



Jackson College Board of Trustees

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

[FULL COMPLIANCE]

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

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

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

08.12.24

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

Date

POLICY STATEMENT:

Jackson College exists so that:

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

INTERPRETATION:

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

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

Compliance will be demonstrated when:

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

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

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

EVIDENCE:

Jackson College Tuition Comparison 2023-2024 Academic Year						
4-Year Institution Name	4-Year Institution Tuition	Jackson College In-County Tuition	Total Tuition Savings	4-Year Institution Tuition	Jackson College Out-of-County Tuition	Total Tuition Savings
Albion College	\$55,746	\$7,040	\$48,706	\$55,746	\$7,755	\$47,991
Adrian College	\$40,556	\$7,040	\$33,516	\$40,556	\$7,755	\$32,801
Spring Arbor University	\$32,580	\$7,040	\$25,540	\$32,580	\$7,755	\$24,825
Hillsdale College	\$32,092	\$7,040	\$25,052	\$32,092	\$7,755	\$24,337
Siena Heights University	\$29,778	\$7,040	\$22,738	\$29,778	\$7,755	\$22,023
University of Michigan	\$17,228	\$7,040	\$10,188	\$17,228	\$7,755	\$9,473
Michigan State University	\$15,988	\$7,040	\$8,948	\$15,988	\$7,755	\$8,233
Eastern Michigan University	\$15,510	\$7,040	\$8,470	\$15,510	\$7,755	\$7,755
Ferris State University	\$14,010	\$7,040	\$6,970	\$14,010	\$7,755	\$6,255
Grand Valley State University	\$14,628	\$7,040	\$7,588	\$14,628	\$7,755	\$6,873
Western Michigan University	\$15,298	\$7,040	\$8,258	\$15,298	\$7,755	\$7,543
Central Michigan University	\$14,190	\$7,040	\$7,150	\$14,190	\$7,755	\$6,435
Baker College - Jackson	\$12,810	\$7,040	\$5,770	\$12,810	\$7,755	\$5,055
Wayne State University	\$14,297	\$7,040	\$7,257	\$14,297	\$7,755	\$6,542

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

The above shows a tuition comparison snapshot for the FY '24 academic year, comparing Jackson College tuition with four-year public and private institutions within the State of Michigan. Ranking four-year institutions by most to least costly shows annual tuition cost savings for a learner choosing to attend Jackson College, not to mention other costs savings attributed to in-district students who would continue to live at home. NOTE: Savings are even higher for those recent high school graduates in '23 and '24. The table above represents Jackson College tuition rates for both in-county and out-of-county residents.

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

INTERPRETATION:

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

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

EVIDENCE:

The Director of Jackson College's Corporate and Continuing Education (CCE department) verified on 08.01.24 the following as examples of evidence that address this policy statement:

- a) CCE is worked diligently with our local workforce and economic development agencies in a variety of different ways. Recently, the College partnered with Henry Ford Jackson (HFJ), Michigan Works Southeast, Martin Luther King Center, College and Career Access Center, the Jackson Chamber, and the Jackson Enterprise Group, to host a two-day hiring event to support Henry Ford Jackson's recruitment and training needs. Over 100 job seekers attended the event over the two-day timeframe. HFJ extended over 60 offers of employment for various positions of which 15 were Nurse Assistants. Additionally, 16 individuals were enrolled into a training bootcamp at Jackson College where 10 completed, 2 of which were funded by MI Achievement Fund. Additionally, all students have asked to move forward in the credit program and that transition is underway.
- b) The College has provided customized training to companies like Technique

Inc., Guangzhou Meiyu Edu Group, MISA Specialty Group, Henry Ford Jackson, and Advanced Turning. Training includes classes such as: Nurse Assistant Training, Intro to Manufacturing, Leadership Training, Basic Programmable Controllers, Basic Electricity, Fluid Systems, Intro to Computer Systems and Introduction to Digital Electronics, Blueprint Reading and Precision Measurement, Basic Blueprint Reading, and Yellow Belt Six Sigma. Through these trainings, 548 students received certificates of completion.

- c) Jackson College solidified a significant relationship with local workforce and economic developers to continue supports with Manufacturing Day planning through the Jackson Talent Consortium, for local employers, job seekers and K-12 Education. It is likely that all 13 school districts will participate in the new academic year, providing opportunities for 11th and 12th graders to attend a local Manufacturing Trade Show on September 25th -27th at the American 1 Event Center. There will also be Pitch competitions, job opportunities and guest speakers.
- d) CCE has also partnered with Lenawee Now, Economic Development Agency in Lenawee and Jackson County to offer MNJTP snapshots in all Attraction packages they provide perspective companies looking to move into the area. Jackson College has also established a referral process for new and established company contacts interested in further training and recruitment.
- e) CCE and MWSE are also looking to collaborate to support local businesses through the Going PRO Talent Fund Grant using both independent and Industry-Led Collaborative grant applications to offer further Jackson College training and opportunities. CCE and MWSE have combined efforts to pre-approve the Leading Edge Series Curriculum for any eligible employer seeking an incumbent worker grant to train their current workforce.
- f) Jackson College has several unique operational and programmatic differences within the state of Michigan. An evaluation of community college offerings throughout Michigan shows that less than 25% offer programming for Astronomy via an Astronomical Observatory, JPEC, as well as the sheer number of athletics that Jackson College offers, which exceeds all other MCCA colleges.
- g) As President, I continue to serve on the Enterprise Group Board of Directors to ensure that Jackson College remains at the forefront of meeting regional workforce and job training needs.

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

INTERPRETATION:

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

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

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

EVIDENCE:

- a) The Chief Strategy Officer, on 07.30.24 affirmed the chart below, which shows the College’s past four cohorts of incoming learners and their 2-year success rating. The College is observing a decline in the number of incoming learners and saw a drop in 2-year success rate in 2019-2020, as well as a positive rebound in 2-year success in FY '21. Success has since remained steady. Source: <https://www.mischooldata.org/success-rates-report/>.

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

- b)

Sector Entry Year	Adjusted 3 - Year State Cohort	3 – Year Success Data	Adjusted 4 – Year State Cohort	4 – Year Success Data
2017-18	1,662	26.1%	1710	32.5%
2018-19	1,635	30.8%	1,640	39.4%
2019-20	1,838	28.7%	1,803	35.6%
2020-21	1,572	29.2%		

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

INTERPRETATION:

I have interpreted this to require the following:

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

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

EVIDENCE:

The Chief of Strategy at the College confirmed on 07.30.24 that, in a survey of alumni with a response rate of 20%, 90% of alumni who responded stated that they are satisfied or very satisfied with their quality of instruction from Jackson College.

Question	# of Respondents	% Satisfied	% Very Satisfied
Quality of Instruction	175	55%	35%
Relevance of Instruction to Current Job	172	29%	23%

A survey of alumni after-the-fact is a reasonable measure and validates the market demand and wage-earning potential. The return rate of 20% is reasonable because historically, community colleges have lower response rates to these surveys. A return rate of 20% represents a reasonable standard for the Institutional Research and Effectiveness office.

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

INTERPRETATION:

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

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

EVIDENCE:

The Director of the College's Corporate and Continuing Education department confirmed the following on 08.01.24:

- a) The Corporate and Continuing Education department confirmed that by July 2024 it had exceeded their annual goal of interviewing and touring 30 employers in the Tri-County Region to gather employer needs for both recruiting and upskilling their current workforce. They conducted 46 internship site visits to increase site participation and offer more internship opportunities to students resulting in employer feedback for more examples of competencies needed for students during their internship and what that would equate to in tasks provided by employers.
- b) Jackson College's Industry Partners identified through a survey, that "soft-skills" are the principle lacking component in Jackson College's programs. Specifically identified elements were a basic understanding of business (in all program areas), how to conduct themselves in professional environments, time management and time scheduling, and how to communicate effectively with managers. Through specialized training, the College is incorporating soft skills into the key curriculum and hiring events to allow learners to be more employable. Examples include: Technique and Henry Ford Jackson. Through the Jackson College Employability PACT, CCE now has 19 students that have completed the PACT certification during the Fall 2023 semester and 3 students set to receive PACT certification (so far) during the Summer 2024 semester. This is 22 total students

that have, or will receive, the Signed Letter of Recommendation as proof that they have undergone these soft skills and are now employable.

- c) Jackson College will continue to work with workforce partners, specifically managers and human resource personnel, to identify specific skills and competencies that need to be incorporated into the curriculum.
- d) Also identified by employers is the need for stackable programs embedding industry-recognized credentials. Employers identified communication, critical thinking, professionalism, and teamwork as critical for successful employment in the community.
- e) Also identified in the last CCE advisory council meeting: Employees need training on software systems and updates such as Outlook, Excel, AI and TEAMS, Zoom. Some of this training can be customized to the employer's needs through the Leading Edge Series Curriculum that we have developed.

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

INTERPRETATION:

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

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

EVIDENCE:

- a) The Chief Academic and Learner Service Officer confirmed on 02.22.23 (02.20.24 supported with email communication) the renewal of Perkins funding for all State- approved CTE programs, which included the conducting of advisory committees. It was further confirmed that all committee membership and meeting minutes were collected and retained, and that membership included representation from a variety of stakeholders including business, industry and healthcare, as well as program graduates and current learners, including special populations.
- b) Information provided by advisory committees, regarding current and emerging employer needs, was validated by the Comprehensive Local Needs Assessment, a Perkins V required bi-annual survey of the local labor market and Jackson College's alignment with local in-demand industry sectors or occupations. Further evaluative feedback was provided through PROE (Program Review of Occupational Education) surveys to current learners, faculty and advisory committee members and program- and course-specific surveys such as Clinical Site Evaluations.

- c) In June 2020, Jackson College implemented PathwayU, (i.e., a new online career assessment and guidance system). Jackson College has been able to utilize PathwayU to help CTE learners identify which degree and or type of career and internship to pursue. Since its implementation, PathwayU has assisted 3,420 learners in identifying careers/internships that will bring purpose and to narrow down positions of interest. Learners are then directed to College Career Network (CCN) to find careers aligning with their purpose. Over 300 local employers have active accounts through CCN and actively post and hire Jackson College Learners.

- d) The Work-Based Learning Coordinator also provides services through the College's *Employment Hub*, offering learners assistance with internship questions, career-related workshops, resume writing and tips, cover letter assistance, mock interviews, etc. In addition to services through the *Employment Hub*, the College also offers employers Employer Spotlights where they can communicate their employment opportunities to learners and offer on-the-spot interviewing.

- e) The College's roster of programs are designed to equip students with the critical skills that are in high demand by employers. This includes technical proficiency, problem-solving capabilities, and adaptability to new technologies and methodologies. To ensure that our graduates are job-ready, CCE has implemented rigorous skill performance assessments that measure not only theoretical knowledge but also practical application. These assessments are continually updated based on feedback from our industry partners, ensuring that our curriculum remains relevant and responsive to the evolving needs of the workforce.

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

1.3 Employers have avenues for employee training.

INTERPRETATION:

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

services.

Achievement of this ENDS statement will be demonstrated when:

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

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

EVIDENCE:

- a) As affirmed by the Director of CCE on 08.01.24, the College has, since 10.28.22, through the Michigan New Jobs Training Program (MNJTP), assisted in providing no-cost training resources for eligible employers, including customized training, apprenticeship training, company specific curriculum development, and purchase of industry-specific training equipment. Currently, CCE manages 16 active agreements, with a combined total of over \$3.9 Million to train 438 eligible positions. As of 06.30.24, over 100 of these positions have received training. To date, Jackson College has held 38 MNJTP agreements, providing training for over 810 positions. Other funding sources made available to employers for training includes Going PRO, OJT, IWT, and WIOA, Short term reconnect and Mi Achievement Scholarships.
- b) In April & May of 2024 and August of 2023 CCE worked with Technique and Henry Ford Jackson to incorporate Jackson College courses. New employees of technique will be trained in either a Welding, Prototype or CAD TechniqueU track. Additionally, learners will be trained in a Nurse Assistant two-week program for Henry Ford Jackson. These trainings are funded through MNJTP and MiLeap and participants may later receive credit towards the Patient Care or Welding certificates. CCE has enrolled 32 TechniqueU learners and 11 Henry Ford Jackson learners into JC courses.
- c) On 08.06.24 it was reviewed and confirmed by the Director of Workforce Development that CCE maintains an active catalog of course offerings, available through a variety of delivery methods. CCE collaborates with Ed2GO to offer over 700 online 6-week courses or professional certification trainings. CCE cross-list an average of 10 credit courses each semester based on employer request. Additionally, seminars, workshops, open enrolment, summer youth camps and bootcamp trainings were scheduled regularly, including, but not limited to: EMT-Basic, Nurse Assistant, Teacher SCECHs, Robotics, Production Technician, Medical Assistant, Patient Care Tech, Medical Office Support, Coder Biller and AutoCAD.

- d) IRC certification programs were identified to incorporate into degree certificates. The intentional design of these programs incorporated WIOA program eligibility of being able to be completed in 12-months or less and concluding with an industry- recognized credential, while also being Federal Financial Aid eligible as a 16-credit or more credit certificate program. This collaboration promoted real-time understanding of workforce gaps based on industry demand and regional employer feedback.
- e) CCE has also partnered with Trainco to offer CDL Class A training. 4 students have completed their CDL training and received their license.
- f) Since April 2023, CCE has sent a total of 16 Monthly Newsletters and has grown our recipient list from 0 to 131 as of 07.01.24. The newsletter is also sent through the Jackson and Lenawee Chambers e-blasts and web banners.
- g) 81 total students have earned Internship credit in the last 3 semesters starting 08.08.23 and ending 08.12.24 through 8 different programs; Business, Cyber Security, Graphic Design, Networking Specialist, Agriculture, Software Engineering, Entrepreneurship and Accounting.
- h) Apprenticeships we have passed our first USDOL audit and are officially Intermediary Active Status. We have one Company Partner, Kapnick Insurance Group, with now 3 active Apprentices. The first apprentice is scheduled to graduate in May of 2025. CCE also has discussed apprenticeship opportunities with over 60 students at Northwest High School in May 2024.
- i) Solidified an Articulation Agreement with Advanced Turning for 10 JC credits toward the Production Tech Certificate and a total of 18 Advanced Turning Students have received credit.

1.4 The region has enhanced capacity for entrepreneurial innovation.

INTERPRETATION:

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

Compliance will be demonstrated when:

- a) The College offers credit and non-credit small business development and entrepreneurship courses and workshops, in various formats and lengths.
- b) Learning outcomes for business program curricula include the learner demonstrating fundamental knowledge in core functional small business and entrepreneurship areas.

- c) Small business learners participating in the rigorous business curriculum who participate in Learner Feedback Surveys will be asked to identify that the program of instruction and the instructors are doing well in preparing learners for the entrepreneurial workforce environment.
- d) Response options for Learner Feedback Surveys for the courses would reflect a high level of satisfaction with the courses taken.
- e) All CCE course completers survey data would verify that participants valued the courses offered and intend to enroll in additional courses to expand their skills.

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

EVIDENCE:

The CCE Director, on 08.01.24 confirmed the following:

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

The College’s *Employment Hub* serves as the primary resource for learners seeking guidance and support in their career development and job search

endeavors. The Employment Hub offers a range of services to entrepreneurship learners, including:

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

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

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

INTERPRETATION:

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

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

Achievement of this ENDS statement will be demonstrated when:

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

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

EVIDENCE:

The Chief Strategy Officer, through an internal review in August 2024, verified that all of baccalaureate transfer programs aligned with requisites specified in the transfer agreements. More particularly, College Articulation agreements confirm that all transfer academic programs are aligned with four-year baccalaureate programs. Jackson College currently has 100 agreements with 14 different baccalaureate granting institutions.

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

- a) As of 08.01.24, the Registrar at Jackson College confirmed that all transfer information on the transfer web page and Jackson College website about transfer-related materials and articulations agreements are correct and up to date for the current academic year.
- b) On 08.01.24, the Registrar confirmed that all transfer information requiring review was evaluated by Academic Department, the Academic Dean, and the Registrar.

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

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

INTERPRETATION:

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

Achievement of this ENDS statement will be demonstrated when:

- a) College tuition is lower than comparable four-year private or state Colleges;
- b) Financial aid that lowers price and create additional resources for success is available to any eligible learner;
- c) Learners have access to multiple modalities of delivery, (i.e., online, face to face, hybrid, that fits their unique life);
- d) Learner housing is available to learners from other areas to live on campus that enables them to complete programs; and
- e) Learner-parents have housing and are supported with employment services, academic tutoring, part-time campus employment, and learner success mentoring.

This is reasonable because it addresses the primary barriers that research has shown to be the primary barriers to access to education (i.e., financial and housing,

lack of accommodation for life context.)

EVIDENCE:

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

- a) Evidence of lower cost is provided on page 2 of this report, in the chart titled “Jackson College Tuition Comparison 2023-2024 Academic Year.”

On average, 75% of the College’s Title IV aid eligible learner population is Pell-eligible. Additionally, 90% of Pell-eligible learners are eligible to receive some other type of financial aid, including learner loans, and state grants or scholarships as confirmed on 08.01.24 by Financial Aid Director

- b) Over the past year, learners have had access to course sections in a variety of modalities based on learner need and demand: online asynchronous, online synchronous (virtual classroom), hybrid, and fully seated. Seated sections run at Central Campus, JC @ LISD TECH in Lenawee County, and the LeTarte Center in Hillsdale County. The availability of face-to-face classes serves our tri-county area, and our online classes expand our reach throughout the state and across the country. Non-credit computer training courses were offered online through our partnership with Guangdong Polytechnic College in China. This was confirmed on 08.01.24 by the Dean of Workforce Development and Continuing Education.
- c) Our three housing facilities provided opportunities for learners to live and learn on campus confirmed in a review of the College website on 08.01.24.
- d) Jets Village Family Residences can provide housing to 6 families was confirmed in a review of the College website on 08.01.24.

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

INTERPRETATION:

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

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

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

EVIDENCE:

The Dean of Health Sciences and Professional Trades confirmed on 08.08.24, that during AY '24, Perkins funding of \$432,152.13 (72.78% of the total funding) was allocated for equipment purchases and capital outlay. All equipment purchased directly supported hands-on learner learning in preparation for entering the workforce and promoted the skills needed as identified by advisory committees and workforce partners. Programs supported by the equipment purchases include Advanced Manufacturing, Graphic Design and all Health Science programs through support of the Simulation and Innovation Center, including Diagnostic Medical Sonography, Medical Assisting, Respiratory Care, Surgical Technology and Nursing.

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

INTERPRETATION:

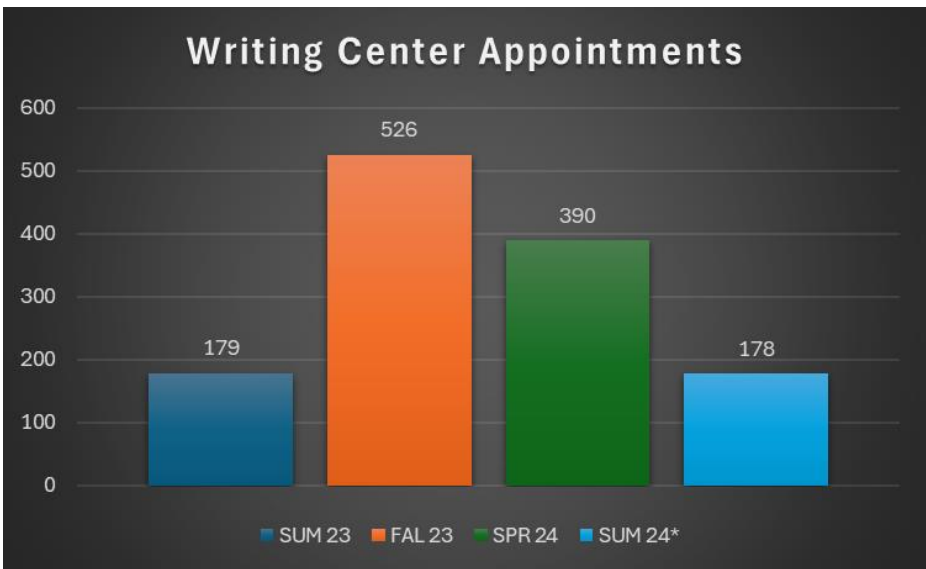
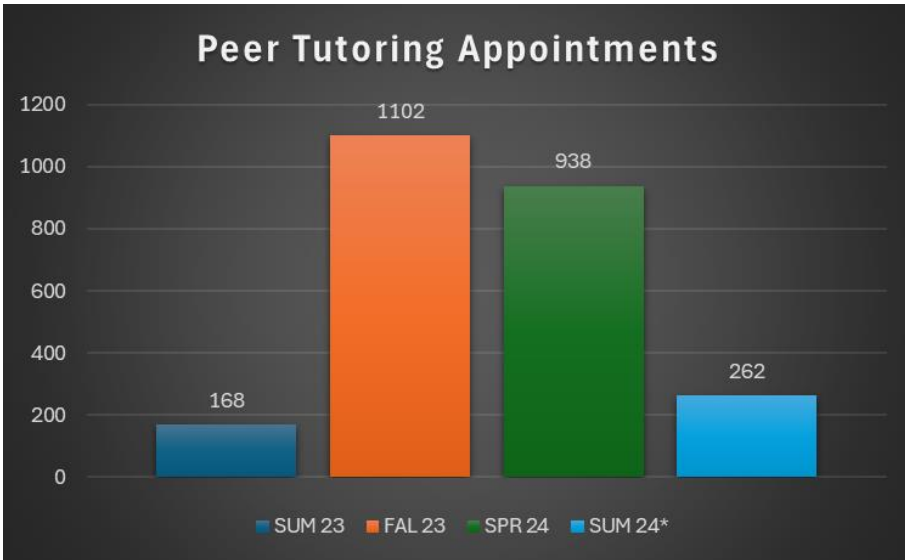
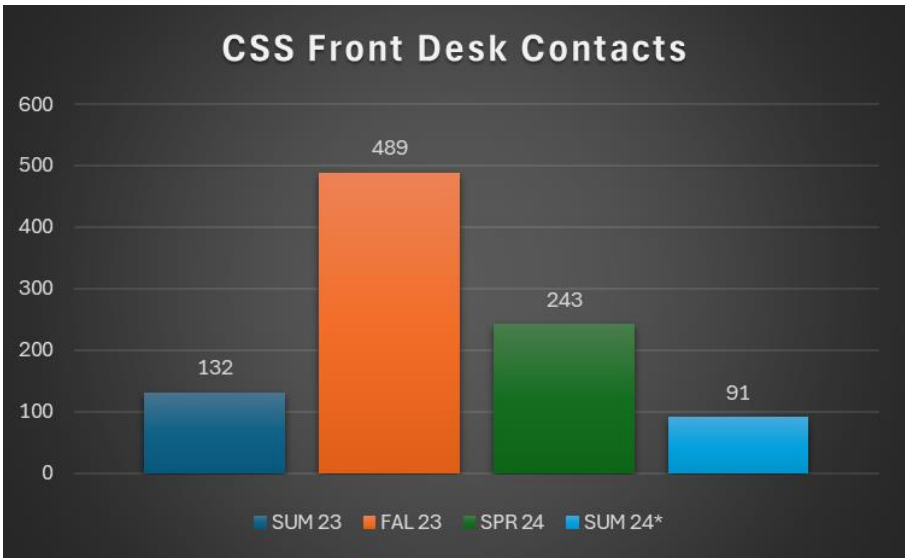
I interpret ancillary support for unique needs to require a more holistic approach in serving learners. More specifically, learners would have supplementary support that includes academic elements and related efforts based upon what research indicates is required to support academic results at the college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

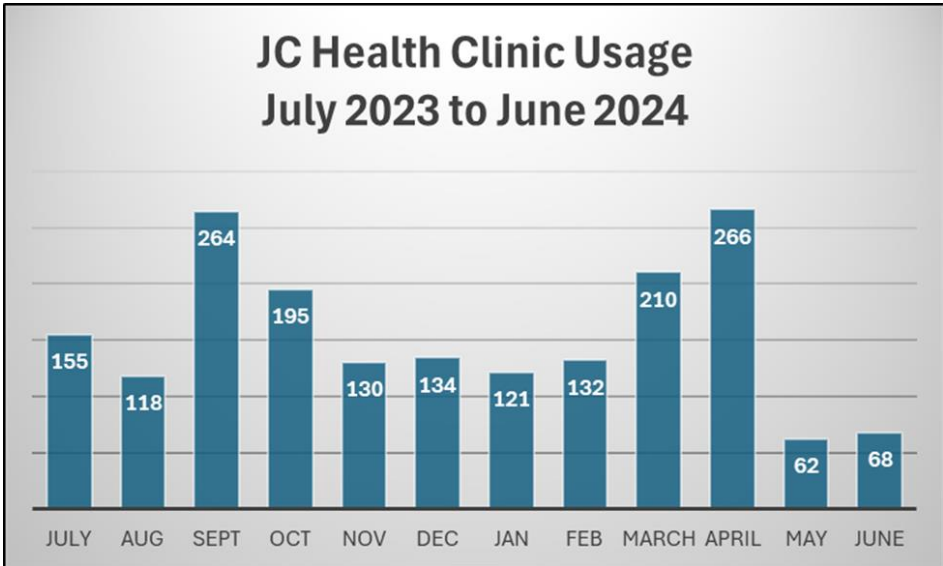
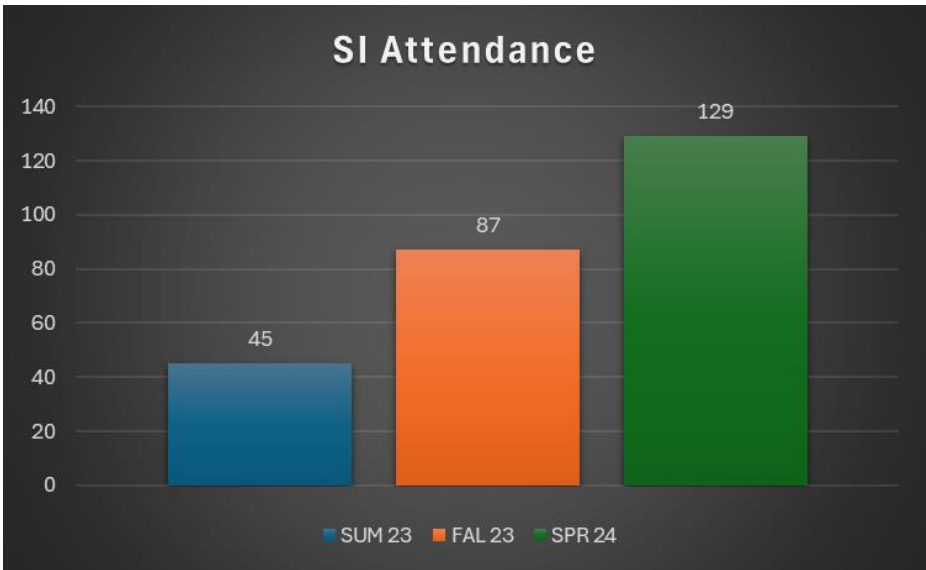
- a) Learners should have access to in-person and online tutoring, a writing lab, math lab, and supplemental instruction (SI) support on the academic side of education; and
- b) Learners should have access to health and food supports.

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

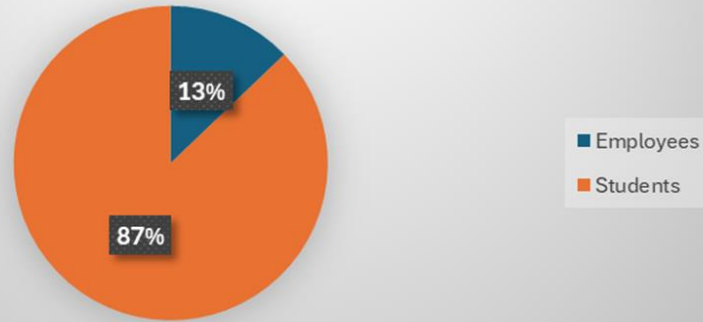
EVIDENCE:

Visits to the areas in the Center for Student Success Director confirmed, on 08.08.24, that learners use numerous support services to meet their learning needs. The data provided includes use for each of the following areas (see tables below): Front Desk, Tutoring, Supplemental Instruction, Writing Center, JC Health Clinic, Oasis, etc. Annual enrolment on the census date for each of these terms were: 2023 Fall 3,045 learners, 2024 Spring 2,640 learners, and 2024 Summer 599 learners. The numbers for Summer 24 throughout the below tables may continue to grow as the semester comes to a conclusion.





**Oasis Center Clinician Appointments
September 1, 2023 to May 30, 2024
171 Total**



The Jackson College Board of Trustees assessed this monitoring report and found that it demonstrated compliance with a reasonable interpretation of the policy at the regular Jackson College Board meeting on August 12, 2024.