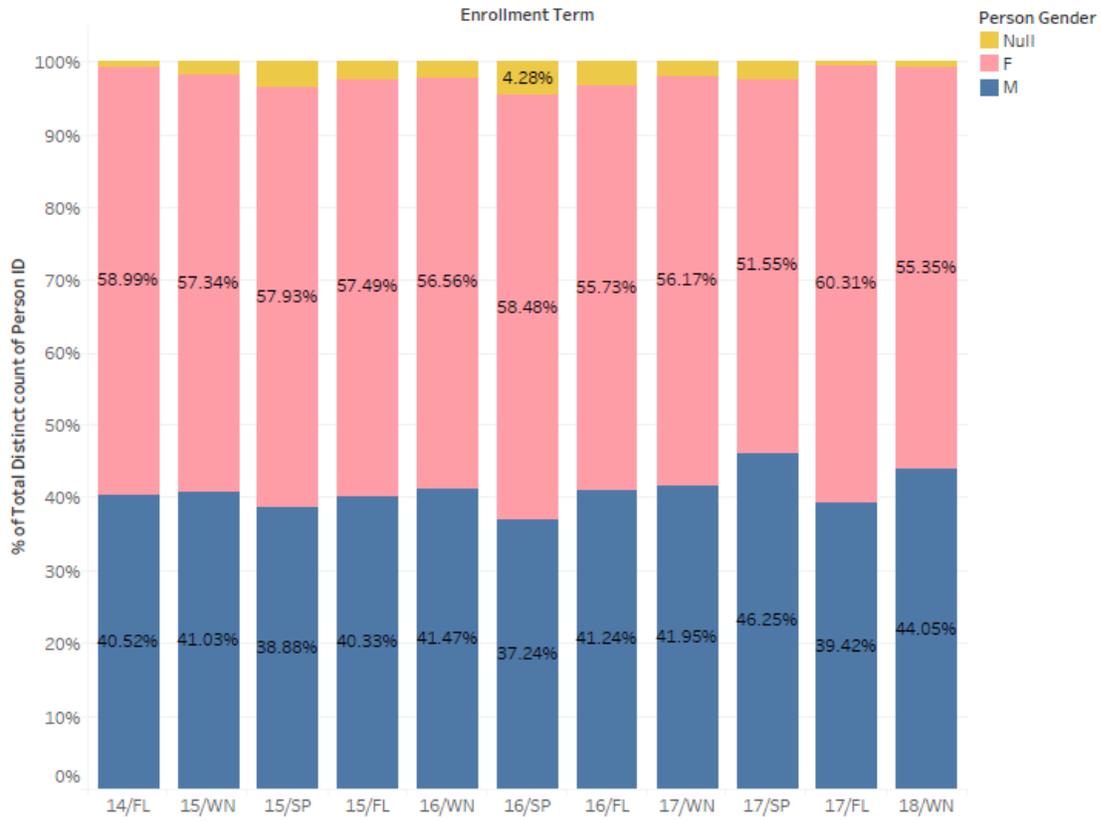
Headcount by County: Fall 2008 to Winter 2018



Appendix D: Headcount by Race

Appendix E: Headcount by Gender

Headcount by Gender



Appendix F: Headcount by Ethnicity

Headcount by Ethnicity

