



Jackson College Board of Trustees

Monitoring Report: EN-01 Board's ENDS (#4)

[FULL COMPLIANCE]

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

I present this monitoring report to the Jackson College Board of Trustees which addresses the Board's ENDS Policy EN-01: "Board's ENDS (#4)". I certify that the information contained herein is true and represents compliance, within a reasonable interpretation of the established policy, unless specifically stated otherwise below.

09.14.26

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

Date

POLICY STATEMENT:

4. Learners develop life and workplace skills.

4.1 Learners gain the skills necessary to become responsible citizens, to lead productive lives, and to thrive in society.

2026 INTERPRETATION:

I have interpreted this policy statement to mean that, as part of the learning experience at Jackson College, degree and certificate seekers shall have the opportunity to grow in their understanding of essential work and life skills necessary to be successful in our democracy.

This is reasonable because learners have access to technical knowledge with context in the broader economic and social ecosystem of the United States.

DRAFT 2027 INTERPRETATION:

As CEO, I interpret “gain the skills necessary” to mean that learners make measurable progress, during their time at Jackson College, in developing the competencies required to function successfully and responsibly in civic, personal, and professional contexts; I further interpret “responsible citizens” to be individuals who understand and act upon their ethical, social, and civic obligations; I interpret “productive lives” to mean learners apply their education toward meaningful employment, ongoing education, or active societal contribution; and I interpret “thrive in society” to mean that learners demonstrate resilience, adaptability, and the capacity for lifelong learning, equipping them to meet personal and professional challenges in a complex world.

Quantitative Indicators of Achievement:

- At least 75% of reporting graduates will acknowledge that Jackson College contributed significantly to their development as responsible citizens and productive contributors to society, as measured through post-graduate surveys administered within 2 years of completion.
- At least 75% of program-level assessment reports will show that students demonstrated competencies tied to ethical reasoning, social responsibility, and civic engagement, as defined by institutional learning outcomes.
- Employer and internship supervisor surveys will indicate that at least 70% of respondents rate Jackson College graduates as “well-prepared” in professionalism, teamwork, and community responsibility.
- Data from the National Student Clearinghouse and other follow-up tools will show that at least 75% of graduates are employed, pursuing further education, or engaged in service (e.g., military, public service, or caregiving) within one year of program completion.
- At least 75% of student respondents, participating in co-curricular activities (e.g., leadership programs, service learning, or civic events) report growth in personal responsibility, civic awareness, and social engagement through validated rubrics or reflections.

This is reasonable because it demonstrates appropriate tracking of our student success in both quantitative and qualitative metrics. It is also consistent with national practice with existing commissions.

2026 EVIDENCE:

- a) On 08.19.26, The Director of Workforce Training reaffirmed that Jackson College offers learners a wide array of work-based and experiential learning opportunities, designed to deepen student engagement, enhance academic learning, and strengthen career readiness. Students may participate in formal

industry tours, internships integrated within academic coursework or offered as separate experiences, on-the-job experiences tied to program requirements, service-learning projects, and work-study employment. Students are also able to complete internships aligned with their field of study, offered in both semester-long and seven-week formats.

- b) On 08.19.26, the Director of Workforce Training confirmed that Jackson College has fully integrated internship and work-based learning courses into Career & Technical Education (CTE) degree programs. These efforts are led by the College's Work-Based Learning Coordinator, who collaborates with local employers, faculty and students to develop relevant experiential learning opportunities. This structure ensures that all learners in CTE programs have access to applied learning experiences that enhance their academic and professional growth.
- c) The Director of Workforce Training also confirmed on 08.19.26 that the College has successfully implemented the Handshake career office management platform which provides Jackson College students with access to over 15,500 school-approved job and internship postings. The platform offers a personalized user experience based on students' academic and career interests, promotes participation in career events hosted by reputable employers, and enables students to connect with peers across the globe. Employers also benefit from the ability to post jobs, register for events, and search student resumes. All current and incoming students at Jackson College have free access to Handshake through single sign-on, making it an accessible and integral part of the College's commitment to workforce preparation.

4.1.1 Learners experience significant gains in their critical thinking, problem solving and written communication skills.

2026 INTERPRETATION:

I have interpreted this to mean that development of critical thinking, problem solving, and written communication skills are to be embedded in all certificate and degree academic programming, as well as measured through institutional academic outcomes, which should be documented and reviewed by an assessment committee comprising faculty and administrators, which would

develop and utilize rubrics of general education outcomes and essential competencies.

The achievement of this ENDS Statement is validated when:

- a) Rubrics developed by the faculty (and third party) identify the

development of these three skills and are approved by the assessment committee.

- b) Instructional program review, completed every five years, wherein goals, success data and analysis related to these three skills are shared with the Academic Council and approved by Deans, demonstrates knowledge gains in the aforementioned areas.

This is reasonable because the use of rubrics to ensure placement of these skills into the curriculum, combined with program review analysis, is standard means in higher education for determining the effectiveness of learner gains.

DRAFT 2027 INTERPRETATION:

As CEO, I interpret “significant gains” to mean that learners demonstrate measurable and meaningful improvement in the areas of critical thinking, problem solving, and written communication from the time they enter Jackson College to the time they complete a degree or certificate. These skills are essential to learner success in academic, career, and civic settings, and their development must be intentionally embedded in the design and delivery of all academic programs; Additionally, I interpret critical thinking as the ability to analyze, evaluate, and synthesize information to form reasoned judgments and make evidence-based decisions; I interpret problem solving as the capacity to identify issues, assess possible approaches, and apply appropriate methods to develop and implement solutions; and I interpret written communication as the ability to organize and clearly express ideas in written form tailored to context, audience, and purpose. Gains in these skills will be assessed through valid, reliable instruments and institutional processes that track student learning over time and confirm skill development.

Quantitative Indicators of Achievement:

- At least 75% of students completing a degree or certificate will meet or exceed benchmark expectations in two or more of the three skill areas, as measured by institutionally approved rubrics applied to embedded course assignments, capstone projects, or other direct assessments.
- Annual academic assessment reports, compiled and reviewed by faculty and the assessment committee, will show that at least 75% of assessed general education and program-level courses meet or exceed expectations in one or more of the targeted skill areas.
- Instructional program reviews, conducted on a five-year cycle, will include analysis and documentation of learning gains in critical thinking, problem solving, and written communication, and these

findings will be reviewed by the Academic Council and approved by academic leadership.

- When available and appropriate, third-party or nationally normed assessments (e.g., CLA+, ETS Proficiency Profile) will be used to validate internal findings and support continuous improvement.
- Graduate and employer surveys will show that at least 75% of respondents indicate Jackson College graduates are proficient in one or more of the three targeted skill areas.

This is reasonable because it demonstrates appropriate tracking of our student success in both quantitative and qualitative metrics. It is also consistent with national practice with existing commissions.

2026 EVIDENCE:

- b) On 09.01.26, academic leadership confirmed that Jackson College is strengthening its institution-level assessment process so that critical thinking, problem solving, and written communication are intentionally assessed across the learner experience. During summer 2026, the Institutional Quality Committee began redesigning the College's General Education assessment framework around a smaller set of measurable institutional outcomes, including written/oral communication, mathematical reasoning, and critical thinking. The emerging model calls for common faculty-developed measures, including embedded assignments and pre/post assessment approaches, so the College can better demonstrate student learning gains over time rather than relying solely on course completion or indirect measures.
- b) Current Evidence (AY '26) of the accomplishment of General Education outcomes, which incorporates Institutional Learning Outcomes (ILOs), is summarized below:

Outcome 1: Write Clearly, Concisely and Intelligibly

Outcome Concept	Percentage of Assessed Students Meeting Threshold of Competence
Writing Process	83%
Organization and Development	83%
Meaning/understanding	83%
Use of Sources and Documentation	83%

Grammar and Sentence Structure	83%
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Outcome 2: Importance of Effective Communication in a Dynamic and Changing Society

Outcome Concept	Percentage of Assessed Students Meeting Threshold of Competence
Message Development	85%
Societal Understanding	85%
Distinguishing Different Perspectives	85%
Use of Sources and Documentation	85%
Grammar and Sentence Structure	85%

Outcome 3: Demonstrate Computational Skills and Mathematical Reasoning

Outcome Concept	Percentage of Assessed Students Meeting Threshold of Competence
Language of Mathematics	70%
Solving and Mathematical Modeling	70%
Connecting Mathematical Modeling with Real World Phenomena	70%

Outcome 4: Demonstrate Scientific Reasoning

Outcome Concept	Percentage of Assessed Students Meeting Threshold of Competence
Scientific Process	79%

Scientific Communication	81%
Science-Informed Decision-Making	81%

Outcome 5: Understand Human Behavior and Social Systems

Outcome Concept	Percentage of Assessed Students Meeting Threshold of Competence
Principles and Systems Thinking	78%
Critical Thinking and Analysis	78%
Application to Real World Problems	74%

Outcome 6: Identify Artistic, Linguistic, and Theoretical Perspectives Across the Human Experience

Outcome Concept	Percentage of Assessed Students Meeting Threshold of Competence
Remember and Analyze	81%
Apply Perspectives	81%
Form Evaluations of Humanistic Works	81%
Create Human Works	81%

4.1.2 Learners have opportunities to develop leadership skills.

2026 INTERPRETATION:

Achievement of this ENDS statement will be demonstrated when:

- The development of leadership skills is part of academic programming educational outcomes; and
- Learners have opportunities to develop leadership skills outside the academic program in learner government, learner organizations,

and athletics. Leadership skills include time management, accountability, communication, ownership, prioritization, problem solving, motivation, resilience, and building relationships. This is a reasonable measure as it is generally accepted among Community College administrators that learner government, learner organizations and athletics opportunities contribute significantly to development of leadership.

This is also reasonable because leadership development can be attributed to achievement in both curricular and co-curricular environs.

DRAFT 2027 INTERPRETATION:

As CEO, I interpret “have opportunities to develop leadership skills” to mean that Jackson College provides intentional and accessible experiences, both within and outside of academic programs, through which students may build and practice key leadership competencies; I interpret “leadership skills” as a set of behavioral and interpersonal competencies that enable individuals to influence, guide, and collaborate effectively with others toward shared goals. These include, but are not limited to: time management, accountability, effective communication, initiative, prioritization, problem solving, motivation, resilience, and relationship-building.

Quantitative Indicators of Achievement:

- At least 75% of academic programs will include learning outcomes or course-level experiences that provide students with opportunities to develop one or more leadership-related competencies.
- At least 75% of all students will have access to at least one documented co-curricular leadership opportunity annually, such as student government, clubs, athletics, peer mentoring, or leadership workshops.
- A minimum of 30% of credential-seeking students will engage in one or more structured leadership development experiences prior to program completion, as tracked through institutional participation records.
- Students participating in structured leadership opportunities will show growth in at least two targeted competencies, with at least 75% of participants demonstrating improvement through validated rubrics, reflections, or pre/post self-assessments.
- Student satisfaction surveys will show that at least 75% of respondents who participated in leadership development opportunities agree that the experience enhanced their leadership skills.

This is reasonable because it demonstrates appropriate tracking of our student success in both quantitative and qualitative metrics. It is also consistent with national practice with existing commissions.

2026 EVIDENCE:

- a) On 09.01.26, the Academic Deans confirmed that leadership development remains embedded within academic and experiential learning across the College. Students practice leadership-related competencies through team-based assignments, clinical and technical experiences, internships, service learning, student presentations, and program-specific projects that require communication, accountability, problem solving, initiative, collaboration, and professional responsibility. In addition, Jackson College continues to support structured leadership opportunities such as Phi Theta Kappa and the Honors Leadership initiative, providing students with opportunities to develop leadership beyond the classroom.
- b) On 09.01.26, academic leadership confirmed that students also have access to leadership development through cocurricular involvement, including student organizations, student government, intercollegiate athletics, peer and student leadership roles, and other campus engagement activities. These experiences provide opportunities for students to practice time management, accountability, communication, ownership, prioritization, resilience, relationship-building, and collaborative decision-making. The College is working to strengthen documentation of participation and learning outcomes so that future monitoring reports can more directly measure the extent to which these opportunities contribute to student leadership growth.

4.1.3 Learners experience a variety of cocurricular opportunities at the college including intercollegiate athletics and other activities which favorably impact the lives of the participants.

2026 INTERPRETATION:

I have interpreted this policy statement to mean that Jackson College should have a significant breadth of programming and activities that extend beyond the traditional classroom, including programs designed especially for learner residents.

This is reasonable because students have access to residence life, student life, athletics, and other similar programs that have a favorable impact upon persistence and completion of academic goals.

DRAFT 2027 INTERPRETATION:

As CEO, I interpret this policy to mean that Jackson College must offer a diverse range of cocurricular programs that extend beyond the traditional classroom and provide students with opportunities to engage, grow, and succeed through structured, meaningful experiences; I interpret “cocurricular opportunities” to include intercollegiate athletics, student clubs and organizations, leadership programming, residential life activities, service learning, wellness initiatives, and other structured experiences that complement the academic mission of the college; I further interpret “favorably impact the lives of the participants” to mean that these experiences contribute to student development, well-being, engagement, sense of belonging, persistence, and/or academic success. Participation is voluntary, but such opportunities must be readily available, inclusive, intentionally designed, and periodically assessed for effectiveness and relevance.

Quantitative Indicators of Achievement:

- At least 75% of students enrolled in on-campus or hybrid programs will have access to at least three distinct cocurricular opportunities annually, such as student organizations, athletics, residence life programming, or leadership development events.
- A minimum of 30% of credential-seeking students will participate in at least one cocurricular activity during their enrollment at Jackson College, as documented through institutional engagement records.
- Athletics participation data will show that at least 75% of student-athletes remain in good academic standing and persist term-to-term, demonstrating the positive connection between athletics and student success.
- Students living in campus housing will have access to a structured calendar of educational, social, and wellness programs, with at least 75% of responding student residents reporting satisfaction with the quality and impact of these activities.
- Student feedback surveys will indicate that at least 75% of responding cocurricular participants agree or strongly agree that their involvement contributed positively to their college experience and personal development.

This is reasonable because it demonstrates appropriate tracking of our student success in both quantitative and qualitative metrics. It is also consistent with national practice with existing commissions.

2026 EVIDENCE:

- a) On 09.01.26, the Interim Dean of Student Achievement and Support

confirmed that the that the National Junior College Athletic Association (NJCAA) eligibility requirements are based on academic performance and satisfactory progress towards degree completion. More years of participation require greater credit attainment, persistence, retention, and completion. This was verified per our Executive Director of Athletics and Student Life. The academic leadership confirmed that Jackson College continues to provide learners with a broad range of cocurricular and experiential opportunities that complement academic study. Academic programs also connect students to cocurricular and experiential learning through internships, clinical placements, industry engagement, service learning, and applied projects.

- b) On 09.01.26, academic leadership confirmed that intercollegiate athletics remains an important component of the College's cocurricular environment and continues to operate within NJCAA academic eligibility and satisfactory-progress requirements. The 2025 monitoring report documented that student-athletes outperformed the overall institutional cohort in combined completion/transfer outcomes.
- c) On 09.02.26, the Interim Dean of Student Achievement and Support confirmed that graduation rates for learner/athletes are higher than the rest of the institution when looking at IPEDs data with a 34% graduation rate and a 48% transfer rate. The VP, Student Achievement & Academics provided that the College is strengthening the connection between cocurricular participation and measurable student outcomes.

The Jackson College Board of Trustees assessed this monitoring report and found that it demonstrated full compliance with a reasonable interpretation of the policy at the regular Jackson College Board meeting on September 14, 2026.