Materials for Annual Review of NMC President
Prepared by Timothy J. Nelson, President
Northwestern Michigan College
June 2011

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14. Numerous surveys and reports are available at www.nmc.edu/ir
I’ve prepared this document for your use and mine as we approach the Board of Trustees annual review of the president. Should you have any questions as you review the material, please contact me. I will attempt to answer them and will share both questions and answers with the entire Board. Thank you for the opportunity to serve the College and the region.

In preparation, I reviewed written communications that I’ve sent to you and/or the College community throughout the year. These included memos, Trustee Updates, Board agendas, reports and minutes, Opening Conference presentations, internal and external reports on the college, and last year’s review documents. I am struck by how much the College community has accomplished during the past 12 months.

Once again fall, then spring semesters set all time highs for NMC. Our summer enrollment this year is on track for double digit growth and fall is projected to be another record (although we do not expect the significant growth we have seen in the past few years.) There were serious pressures placed on facilities and people during the year and all were addressed in a timely and effective fashion.

Most recently, the state funding and regulatory changes combined with implementation of federal accountability measures have presented added challenges that I’m confident we will meet. I have continued to be active in Lansing testifying and educating on behalf of NMC and community colleges in general. We were successful in our budget outcomes and have recently moved the CCB out of the House Education Committee. I will continue to be active in Lansing for the foreseeable future.

We have some key positions to fill and adjustments to make with Cathy Jone’s resignation and the realignment of positions in Resource Development and Communications and PR. The Office of the President will miss Karen Sabin when she retires at the end of June. However, Holly Gorton will do an outstanding job as she assumes the role of Executive Assistant.

I continue to believe there is no institution better equipped than NMC to successfully navigate the rapidly changing environment we are in. Our prior preparations have positioned us to effectively meet these new challenges.

Thank you for your volunteer effort and energy. NMC cannot be successful without your help. I look forward to our review session.

Tim
NORTHWESTERN MICHIGAN COLLEGE

Northwestern Michigan College was the first comprehensive community college chartered in the State of Michigan. Since its founding in 1951, NMC has provided quality, affordable access to higher education for learners of all ages and backgrounds. NMC is integrally woven into the economic, social and cultural fabric of the region, providing leadership and support for key initiatives that shape our communities and prepare our learners for rich and meaningful lives.

Mission

Northwestern Michigan College provides lifelong learning opportunities to our communities.

Vision

NMC will be the resource of choice for higher education, lifelong learning and cultural experiences. NMC will be an essential contributor to quality of life and a vibrant economy. We will demonstrate collaborative and inventive approaches to education and training for liberal studies, careers, interests and emerging learner markets.

Values

Our individual and collective efforts create the legacy of NMC. In order to achieve our mission, we are individually committed and responsible to live these values:

Learning is at the center of all we strive to achieve. It is the foundation upon which an enlightened citizenry and a dynamic community are built and is a lifelong process in which we are all engaged.

We will continuously improve the learning experience and its global relevance to those we serve through innovation, agility and thoughtful risk-taking.

Our actions are governed by the highest degree of ethics, integrity and personal responsibility, exhibited through transparency, openness and trust.

We each will practice responsible stewardship for the human, physical, financial and environmental resources entrusted to our care.

Each of us will strive to exceed expectations for quality and service in all that we do.

We value all people and will invest in their personal and professional growth and development.

We will exhibit foresight by monitoring the changing world around us and taking actions today that prepare us to meet future needs of our communities.

We will seek others who share our vision and values, and collaborate with them on behalf of our communities.

Purposes

To meet our mission, we are fully engaged in each of the following purposes with the result that our learners meet their goal(s) of being college-ready, transfer-ready, career-ready and ready for lifelong-learning.

- Associate degree, certificate, and transfer education in liberal arts and sciences, and occupational studies.
- Career/occupational education and workforce development.
- Cultural and personal enrichment.
- Facilitating baccalaureate and graduate programs.
- Contributing to economic development.
In order to accomplish NMC’s stated Mission, Vision, and Purposes, organizational activities focus on achieving the following strategic directions and demonstrating competence in Institutional Effectiveness Criteria.

**Strategic Directions**

1. Ensure that NMC learners are prepared for success in a global society and economy.
2. Establish national and international competencies and provide leadership in select educational areas connected to the regional economy and assets:
   - Advanced Manufacturing
   - Arts and Culture
   - Entrepreneurship and Innovation
   - Fresh Water
   - Health Care
   - Renewable Energy and Sustainability
   - Value-Added Agriculture
3. Deliver learning through a networked workforce.
4. Establish lifelong relationships with learners.
5. Transcribe most learning to establish credentials of value.

**Institutional Effectiveness Criteria**

1. Scholarship, Enrichment and Workforce: Helping Students Learn
2. Partnership:
   a. Economic Development and Community Involvement
   b. Building Collaborative Relationships
3. Champion:
   a. Understanding Student and Stakeholder Needs
   b. Supporting Organizational Operations
4. Culture: Valuing People
5. Operations:
   a. Leading and Communicating
   b. Measuring Effectiveness
   c. Planning Continuous Improvement

*Approved by the NMC Board of Trustees, November 22, 2010*
Selected Board Ends and President Relations Policies

The following policies describe the relationship between the Board and the President and specify the Ends that the Board holds the President accountable to achieve. The entire set of Board and College Policies are available on-line at www.nmc.edu/hr. At that site, select the appropriate policy from the left side menu. These policies are included for your consideration as you complete the President’s evaluation and determining whether appropriate activities and results have occurred. The following policies have been copied to this section.

Parameters and Limitations
- Policy A-106.00. Items for Specific Board Approval

Ends
- Policy C-104.00. Institutional Effectiveness Criteria

Board-President Relationship
- Policy B-100.00. Delegation to the President
- Policy B-101.00. President’s Role and Job Description
- Policy B-102.00. Monitoring Presidential Performance
- Policy B-103.00. Communication and Counsel to the Board
Board Policy A-106.00
Board of Trustees Process

Items for Specific Board Approval

The following actions are matters in which the board specifically reserves the right to be involved in the decision-making process, to deliberate and evaluate options, and vote upon:

Human Resources
- Selection, evaluation, compensation, and retention of the president
- Policies and procedures related to the board-president relationship

Finance
- Bonding/borrowing money
- Adoption of annual budget
- Approval of general fund budget adjustments
- Approval of persons authorized to execute financial instruments on behalf of the College
- Institutions utilized for investment of College funds
- Tax rate assessed
- Selection of auditing firm; acceptance of annual audit
- Utilization of reserve funds
- Expenditures from the Fund for Transformation in excess of $50,000 per year
- Approval of budget guidelines
- Declaration of a College-wide state of financial exigency
- Approval of general fund line-item expenditures of $25,000 or more, and $50,000 or more on construction/renovation projects

Educational Services
- Approval and discontinuation of academic programs
- Annual establishment of tuition and fees that apply to all students
- Approval of degree requirements

Facilities (General)
- Property acquisition and disposition
- Determination of facility names
- Approval of campus facilities plan

Other
- Policies and procedures related to the board's own processes
- Authorization of special elections
- Election of board officers
- Approval of College statements of mission, vision, values, and Institutional Effectiveness Criteria
- Appointment of College fellows
- Appointment of foundation board members
Adopted by the Northwestern Michigan College Board of Trustees October 23, 1995
Revised March 23, 1998
Revised April 17, 2000
Revised August 28, 2000
Revised December 19, 2005
Revised July 26, 2010
Delegation to the President

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

1. The board will direct the president to achieve certain results through the establishment of Ends policies. The board will limit the latitude the president may exercise in practices, methods, and conduct in achievement of the ends through establishment of Parameters policies.

2. As long as the president uses any reasonable interpretation of the board's Ends and Parameters policies, the president is authorized to establish all staff policies and procedures.

3. The board may change its Ends and Parameters policies, thereby shifting the boundary between board and president domains. By so doing, the board changes the latitude choices given to the president. But so long as any particular delegation is in place, the board and its members will respect and support the president's decisions. This does not prevent the board from obtaining information in the delegated areas except where laws of confidentiality prohibit disclosure.

4. Only decisions of the board acting as a body are binding upon the president.
   a. Decisions or instructions of individual board members, officers, or committees are not binding on the president except in rare instances when the board has specifically authorized such exercise of authority.
   
   b. Individual board members may request information or assistance from the president. Requests that require (in the president's judgment) a material amount of staff time or funds or are disruptive may be referred to the board for determination.

Adopted by the Northwestern Michigan College Board of Trustees October 23, 1995
Reviewed without revision January 23, 2006
President's Role and Job Description

1. The president is accountable to the board acting as a body. The board will instruct the president through written policies, delegating implementation to the president.

2. As the board's official link to the operating organization, the president's job performance will be considered to be synonymous with organizational performance as a whole, as reflected in an annual evaluation conducted by the Board.

3. Consequently, the president's job contributions can be stated as performance in only two areas:
   a. Organizational accomplishment of the provisions of board policies on Ends
   b. Organization operation within the boundaries of prudence and ethics established in board policies on Parameters

4. Notwithstanding the above, the president serves at the pleasure of the board and contractual understandings will apply.

Adopted by the Northwestern Michigan College Board of Trustees October 23, 1995
Revised January 23, 2006
Board Policy B-102.00
Board-President Relationship

Monitoring Presidential Performance

Monitoring executive performance is synonymous with monitoring organizational performance against board policies on Ends and on Parameters. Evaluation of presidential performance, formal or informal, shall be derived from these monitoring data.

1. The purpose of monitoring is to determine the degree to which board policies are being fulfilled.

2. A given policy may be monitored in one or more of three ways:

   a. Internal report: disclosure of compliance information to the board from the president.

   b. External report: discovery of compliance information by a disinterested, external auditor or third party who is selected by and reports directly to the board. Such reports will assess presidential performance against policies of the board, unless the board has previously indicated that the third party's opinion will be the standard.

   c. Direct board inspection: discovery of compliance information by a board member, a committee, or the board as a whole. This is a board inspection of documents, activities, or circumstances directed by the board which allows a "reasonable person" test of policy compliance.

3. Upon the choice of the board, any policy can be monitored by any of the above methods at any time. The board may establish a regular schedule and method for monitoring Ends and Parameters policies.

Adopted by the Northwestern Michigan College Board of Trustees October 23, 1995
Reviewed without revision February 27, 2006
Communication and Counsel to the Board

With respect to providing information and counsel to the board, the president shall inform the board regarding matters of importance. Accordingly, the president shall:

1. Inform the board of relevant trends, anticipated adverse media coverage, or material external and internal changes.

2. Submit required monitoring data to the board regarding accomplishment of the ends policies and conformance to the means policies in a timely, accurate, and understandable fashion.

3. Obtain for the board adequate internal and external points of view, facts, issues, and options as may be needed to make fully informed board decisions.

4. Provide a mechanism for official board, officer, board committee, and president communications.

5. Report in a timely manner an actual or anticipated noncompliance with any policy of the board.

6. Keep the board informed regarding progress on major strategic initiatives.

Adopted by the Northwestern Michigan College Board of Trustees October 23, 1995
Revised February 27, 2006
Institutional Effectiveness Criteria

It is the policy of Northwestern Michigan College to establish ends policies which state the overall institutional goals toward which the activities of administration, faculty, and staff are to be directed. The ends policies of Northwestern Michigan College are as follows.

1. Learning
   a. Scholarship
      NMC promotes the acquisition of knowledge, skills, and attitudes that all students need to function effectively in a changing world through outstanding academic programs recognized for their regional and national level competencies. NMC is committed to helping students acquire the ability to communicate effectively, to think critically, and to be aware of diversity in our world. The scholarship criterion measures the effectiveness of how well NMC prepares students for success in the workplace related to their chosen field and the extent to which NMC provides credible transfer and articulation programs for those students who choose to continue their education at other colleges and universities. Furthermore, in support of our open access philosophy, NMC encourages the academic success of under-prepared college students in their pursuit of basic educational skills and abilities.

   b. Enrichment
      NMC provides lifelong learning opportunities to regional residents by offering quality educational opportunities for all ages. Programs are designed to be flexible, convenient, and responsive to the needs of the community. Moreover, NMC is committed to enriching and broadening the knowledge base and cultural life of the community. It does so by offering a wide range of programs and curricula that emphasize continuing education, skill enhancement, professional development, and cultural and personal enrichment. The enrichment criteria measures how effectively NMC performs in responding to the community's learning needs in those areas.

   c. Workforce
      NMC is a significant contributor to regional economic development. The College supports economic development by providing programs responsive to key economic drivers and in support of business and partnership needs. NMC is committed to working collaboratively with community agencies, assessing the economic climate, and providing excellent and reputable training and research programs and services. The workforce criterion assesses how well NMC serves in this capacity.
2. Organization
   a. Partnership
      NMC develops and maintains collaborative relationships with the communities it serves to create a learning-centered College that meets the needs of its students and stakeholders. To this end, NMC effectively communicates with its communities. It successfully raises resources to support strategic initiatives. NMC develops meaningful relationships with partners in seeking out potential areas for improvement. The partnership criteria assesses the extent to which NMC effectively builds relationships with educational institutions, businesses, service organizations, external agencies, alumni and the general community to fulfill its mission.
   
   b. Operations
      NMC conducts College operations in a manner reflecting the highest standards of business and professional ethics, legal compliance, and accountability to the public trust. College leaders guide the institution in establishing and accomplishing institutional directions and action plans and in seeking opportunities to build and sustain an effective learning environment. NMC promotes a goals and outcomes related culture by collecting and using data to responsibly manage its operations and to continuously improve.
   
   c. Champion
      NMC is committed to supporting (championing) students in a learning-centered environment. NMC seeks to understand student and stakeholder needs and expectations through a variety of methods. NMC provides quality academic and support services with the goal of meeting students’ needs in an environment of continuous improvement. The champion criterion evaluates how well NMC understands its students’ and stakeholders’ needs and how well it supports those needs.
   
   d. Culture
      NMC fosters a work environment that reflects the College's values and leads to an effective work culture. NMC is committed to the development of the talents and continuous learning of all its faculty, staff, and administrators. NMC manages its employees through effective personnel processes.

Adopted by the Northwestern Michigan College Board of Trustees March 26, 2007
Employment Contract

1. Preamble

This contract amends the employment agreement entered into on February 26, 2006, (as previously amended, through June 22, 2009) by and between the Board of Trustees of Northwestern Michigan College and Timothy J. Nelson, President. The parties agree as follows:

2. Term

A. General Term
The board shall continue to employ the President commencing effective July 1, 2010, and this agreement shall replace and supersede all prior employment agreements between the parties.

B. Renewal of Agreement
This contract is renewed for a new three-year term commencing effective July 1, 2010, to June 30, 2013. This agreement shall be renewed each year for new three-year terms unless either party provides notice of nonrenewal prior to January 1, 2011, and prior to January 1 in each subsequent year.

3. Powers, Duties, and Responsibilities

A. Governance
The Board shall operate at the policy level and shall delegate to the President the authority of the internal management of the institution. The President will provide the Board with appropriate information, in a timely manner, in order that the Board may promulgate policy. The President, as Chief Executive Officer, is responsible for executing policies and implementing identified goals through the day-to-day management of the college. The Board and its individual members agree not to interfere with or to usurp the responsibilities of the President.

B. Other Duties
The President will: (1) Provide leadership for academic excellence; (2) administer the instruction, student services and business affairs of the college; (3) periodically direct the review of Board policies; (4) promote and endeavor to maintain positive college image in the community; (5) establish and maintain sound working relationships with other governmental agencies; (6) endeavor to maintain and improve professional competence; (7) serve as the Board’s designated representative with respect to all matters concerning employer-employee matters; (8) annually evaluate administrative employees reporting directly to the President and participate in the evaluation of the remaining employees in accordance with college procedures; (9) manage and control college property and enter into contracts on behalf of the college as authorized by the board.
C. Accountability
The President, as Chief Executive Officer, is accountable to the Board acting as a body. Only decisions of the Board acting as a body are binding upon the President except in instances when the Board, acting as a body, delegates appropriate functions to the Board Chair or committee of the Board.

4. Salary
Effective July 1, 2010, the base salary shall be $168,300 per year paid in accordance with college payroll procedures. Effective July 1, 2011 and each July 1 thereafter in subsequent years, the base salary shall be increased an amount equal to the cost of living as provided by the Midwest CPI-U Size D-non-metropolitan less than 50,000 index, as published for the May to May period, provided that the written performance evaluation as described in Section 5 is acceptable or better. The base salary for any given year shall not be less than the base salary of the preceding year. Nothing in the agreement shall prohibit the Board from granting a higher salary increase.

5. Performance Reviews
In order to ensure ongoing communication between the President and the Board concerning the President’s objectives and job responsibilities as well as achieve a mutual understanding between the parties concerning the accomplishments of such objectives and responsibilities, there shall be an annual written review of the President’s performance, which shall include a meeting with the President and the Board for the sole purpose of reviewing such objectives and responsibilities. Such annual reviews may include prioritizing job objectives and establishing timetables and resources for completion of such objectives. The board shall establish a schedule and evaluation instrument for the review of the President and shall allow sufficient time to prepare an outline of accomplishments and progress made toward attaining the performance objectives and satisfying the duties and responsibilities of the office.

6. Fringe Benefits
A. General Benefits
The President shall be provided family health and dental insurance at no cost to him, and other employee benefits in accordance with the College policies and procedures as provided to other executive administrators.

The President shall accumulate twenty-five (25) vacations days annually and may accrue up to a maximum of 75 days. Upon execution of this contract, payment should be made to the President for any vacation days in excess of 50 at 100% of their current value. Thereafter, at the end of each fiscal year, the President will surrender any days in excess of 50 for a cash payment at 65% of their current value. Any remaining unused vacation shall be payable at 100% of the then current value in cash to the President upon separating from employment with the college. The President shall receive all other paid
or unpaid leave permitted by College policy, or required by law, as granted to other college executive administrators.

**B. Other Benefits**

In addition to those listed above, the Board shall provide the following additional benefits:

i. **Retirement Benefits**
   The Board agrees to contribute and directly pay on the President’s behalf the College’s contribution to the Optional Retirement Plan, according to the plan provisions. The Board agrees to pay to the President an additional amount equal to the President’s required employee contribution to the Northwestern Michigan College Optional Retirement Plan.

ii. **Office Holder Allowance**
    The Board shall provide the President a $20,000 per year office holder allowance to be used by the President at his discretion to carry out the duties of the office.

iii. **Reimbursement for Professional and Private Organizations and other Business Expenses.**
    The President shall be entitled to reimbursement for reasonable business expenses incurred in the exercise of duties as President, subject to providing proof of expenditures. The college shall pay on the President’s behalf or reimburse any membership dues, fees, or assessment of professional and private organizations incurred for business use in the exercise of the President’s duties. Board approval must be obtained for membership in private clubs.

iv. **Life Insurance**
    In addition to the life insurance benefits provided other employees of the college, during the term of this agreement the Board shall cover the president under a term life insurance policy in the amount of $500,000 with $250,000 payable to the college and $250,000 payable to the President's designated beneficiary.

v. **Professional Meetings**
    The President may attend professional meetings at local, state, national, and international levels. Reasonable expenses so incurred shall be reimbursed by the college. The President shall provide the Board with a semiannual summary report of nonlocal travels to professional meetings.

vi. **Outside Professional Activities**
    The President may undertake outside professional activities, including consultant, speaking, and writing, provided these activities do not interfere with the President’s duties. The President shall issue a semiannual report to the Board listing any consultancies or boards for which compensation was provided. The President may, and is encouraged to, serve on boards of private, publicly held, or nonprofit corporations, subject to the Board’s Conflict of Interest policy.
vii. Automobile  
The Board shall provide the President with an automobile allowance of $750 per month, for his professional and personal use and shall pay all costs of reasonable operation thereof, including gasoline, repairs, maintenance, and insurance.

viii. Annual Physical  
The President shall undergo an annual comprehensive physical examination, the cost of which shall be paid for by the Board.

ix. Deferred Compensation  
The Board agrees to pay to the President the following amounts, during the contract year specified:  
July 1, 2008 – June 30, 2009: 4.5% of the President’s base annual salary.  
July 1, 2009 – June 30, 2010 and thereafter: 6% of the President’s base annual salary.  
These amounts are intended to be contributed to a deferred compensation plan chosen by the President.

7. Termination of Contract

This agreement may be terminated in advance of the expiration date under the following events and conditions:

A. Upon Death

B. Upon Retirement

C. By Mutual Consent of the Parties
Mutual consent exists for termination provided the party seeking termination shall give not less than ninety (90) calendar days written notice of termination to the other party and in accordance with the following:

i. Upon notice of the Board to terminate the contract, as of the effective date of termination, the college shall pay the base salary for each month remaining in the term of the agreement or eighteen (18) months of base salary, whichever is less. The college also shall pay health benefits, retirement and life insurance, for the same duration as the base salary.

ii. Upon notice by the President to terminate the contract, the President shall be paid all salary and benefits up to the date of termination, any unused accumulated vacation at 100% of its then current value, and shall not be entitled to any other payment under this agreement.

D. Disability
In the event the President becomes ill or disabled, and is unable to perform the essential functions of the position with or without reasonable accommodation of the position for a period of forty-five (45) calendar days, the Board may require a fitness for duty
examination and the President shall not unreasonably withhold consent. The
examination, to be performed by a licensed physician selected by the college, will be for
the purpose of determining if the President’s inability to perform the essential functions
of the position will likely continue for a period of at least six (6) months from the initial
date of illness or disability. The physician’s determination will be provided to both
parties, and the Board agrees the report shall be held in the strictest confidence. Upon a
determination that the inability to perform the essential functions of the position will
likely continue for a period of at least six (6) months from the initial date of the illness or
disability, the President will immediately vacate the President’s position and will be
assigned as “Administrator on Special Assignment.” The President will be entitled to use
sick leave, vacation, and family leave as permitted by law, and/or disability retirement as
though continuing in the position of President. The President’s employment will
terminate when all paid or unpaid leaves have been exhausted. When a president vacates
his or her position, the college may post and fill the position of President.

E. For Cause
In the event that the Board claims that cause exists to terminate the President prior to the
expiration of this agreement, the Board shall provide the President with a written
statement of its intent to discharge and the reasons for discharge. Before the Board
makes a final decision, the President is entitled to meet with the Board in open or closed
session, within thirty (30) calendar days of the issuance of the written statement. The
President may be represented by legal counsel at the President’s expense and may present
any evidence to the Board to rebut the stated reasons for discharge. After the President
has had an opportunity to respond to the stated reasons for discharge, the Board will
make a final decision in writing. The President may pursue any remedy deemed
appropriate to challenge the final decision of the Board.

8. Integration Clause

The agreement contains the entire agreement and understanding between the parties.
There are no oral understandings, terms, or conditions, and neither party has relied upon
any representations, express or implied, not contained in this agreement.

IN WITNESS WHEREOF, the parties have executed this agreement as of the day and
year indicated below.

BY: ______________________________________________________________________
    Chair, Board of Trustees  Dated: ______________________

BY: ______________________________________________________________________
    President, Northwestern Michigan College  Dated: ______________________
# Timothy J. Nelson
## 2010-2011 Out-of-Area Travel Log

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<tr>
<th>Date</th>
<th>Location</th>
<th>Event Description</th>
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<tr>
<td>6/22-6/23/10</td>
<td>Lansing, MI</td>
<td>Met with legislators regarding Community College Baccalaureate (CCB)</td>
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<td>7/16-7/19/10</td>
<td>San Francisco, CA</td>
<td>AACC President’s Academy</td>
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<td>7/31-8/4/10</td>
<td>Ft. Collins, CO</td>
<td>CQIN 2010 Summer Institute</td>
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<td>8/18/10</td>
<td>Lansing, MI</td>
<td>MCCA Executive Committee meeting</td>
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<tr>
<td>8/27/10</td>
<td>Lansing, MI</td>
<td>MCCA Executive Committee meeting in Lansing</td>
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<tr>
<td>9/2-9/4/10</td>
<td>Beaver Island</td>
<td>Northwest Council of Governments Retreat</td>
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<td>9/19-9/20/10</td>
<td>Washington, DC</td>
<td>BJ Stupak Scholarship Open</td>
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<td>10/11-10/12/10</td>
<td>Lansing, MI</td>
<td>CLEG Entrepreneurship event with Governor</td>
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<td>10/19-10/23/10</td>
<td>Toronto, ON</td>
<td>ACCT conference</td>
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<td>11/3-11/5/10</td>
<td>Lansing, MI</td>
<td>Legislative Summit and MCCA meeting</td>
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<td>11/16-11/19/10</td>
<td>Lisle, IL</td>
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<td>12/6/10</td>
<td>Lansing, MI</td>
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<td>12/10/10</td>
<td>Lansing, MI</td>
<td>MCCA Executive Committee Meeting</td>
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<td>1/30/10-2/1/11</td>
<td>Orlando, FL</td>
<td>Futures Bellwether Awards</td>
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<tr>
<td>Date</td>
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<tr>
<td>2/10/11</td>
<td>Lansing, MI</td>
<td>Legislative Testimony and meetings with legislators</td>
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<tr>
<td>2/17/11</td>
<td>Detroit, MI</td>
<td>AACC meeting</td>
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<td>2/17/11</td>
<td>Lansing, MI</td>
<td>Prima Civitas Board meeting</td>
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| 2/18/11  | Jackson Community College, Jackson, MI | MCCA President’s Committee meeting  
Discussion with State Superintendent Mike Flanagan  
House and Senate Appropriations Subcommittees on Community College Hearing |
| 3/2/11   | Lansing, MI    | Met with State Budget Director John Nixon; State Superintendent Mike Flannigan, MEDC CEO Mike Finney, and Dick Posthumus and Dennis Muchmore from the Governor’s Office |
| 3/18-19/11 | Monroe County Community College, Monroe, MI | MCCA Spring Board of Directors Workshop |
MCCA President’s Committee meeting |
| 4/28/11  | Lansing, MI    | Community College Day at the Capitol  
Met with legislators |
| 5/23/11  | Lansing, MI    | MCCA Executive Committee meeting                                                   |
Cheryl requested the following documents. They are:

1. Reimbursement records for my trips to Lansing during the 2010-2011 fiscal year.
   a. I have included those expenses directly reimbursed by meeting date and purpose.
   b. The request for automobile reimbursement is not readily available. As per section 6.B.vii. my automobile expenses are not reimbursed on a trip by trip basis. Rather there is a monthly payment and payment for cost of operations.

2. Summary of my vacation days taken for the past three years and the amounts that have been paid to me pursuant to section 6.A in my current contract.
### Timothy J. Nelson
#### 2010-2011 Lansing Expenses

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Event Description</th>
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<td>Legislative Summit and MCCA meeting</td>
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<td>Legislative Testimony and meetings with legislators</td>
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<td>2/17/11</td>
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<td>3/2/11</td>
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<td>Met with State Budget Director John Nixon; State Superintendent Mike Flannigan, MEDC CEO Mike Finney, and Dick Posthumus and Dennis Muchmore from the Governor’s Office</td>
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**Total 2010-201 Lansing Expenses** $1550.81
vii. Automobile
The Board shall provide the President with an automobile allowance of $750 per month, for his professional and personal use and shall pay all costs of reasonable operation thereof, including gasoline, repairs, maintenance, and insurance.

viii. Annual Physical
The President shall undergo an annual comprehensive physical examination, the cost of which shall be paid for by the Board.

ix. Deferred Compensation
The Board agrees to pay to the President the following amounts, during the contract year specified: July 1, 2008 – June 30, 2009: 4.5% of the President’s base annual salary. July 1, 2009 – June 30, 2010 and thereafter: 6% of the President’s base annual salary. These amounts are intended to be contributed to a deferred compensation plan chosen by the President.

7. Termination of Contract
This agreement may be terminated in advance of the expiration date under the following events and conditions:

A. Upon Death

B. Upon Retirement

C. By Mutual Consent of the Parties
Mutual consent exists for termination provided the party seeking termination shall give not less than ninety (90) calendar days written notice of termination to the other party and in accordance with the following:

i. Upon notice of the Board to terminate the contract, as of the effective date of termination, the college shall pay the base salary for each month remaining in the term of the agreement or eighteen (18) months of base salary, whichever is less. The college also shall pay health benefits, retirement and life insurance, for the same duration as the base salary.

ii. Upon notice by the President to terminate the contract, the President shall be paid all salary and benefits up to the date of termination, any unused accumulated vacation at 100% of its then current value, and shall not be entitled to any other payment under this agreement.

D. Disability
In the event the President becomes ill or disabled, and is unable to perform the essential functions of the position with or without reasonable accommodation of the position for a period of forty-five (45) calendar days, the Board may require a fitness for duty
<table>
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<tr>
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**Total Hours, All Leave Types**: 312.00

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**TOTAL HOURS, ECLS CODE EX**: 312.00
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TOTAL HOURS, ALL ECLS CODES:  312.00  
MIDN = 0.00  TUE = 0.00  WED = 0.00  THU = 0.00  FRI = 0.00  SAT = 0.00  SUN = 0.00  
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Unused vacation days reimbursed:
12/19/08 $14,090.45, contract year 2007-08
12/4/09 $3,878.40, contract year 2008-09
8/13/10 $4,101.77, contract year 2009-10

Chris

Christine M. Keenan, SPHR, CHRS
Director of Human Resources
Northwestern Michigan College

231-995-1148-phone, 231-995-1590-fax
1701 E. Front Street, Traverse City MI 49686
ckeenan@nmc.edu
NMC's Human Resources web page contains helpful information:  http://www.nmc.edu/hr

Leadership

Rule number four:  treat everyone with respect, be fair and consistent always.  Give people your time- it’s the most valuable thing in the world and it shows people that you think they matter.

Mike Nevin, Brigadier General, Michigan Army National Guard
Commander, 177th MP Bde

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# Listing – Professional/Social Organization

**Timothy J. Nelson**  
Northwestern Michigan College  
Current Membership As Of June 2011

## Local Organizations

<table>
<thead>
<tr>
<th>Organization</th>
<th>Position</th>
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<tbody>
<tr>
<td>Rotary – Noon Club</td>
<td>Member</td>
</tr>
<tr>
<td>Good Works Committee</td>
<td>Member</td>
</tr>
<tr>
<td>NorthSky Nonprofit Network Advisory Board</td>
<td>Member</td>
</tr>
<tr>
<td>Munson Health Care</td>
<td>Member</td>
</tr>
<tr>
<td>Corporate Board</td>
<td>Member</td>
</tr>
<tr>
<td>Finance Committee</td>
<td>Member</td>
</tr>
<tr>
<td>Traverse Area Chamber of Commerce</td>
<td>Immediate Past Chair (expired 1/1/2011)</td>
</tr>
<tr>
<td>Executive Committee</td>
<td>Member (expired 1/1/2011)</td>
</tr>
<tr>
<td>Economic Forecast Planning Committee</td>
<td>Member</td>
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<tr>
<td>Grand Vision</td>
<td>Champion</td>
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<tr>
<td>Beyond the Grand Vision Committee</td>
<td>Member</td>
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<tr>
<td>Traverse City Area Public Schools</td>
<td>Member</td>
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<td>TCAPS Tomorrow</td>
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<tr>
<td>Traverse City Executive Group</td>
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## State Organizations

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<tr>
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<td>Chair</td>
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<tr>
<td>President’s Committee</td>
<td>Chair</td>
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<tr>
<td>Legislative Committee</td>
<td>Chair</td>
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<td>Council for Labor and Economic Growth</td>
<td>Executive Board Member</td>
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<tr>
<td>Supporting &amp; Growing a State Culture of Entrepreneurship Committee</td>
<td>Chair</td>
</tr>
<tr>
<td>Workforce Investment Act Accountability Committee (Appointment by Governor)</td>
<td>Member</td>
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<tr>
<td>Prima Civitas Foundation Board</td>
<td>Member</td>
</tr>
<tr>
<td>FIRST - Future/Innovation Research Strategy Team</td>
<td>Member (expired 1/1/2011)</td>
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<tr>
<td>Northern Michigan Knowledge Economy Strategies Project</td>
<td>Member (expired 1/1/2011)</td>
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<tr>
<td>State of Michigan’s P-20 Longitudinal Data System Advisory Council</td>
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<td>(Appointment by Governor)</td>
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## National Organizations

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<td>American Association of Community Colleges Presidents Academy Executive Committee</td>
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<tr>
<td>Continuous Quality Improvement Network (CQIN)</td>
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Self Evaluation of Core Competencies and Key Responsibilities
Prepared by Timothy J. Nelson, President
Northwestern Michigan College
June 11, 2011

Core Competencies

- **Communications (12.5%)** The demonstrated ability to effectively handle routine and non-routine internal and external communication, both oral and written.
  - Board Communications.
    - Communication with the Board occurs in multiple ways including, written updates, special topic study sessions, special alerts, educational materials, emails, phone calls and face to face conversations.
  - Communications with the NMC Internal Community.
    - Internal College communications include Opening Conferences (2 per year), town hall meetings (2 to 4 per year), written updates, a limited number of video-casts (people have asked for more of these), and periodic meetings with governance and leadership groups.
  - External Communications.
    - These include press releases, presentations, small group breakfasts and discussions, media interviews, written materials and multiple electronic and face to face interactions.
  - Summary.
    - While I believe we have exhibited effective communication practices, we have improvements to make. We lack sufficient integration of internal and external communications. Our work at the Higher Learning Strategy Forum this fall pointed to the need for improvement in this area. As a result, our next AQIP project will focus on communications. This combined with the continued implementation of the Alignment of Planning project should help improve our results.

- **Teamwork (12.5%)** The willingness and ability to work for and with others to achieve a common goal.
  - I play different roles on multiple internal and external teams. I am equally comfortable in a position of leadership or a position of team member. I fully realize that nothing gets done without the work of the entire team and continuously look for ways to help teams function better. As a number of my regional responsibilities have come to conclusion this year, I have said “no” to many requests to join or lead more external teams.

- **Productivity (12.5%)** The amount of acceptable work performed as efficiently as possible.
  - Sections 7 and 8 in this document demonstrate the magnitude of work being accomplished at NMC.
• **Dependability (12.5%)**  The ability to accept and complete responsibilities.
  o You have received multiple reports and data throughout the year and reviewed intermediate progress at your mid-year retreat. We have tried to meet deadlines as described. I look forward to the full in implementation of the Alignment of Planning project and the results it will aid in this area.

• **Quality (12.5%)**  The work produced is accurate, thorough and consistent.
  o We continue to implement a culture of continuous improvement which works to achieve this outcome. Systems continue to be evaluated and modified to ensure higher levels of accuracy. Accessibility, quality and completion remain three primary drivers for NMC.

• **Problem Solving (12.5%)**  The ability to define and resolve problems in a timely manner.
  o NMC is consistently seen as being “ahead of the curve” or demonstrating “innovative solutions” to significant issues. We address issues or problems as they occur and more often than not, identify them as possible problems before they occur. Examples this year include a host of issues related to increased enrollment, (parking, staffing, space allocation), legal issues, and state appropriations and regulatory changes.

• **Ethical Behavior (12.5%)**  The ability to apply ethical, open, and honest behavior in interactions.
  o We continue to strive for transparency and integrity. This is a non-negotiable area for me and the College and is a requirement as we enter a period of continued significant transformation. I am confident that this occurs.

• **Shared Governance (12.5%)**  The ability to engage the College shared governance process.
  o I remain committed to the principles of shared governance, but also committed to revising structures as needed to better serve our learners. As we continue to implement the HLC AQIP accreditation processes and the strategic agenda I anticipate additions and changes in roles and responsibilities. These will occur in an open environment. It should be noted that our recent Employee Engagement survey indicates there is work to improve the perceived value and effectiveness of shared governance.
Key Responsibilities

- **Maintain Community Relations (15%)**
  - Activities in this category fall into three primary areas: College as a whole (Public Relations), Presidential relations (locally and regionally), and individual employee relations. Evidence from our most recent public surveys indicates that NMC’s relationship with our communities is exceptional, and our analysis shows that media coverage is overwhelmingly positive. I am personally engaged in a number of important community activities. These include:
    - Grand Vision Planning Team
    - Immediate Past Board Chair – Chamber of Commerce
    - Regular meetings with regional executive group
    - Regular meetings with TCAPS and TBAISD leadership
    - Rotary
    - Committee Chair – Entrepreneurship Committee Council for Labor and Economic Growth
    - Chair – Presidents Group MCCA
    - Member of the AACC Presidents Academy Executive Committee
    - Presenter at state and national conferences

  I encourage our faculty and staff to find ways to engage the community through volunteer activities and I believe they are very successful in doing so. It has become more and more common for the community to come to the college asking us to be in a leadership position for important issues. These include economic development, state and federal grants, serving as a convener for policy discussions, etc.

- **Maintain Effective Strategic Planning Processes (10%)**
  - This was an area identified for improvement by the Board and the president in 2009 performance review. We continue to implement the strategic agenda identified in 2010 and approved by the Board in the fall of 2010. The implementation of the Alignment of Planning process and the restructuring of certain staff positions continue to aid in its implementation process. I expect more time at regular Board meetings will be spent discussing the primary question of “What do we do for whom at what value?” Our external environment is changing rapidly. We have established significant processes that help us to both absorb shocks and adapt to these changes.

- **Ensure the Fiscal Health of the College (20%)**
  - NMC remains in good fiscal health. You receive monthly financial reports and annual audits, all of which attest to this. The current year’s operating budget is expected to generate a surplus of approximately $500,000. Some significant reasons for this are the unprecedented increases in enrollment, greater than expected savings from health care costs, continued cost reduction practices, limiting the expansion of the full time employee base and numerous open
positions during the year. Employees continued to step to the plate and do more than their job in order to maintain that quality. We are once again approaching full strength.

- **Develop Employee Base to Meet the Needs of the College (15%)**
  - People are our most important asset and our largest area of expenditures. Michigan’s public employee retirement incentive resulted in 25 to 30 of our employees leaving the college. Significant effort has been expended in hiring replacements and in reorganizing portions of the college to better meet our needs. These areas include student services, advising, enrollment, and institutional advancement. Our AQIP project, titled “The Attraction, Development and Retention of Talent” is providing guidance in that area.

- **Ensure the Physical Assets of the College will meet the Needs of the College (10%)**
  - We continue to evaluate and improve our insurance coverage, expand and enhance our security and emergency management system, provide for capital maintenance and upgrades in our annual budget, and implement our multi-year capital plan. These are all approaches that have been put in place during my tenure. Capital plans prioritize investments in facilities and equipment. A campus master plan will be provided to the Board at the July meeting for filing with the Traverse City in August. A technology review was accomplished and is in the first stages of implementation. Both of these areas resulted in the proposed fees in this year’s budget to build sustainability into facilities and infrastructure. We will address our housing planning needs during the next cycle.

- **Build and Maintain Effective Board-President Relations (10%)**
  - I believe I have a good relationship with each of you. When the Board requests information, I believe we comply in a timely manner. I have also included select Board Policies with this report. During your winter retreat, I asked if there are any relationship issues and none were raised. If there are issues regarding the Board-President relations, I hope you will share them with me at your earliest convenience. The success of the college depends on an effective Board-President team.

- **Develop and Maintain Excellence in Educational Offerings (20%)**
  - Our recent surveys indicate we are meeting or exceeding learners’ needs and desires. We have committed considerable energy to developing new systems that will help us to respond in more timely, agile ways. Our external program accreditors and regulatory auditors continue to give us high marks and our students meet or exceed our targets for successful completion of professional tests/certifications. A significant body of research conducted by both internal and external sources is available at [www.nmc.edu/ir](http://www.nmc.edu/ir) and is available to you. I have included a few sample reports as part of this document.
Core Competencies

AVERAGE

- The Core Competencies (CC) are the general skill areas required of the college president. They represent the "HOW" of the president’s performance.

- This is the document by which performance relative to the president’s leadership style, behaviors, and general effectiveness are assessed. The definitions under the number ratings are specific to each CC.

- Each Trustee should assign a number rating to each CC. Use the “Comment” section to explain the rating or give examples.

- Rating choices are: 1, 1.5, 2, 2.5, 3, 3.5, or 4. Other increments should not be used.

- The seven trustees’ ratings are then compiled into one consensus document, which becomes the document that is presented to the president and is supported by the entire board.

- The weights may be reassigned at the start of each contract year, upon agreement of the board following discussion with the President.
**CORE COMPETENCIES**

These are College core competencies, which the president is expected to have and demonstrate in carrying out his/her duties. Consensus Board ratings that are a 1 or 2 should trigger a discussion for specific performance improvement plans.

<table>
<thead>
<tr>
<th>1. Communication:</th>
<th>Weight 12.5%</th>
<th>Points 3.64</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistently handles communications handled with outstanding effectiveness.</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Effective communicator. Expresses ideas very clearly both orally and in written form. Good listening skills; refers only the most complex communications to Board.</td>
<td>2</td>
<td>Listening skills need improvement. Has trouble expressing ideas in a clear and concise manner. Requires supervision and checking of oral and written material.</td>
</tr>
</tbody>
</table>

Comments:

Communication is thorough and meaningful. Many measures are in place to assure we receive the right information in a timely manner.

Consistently excellent in keeping the Board of Trustees informed and current.

Tim keeps his communication lines open at all times, whether it be the Board, staff or public.

In terms of other executives, and boards on which I have served, Tim’s communication is unparalleled.

<table>
<thead>
<tr>
<th>2. Teamwork:</th>
<th>Weight 12.5%</th>
<th>Points 3.64</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does whatever is necessary to insure a group’s success. Provides leadership and volunteers to help with group tasks.</td>
<td>4</td>
<td>Consistent participant in group activities. Helpful to others in group. Contributes ideas.</td>
</tr>
<tr>
<td>Usually cooperative. Interacts adequately with others. Occasionally participates in group activities.</td>
<td>2</td>
<td>Does not cooperate or work well with others. Does not participate in group activities.</td>
</tr>
</tbody>
</table>

Comments:

It is evident many teams are in place to successfully execute numerous projects underway. Tim demonstrates his ability to effectively promote teamwork time and time again.

He continues to assemble a team with a commitment to the College’s goals. He is both strong and supportive at the appropriate times.

Tim is a great team player.

Tim walks the walk with regard to teamwork. He always puts the needs of the college first.
3. Productivity:
The amount of acceptable work performed as efficiently and cost effectively as possible.

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Weight</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Consistently exceeds the amount of acceptable work normally expected for the job. Routinely completes work ahead of agreed upon schedule. Develops and follows through on efficiency and effectiveness suggestions.</td>
<td>Produces more work than required, often ahead of agreed upon schedule. Makes suggestions for improving efficiency and effectiveness.</td>
<td>Produces normal amount of acceptable work, meeting most deadlines. Recognizes the need for improving efficiency and effectiveness.</td>
<td>Produces less work than expected for the job. Work is not completed within acceptable time frame. Expresses little or no concern for improving efficiency and effectiveness.</td>
<td>12.5%</td>
<td>3.64</td>
</tr>
</tbody>
</table>

Comments:

Tim is one of the hardest working people I know. He is effective and high energy. A great example for us all.

His work product is exceptional and provides the model to all faculty and staff.

He has a more difficult time in taking more time for himself.

It says volumes when the primary criticism one can make of productivity is that you wish he would take more time for himself.

4. Dependability:
The ability to accept and complete responsibilities

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Weight</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Work is completely reliable and on-time. Anticipates needs and completes most work without Board follow up.</td>
<td>Work is usually completed correctly and on a timely basis, with very little Board follow up.</td>
<td>Generally meets responsibilities. Does work assigned and results can usually be relied upon with normal Board follow up.</td>
<td>Can seldom be relied upon to meet work responsibilities without constant Board follow up. Often fails to complete tasks correctly and timely.</td>
<td>12.5%</td>
<td>3.64</td>
</tr>
</tbody>
</table>

Comments:

NMC can count on Tim. He is reliable, consistent, loyal and dependable. His heart belongs to NMC (and of course Nancy).

He is dependable and may be relied upon.

He accepts full responsibility for the operation of NMC, good or bad.

Tim’s dependability has never been an issue. He is truly outstanding at anticipating needs, and with follow through.

5. Quality:
The work produced is accurate, thorough and consistent.

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Weight</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Work is superior, accurate, thorough and precise. Continuously seeks to improve aspects of work.</td>
<td>Exceeds an established standard of position. Consistently produces error-free work.</td>
<td>Meets minimum established standards. Usually precise and accurate.</td>
<td>Poor quality of work. Requires excessive checking and repetition of work. Frequently makes errors.</td>
<td>12.5%</td>
<td>3.71</td>
</tr>
</tbody>
</table>
Comments:
No question we are assured of quality and accurate work product in all cases.
NMC continues a great reputation for a quality product from top to bottom.
President Nelson has extremely high personal standards which, in turn, set a high standard for the rest of NMC. He leads by example.
I just {wish} we could clone him for other positions.

6. Problem Solving:
The ability to define and resolve problems in a timely manner.

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Weight</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anticipates, recognizes and confronts problems with extraordinary skill. Perseveres until a solution to the problem is reached.</td>
<td>Defines and addresses problem well. Typically reaches useful solutions.</td>
<td>Acknowledges and attempts to solve most problems. Usually comes to a conclusion on how to resolve basic issues.</td>
<td>Has difficulty recognizing problems and always needs guidance, rarely comes to a valid conclusion.</td>
<td>Points</td>
<td>12.5%</td>
<td>3.57</td>
</tr>
</tbody>
</table>

Comments:
We are fortunate that Tim is always looking ahead. I believe he anticipates future needs of NMC. In addition, Tim is honest and frank in his discussion leading to resolution of current issues that need to be dealt with.
His open and transparent methodology in solving problems is utilized with Trustees, faculty and staff very successfully.
Tim has taken on some very difficult issues with many positive results.

7. Ethical Behavior:
The ability to apply ethical, open, and honest behavior in interactions.

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Weight</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leads by an example of open, honest interactions that are driven by the College’s values. Takes actions to influence other employees to act in a similar manner.</td>
<td>Almost always exhibits open and honest behaviors. Shares information most of the time.</td>
<td>Often exhibits open and honest behaviors. Takes opportunities to share information.</td>
<td>Has difficulty interacting in open, honest manner. Frequently hides information.</td>
<td>Points</td>
<td>12.5%</td>
<td>3.86</td>
</tr>
</tbody>
</table>

Comments:
Tim can be trusted to do what is best for NMC, without exception. He is an individual of high integrity and unquestionable ethics.
Beyond question.
Personal integrity is a strength of President Nelson and I cannot imagine anyone setting a higher standard.
Ethics have never been an issue for Tim Nelson.
If I could give a grade higher than 4.0 on this standard, I would do so.
8. Shared Governance:
The ability to engage the College shared governance process.

<table>
<thead>
<tr>
<th></th>
<th>4 Champions the shared governance process. Actively works to improve and clarify processes.</th>
<th>3 Consistently engages multiple constituencies in decision-making processes. Identifies ways in which shared governance processes might be improved.</th>
<th>2 Acknowledges the need to involve others in decision-making processes. Is judicious in what involvement is allowed.</th>
<th>1 Has difficulty sharing authority and decision-making responsibilities. Exhibits the need to “over control” others.</th>
<th>Weight 12.5%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Points 3.64</td>
</tr>
</tbody>
</table>

Comments:

Tim promotes and believes in a shared governance process. He has done an exceptional job of clarifying processes whenever needed. This continues to be a key ingredient of the identity of NMC and works well. He keeps us informed on all college issues, happenings and problems when appropriate.

Total Weighted Score for All Core Competencies

---

**Average**

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>Raw Score</th>
<th>Times</th>
<th>Weight</th>
<th>Equals</th>
<th>Weighted Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3.64</td>
<td>X</td>
<td>.125</td>
<td>=</td>
<td>.455</td>
</tr>
<tr>
<td>2</td>
<td>3.64</td>
<td>X</td>
<td>.125</td>
<td>=</td>
<td>.455</td>
</tr>
<tr>
<td>3</td>
<td>3.64</td>
<td>X</td>
<td>.125</td>
<td>=</td>
<td>.455</td>
</tr>
<tr>
<td>4</td>
<td>3.64</td>
<td>X</td>
<td>.125</td>
<td>=</td>
<td>.455</td>
</tr>
<tr>
<td>5</td>
<td>3.71</td>
<td>X</td>
<td>.125</td>
<td>=</td>
<td>.46375</td>
</tr>
<tr>
<td>6</td>
<td>3.57</td>
<td>X</td>
<td>.125</td>
<td>=</td>
<td>.44625</td>
</tr>
<tr>
<td>7</td>
<td>3.86</td>
<td>X</td>
<td>.125</td>
<td>=</td>
<td>.4825</td>
</tr>
<tr>
<td>8</td>
<td>3.64</td>
<td>X</td>
<td>.125</td>
<td>=</td>
<td>.455</td>
</tr>
</tbody>
</table>

Total Weighted Score 3.67

---

G:\Tracie\word2\Doug Bishop\NMC Core Competencies (Average).doc
Key Responsibilities
AVerAGE

- The Key Responsibilities (KR) are the major categories of responsibility for the college president. They represent the “WHAT” of the president’s performance.

- This is the document by which performance relative to specific annual goals is assessed. The definitions under the number ratings are appropriate to any goal statements.

- Each trustee should assign a number rating to each goal under each KR. Then determine a composite rating for the entire KR category. Use the “Comment” section to indicate specific feedback relative to individual goals within the KR category.

- Rating choices are: 1, 1.5, 2, 2.5, 3, 3.5, or 4. Other increments should not be used.

- The seven trustees’ ratings are then compiled into one consensus document, which becomes the document that is presented to the president and is supported by the entire board.

- The weights may be reassigned at the start of each contract year, when the specific goals under each KR are determined, upon agreement of the board following discussion with the president.
**KEY RESPONSIBILITIES (KR)**

Each year the Board and the President will establish goals and outcomes in the following seven areas. Progress toward attainment of these goals and outcomes will be assessed according to the following scale. Comments citing evidence are extremely important in this evaluation.

<table>
<thead>
<tr>
<th>KR # 1: Maintain Community Relations:</th>
<th></th>
<th></th>
<th></th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Outstanding</td>
<td>3</td>
<td>Commendable</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Progress exceeded</td>
<td>Expectations were</td>
<td>Acceptable</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>met.</td>
<td>Some progress was</td>
<td>No progress was</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>made however not as</td>
<td>made and no</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>much as was expected.</td>
<td>acceptable</td>
</tr>
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<td>reasons</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>for lack of progress</td>
</tr>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Tim continues to demonstrate incredible visibility in the community in meaningful ways. Whether he is attending a charitable event, participating on a Rotary Committee, Chamber of Commerce planning meeting or leading a panel discussion, his presence and participation is noted. His actions reinforce his commitment to NMC and our community.

Total commitment to maintaining an excellent and respected position at local, state and national levels.

President Nelson continues to drive NMC’s connections with the community through personal activities on numerous boards and committees. Moreover, he effectively facilitated the recent Community Listening Sessions that will provide feedback to the College relating to strategic positioning of NMC.

Tim is and always has been active in the community, locally and statewide. He is a wonderful representative, and has developed many important relationships.

Tim is a tremendous representative of NMC. He reflects positively on the college socially and professionally, and at the local, state and national levels.

<table>
<thead>
<tr>
<th>KR # 2: Maintain Effective Strategic Planning Processes:</th>
<th></th>
<th></th>
<th></th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Outstanding</td>
<td>3</td>
<td>Commendable</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Progress exceeded</td>
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<td>reasons</td>
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<td>for lack of progress</td>
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<table>
<thead>
<tr>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
</tr>
</tbody>
</table>
Comments:

We have taken steps in the right direction to assure we better understand our strategic planning processes as well as how to measure progress along the way. The development of a planning model and strategic agenda we can all embrace will prove focus and clarity for the Board and for NMC.

The goal is being obtained with the actions and directions taken this last year.

This performance category has improved significantly over last year and it has not gone unnoticed by either myself or the community. President Nelson has worked to characterize the current and future environment in which we will operate and proposed strategic initiatives to position the College for success.

This is an important aspect of his job and does a good job, but sometimes he lets his staff take more of an active and public role than I would.

In my opinion, Tim has been exemplary in obtaining buy-in throughout the college to the strategic planning process, and also making certain that it is a vibrant and ongoing process.

**KR # 3: Ensure the Fiscal Health of the College:**

<table>
<thead>
<tr>
<th>Weight</th>
<th>Points</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Outstanding Progress exceeded expectations.</td>
<td>3.79</td>
<td>Although NMC is currently in excellent fiscal health, we will be challenged with anticipated reductions in State aid that we will need to face.</td>
</tr>
<tr>
<td>3 Commendable Expectations were met.</td>
<td></td>
<td>Monthly financial reports, audits and the ability to respond to changing economic conditions affirm the quality of our fiscal health.</td>
</tr>
<tr>
<td>2 Acceptable Some progress was made however not as much as was expected.</td>
<td></td>
<td>With the support of an outstanding finance organization and a generous community, NMC continues to shine in this area.</td>
</tr>
<tr>
<td>1 Unsatisfactory No progress was made and no acceptable reasons for lack of progress were provided.</td>
<td></td>
<td>Results are better than anyone else. What can you say?!?!?!</td>
</tr>
</tbody>
</table>

Tim and staff have been outstanding in ensuring that NMC does not fall into the trap of failing to adequately plan for and maintain its fiscal plant.
**KR # 4: Develop Employee Base to Meet the Needs of the College:**

<table>
<thead>
<tr>
<th>Weight</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>15%</td>
<td>3.43</td>
</tr>
</tbody>
</table>

Comments:

We are now faced with new challenges due to Michigan’s public employee retirement incentive that has just become effective. Continued emphasis on succession plan scenarios is prudent.

Faculty and staff continue to be high quality and high energy individuals while meeting the increased load of additional students.

President Nelson’s leadership is exceptional due to the coincident forces of increased enrollment and a new State retirement program. Continued vigilance will be necessary to see NMC through a high number of retirements over the coming 3 years. Additional leadership will be required to assure that adjunct faculty members are receiving the development they require in order to meet our standards for excellence.

He does a great job, but he has his hands full in the future with many retirements abut to occur.

**KR # 5: Ensure the Physical Assets of the College will Meet the Needs of the College:**

<table>
<thead>
<tr>
<th>Weight</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>3.86</td>
</tr>
</tbody>
</table>

Comments:

Our campus is beautiful and well maintained. Green initiatives should continue to be evaluated and enhanced when possible.

The addition of the new facility is a prime example of continuous attention to physical needs.

The acquisition of the new Aeropark Campus property was a windfall for NMC. The President recognized this opportunity to purchase the property, quickly sought opinions from the Board and NMC leadership and acted in a timely fashion. Moreover, I am impressed at how well the entire NMC community has responded to increased enrollment and the additional demands it has placed on the Physical Plant and Grounds.

Again, one only has to look at our campuses and the improvements we routinely approve. Our recent acquisitions have also showed that he plans to meet our needs out into the future.
**KR # 6: Build and Maintain Effective Board-President Relations:**

<table>
<thead>
<tr>
<th>Weight</th>
<th>Points</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>3.57</td>
<td>An effective Board-President relationship exists. Open communication is unconditionally encouraged. Trustees are fully informed on a timely basis and only need to ask if they have a question. President Nelson has been exceptional in creating an open and honest working environment with the Board of Trustees. I would also commend President Nelson’s administrative staff for their dedicated service to NMC, the President and the Trustees. I think the vast majority of our Board has a great relationship with Tim Nelson. There are always going to be bumps, some larger than others. Tim has an excellent understanding of the board-executive relationship. He understands and is respectful of the board’s authority and position.</td>
</tr>
</tbody>
</table>

**KR # 7: Develop and Maintain Excellence in Educational Offerings:**

<table>
<thead>
<tr>
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<th>Points</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>3.71</td>
<td>NMC provides the right variety of quality programming at affordable rates to meet the needs of community learners. This is verified through the results obtained in the surveys conducted. The international collaborations and the pursuit of BS degrees exemplify the excellence at NMC. The completion and success of the first complete cycle of AOIP signifies NMC’s commitment to excellence. Moreover, there is a stronger entrepreneurial spirit at NMC to explore new educational techniques and technologies and create new educational offerings that respond to the needs of local learners and the regional economy. I believe that President Nelson has been the core force that has inspired the entrepreneurial spirit at NMC. I still believe that we are a little slow in bringing new educational offerings to the community!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weight</th>
<th>Points</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

**TOTAL SCORE FOR ALL KEY RESPONSIBILITIES**
## Score Summary

### AVERAGE

<table>
<thead>
<tr>
<th>Key Responsibility</th>
<th>Raw Score</th>
<th>Times</th>
<th>Weight</th>
<th>Equals</th>
<th>Weighted Score</th>
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<tbody>
<tr>
<td>1</td>
<td>3.86</td>
<td>X</td>
<td>.15</td>
<td>=</td>
<td>.579</td>
</tr>
<tr>
<td>2</td>
<td>3.57</td>
<td>X</td>
<td>.10</td>
<td>=</td>
<td>.357</td>
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<tr>
<td>3</td>
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<tr>
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<td>3.86</td>
<td>X</td>
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<td>=</td>
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<tr>
<td>6</td>
<td>3.57</td>
<td>X</td>
<td>.10</td>
<td>=</td>
<td>.357</td>
</tr>
<tr>
<td>7</td>
<td>3.71</td>
<td>X</td>
<td>.20</td>
<td>=</td>
<td>.742</td>
</tr>
</tbody>
</table>

**Total Weighted Score** 3.69

3.67 + 3.69 = 7.36
Divide by 2 = 3.68

Core Competencies Weighted Score + Key Responsibilities Weighted Score = Subtotal

Outstanding 3.6 – 4.0
Commendable 2.6 – 3.5
Acceptable 1.6 – 2.5
Unsatisfactory 1 – 1.5
Significant effort was expended this year addressing issues of alignment of planning. A review of the model was provided at the February Board Retreat. This model is now in the process of implementation and will assist us in achieving results in our A and B portfolios. Progress on strategic directions was also reviewed at that time. I have not repeated all of that information here, instead highlighting a few areas.

The A portion of the portfolio is our more traditional mix of products and services whose future is based on continuous improvement, improved efficiency and improved effectiveness. It is believed that portions of this portfolio will diminish with time as viable economic substitutions become available. The B portion of the portfolio is embodied principally within the five directional statements in the Strategic Directions section immediately below. These drive the college toward establishing higher value specialties that have national and/or international reach. You have received multiple reports and have been engaged in multiple discussions about the agenda and its status. Should you desire any of the materials presented during the year, please call the office and they can provide them.

### Strategic Directions that comprise the Strategic Agenda

1. Establish national and international competencies in select areas connected to regional economy and assets
   a. Water
      
      | 2010-2011 Outcomes/Results |
      |---------------------------|
      | • Graduated first individuals in Associates Degree in Freshwater Studies—first in the U.S. |
      | • Received grants to continue mapping project on Grand Traverse Bay and Lake Michigan |
      | • Sent first cohort to Costa Rica |
      | • Continued lobbying activities for CCB authorization |

   b. Renewable energy and sustainability
      
      | 2010-2011 Outcomes/Results |
      |---------------------------|
      | • Completed renovations of APL and moved into facility |
      | • Accepted convening role for Grand Vision Energy Work Group |
      | • Member of West Michigan Alliance responsible for curriculum development in residential construction area |
c. **Entrepreneurship and Innovation**

**2010-2011 Outcomes/Results**
- Conducted 2nd year of “Innovation Grant” program
- Serving as fiscal agent for Regional Entrepreneurship Collaborative
- Member of planning team for establishing Grand Traverse area as “Next Michigan” designation


d. **Value-added Agriculture**

**2010-2011 Outcomes/Results**
- Reviewing Viticulture curriculum in partnership with MSU and Missouri State
- Participate in “Food and Farming” work group of Grand Vision


e. **Healthcare**

**2010-2011 Outcomes/Results**
- Re-engaged Munson Health Care to define future of HEI
- Attained Candidacy status for National League of Nursing Commission accreditation
- Actively pursuing state authority to offer Bachelor of Science in Nursing degree program
- More fully integrated use of simulation in health occupations

f. **Advanced manufacturing**

**2010-2011 Outcomes/Results**
- Conducted focus groups with local manufacturers to inform redesign that led to redesigned tech curriculum
- Issued two contracts under Michigan New Jobs Training Program umbrella

2. **Ensure that NMC learners are prepared for success in a global society and economy**

**2010-2011 Outcomes/Results**
- Sent first cohort of WSI to Costa Rica
- Held “Spanish Boot Camp”
- Established “Modern Languages” program
- Hosted 21 U.K. aviation students and implemented business plan for growth in that area
- Assigned group for curricular integration

3. **Deliver learning through an integrated and networked resource approach**

**2010-2011 Outcomes/Results**
- Multiple instances of internal resource sharing
- In conversations with TBA and TCAPS regarding international education and alternative credit generation at the high school level
4. Establish lifelong relationships with learners

<table>
<thead>
<tr>
<th>2010-2011 Outcomes/Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>• External evaluation of Institutional Advancement practices underway</td>
</tr>
<tr>
<td>• Community surveys continued</td>
</tr>
<tr>
<td>• Continued community listening process</td>
</tr>
</tbody>
</table>

5. Transcribe “most” learning to establish credentials of value

<table>
<thead>
<tr>
<th>2010-2011 Outcomes/Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Established AQIP Pathways to Completion Project</td>
</tr>
<tr>
<td>• Expansion of “professional development” courses in maritime</td>
</tr>
<tr>
<td>• Evaluation and modification of graduation requirements</td>
</tr>
<tr>
<td>• Implementation of “reverse transfer”</td>
</tr>
</tbody>
</table>

Institutional Effectiveness Criteria

A3’s and reports on the NMC Institutional Effectiveness Criteria are available at [www.nmc.edu/ir](http://www.nmc.edu/ir)

Regular reports on these areas are provided to the Board throughout the year.
Educational Services – Fall 2010

Communications

- Tim's work in bringing the local high schools' math and English faculty together with our math and English faculty to look at ways to support each other in curricula-building and college-readiness. The groups met several times this spring, and the college and high school English faculty is now working together to design a professional development workshop for both groups to participate in this coming fall. The whole process has helped enhance communication and collegiality, and we're all very appreciative of the opportunity to work together in a sustained way.

- Michigan Writers and the Communications Academic Area hosted a Poetry Workshop and Public Reading with local authors, Jack Ridl and Anne-Marie Oomen.

- Eight NMC students from WHITE PINE PRESS traveled to Washington, D.C. in late October to attend the Rally to Restore Sanity and/or Fear, an event formed by Comedy Central's, Jon Stewart and Stephen Colbert.

- The NMC Play Production class presented another successful play entitled, "Murder in the House of Horrors".

- Two Stratford Shakespeare Festival actors visited and offered an intensive seminar to NMC's acting class during the week of November 2.

- Communications Academic Area offered another successful Summer Composition Seminar in August for new part-time faculty hired to teach English during the 2011 school year.

- Megan Ward, Writing Center Coordinator, and five NMC students/employees of the Writing Center, attended the Michigan Writing Center Association Ideas Exchange, a major regional conference held in Sault Ste. Marie.

- Teresa Scollon is a 2011 NEH grant recipient. She'll be paid $25,000 to write poetry and fiction in this coming year.

Social Sciences

NMC will be hosting the Nautical Archaeology Society 2011 summer field-school in July. This international event will highlight the unique water-based research completed in the Social Science Department at NMC and provide student with an opportunity to train with scholars from other countries. Details may be found at: www.nasnmc.com.

Health Occupations

- Reported a 100% pass rate on RDA exam for December 2009, May 2010 and August 2010 graduates from Dental Assistant program.
Facilitated the attendance of our nursing students attended a conference at the Grand Traverse Resort entitled: Integrating Caring Theory Into Practice on September 9 and 10. Two nursing theorists were presenters: Jean Watson and Marie Manthey. This was a powerful day for all students who attended.

Hosted an Awareness Meeting on the IOM/RWJ Initiative on the Future of Nursing on November 30. Michigan was chosen as one of five states to develop a plan to begin to implement the recommendations of this report.

Incorporated, into the nursing curriculum, 10 separate scenario/simulations (core or basic and complex) with the Vital-Sim Laerdal baby, child, and adult manikins. Utilized the simulations to educate nursing students one-on-one and in groups of four.

Reported a 93.65% ADN NCLEX pass rate for March 2010 (100%), June 2010 (91.67%), and September 2010 (92.31%)

Reported a 100% PN NCLEX pass rate for the past four quarters

Are progressing with the NLNAC candidacy application; the plan is to have the candidacy application submitted prior to opening session

Science and Math

ENV 117 (Meteorology and Climatology) students are completing the spotter training course provided by the National Weather Service.

Hosted the fall 2010 Michigan Community College Biologist fall conference; 75 biology instructors from 20 community colleges attended two days of continuing education on current life science research and best practices in discipline, specific teaching.

Keith Overbaugh has been selected as a 2010 Community Champion by the Traverse City Convention & Visitors Bureau for his efforts in bringing the Michigan Community College Biologists 2010 annual meeting to Traverse City.

Jerry Dobek will be publishing an updated work entitled A Photographic Atlas of Selected Regions of the Milky Way, first produced by Edward Barnard.

Offered BIO 227 Human Anatomy & Physiology I as a hybrid course fall 2010. BIO 228 Human Anatomy & Physiology II is being developed now and will be offered as a hybrid course spring 2011.

Chemistry students conducted research in an attempt to discover the detailed mechanism that generates a complex plasma structure after the excitation of flowing Nitrogen gas. The primary methods involved in the study of the plasma are through spectroscopy, analysis of ultraviolet and visible light emitted by the plasma. The form of plasma being studied has never before been reported in scientific literature.

Business

Approved Prometric Testing Site
- Designated as Microsoft IT Academy -
  http://www.microsoft.com/education/msitacademy/default.mspx
- Invited to participate in Microsoft's MTA Academic Select Preview Program -
- NMC and Keith Kelly referenced in Microsoft Press Release -
- hired a FT business administration faculty member, Kristy McDonald, to start January 2011.
- hired new office manager, Bonnie Shumaker, to replace Elaine Chauvin after 19 years in that position.
- NMC's first Integrated Course Design implemented Summer 2010, delivered Fall 2010 (CIT 140)

Office of Research and Effectiveness
- Surviving fall reporting and fall survey administration being short a third of our office
- Strategy Forum Preparation and Management
- Release of September and December NMC Scan
- Launch of Pathways to Completion Action Project
- Launch of Quantitative Reasoning Outcome Implementation

Enrollment Management & Student Services

Staff replacements
- Completed since Sept (9) – Support Services (2), Counselor (1), Advisors (2), FA Specialists (2), Learning Services Specialist (1), Learning Services / Advising Office Manager (1)
- In Process (4) – Advisor (1), Director of Student Life, Director of Advising, Office Mgr for Student Life

Admissions Office
- Processed and admitted over 4640 new students for summer fall and spring semesters (a 9% increase over 2009)
- Processed over 32 % more pre ADN students for fall 2010
- Planned and hosted another sold out international Student Club Dinner for 230 members of the Grand Traverse community
- Trained two additional staff members as designated School Officials for processing of international student SEVIS forms
• Completed staff training in receiving and processing transcripts via the Docufied scanning system

Financial Aid Office
• New office set up
• Increased financial aid applications - 1446 more applications in 2009-2010 over 2008-2009
• Awarded $38,377,966 in 09/10 - 6,481,909 more than 2008-2009
• Disbursed $23,347,775 in aid for 2009/2010 - 5,138,162 more than 2008-2009
• Transition to Direct Lending
• 2 Pells in an award year processing - phase 1 – successful
• 2 new employees continued training and learning NMC processing (Pam and Georgenia)

Counseling Office
• Completely revised transfer guides and moved to new CMS on the website
• Developed Moodle On-line Advisor Training
• Initiated new Advising Days
• Added returning student advising sessions to late orientations

Dept of Learning Services
• Forty-two percent increase in number of students tutored in 2009-10 over 2008-09 (787 tutored in 2009-10 vs. 554 tutored in 2008-09)
• 241 students entered the PLATO web based learning system this fall for assistance with their developmental math and English coursework through the Center for Learning Specialist or through a tutor
• Support Services emailed all students receiving services a weekly tip on how to be successful in their courses and life and started a support group for students receiving support services
• NMC's Alpha Rho Pi chapter of Phi Theta Kappa placed in top 100 chapters in the country and first runner-up as the Most Distinguished chapter in MI for 2009-10
• Eighteen percent increase in Phi Theta Kappa membership acceptance in 2010 calendar year as compared to 2009
• Tutoring has served 450 students this fall a 7% increase over fall semester 2009
• Support Services has served 84 students this fall, a 24% increase over fall semester 2009

Records & Registration
• New registration schedule (which caused the system not to crash!)
• New degree requirement of requiring additional credits for additional degrees
• Writing to students who completed their degree and encouraged them to apply. 50 additional degrees applied!
• Major amount of imaging completed
• Updated processes for veterans who are aviation student

**Student Health Services**

<table>
<thead>
<tr>
<th>Year</th>
<th>FY 10</th>
<th>FY 09</th>
<th>FY 08</th>
<th>FY 07</th>
<th>FY 06</th>
<th>FY 05</th>
<th>FY 04</th>
<th>FY 03</th>
<th>FY 02</th>
<th>FY 01</th>
</tr>
</thead>
<tbody>
<tr>
<td>RN/NP</td>
<td>3207</td>
<td>2679</td>
<td>1891</td>
<td>1504</td>
<td>1513</td>
<td>1329</td>
<td>1566</td>
<td>1926</td>
<td>1340</td>
<td>1286</td>
</tr>
<tr>
<td>MD</td>
<td>365</td>
<td>268</td>
<td>357</td>
<td>396</td>
<td>416</td>
<td>404</td>
<td>345</td>
<td>439</td>
<td>443</td>
<td>420</td>
</tr>
<tr>
<td>Total visits</td>
<td>3572</td>
<td>2947</td>
<td>2248</td>
<td>1900</td>
<td>1928</td>
<td>1733</td>
<td>1911</td>
<td>2365</td>
<td>1783</td>
<td>1706</td>
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<tr>
<td>Billable visits</td>
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<td>1236</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unduplicated</td>
<td>1126</td>
<td>950</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% change in Total visits</td>
<td>+21.1%</td>
<td>+31.1%</td>
<td>+18.3%</td>
<td>-1.5%</td>
<td>+11.2%</td>
<td>-9.3%</td>
<td>-19.2%</td>
<td>+32.6%</td>
<td>+4.5%</td>
<td></td>
</tr>
</tbody>
</table>

• Provided medical care for 1126 unduplicated students and staff FY10.
• SHS has documented 2114 patient encounters with a RN, NP or MD in 09/10. Patient encounters are health insurance billable visits with a health care provider.
• 1458 students and staff presented to student health services with questions, requests for over the counter (OTC) medication, bandages, etc. which did not generate an encounter form.
• The total number of students, staff and faculty traffic in SHS was 3572 which was a 21.2% increase from 08/09.
• Obtained through collaboration with the Grand Traverse County Health Department (GTCDH): 40 doses of Hepatitis B Vaccine, 30 dose of Gardasil (HPV) vaccine, and 30 doses of Pneumovac vaccine. NMC students were able to receive these vaccinations for free.
• Tobacco free NMC
  • Presented “Tobacco-Free NMC: What that means for you and me” on Sept. 13th. Randy Sils, certified hypnotherapist discussed using hypnosis for tobacco cessation. Provided information on cessation aides provided by NMC.
American Smoke Out Day on Nov. 18th. Randy Sils volunteered to provide group hypnosis to students, faculty and staff desiring to quit tobacco. Table presentation included diseased lung (donated by a local man who died of lung cancer), lung cross-sections depicting normal, emphysema and lung cancer, educational brochures, Quit Kits and coupons. TV 7/4 interviewed me on Monday Nov. 15th about NMC offerings for American Smoke Out Day and was televised that evening. Unknown to all TV 7/4 filmed part of the hypnosis session and the table presentation which was televised the evening of Nov. 18th. NMC received billing as the only institution in the area that provided programs for American Smoke Out Day.

Residence Life (Housing)
- Full capacity in the residence halls
- Increased focus on advising in residence halls by Residence Life staff
- We had many successful educational and social programs in the residence halls

Student Life Office
- 1741 students attended new student orientations
- 256 students attended new student orientations (to date with 2 more new student orientations in early Jan 2011)
- Kenyan Safari Acrobats
- Folklorico Ballet
- Hip Hop: Beyond Rhymes. A documentary
- Martin Luther King: I have a dream graffiti board
- Wings of Wonder starring Rebecca Lasard
- Chain Saw artist
- Pumpkin carving with Ed Moody
- Several events such as Massage Day, Zombie Walk, Movies from various student groups
- Student Groups Socials
- Approximately 25 ACTIVE groups!

Upward Bound
- We had 67 students in UB attending weekly class meetings, academics twice a week and monthly enrichment activities
- 4 colleges in Michigan were visited where students attended an admissions presentation, campus tour, lunch and even a football game!
• 12 students graduated from high school/ UB program, all are currently enrolled in college
• 34 UB students currently attending NMC
• 72% of our students over the last 10 years have graduated with a 4 year degree or are currently attending college
• 40 students attended our 6 week summer program which included 3 weeks on campus taking classes, two college campus visits and several enrichment activities and guest speakers

**Learning Resources and Technologies**

• Instituted the use of LibGuides to make library resources more accessible to students online.
• Increased seating in the library and added more electrical outlets for laptops in study areas.
• Welcomed two first-class librarians to the team--Stephanie Davis and Joelle Premo
• Opened longer hours on the two weekends before exams
• Taught 170 library instruction classes during fall semester.
• Doubled the size of our book collection (and made them available 24/7) through subscription to ebrary ebooks
• Launched an Online Water Library (OWL) with Water Studies and began working with area organizations to safely store valuable environmental data on Grand Traverse Bay and inland lakes and streams -- and to provide access to it via the Web
• Provided reference help for 597 online chat patrons
• Implemented Google Mail for students
• Enable single sign on to reduce the number of times students and employees need to enter their NMC ID and password
• Relocated computers in many places: HR, Business, Admin Services, EES, White Pine Press, Sodexho, Upward Bound, ITS, SLM, WNMC, and Science/Math adjunct offices
• Expanded the Cisco Lab and moved it to a new classroom
• Replaced aging physical servers with virtual servers for CIT instruction
• Connected the APL building to NMC campus with data and voice service
• Implemented the TouchNet financial system
  o allows us to accept bank transfers for payments, which could reduce credit card merchant fees
enables the issuance of electronic bills, significantly reducing processing time and mailing costs

• speeds up the refunding process

• Information about course prerequisites is now displayed on the NMC web site from Banner

• EES has online registration and payment for its courses

• Banner document management implemented in facilities,

• Transferred employee benefits automatically from our provider to the Banner HR system

• Registration used a priority registration system and online registration proceeded with few problems

• Automatically transferring online COMPASS scores to Banner

Educational Services—Spring 2011

Awards

• Chair Academy Exemplary Leader to NMC’s Educational Services Instructional Management Team

• NISOD Excellence Awards to five people from NMC

Business

• A $5000 Innovation Grant was awarded to fund entrepreneurship micro-investments to students in the new Entrepreneurial Marketing and Finance class. These funds will be used to assist students in creating a campus-based enterprise (for and not-for profit).

• Microsoft Corporation has recognized NMC as an international leader for our work in integrating the new Microsoft Technology Associate (MTA) Certification outcomes into our CIT programs and curricula. Keith Kelly has presented this program at state and national conferences over the last semester.

• Scott Goethals passed two Microsoft certification exams to obtain his Microsoft Certified Information Technology Professional credential.

Communications

• Tim’s work in bringing the local high schools' math and English faculty together with our math and English faculty to look at ways to support each other in curricula-building and college-readiness. The groups met several times this spring, and the college and high school English faculty is now working together to design a professional development workshop for both groups to participate in this coming fall. The whole process has helped enhance communication and collegiality, and we’re all very appreciative of the opportunity to work together in a sustained way.
• Kristen Salathiel and Nancy Gray went to the NADE (National Association of Developmental Education) Conference this spring in Washington DC.

• The LAND Conference was held at the Park Place Hotel in February, hosted by NMC's Nancy Parshall, president of LAND. www.landconference.org

• NMC would be considered the hosting institution for the conference. NMC break-out presenters at the conference were: Joe Sanok, Tracy Russo, Regis McCord, Susan Odgers, and Laura Meyer. John Mauk from Communications was the Plenary Speaker.

• Check with Nancy Parshall about her leadership of LAND and the success of the LAND Conference, hosted by NMC this February. She’s improved the organization of LAND itself as well as the conference.

• The Communications faculty (regular) committed to take part in the Critical Thinking Artifact Scoring day as a 100% group effort. This contributed to more artifacts getting read in less time than ever before. Other discipline faculty also showed tremendous support for this General Education Assessment effort.

• The semi-annual Pahl Literary Award Writing Contest was again a success, with over thirty submissions. (The award is the creation of its original funds donor, Kathleen Firestone.) Alex Schmitz, a dual-enrolled St. Francis student (graduating this weekend as its valedictorian), was the winner, with an essay examining the role comic-book films play in our popular culture.

GLMA

• Personnel allowed to be carried on T/S State of Michigan (SOM) as per its Certificate of Inspection (COI, a USCG Document) increased from 60 to 65 at no cost. This will ensure we can carry all 1st year cadets, this has substantially improved retention as it allows the cadets to work with instructors in an underway setting prior to being assigned to a commercial vessel (cadets must complete 3 sea projects, in most cases the first is on the SOM, the following two are on commercial vessels).

• The COI inspection went very well, ship departed for the spring cruise, on schedule (18 May). Annual inspection of the Coast Guard regulated facility also went well.

• For the 1st time the Coast Guard license exam was given in January (it is normally given later in the spring). This allowed the cadets to receive their license soon after graduation (we could not distribute at graduation as we had to await confirmation of graduation from FSU). In the past several cadets would inevitably have some modules left to complete after graduation.

• 25 cadets sat for their unlimited tonnage (deck) or unlimited horsepower (engine) Merchant Marine Officer license; 11 engine and 14 deck. With the exception of 2 cadets (1 deck/ 1 engine) all passed (92%). All engine cadets sat for/ passed/ earned endorsements to allow them to sail on either sail steam or diesel vessels; all deck cadets completed Great Lakes Pilotage endorsement (all 5 lakes and 3 rivers). Great Lakes
Maritime Academy now requires earning pilotage as a condition of graduation for deck cadets, an initiative that is wholly supported by industry.

- Exact estimates can be hard to come by as many cadets do not keep us updated, but I believe greater than 90% of graduates have secured employment. I would estimate they will earn well in excess of $60K over the next 12 months, and all but one is employed as a Merchant Marine Officer. The one individual I know who is working shore side is employed as Port Engineer at Great lakes Towing, company officials have told me they are very happy with this individual.

- We have 58 confirmed enrolled to begin this August (36 deck/22 engine). Maximum capacity is 60 cadets, no more 36 can be deck.

- We continue to conduct outreach to large military installations, estimate 21.5K military members will depart the military annually with honorable discharges and full GI Bill benefits. This initiative is also supported by industry.

- We are ready to begin working with industry to ensure we can supply their HR needs, and better tailor curriculum to fit their needs as soon as CCB is passed.

**Health Occupations Accomplishments – Spring 2011**

**Dental Assistant Program**

- 100% pass rate for RDA (Registered Dental Assistant) exam from May 2010, August 2010, and January 2011.

- Our dental assistant internship students have been working with U of M dental students in helping to see Traverse Health clinic dental patients & at the end of June-July they will be helping the U of M students with migrant workers.

**Nursing Program**

- ADN and PN Nursing programs were identified as eligible to participate in the candidacy process for the National League for Nursing.

- Simulation was implemented in most of the nursing clinical classes through the guidance of Kathy Fischer.

- The nursing programs have fully implemented the new curriculum and retired the previous curriculum.

- Tamella Livengood has completed the first year of her Doctor of Nursing Practice program at Oakland University.

**Humanities**

- Revamped entire program sections of VCA based on Advisory Board Feedback to update to progressing global standards –
  
  (Redeveloped our digital / software offerings - changing Photoshop to Digital Imaging to encompass more technology related to the Visual Communications field) also changed the focus of the Web Publishing class to reach more international standards.
• Worked with a record 19 Non-Profits this semester during the Visual Communications Studio class (scoring 100% in satisfaction from them all) - Clients included Traverse City Parks and Rec, Leelanau Historic Society, Third Level, Grow Benzie and Affordable Housing Trust Fund. All client projects can be viewed on the Art Department Facebook Page.

• Visual Communications for the first time met 100% of our A3 goals!

• ALL of the Graduating Visual Communications students that applied to the private College for Creative Studies in Detroit, not only were accepted, but received at least $8000 scholarships based on their portfolios! We have five planning to attend in the Fall.

• Martha Russell visited over 7 area High Schools to do recruiting and share the news of our Visual Communications Program.

• Caroline Schaefer-Hills is the new Art Director of the Traverse City Film Festival this summer, and hopes this will open up some connections with our NMC visual communications students - 3 are working as student interns for the Film Fest in Visual Communications this summer.

• Held Annual Juried High School Art Competition with Students from 14 regional high schools submitting over 350 original works of art that were judged by NMC’s Visual Communications and Fine Arts students and faculty.

• Held Annual Juried NMC Student Art Exhibition.

• The NMC choral ensembles under the direction of John Bragle joined the Interlochen Arts Academy and the TSO under the baton of Kevin Rhodes for an artistically superb performance of Johannes Brahms’ Requiem.

• The Northwestern Michigan Children’s Choir performed their 20th Anniversary concert at Corson Auditorium on April 30.

• The Jazz Bands, under the direction of Mike Hunter, hosted and performed with the US Marine Jazz ensembles in Milliken Auditorium in April.

• The History and Philosophy Departments continue to work on A-3’s

Science and Math

• Successful publication of A Photographic Atlas of Selected Regions of the Milky Way - Hardcover (Apr. 25, 2011) by Edward Emerson Barnard and Gerald Orin Dobek. Interest in the work has been shown by people in England, Australia, Canada and Germany. Jerry reports the Germans liked the work so well they have offered to help in publishing another atlas. They also wanted to know where NMC was. Guess they couldn't figure that out.

• Successfully completed the first year of our new full-time faculty member in Chemistry, Jerry Compton.
• Successfully hired two new full-time members of the math department to start in August of this year.

Social Science
• In the Social Science area, we had our own Mark Holley (Anthropology Instructor) win the Adjunct faculty excellence award.
• He also received a BBQ grant and an innovation grant for the Underwater Archaeology program - for which he is putting on an international field school this summer.
• Diane Emling was also awarded the NISOD teaching excellence award.

Technical Division—Spring 2011

Aero Park Laboratories / Aero Park Campus Improvements
• Completed the renovation and construction of the new Aero Park Laboratories building as per the project schedule and in time to start the spring 2011 academic classes. Renovations were completed within the project budget of $1,220,000.
• Successfully hosted the Grand Vision regional energy expo on January 15, 2011. The event had an attendance of nearly 1,000 people and raised over $5,000 in scholarship funds for the Construction technology and Water Studies programs.
• Completed the installation of several improvements to the Aero Park Campus, including new signage, interconnecting sidewalks, lobby furniture in the PS and Auto-Tech buildings.

Advanced Manufacturing
• Initiated a complete program review of the existing Advanced Manufacturing programs (Drafting & Design and CAD/ CAM). The evaluation involved a series of meeting with industry groups to understand the need of the regional industry base. A series of recommendation on the program direction is expected to occur by fall 2011.
• The spring semester manufacturing capstone project involved a joint project with Aviation UAS students, where the advanced manufacturing class designed and fabricated a component for the large UAV aircraft.
• Outlined below is information on program enrollment, contact hours and course efficiency:

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Contact Hours Generated</td>
<td>383</td>
<td>613</td>
<td>503</td>
</tr>
<tr>
<td>Contact Hours Offered</td>
<td>724</td>
<td>912</td>
<td>725</td>
</tr>
<tr>
<td>Efficiency</td>
<td>52.91%</td>
<td>67.16%</td>
<td>69.32%</td>
</tr>
<tr>
<td>Program Enrollment - Total</td>
<td>49</td>
<td>60</td>
<td>50</td>
</tr>
<tr>
<td>Program Enrollment – Mfg Tech</td>
<td>21</td>
<td>17</td>
<td>19</td>
</tr>
</tbody>
</table>

* The Manufacturing technology degree is a custom degree program. The majority of the students in this degree are interested in Welding as a career taking both welding and Advanced manufacturing classes.

• Began program and curriculum development for a general engineering technical degree. The concept is to offer a general technician program, with a core set of competences, and allow students to specialize in several career options, i.e: Marine Technology, Environmental Health & Safety, Photonics, Un-Manned systems, Facilities Management, Manufacturing Technology, Electrical and Nanotechnology. Full roll-out of this program is expected to begin later this year.

Automotive Service Technology

• Outlined below is information on program enrollment, contact hours and course efficiency:

<table>
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<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Contact Hours Generated</td>
<td>592</td>
<td>764</td>
<td>839</td>
</tr>
<tr>
<td>Contact Hours Offered</td>
<td>878</td>
<td>902</td>
<td>1022</td>
</tr>
<tr>
<td>Efficiency</td>
<td>67.36%</td>
<td>84.72%</td>
<td>82.10%</td>
</tr>
<tr>
<td>Program Enrollment</td>
<td>58</td>
<td>79</td>
<td>77</td>
</tr>
</tbody>
</table>

Automotive Service Technology (continued)

• Completed renovation and construction of the new Hybrid Technology lab. Project included the development of a new training vehicle (see picture below).
Bridge Program

- Successfully graduated 84 students for the program during fall 2010 and spring 2011 semesters. Currently have 18 students enrolled in the summer bridge program.
- Program director, Charlene Lutes presented at the 2011 NISOD conference.

Center for Learning

- Established the facility as a Prometrics Testing site, which gives the college the ability to initially administer and proctor IT exams and, if there is a demand in the future, exams for insurance and financial licensure will be explored.
- Completed renovations to the Learning Center to provide more flexibility within the space. Upgrades included the following; a flexible wall system to separate the instructional areas both acoustically and visually, student enclaves to allow for improved tutoring and project based learning.

Construction Technology / Renewable Energy Program

- Completed a review and received approval for a revised Carpentry Certificate program. Review included the additional of one new course, blueprint reading and the offering of the Construction supervisions class, which has not been previously offered. The revised curriculum will align student learning with industry expectations.
- Interviewed and hired an Electrical instructor.
Construction Technology / Renewable Energy Program (continued)

- Outlined below is information on program enrollment, contact hours and course efficiency:

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Hours Generated</td>
<td>364</td>
<td>965</td>
<td>1336</td>
</tr>
<tr>
<td>Contact Hours Offered</td>
<td>640</td>
<td>1290</td>
<td>1702</td>
</tr>
<tr>
<td>Efficiency</td>
<td>56.88%</td>
<td>74.72%</td>
<td>78.44%</td>
</tr>
<tr>
<td>Program Enrollment</td>
<td>71</td>
<td>118</td>
<td>158</td>
</tr>
</tbody>
</table>

- The Construction Technology program had 38% increase in contact hours generated this spring semester, as compared to spring 2010 and a 33.9% increase in program enrollment over the same period.

Welding Technology

- Began development and planning for a new Welding certification lab in the PS building, to be located in the former construction bay. The Welding Certification lab represents a revenue source for the institution.

- Outlined below is information on program enrollment, contact hours and course efficiency:

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Hours Generated</td>
<td>334</td>
<td>259</td>
<td>310</td>
</tr>
<tr>
<td>Contact Hours Offered</td>
<td>454</td>
<td>372</td>
<td>395</td>
</tr>
<tr>
<td>Efficiency</td>
<td>73.6%</td>
<td>69.5%</td>
<td>78.4%</td>
</tr>
<tr>
<td>Program Enrollment</td>
<td>25</td>
<td>34</td>
<td>29</td>
</tr>
</tbody>
</table>

Outreach

- Continued to play a lead role in the Grand Vision Energy network, with the focus on education in the area of energy.

- Working to strengthen relationships and partnerships with the TBA-ISD, MTA, Ferris, Central Michigan University and Lake Superior State University.
Office of Research, Planning & Effectiveness Accomplishments Spring 2011

- Administered and reported on the results of the Employee Engagement Survey from 2010; results used in the Institutional Effectiveness Portfolio and for Talent Action Project; second survey administered in April 2011 with results report expected in July.
- Consulted on, conducted analyses, and presented data for the Governor’s Educational Dashboard; working with MCCA to develop metrics, provided NMC data in short order
- Prepared for AQIP Strategy Forum (November 2010); Surveyed Leadership Group on Institutional Effectiveness System; authored Lessons Learned document
- Facilitated and organized a successful Artifact Scoring Day for Critical Thinking outcomes assessment
- Implemented Quantitative Reasoning general education outcome; designed rubric with QR Team; implemented assignment review and artifact scoring pilot project
- Facilitated and lean Alignment of Planning Action Project Team; designed aligned planning process; beginning implementation by defining roles for Planning and Budget Council
- Presenting NMC’s use of Lean tools in higher education at the Association for Institutional Research at annual forum in Toronto; specifically focused on Program Review; asked to submit similar presentation to the Lean Learning Consortium summer workshop
- Submitted all IPEDS data reporting and HLC annual update on time
- Administered institution-wide surveys including one new one, analyzed results, authored reports; Graduate Follow-Up, Transfer Student, Scheduling Preferences Survey
- Delivered four NMC Scans to the college community
- Developed new course evaluation to better meet the needs of continuous improvement efforts for faculty
- Researching COMPASS Cut Scores for Communications Academic Area in order to better place students into courses and improve student success
- In conjunction with NMC’s partners, helped coordinate TEDx Traverse City
- Provided data updates and analysis to Pathways to Completion Action Project team on persistence and completion

Enrollment Management & Student Services – SPRING 2011

STAFF Replacements

1) Completed since January (4) – Director of Advising (1), Advisor (1), Director of Student Life (1), Student Life Office Manager (1)
2) In Process (3) – Learning Services Specialist (1), Director of Residence Life & Judicial Affairs (1), Associate Supervisor of Residence Life (1)

ADMISSIONS

- Processed and admitted over 1,000 new students for Spring 2011 for record enrollment of 5,194 students
- Represented NMC at area high schools
- Hosted high school counselor breakfasts (2)
- 160 Commitment Scholarship students supported through advising and special events (college visits)
- Hosted a sold out International Dinner at the Hagerty Center for the NMC and larger Grand Traverse area community

ADVISING CENTER

(Office relocated)

- Presented at Opening Conference – Topic : Advising and the Faculty’s Role
- Instituted new electronic advising record system to track student contacts and appointments, eliminating hard copy files and paperwork
- Creation of new Advising Center – Osterlin Building
- Assisted with presentation at Friday Forum Series– Focus on advising tools and resources for faculty
- Executed meetings with all UC colleges and universities offering bachelor’s degrees in TC to develop stronger partnerships between institutions while working with students transferring from NMC into these programs.
- Hosted spring Transfer Fair – Twenty-eight Michigan colleges and universities attended
- Career Fair – 65 Employers participated and over 550 job seekers attended this event
- March – 420 Face-to-face student appointments logged
- Hosted MI Works! Campus Visit Day
- Served 336 students during four walk-in days prior to the opening of online registration for Fall semester
- Hired new advisor – Kim Schultz (start date: June 6)
- April – 688 Face-to-face student appointments logged
- May – 445 face to face student appointments logged

(Total March to May f2f – 1889 with new staff and unfilled advisor positions / staff and faculty from other departments stepped up to fill in the gap)
FINANCIAL AID

- Disbursed $4M in Pell for Spring
- Packaged 1.6 M in PELL for summer in 1 week after change in federal regulations
- Completed 3 weeks of Banner training
- Started 11/12 processing - receiving 4708 applications
- Attended 12 webinars regarding upcoming changes in legislation
- Started major adjustments to the Financial Aid section of Self Service
- Implemented and automated the Thank You note process for scholarships
- Started scholarship review with IA in March
- Started Financial Aid Day at UC and Aeropark in May and June
- Conducted financial aid presentations for several remedial English classes in March and April
- Offered 8 Financial Aid night presentations throughout our service area in January
- Hosted a FAFSA workshop in February
- Reevaluated financial aid processes that led to more student friendly financial aid processes (i.e. required forms, Petition for Extension, additional file review requirements)
- Established financial aid calendar for Banner processes

HEALTH SERVICES

- Health Services cared for 969 unduplicated students, staff and faculty. 1959 individual appointments and 1583 walk-ins during FY11 for a total student traffic of 3547.
- Health Services nursing staff become credentialed to use Munson Medical Center’s Powerchart which is an online viewing system for diagnostic testing results.
- Longtime Medical Director Mark Davenport M.D. and physician Peter Viall M.D. retired after 20 and 15 years excellent service to NMC students.
- New Medical Director David May D.O. will take over Medical Directorship beginning FY12. Welcome, Dr. May, to NMC.
- Health Services staff completed Nuesoft training for a Student Portal. Students can now make medical appointments online.

LEARNING SERVICES

(Some offices relocated)

- The Center for Learning proctored 5080 tests during the spring semester, a 12.8% increase from Spring 2010
• The Annual Career Fair brought in more than 400 + students and community members to meet with over 60 + employers
• Disability Support Services served 46% more students during the 2010-11 academic year as compared to the previous year.
• Disability Support Services provided tours and/or presentations to over 300 students with disabilities from the six county area
• Disability Support Services began a support group for students they serve and a weekly email blast with a positive re-enforcement message to their students
• Disability Support Services partnered with Counseling/Student Life and hosted a Test Anxiety Support group and presentations
• Disability Support Services grew their relationships with local agencies who also provide services to people with disabilities and joined the MI-AHEAD (Michigan Association on Higher Education and Disability) group
• Tutors have all been trained on the PLATO Learning System and are incorporating PLATO in their developmental math sessions and exploring it for other subject areas
• Honors Convocation honored a record number of 78 students winning academic area awards and scholarships
• Alpha Rho Pi Chapter of Phi Theta Kappa was recognized as the Michigan Region winner for their Honors In Action Project: WOW Fest—Women of the World Festival. The students researched women artisans from around the world who were improving their communities by selling their artwork. They held an international bake sale and funded their first micro-loan through Kiva.org
• Ashley Flees was elected Secretary/Treasurer for the MI Region of Phi Theta Kappa
• Erica Hamilton ran for both International Vice President and MI Region President for Phi Theta Kappa and while unsuccessful in her campaigns, won the Mike Sherman award for the candidate who best exemplified the hallmarks of Phi Theta Kappa

RECORDS & REGISTRATION
• 53 more students walked in commencement than last year for a total of 213. More guests were in attendance, also, filling more of the bleachers.
• All degree audits have been automated.
• More students are requesting transcripts online every semester, although total numbers for transcript have not substantially increased.
• 81 more students applied to graduate as a result, we assume, from a letter mailed directly to them stating they have completed their degree requirements.
STUDENT LIFE
(Office relocated)

Student activities/events:
- Zaimab Al-Suwaij - international speaker on women’s rights/social activism
- We Can Make You Laugh - comedy troupe
- Student Appreciation Week - various activities throughout the week to thank students
- Dale K. – hypnotist
- Student talent show - hall council sponsored
- Daily engagement activities: student dollar prize giveaways and daily trivia

Student groups:
- Currently 33 active student groups

Personal Counseling:
- Assisted students through 169 counseling appointments

Presentations, Groups and Meetings:
- MBTI Presentations - Five classroom presentations with 127 students served
- Staff presentations
- Library Staff - MBTI and Characteristics of student population
- Red Flag and counseling services presentations - 6 total presentations on campus
- Text Anxiety Support Group (for students) – met 8 times in spring semester
- Stress Reduction Workshop for Campus - Student Life and Health Services collaboration
- BIRT monthly meetings – 5
- 28 BIRT reports monitored
- Muster Project innovation grant:
  - 10 mentors trained
  - 72 students to be served this summer

 Orientations:
- New student orientation – 501 students served to date

UPWARD BOUND
(Office relocated)

2001-2011 (The Annual Performance Report through the Department of Education requires us to report on students from 2001 to present – stats based on that time frame)
• 132 students have graduated from the UB program/high school (2001-2011)
• As of Fall 2010, 72% of UB graduates have earned a degree or are currently attending college
• 34 UB graduates attended NMC as full time students during 2010-2011 academic year
• 5 Upward Bound High School Students were dual enrolled during 2010-11 academic year
• 8 (62%) of the 2011 Upward Bound High School Graduates will be attending NMC in the Fall of 2011
• 100% of 2011 UB high school graduates will be attending college this fall
• 67 high school students from Suttons Bay, Traverse City West and Traverse City Central High Schools were served this spring through weekly meetings, academic tutoring, group activities, parent meetings, FAFSA workshops, a Senior recognition banquet and more

**Fall 2010 Finance and Administration**

**ADMINISTRATIVE SERVICES**
• Very clean/successful NMC and Foundation Audits (College audit reduced to 1 week)
• Auditors reduced the contract price by $5,000 due to substantial automation of the audit process
• Successful moves of offices and staff of Admin Services, Business Office and Human Resources with little or no impact on customers.
• Parking Management – met with City of Traverse City to obtain agreement for one year temporary parking lot and gained 300 spaces; contracted with the GT Civic Center for use of their lots for overflow parking
• Completed an Emergency Management Plan and will begin implementation in 2011

**BUSINESS OFFICE**
• Implementation of TouchNet including online ACH payments, ACH refunds, e-billing
• Automated student refunds allowing us to get refunds to students faster
• New Cash Handling Procedures
• Clean, successful Audit
• Successful, seamless move to the University Center
• Relocation of Receiving & Supply
• Added additional vehicles to Enterprise Lease
• Fueled ship on short notice

HUMAN RESOURCES
• Posted 54 jobs (39 regular, 14 adjunct, 1 supplemental)
• Filled 34 positions
• Hired a new Human Resources Specialist – Aaron Beach
• Hired a new Human Resources Assistant – Kelly Westphal
• Held mid-year Performance Feedback for supervisors
• Had three training sessions for managers anticipating personnel postings and search committee activity

CAMPUS SERVICES

Security
• Security Supervisor selected as Securitas Office of the Quarter for 3rd Quarter Midwest region.
• Smooth Logistical transition with parking during this past term, during record enrollment.
• Additional camera and Card swipe systems improved security coverage and help in solving several issues.

Facilities
• Completed four (4) additional Capital projects at or under budget. Two major projects Dennos Boiler and Chiller.
• Completed the data mining for our Carbon Footprint, we have sent the data to be analyzed and expect full report in early 2011.
• Accomplished 100% of our A-3 goals and are on track with 2011 A-3 goals
• Completed OSHA/Risk Manager/Insurance inspections with corrective actions completed.

Housekeeping/Grounds
• Completed all project cleaning for the start of the new school year.
• Reduce supply cost by 3% and our now at 95% green cleaning.
• Reduce incident claims in both Housekeeping and Grounds for savings on Worker’s Compensation.

Central Scheduling
• Helped coordinate the Main Campus portion of the Michigan Community College Biologists Conference Used HS 101 and Welcome Center in tandem as banquet space for 100 for the first time
• Moved Blood Drive to West Hall doubled the number of donations and increased number of first time donors.

• Central Scheduling outreach:
  o 'Held Central Scheduling "open house" in new Oleson Center offices
  o LPL: facilities use and event scheduling conversation
  o GLC: space sharing conversation

• Bioneers: logistics and relationship conversation

• Joined Association of Collegiate Conference and Events Directors-International. Completed benchmark survey, part I. Have access to last and current results for part I.

Bookstore

• New website able to Processes on line sales & mail to students home

• Piloting textbook rentals

• Successful Fall semester with new POS system that integrated with Banner – students found service to be more efficient

• 100% Spring Semester book orders received from faculty. Allows the bookstore to offer a better buyback price to students

• Financial aid information downloads from Banner to Bookstore software system automatically – allows bookstore to be more efficient and faster service for customer

• Opened customer service window in August which prepared the students by having FA papers ready, and locating of books for checkout. This window centralized prepaid book pick-up, buyback, and phone service.

Cafeteria

• Successful Fall semester

• Reimbursement rate 33% less than previous year

• Sales increased by 10%

• Launching new catering menu

• “Café’ Nites” Once a month upscale Friday night dinner served to diners in a upscale restaurant atmosphere

• “Local Friday lunches” buying local products through Cherry Capital Foods of Traverse City for the Friday menu offering.

• Kiosk for University Center

Hagerty

• Completed upgrades to ballroom
• Profitable Fall semester
• Held Open House for community and local businesses to establish new local relationships

Apartments
• 100% occupancy for Fall
• Improved common areas in buildings – painting of laundry rooms, upgrades to bulletin boards
• Fire extinguishers in all apartments
• Enhanced communication with tenants – One tenant has volunteered to be a Liaison that will help to get date/time sensitive material to tenants. Also confirmed e-mail and phone numbers with tenants and preferred method of communication for cases of emergency. (for example wind storm and electrical outage)

Spring 2011 Finance and Administration

ADMINISTRATIVE SERVICES
• Very clean/successful NMC and Foundation Audits (College audit reduced to 1 week)
• Auditors reduced the contract price by $5,000 due to substantial automation of the audit process
• Successful moves of offices and staff of Admin Services, Business Office and Human Resources with little or no impact on customers.
• Parking Management – met with City of Traverse City to obtain agreement for one year temporary parking lot and gained 300 spaces; contracted with the GT Civic Center for use of their lots for overflow parking
• Completed an Emergency Management Plan and will begin implementation in 2011

BUSINESS OFFICE
• Implementation of TouchNet including online ACH payments, ACH refunds, e-billing
• Automated student refunds allowing us to get refunds to students faster
• New Cash Handling Procedures
• Clean, successful Audit
• Successful, seamless move to the University Center
• Relocation of Receiving & Supply
• Added additional vehicles to Enterprise Lease
• Fueled ship on short notice
Continued re-location of several offices

Security Services out for bid

Sale of GLMA boat

HUMAN RESOURCES

- Filled 42 positions, 12 retirements, 10 exits
- Hired 77 adjuncts
- Served 1077 employees
- Aligned recruitment and orientation processes for new employees
- Created and released the first on-line employee training module, Alcohol & Drug Awareness training--more to come
- All benefit deductions were uploaded into Banner due to integration accomplished between Banner and benefits enrollment system.
- Benefits enrollment for 2011 accomplished through online system for second time
- Hired a new Human Resources Specialist – Aaron Beach
- Hired a new Human Resources Assistant – Kelly Westphal
- Chris Keenan renewed her Senior Professional in Human Resources (SPHR) certification
- Carol Kasper renewed her Professional in Human Resources (PHR) certification
- Cheri Paul completed the Certified Human Resource Specialist (CHRS)
- Held mid-year Performance Feedback for supervisors
- Held six joint training sessions for managers anticipating personnel postings and search committee activity
- Implemented document imaging
- Audited all job descriptions for classification plan (both electronic and paper versions)
- Successfully held two new employee large group orientations (August and January) as part of the AQIP Talent project
- Two retirement recognition events

CAMPUS SERVICES

Security

- Security Supervisor selected as Securitas Office of the Quarter for 3rd Quarter Midwest region.
- Smooth Logistical transition with parking during this past term, during record enrollment.
• Additional camera and Card swipe systems improved security coverage and help in solving several issues.

Safety/Security
• Assisting HR with Safety policies/procedures that need to be adopted for all NMC employees.
• Solved several crimes/vandalism issues using the camera monitoring systems on campus.
• Continued support for the BIRT system at NMC.
• Hired a new Safety/Security Assistant Director.
• Assisting Purchasing with the bid process for a new security contract.

Facilities
• Completed the Energy Audit, we have developed a tentative plan to complete the “low hanging fruit” projects, that is the projects that have low cost with worthwhile savings. And we will continue to use the Energy Audit to schedule other energy saving projects.
• Complete the Carbon Footprint, we have this report on file. We have prepared a 12 page board report. We will continue to monitor, this is a base line, we would like to complete another Carbon Footprint in two years to determine the positive impact our efforts have realized. We will use this information to support the college’s Sustainability Committee’s efforts for a greener NMC.
• Completed 264 monthly building safety inspections year to date. We have generated 239 Safety Work orders to correct Safety Discrepancies/Issues.
• Year to date have completed all of the OSHA Annual Safety training requirements with all facilities/grounds/custodial employees.
• Completed the rough draft 2012 Capital Improvement Budget.
• Completed the new FCAP, report due back in two weeks.
• Completed four (4) additional Capital projects at or under budget. Two major projects Dennos Boiler and Chiller.
• Completed the data mining for our Carbon Footprint, we have sent the data to be analyzed and expect full report in early 2011.
• Accomplished 100% of our A-3 goals and are on track with 2011 A-3 goals
• Completed OSHA/Risk Manager/Insurance inspections with corrective actions completed.
• Through training, we have reduced insurance claims by more than 30% over last year.

Housekeeping/Grounds
• Completed all project cleaning for the start of the new school year.
• Reduce supply cost by 3% and our now at 95% green cleaning.
• Reduce incident claims in both Housekeeping and Grounds for savings on Worker’s Compensation.
• Grounds and Custodial have been working on several large moving projects since mid term with completion end of summer.
• Hired two new custodians--Patricia Coy and Laura Mashburn
• Worked with the TBAISD on special training for disabled student training.
• Continued to support and assist with the recycling efforts at NMC.

Central Scheduling
• Coordinated 3 intra-departmental 25Live demos of web-based arm of the R25 scheduling software.
• Gave Intro to R25 training class for 6 new users.
• Began working with SEEDS on planning for the 10th anniversary of the Bioneers conference.
• Received additional Functional Administrator training in R25 from Anna Bachman.
• With other schedulers, began negotiations with TCAPS on new shared use agreement.
• Coordinated Intro to NMC Intranet presentation for R25 users. Scheduling pages have been started but are not open to the NMC "public" yet.
• Moved Facilities Use Committee to ad hoc status. Revived R25 Users Group.
• Kicked off waivers and liability insurance project (documenting guidelines) with Ross Kadish.
• With Anna Bachman, created new R25 security group: Aero Park Campus Scheduler.
• Scheduled Food on Campus Procedure meeting with key stakeholders (June 23).

Apartments
• 100% occupancy
• New laundry contract; new machines and added features for tenants
• Continued with ecstatic improvements

Cafeteria/Food Service
• Opened UC Kiosk
• Catered Energy Expo
• Chef Renee Builes attended a Chef competition in Lansing awarded 4th place
• Held two “Insights on Innovation” presentations
• Conducted 3 focus groups to gather feedback on services
• Worked with students/families to utilize remaining balances on meal plans

**Hagerty**

• Had profitable spring semester
• Completed full menu revision
• Continued to expand local, multi-event client base
• Won Michigan Meetings and Events Magazine Award for “Best Meeting & Event Venue” Outside Detroit Metro Area
• Completed year-long Special Needs Student-Worker program with TBA ISD
• Began work with NMC Training & Research on LEAN Process
• Fully integrated GLC Purchasing and Inventory Controls

**Bookstore**

• Launched textbook rental program
• Launched online textbook requisition for Faculty
• Began selling computers – this allows students with financial aid to purchase computer before classes begin

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**Fall 2010 NMC Institutional Advancement and Dennos Accomplishments**

**Institutional Advancement**

• Launched web subsites: Extended Education, Training Services
• Launched new WNMC website
• Launched new online transfer guides
• Launched new UC radio campaign
• Launched billboard campaign
• Began new series of sponsorship ads in TCAPS newsletters
• Implemented new campus way finding
• Implemented communications plan for Tobacco-Free NMC
• Produced new Hagerty Center brochure
• Produced new University Center catalog
• Developed NMC’s 60th Anniversary Action Plan including a successfully expanded NMC role in 2010 Cherry Festival Parade, hiring a writer for “Third 20 Years” Publication; planning a community donor thank you event to be held January 25, 2011
• Completed hiring process for Director of Development/Major and Planned Gifts and Coordinator of Web Content and Online Strategies; successfully managed staffing challenges due to Cheri Pahl’s departure and Jan Neumann’s medical leave.
• Raised $312,574 to date, 78% of goal, for the Annual Community Campaign
• Recruited Fran Gingras as NMC Open Chair for 2011 and 2012
• Recruited two new members to the NMC Foundation Board: Juliette Schultz and Steve Fisher
• Developed successful plan for restructuring the Foundation investment portfolio that will result in enhanced stewardship of assets through a reduced number of investment positions, a "best in class" investment strategy, and ongoing independent review and analysis of the total portfolio.
• Received three new planned gifts/expectancies since July 2010
• Made Foundation Innovation Grants totaling $15,512 for four student and faculty/staff projects; a total of 31 Foundation Innovation Grants have been awarded since the fund’s inception in 2009 totaling $106,480
• Recognized as a Bellwether finalist for fund raising accomplishment: “Fund Raising in Difficult Times”; presentation to be made at the Community College Futures Assembly conference in January 2011.
• Surpassed the $42 million mark in funds provided to NMC for programs, scholarships, facilities and equipment since the Foundation’s inception

Dennos Museum Center
• Raised $164,087 to date, 82% of goal, for the Dennos Annual Campaign
• Completed Dennos customer/member survey with Hanover Research to inform future programming, marketing and membership strategies
• Planned and developed collateral materials to launch Business Membership campaign in the first quarter of 2011
• Produced the Celebrating Women project with extensive special events, lectures, workshops, concerts that attracted 2,278 participants; funding provided in part by $15,000 Michigan Humanities Council grant
• Completed a grant-funded collections survey with Barbara Heller, providing the data and “expert” recommendations we need to apply for grants to improve collection care and storage and environmental control
• Set record monthly revenues in the Museum Store sales
• Launched the 19th anniversary Milliken concert season with three sellout concerts; season average 79% of house/show; most cash underwriting ever: $10,000 from the NEA, $10,000 from Begonia Foundation and $10,000 ($7,500 cash - $2500 in kind) from the Traverse City Chamber

• Received a $10,000 NEA grant to produce the Jim Hay, 1963 NMC Alum, exhibit GO WHERE YOU ARE in celebration of NMC’s 60th Anniversary in 2011. Hay lives in Japan and will visit NMC at the end of the exhibition to impart his experiences as an expat artist living/working in Japan.

• Gene made a personal trip to Beijing to connect with former NMC artist in residence Wan Liya, former NMC students Wei Cao and Koji Iwamoto, and members of Hanggai band who performed at Milliken in 2009. Organized an 2011 Dennos exhibition of digital art by Lee nam Lee from Korea—his first solo exhibition in the U.S. and our first digital art exhibition, continuing the effort to connect the Dennos and NMC globally in arts.

• Received new acquisitions, primarily Inuit Art, with appraised value in excess of $100,000

Resource Development Accomplishments—Spring 2011

• The Annual Campaign has exceeded the $400,000 goal, with $ 436,266 raised to date. Applause goes to our donors, our volunteers and Foundation annual campaign staff team—led by Sonia Clem, our Annual Giving Officer.

• Held an immensely successful donor celebration event at the Hagerty Center on Tuesday, January 25th . This date was significant because it marked the 60th anniversary of the first fund raising campaign ever held for NMC, led by the Traverse City Chamber of Commerce in 1951.

• The Foundation Board welcomed new members Juliette Schultz, Steve Fisher, and Diana Milock.

• January 2011 Belwether Finalists at Futures Assembly in the area of Planning and Governance for Accomplishments in Annual Campaign

• Awarded nearly $24,000 since January in Foundation Innovation Grants to: the Nautical Archaeology Society Field School to be held in Traverse City this summer, the Muster Project: Sailing Connections Program, the Automotive Program for a Hybrid Electric Vehicle Hauler, the Business Discipline “Entrepreneurial Marketing and Finance” course for a micro-investments project, and the Chemistry Department for Nitrogen Plasma Student Research.

• The Foundation’s ending market value as of December 31, 2010 was $27,457,275. We have gained $1,785,372 in market value for the second quarter of fiscal year 2011. The fiscal year to date time weighted rate of return net of fees is 16.18%.
• The Foundation’s Investment Portfolio was successfully realigned as of March 31. This has reduced the complexity of the portfolio and eliminated overlap in investments.

• Submitted the IRS990 for 2010 as approved by the Foundation Finance & Audit Committee and the Foundation Board.

• The 2011 Scholarship Luncheon was held on April 8th with some 300 scholarship donors and student recipients in attendance.

• Recognized our Outstanding Alumni for 2011: Ruth Ann LaMott and Glenn Wolff at Commencement and will be celebrated at a dinner in their honor on June 10.

• Continue efforts to provide excellent donor stewardship and develop a case for support for future requests.

• Successfully transitioned from “Institutional Advancement” to the two new departments: “Resource Development/Foundation” & Public Relations & Communications”.

• Successfully transitioned operations of the department and Foundation from Kathleen Guy to Rebecca Teahen. This has included one on one visits with each Foundation Board member. These visits continue into June.

### Summary of Gifts Received

#### January-May 2011

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<td><strong>Total Gifts</strong></td>
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Lifelong and Professional Learning Accomplishments – Spring 2011

Water Studies Institute

- CH Developed and delivered the MLS 227A "Spanish Bootcamp" class and associated/embedded internship experience. 5 NMC Freshwater Studies students, 2 MSU students and 1 UofM student are part of this inaugural experience. The students are currently in Costa Rica aligning their freshwater studies skills with global competencies in water management.

- FWS graduated our first 4 students. 2 are continuing with bachelor programs in Natural Resource Management (GVSU) and Water Resource Management (Colorado State Univ). 1 has been working with an advocacy group regarding the Kalamazoo River oil spill last summer and the last has been offered employment by a field surveying company located in Alaska.

- 4 FWS students attended the US Hydro 2011 conference in Tampa, FL in April. They all received scholarships to attend (one had help from his VA benefits as well). 24 scholarships were awarded internationally (US and Canada). 3 of these students received job offers at the conference.

- WSI secured a $87,000 grant from the National Park Service to perform multibeam surveys in the NPS waters of Sleeping Bears Dunes National Lakeshore (We also have support through 2014 for $55,000 - dependent on GLRI dollars). WSI also received a $12,000 extension from the MDEQ to support multibeam surveys of Grand Traverse Bay (total project $50,00). WSI received $5100 of NOAA sponsored ship time funds from Michigan Sea Grant. (Three year total of $27,850).

University Center

- The UC has now concluded a five-month renovation project to enhance access to University Center partners on the main floor, expand Zonta Library functionality for both groups and individuals, and to update signage and wayfinding.

Aviation

- We currently have 21 students in from the UK
- We have completed our first cohort of UAS studnets
- We have brought on Al Laursen who is doing a great job on addressing issues of recruiting and retention.

Program Advancement

Related to Talent Project

- New hybrid on-boarding process launched in January
- Numerous process improvements to ensure employee has everything they need Day One (network access, equipment acquisition, etc. all streamlined)
• Many resources developed (technology tutorials, instructor resources, training modules, etc.) that have relevance for all employees. Are being posted on newly designed intranet for easy access and document control.
• Talent sustainability plan developed. Includes metrics and feedback tools for continuous improvement and planning.

**Allied Health (non-credit)**

• Plans underway for launching Certified Nursing Assistant Program (Fall target). Partnering with Michigan Works! for screening and remedial education and with local employers for clinical components, feedback and continuous improvement of program.
• Secured commitment from nine local employers and the Regional Skills Alliance to assist in the development and continuous improvement of allied health curriculum.
• Partnered with Grand Rapids Community College on a TAACCCT grant focused on career pathways in health care. Regardless of the grant submission outcome, the two schools have committed to shared learning.
• Strengthened collaboration among West Shore Community College, and North Central Michigan College around allied health curriculum.

**Training Services accomplishments July 1, 2010- May 31, 2011**

**Financial improvements**

• Training hours more than double last year’s average
• Scheduled all Keep Michigan Working grant projects
• Successfully completed EDJT grants
• Forecast year ending in the black
• Signed NJTP contracts with Century and Electro Optics
• Engaged several large longer term contracts (Anchor Danly 100+ training hours)

**Understanding Client Needs**

• Implementing Advanced Manufacturing Research Project with the Regional Entrepreneur Collaborative
• Implementing Solution Selling training
• Implementing Sales Force client database
• Redesigned Problem Solving training based on client needs and NMC professional development training needs

**Innovative Learning Options**

• Further expansion of client base into value-added agriculture (Shoreline Fruit, Cherry Republic)
• Three Lean Champion Boot camps completed (Two week format)
• Remote coaching (Skyp) pilot with Jacquart Fabrics
• Lean Champion offered for credit
• Train-the-Trainer offered for credit
• using the Active Learning Model and the book Managing to Learn by John Shook
• One delivery of Problem Solving complete and second scheduled
• Phase 2 design of Problem Solving training includes blended learning option

Client Impacts and successes
• Published success story with RJG Inc. also appears in the Manufactline statewide publication
• Published success story with Skilled Manufacturing Automotive
• Assisted Hayes Manufacturing with John Deere business expansion (Success story in process)
• Lean Learning Consortium adds value to clients, $65,000 reported impacts per trained Lean Champion
• $8.6 million in reported increase or retained sales by NMC clients
• $638,000 in reported cost savings
• $1.34 million in new investment

Process improvements toward improved project communication
• Implementing Project Work Plan with clients as standard work
• A visual, living value stream map is implemented using a project bin system to keep response times with clients to a minimum
• New trainer packet check list improves communication between fulfillment staff and trainers
• Weekly check meetings include visual process indicators
• Storage room 5S bins create visual management of supplies

NMC Extended Education Highlights for 2010/11

Big Deal
• Accomplished a smooth office move to larger space and hosted an Open House for EES instructors. (No reports of injuries, criminal acts, or resignations—noted a few temporarily lost students.)
Efficiency

- On-line registration formally began last fall and has been refined and “tweaked” throughout the year. There is a steady increase of use.
- Significant improvement in use of website for providing useful information. The results are that instructors and students are using it increasingly for assistance taking less staff time and postage costs.

Marketing and Promotion

We've joined the 21st century in some areas of technology:

- Increased use of social media
- Ongoing development of website to promote events and courses—very positive feedback.

Enrollment

- EES enrollment hits a record this year of 11,200+. (true but not yet official numbers)
- A significant increase in enrollment in LIFE Academy courses in all terms averaging 22% for the year. (This may reflect aging boomers responding to lifelong learning opportunities.)
- Both Campus Days (Fall and Spring) had record enrollments.

Program Development

Partnerships in Workforce Development included:

- Instructor ski school for Crystal Mountain
- TIPS training for wineries and restaurants
- SBTDC partnership for nationwide FastTrac New Venture Program for Entrepreneurs.

Other new and developing programs:

- 2nd annual Festival of Foods was very successful;
- Launched a winter one-day Health and Fitness event to become annual;
- Changed the format for Summer LIFE events to a variety of one-day learning adventures with a result of strong enrollment;
- Successfully repackaged a number of professional development courses into a short Fast Track format;
- Expanded focus on global awareness and skills from courses in foreign policy, world cultures and religions to ethnic cooking and languages. Enrollment in this area is growing.
- More fully developed the Northern Naturalist Program and added classes. Used the LIFE Advisory Council as a focus group to help evaluate and further develop the program.
NMC Michigan Energy Demonstration Center

NMC is the Michigan coordinator of the 7-state Midwest Solar Training Network developed through a multi-year grant with the Midwest Renewable Energy Association (MREA). The goals include building capacity to create a trained and qualified workforce and helping build markets for jobs. Some highlights for the year include:

- created a state-wide solar advisory committee that meets via conference calls on a regular basis;
- screened and trained 9 people from Michigan in solar Train-the-Trainer at the MREA headquarters in Wisconsin; 3 were from NMC;
- will be hosting the first Michigan statewide Solar Conference in August.

Two new training programs will be launched and offered immediately following the conference—Solar Site Assessment certification and Solar PV Technical Sales (training portion for a new NABCEP certification process). The work is happening now; the outcomes can be provided in the next report.
The Board endorsed and approved the strategic agenda during the fall of 2010. Our AQIP project “Alignment of Planning” provides the framework by which we will organize activity in a more defined way to support and achieve the strategic agenda of the College. We are rolling out the first full cycle of this framework now. (The planning documents are available on the IR web site.) The Board will be involved with the process throughout, either by direct engagement or receiving reports.

Last year we identified a number of goals and initiatives that needed to be addressed over the next few years. The following list was included and I have indicated briefly the status of each.

Plan development/completion and integration in the following areas:

- **Campus Master Plan**
  - Parking – completed interim solution. Long term solution must be established during FY 12.
  - Residential Housing – Exploring public-private partnerships. Expect Board action during FY 12
  - Instructional Space – Completion of APL phase I and design of new learning labs on main campus
  - Support Space – took ownership of UC facility in total. Moved some college functions there to free up space on main campus for instructional purposes. Continuing evaluation of 1 stop service center for students that would necessitate movement of president and affiliated offices out of Tannis.

- **Technology Plan**
  - Basic Infrastructure – external evaluation completed. Fee structure proposed to establish sustainable infrastructure. Redesign of selected positions.
  - Instructional Delivery – evaluating the expansion of on-line and hybrid course delivery specifically in portfolio B and with TBA and TCAPS. Implementation of more simulation technologies. Establishment of sustainability fees for high equipment cost programs.

- **Human Resource Plan** – completed phase I of AQIP talent project that focuses on “onboarding” employees. Next phase in process. HR office will be restructured following retirement of director. FY 13 budget includes outsourcing of yet to be identified functions and this will be planned in FY12.

- **Instructional Success Plan**
  - Persistence and Completion – established AQIP project for this area and set target multi-year goals. Participated with the Governor’s Office in identifying metrics for success as it relates to community colleges.
• Marketing and Marketing Communications Plan – restructured Institutional Advancement to have this area more integrated with the entire campus. Hiring process for new executive director underway. Current marketing plan is not yet as comprehensive as needed. Good success in select areas. New initiative directed at students with some college beyond high school and emerging initiative on veterans.

• Enrollment Management Plan – Enrollment targets integrated with budget plan. Focus on retention as well as recruiting. Expect fuller implementation in FY12. This area has had significant staff turnover and much effort has been expended to reorganize and hire.

Specific Program Goals include:
  • Achieve candidacy for National League of Nursing Accreditation Commission - Accomplished
  • Establish and implement persistence and completion goals - Accomplished
  • Hire appropriate personnel in wake of state retirement and succession requirements – Accomplished and continuing
  • Complete phase 1 of Aero Park Laboratories - Accomplished
  • Continue preparation for Higher Learning Commission (AQIP) accreditation visit – completed Strategy Forum and have campus visit scheduled for FY12
  • Pursue Smart Zone or Incubator/Innovation project – Has been replaced with application for “Next Michigan” classification. This is effectively a larger and more flexible Smart Zone. Smart Zone legislation did not go forward
All too often, budgeting processes focus on the money, the dollars, the balance and give an insufficient amount of attention to the policies or outcomes that an allocation of resources will result in. At NMC, we continue to strive toward a process that aligns and links policy and intended outcomes with the allocation of resources, monetary, human and physical. To that end, the following document identifies some (no one could ever identify all) of the most important considerations as you provide your mid-May recommendations on our budget.

Keep in mind the following:

*When the environment in which an organism lives changes faster than the organism can adapt, death is certain. The same applies to organizations. If external change significantly exceeds internal change and adaptation, the organization will perish. We must strike a balance between expenditure reduction, productivity gains, quality improvement and investment in our future.*

1. As much as possible, the Board approved Resource Guidelines (attached) should be met. Any deviation should be explained in the budget recommendation documents.

2. Outcomes NMC is pursuing

   ✓ Increase student persistence and student completion. A target of 40% graduation rate by 2015 has been established and adopted. Resulting investments will/have include(d)
     - Restructuring of Student Services to adopt an integrated and pervasive advising system and process.
     - Removing institutional barriers that inhibit persistence or completion
     - Establishing visible communications policies, practices and items related to persistence and completion

   ✓ Portfolio A & B Outcomes
     - Portfolio A represents much of our current product portfolio. It includes our traditional transfer, occupational and liberal arts and science curriculum. The following are foci for Portfolio A:
       - Increase net margins for delivery by a combination of cost reduction, productivity and efficiency increases
       - Improve quality through application of institutional effectiveness methodologies
       - Achieve accreditation in nursing
       - Establish baccalaureate plan for maritime and nursing
     - Portfolio B is intended to expand the reach of the college to regional, national and international markets by developing and pursuing specialty learning areas linked to regional assets and economic drivers. The following are foci for Portfolio B:
       - Design products such that they can carry a significantly higher price to generate an internal subsidy for NMC
- Establish new product development processes resulting in a maximum 90 day turn around
- Begin delivery of products in water, sustainable energy, aviation, engineering technology

**Auxiliary enterprises and specialized college unit outcomes**
- Increase linkages to college and strategic directions
- Increase the net return to the college from Auxiliary enterprises and specialized units of the college. This can be accomplished through either reduction in expenditures, increases in payments to the general fund, increased revenue generation or a combination of the three. Areas where significant improvement is required include:
  - Dennos Museum Center
  - University Center (determine if this remains as auxiliary or moves to GF)
  - Extended Education Services
  - NMC Foundation
  - NMC Training Division
  - Research Services

**Operational Outcomes**
- Establish new product development processes that result in 90 day response time
- Establish stackable credential approach in tech area and others?
- Implement phase 2 of talent project
- Implement a redesign of ORPE that combines Research Services (formerly in T&R) including a requirement for generation of a predetermined amount of external revenue. Implement Alignment of Planning processes as defined through the project
- Begin public relations/marketing efforts for national and international competencies and programming.
- Evaluate services for students that currently use people and determine if self service is the more appropriate approach if it results in lower costs.
- Evaluate and reallocate resources within Communications and Public Relations to focus efforts and measure outcomes related to attracting and serving
  - Regional Enrollment in Group 1 with particular interest in
    - Transfer population
    - Some college beyond HS with no degree
    - Specific programs with identified goals
      - Aviation
      - GLMA
      - Nursing
      - Automotive
      - Culinary
  - Complete preparation for NCA accreditation
  - Continue AQIP Action Project Campaigns
New Strategic Issues or changes in assumptions that will require allocation of organizational resources.

- The Governor’s recent education presentation asks for all Michigan high school students to have the opportunity to achieve an associates degree by grade 13. This will be accomplished through a combination of
  - Dual enrollment
  - Direct credit generation
  - Early/middle colleges
  - AP courses
  - On-line education

- NMC is lacking in an infrastructure, processes and personnel to quickly adapt to this market. An investment must be made immediately. Funds for transformation will be allocated in year 1 and 2 and the general fund must then take over and be profitable.

- It is known that other competitors – Davenport, Baker, Ferris – have already approached regional high schools to deliver some of these services. Should NMC not develop this capacity, we will cede what is a significant component of our A portfolio billable hours. Why? If high school students have on average 30 credit hours accumulated by the time they graduate, they will not need those services from NMC. Potentially 30% or more of first year revenues. Timeline is short.

- Faculty will need to address the way they identify the outcomes for courses so that they may be taught, monitored, and certified as creating value and meeting competency requirements by the equivalent of “off-site” adjuncts.

- Further establish processes that lead to sustainability of investment in select resource areas. This may be done through designated fee structures and external resource development or other identified methods.
  - Plant
  - Technology
  - Program specific needs including personnel

Communications

- Establish communications as next AQIP project
- Establish and implement plan that “coordinates” marketing and communications efforts across the campus
- Establish and implement internal communications templates, processes and practices
- Identify which projects are coming to completion that had resources dedicated to them and reallocate where appropriate
- Enhance the “transactional” capability of the web and develop recommendations for utilization of social media. Focus of efforts should be on support of enrollment, national reputation and resource development
The overall themes of this June NMC Scan are the continued transformation within higher education and the redefined public/private relationship. We are seeing a convergence of events that suggest a change in philosophy and relationship between public and private entities which may impact those who are employed in both sectors.

Specific to the NMC assumptions, this June Scan provides further support for the following assumptions:

- Education Funding will be Different in the Future
- Lessening of “Education as a Public Good” Mentality
- Repositioning of Education Players

Periodically it is important to review how the Scans have influenced the stated assumptions. To aid in this review, a cross walk between the Scans and the assumptions was created and is available for your review at [http://www.nmc.edu/ir/intell/scanning/Crosswalk_2010.pdf](http://www.nmc.edu/ir/intell/scanning/Crosswalk_2010.pdf).

Valuing Education

Increasingly there is agreement that the days of a high school diploma being sufficient to secure a middle class living are long gone. However, questions regarding the value of a college education in direct terms of securing a job increase as high unemployment lingers. The funding models for higher education have historically placed weight on the public to subsidize the cost of higher education because of an implicit public good.

A brief look at history and it is clear how vital the state and county funding are to all community colleges. It was the 1947 Truman Commission which outlined a framework for community colleges that would provide education to a diverse group of students at little or no cost along with serving community needs through a comprehensive mission. The little or no cost was dependent on public funding. **Source:** [Burlington County College](http://www.burlington.edu/)

But is the value of public education changing within our culture? Is higher education a luxury that is no longer affordable? Or do, in fact, a majority of the education benefits flow to the individual rather than the public at large and funding is increasingly reflecting this recognition?

Thoughts

1. Education at both the K-12 and post-secondary levels will not be spared the effects of budget cuts as Federal stimulus dollars disappear.
2. Perhaps colleges and universities will be called on to make a case for the direct link between value of education and finding a job that offers a livable wage.
Observations

Necessary Yes, But Does Higher Education Offer Value?

1. “Despite the general level of satisfaction with higher education, we have seen signs of a gradual erosion of the public’s good will.” “We have also seen erosion in the public's appreciation of the altruistic mission of higher education.” Source: What Colleges Must Do to Keep the Public’s Good Will by Patrick Callan and John Immerwahr, The Chronicle of Higher Education, Jan. 11, 2008, Vol 54, Issue 18, pa56


3. “Persuading parents and students that a degree is valuable has become part of the community college’s job.” Source: How Do You Build the Best-Educated Country? By Libby Nelson, The Chronicle of Higher Education, April 11, 2010

4. In a recent survey regarding Michigan’s economy, when asked “What is most important?” 4.2% (N=31) responded “Improving education funding” while 73.7% (N=546) responded “improving Michigan’s economy and providing jobs”. Source: Poll: Pain of Unemployment Invades Michigan by Kathleen Gray, Freep.com, May 30, 2010

Where we Stand – The AGI Goal

1. The American Graduation Initiative (AGI) was not approved by Congress, but the goal of doubling the graduation rate by 2020 and ensuring that 60% of the adult population has a credential of value still has traction. Here’s how NMC’s Service Area (Antrim, Benzie, Grand Traverse, Kalkaska, and Leelanau counties) stands with regard to educational attainment of the population 25 years and over:
   - 24% have some college, no degree
   - 8.6% have earned an associate degree
   - 58.9% have some college or higher
   - 34.9% have earned an associate degree or higher (cumulative percentage)
   - 26.3% have earned a bachelor’s degree or higher (cumulative percentage)

   Source: American Community Survey, Data Set: 2006-2008 American Community Survey 3-Year Estimates (NMC Service Area Educational Attainment)

Challenges to Completion

1. “The national survey [conducted by Public Agenda and commissioned by the Bill & Melinda Gates Foundation] found that work and family obligations prompt many students to drop out of college and keep them from re-enrolling.” “…researchers found that young people who fail to finish college most often attribute the decision to being forced to choose between a degree and going to work, paying rent, buying groceries or supporting family members.” Source: Report Examines College Completion Rates, New York Teacher, January 19, 2010

2. “According to the U.S. Department of Education, a paltry 20 percent of community college students graduate within three years.” NMC’s completion rate is lower at 14%. Source: Survey: Work, Family to Blame for Low College Completion, Community College Journal, February/March 2010 and NMC Office of Research & Effectiveness

3. “At the governor’s urging, Tennessee made legislative changes this year aimed at improving the state’s record on college completion, in part by financing colleges based on their graduation rates.” “Remedial classes will no longer be offered at four-year universities but will become solely the responsibility of community colleges.” Source: How Do You Build the Best-Educated Country? By Libby Nelson, The Chronicle of Higher Education, April 11, 2010
Public/Private Funding Considerations

Change in higher education funding models is increasingly born of necessity as state funding sources shrink. In the wake of revisiting long held truths, new public and private relationships and structures are emerging.

Thoughts
1. Increasingly public employee compensation is the center of discussion as states look for ways to address budget shortfalls.
2. A growing number of individuals desire to and feel empowered to marry their professional skills with a passion for making positive social change. Combining the goals of traditionally non-profit work with some aspects of the structure of for-profit organization is increasingly the intent of some creative new ventures. Perhaps these new business forms will impact how higher education institutions are structured.

Observations
Funding Models in Flux
1. “Performance funding in higher education ties state funding directly to institutional performance on specific indicators, such as rates of retention, graduation, and job placement.” “Between 1979 and 2007, 26 states enacted it, but 14 of those states later dropped it (though two recently reestablished it).” Source: The Demise of Higher Education Performance Funding Systems in Three States by Kevin Dougherty and Rebecca Natow, Community College Research Center, May 2009
2. “Last year, Ohio began transitioning from paying state colleges taxpayer subsidies that were based historically on enrollment to a formula that weighs heavily on whether students complete the classes they take.” Source: Funding Method Challenges Colleges by Christopher Magan, Dayton Daily News, June 7, 2010
3. The “process of financing community colleges has migrated toward a more private, workforce-oriented education model.” “These factors [both external and internal to community colleges] reflect the changing educational environment within which community colleges operate, shifting government policies and priorities, growing demands from consumers, and an evolving relationship with employers who rely on community colleges to provide them with skilled workers.” Source: Community College Financing: Strategies and Challenges by Jamie P. Merisotis and Thomas R. Wolanin, The Institute for Higher Education Policy

Making the Connection – Public vs. Private Employee Compensation
1. “Michigan’s economy and the economic well-being of its population have declined dramatically over the last decade. Contrary to union claims, however, there has been no ‘shared sacrifice’ by school employees. If anything, compared to the rest of us, their relative well-being in economic terms has likely never been better.” Source: The School Employee Concession Myth by Michael Van Beek, Michigan Capitol Confidential published by the Mackinac Center for Public Policy, May 19, 2010
2. On the other hand, according to an analysis commissioned by the National Institute on Retirement Security (NIRS), the claim that public employees have “rich” compensation plans compared to private employees may not hold water. “Beth Almeida, NIRS executive director said, ‘For a long time, there has been a compensation trade-off in public sector jobs - better benefits come with lower pay as compared with private sector jobs. This study tells us that is still true today.’ She added, ‘What’s striking is that on a total compensation basis – looking at pay and benefits – employees of state and local government still earn less than their private
sector counterparts.”” Source: Out of Balance? Comparing Public and Private Sector Compensation Over 20 Years, National Institute on Retirement Security

3. According to recently released analysis of 126 local and state pension plans by the Center for Retirement Research at Boston College, “By 2013, the amount of retirement money promised to employees of these public entities will exceed cash on hand by more than a trillion dollars.” Source: Public-sector unions bankrupting America: State and local governments face looming pension crisis, The Washington Times, April 23, 2010

   - Step 2a is Right-Size Spending Now and specifically related to state workers – “Reduce state employee compensation to the average compensation of state workers in the U.S. or the average of MI private sector” and “Adjust state employee premium contributions to the national public sector average”
   - Step 2b is Structural Reforms to Ensure Sustainability which includes – “Transition teachers to a defined contribution retirement system” Source: Michigan Turnaround Plan by Business Leaders for Michigan, Sept. 9, 2009

5. “We encourage the Legislature to try and pass comparable reforms to the pay and benefit package structure that applies to state workers as they did for teachers. Doing so would send a strong message to the state’s taxpayers that Michigan lawmakers are taking the right steps to move our state forward.” Source: Public Employees’ Pay, Benefits Must be Reformed by Doug Rothwell, President & CEO of Business Leaders for Michigan and former Michigan Economic Development Director, mlive.com, May 29, 2010

Focus on Public Employee Compensation is Not Just a Michigan Issue
1. New Jersey - “Claiming the school budget defeat as a validation of his shrinking government plan, Gov. Chris Christie today pushed the next reforms on his agenda: A 2.5 percent constitutional cap on property taxes, and reforms to public worker pensions, benefits and the collective bargaining process.” Source: N.J. Gov. Chris Christie pushes property tax cap, public benefits changes after schools vote, New Jersey Real-time News, April 21, 2010

2. New York - “In math speak ‘a necessary but not sufficient’ change to fix NY [New York] is for our elected representatives to battle head on with the public employees unions. The out of bounds and unsustainable costs of our local and state governments demand big time adjustments to the biggest cost components. These are education, medicaid and the far too large and highly over compensated costs of the public workforce who provide these and other services.” Source: Fixing NY Requires Compensation Reform, Editorial by Bill Krieg, Democrat and Chronicle.com, May 18, 2010

3. Texas - The Texas Tribune has taken to publishing the salaries of government employees in an effort to help educate their readership. “We believe that in a state with so many employees and so much payroll but so few resources for health and human services, higher education, etc., we have a right to know who’s being paid what. It’s one way, maybe the only way, to ensure that our elected biggies are doing right by us and our increasingly scarce tax dollars.” Source: T-Squared: Why We Publish Employee Salaries, by Evan Smith, The Texas Tribune, June 3, 2010

Budget Constraints
1. Secretary of Education Arne Duncan estimated that state budget cuts imperiled 100,000 to 300,000 public school jobs. ... [H]e said the nation was flirting with ‘education catastrophe,’ and urged Congress to approve additional stimulus funds to save school jobs. Source: Districts Warn of Deeper Teacher Cuts by Tamar Lewin and Sam Dillon, The New York Times, April 20, 2010

2. “A survey by the American Association of School Administrators found that 9 of 10 [90%] superintendents expected to lay off school workers for the fall, up from two of three [67%]
superintendents last year. The survey also found that the percentage considering a four-day school week had jumped to 13 percent, from 2 percent a year ago.” Source: Districts Warn of Deeper Teacher Cuts by Tamar Lewin and Sam Dillon, The New York Times, April 20, 2010

3. “...new analysis from the American Association of School Administrators, which reported that cash-strapped districts were prepared to cut as many 275,000 jobs in the 2010-2011 school year.” “The loss of that many paychecks — and the resulting decline in consumer spending — could kill off still more jobs in the communities where teachers and other school employees live.” Source: Saving the Teachers, Editorial, The New York Times, May 2, 2010

4. “Thousands of teachers nationwide are facing layoffs because of the recession’s drain on state tax revenues. New York City, which employs about 80,000 teachers, has not given pink slips to teachers in more than three decades.” “And today, dozens of school districts around the country have halted salary increases to avoid laying off large numbers of teachers.” Source: Mayor to Cancel Teachers’ Raises, Averting Layoffs, by Jennifer Medina, The New York Times, June 2, 2010

5. “Donations to colleges and many other charitable organizations continued to decline last year as Americans grappled with an uncertain economy.” “Gifts to education at all levels declined for the second consecutive year. Since 2007, donations have dropped an estimated 8.8 percent. (That figure is not adjusted for inflation.)” Source: Donations to Education Organizations Fell 3.2% Last Year by Holly Hall, Chronicle of Higher Education, June 9, 2010

Re-Thinking Higher Education Structure

University of Michigan professor C.K. Prahalad passed away this past quarter on April 16. Prahalad used to speak of “10x” projects. Namely, if one set the bar high enough with regard to expectations for change then minor modifications (or “extrapolation from present”) would not be enough. Fundamentally new thinking, innovative thinking, would be necessary. Expect to see this in higher education over time as significant budget constraints coupled with a declining traditional aged population and issues of affordability combine to create the context for “10x” style change.

Thoughts
1. Community colleges and other higher education players are increasingly experimenting with new forms that are both more responsive to student needs and also address declining resources.
2. A major area employer – Munson Healthcare – is contemplating a merger with Spectrum Health. Yet research on mergers suggests this is tricky business to say the least. This is one to watch.

Observations
New Structures Continue to Surface
1. “A number of four-year colleges, such as Hartwick College and Southern New Hampshire University, are already experimenting with three-year bachelor's-degree programs, and Texas Tech University recently announced a plan to offer a medical degree that students can complete in three years rather than the usual four. Now, Indiana’s community-college system appears to be the first in the nation to try an expedited path to an associate degree, one that would move students through in about one-third of the time it now takes an average community-college student to earn a two-year degree.” Source: Experiment at Ivy Tech: a One-Year Associate Degree by Adam Alexander, The Chronicle of Higher Education, April 25, 2010
Setting Sights on More Distant Lands

1. Schools such as Central Oregon Community College have set targets to draw in more students from outside their local area. Directly from the COCC Strategic Enrollment Management (SEM) plan is the following objective: “By the end of 2011-12, increase out-of-district and border state enrollment to 1,107 students, representing an increase of 2% per year.” *Source: Central Oregon Community College website*

2. As state funding recedes, universities increasingly set their sights on out-of-state students which bring in premium tuition rates. However, the case for such a move may not be clear cut. For example, an argument can be made that this strategy undermines the public mission of the institution. Despite the controversy, some community colleges may begin to follow suit. *Source: Out-of-State Dreams, Inside Higher Education, October 16, 2009*

3. “According to the Open Doors 2008 report by the Institute of International Education, the number of Chinese students on U.S. campuses rose 20 percent in one year and the number of Americans studying in China rose by 25 percent in the same time.” “Central Illinois has been part of that, thanks in part to Heartland Community College’s partnership with Liaoning Normal University in Dalian, China, since January 2007. Currently, 29 of Heartland’s 5,000 students hail from China.” *Source: Area Campuses Join Rest of U.S. with Growing Interest in China by Michele Steinbacher, The Pantagraph, February 5, 2009*

Partnerships Grow

1. “Community college partnerships with the private sector have grown in significance in the past 15 years due to state budget shortfalls, evolving labor requirements, the need to provide a cutting-edge curriculum, and a desire to respond to local educational needs.” *Source: UCLA community college review: community college partnerships with the private sector organizational contexts and models for successful collaboration by Carrie B. Kisker and Rozana Carducci, Community College Review, Winter, 2003*

Merger Lessons

1. “Officials from hospitals involved in failed mergers say that they devoted so much effort toward whether they could merge, they didn’t stop to consider whether they should.” “‘Health care is really a cottage industry—a local, market-driven force,’ says Pat Carroll, president of Patrick E. Carroll and Associates, a Cypress, Calif, consulting firm. ‘You can have economies of scale, but when all is said and done, it’s a local marketplace.’” “All mergers face tough odds, but health care mergers can be especially perilous.” *Source: Failed Ties by John Andrews, Hospitals & Health Networks, October 2000, Vol 74, Issue 10, p 52*

2. “The most successful acquirers, however, don’t ignore any of the details. Whether problems are manageable or cataclysmic, these acquirers have strong early-warning systems in place to identify them, and they respond to even the faintest distress signals without delay.” *Source: Avoid Merger Meltdowns: Lessons from Mergers and Acquisitions Leaders by David Harding, Sam Rovit, and Alistair Corbett, The Harvard Business Review, September 15, 2004*

3. “While there is no one prescribed method to ensure that mergers are managed successfully, there is much to be learned from the experience of countries such as Australia where new higher education institutions formed from a series of mergers over a decade ago.” “In many cases post-merger integration has been painful, messy and protracted and, in one case, the merged partners of one newly created institution broke apart.” *Source: Merging Divergent Campus Cultures into Coherent Educational Communities: Challenges for Higher Education Leaders by Kay Harman, Higher Education, July 1, 2002, Vol 44, Issue 1, p. 91-114*

4. “...while there may be total clarity of intent in the design of mergers, acquisitions, and strategic alliances, the outcomes are often disappointing. That’s because strategies are ideas: pure with clean lines. Organizations are things: messy and complex. Executives structuring the deals forget that they are uniting two cultures, which is a fancy word for people. Those people see their lives

**New Hybrid Forms Emerge**

1. A new business form has emerged pioneered in part by the social entrepreneurship arena where both for-profit and not-for-profit characteristics form a new business model. Some of the challenges noted include restrictive tax laws, legal business structure definitions and lack of understanding by the public.  Source: Socialedge.org

2. “The concept of building a profitable business model in which doing good is an intrinsic part of the business and not just a philanthropic sideline has been gaining ground in recent years.” “The Skoll Foundation in Palo Alto, Calif., another guiding force within the social venture community, says the number of institutes, universities, and organizations that are now tapping into social entrepreneurship has mushroomed since former eBay (EBAY) President Jeff Skoll established the foundation in 1999.”  Source: *Making a Profit and a Difference* by Stacy Perman, Business Week, April 3, 2009

3. An example of social entrepreneurship is Impact Makers which is an IT consultancy (termed a “competitive social venture”) however profits go not to shareholders but rather to charitable community partners.  Source: Impactmakers.org

**Demographics**

A continued monitoring of demographic changes is needed to fully understand the external environment. The economy continues to loom large as it impacts higher education positively (increased enrollments) yet challenges our graduates to find jobs which is one measure of the impact of education – employability.

**Thoughts**

1. Despite posturing in the media, the fact remains that the economy is still sluggish at best. This is creating continued difficulty for young people. Michigan’s retirement incentive is expected to open opportunities for new hires though significantly fewer (an estimated 17,000) than the goal of 28,000 in the state have applied to retire.

2. Clearly entrepreneurism plays a critical role in fueling our economy. However, one has to wonder how many entrepreneurs would otherwise be simply unemployed.

**Observations**

**Michigan Hard Hit by Unemployment**

1. “If ever Michigan stood at a crossroads -- economically and politically -- it is now...” A recent survey indicates that the pain of unemployment stretches wider than Michigan’s stated 14% unemployment rate. “The poll conducted by EPIC/MRA from May 22-26 showed that the biggest concern of the 600 people surveyed was Michigan's struggling economy and the lack of jobs. And 47% said someone in their immediate family had lost a job in the last two years.”  Source: *Poll: Pain of Unemployment Invades Michigan* by Kathleen Gray, Freep.com, May 30, 2010

2. In response to the question, “How is Michigan’s economy doing?”, 39.1% (N=349) responded “Has not yet bottomed out and will get worse” while 46.3% (N=413) indicated “Is at the bottom but is not yet getting any better”.  Source: *Poll: Pain of Unemployment Invades Michigan* by Kathleen Gray, Freep.com, May 30, 2010
Slight Improvement but College Grads Still Struggle
1. The Labor Department’s May report touted “employers added 431,000 jobs and the jobless rate fell to 9.7 percent, from 9.9 percent in April”. However, “almost all of the growth came from the 411,000 workers hired by the federal government to help with the Census” which are temporary jobs. “By contrast, the private sector created 41,000 positions, far short of expectations for 150,000 to 180,000 jobs.” Source: Job Data Casts Pall Over Economic Recovery by Michael Powell, The New York Times, June 4, 2010

2. “In the boom of the late-1990s,” she [Heidi Shierholz, an economist with the Economic Policy Institute] said, “the fastest year of employment growth was 2.6 percent, in 1998. If, in the event we have that extremely strong level of growth from here on out, we would still not get down to pre-recession unemployment rates until January 2015.” Source: ‘A Very Deep Hole’ by Bob Herbert Op-Ed Columnist, The New York Times, June 7, 2010

3. “Thomas J. Nardone, an assistant commissioner of the Bureau of Labor Statistics, said that the jobless rate for college graduates under age 25 was 8 percent in April, up from 6.8 percent in April 2009 and 3.7 percent in April 2007, before the recession began.” “Average starting salaries are down, and employers plan to make only 5 percent more job offers to new graduates this spring compared to last spring, when job offers were down 20 percent from 2008 levels, according to a study by the National Association of Colleges and Employers, which tracks recruitment data.” Source: ‘Glimmers of Hope’ for Grads by Steven Greenhouse, The New York Times, May 24, 2010


Rising Entrepreneurism By Choice or Desperation?
1. “Layoffs by mid-sized and large companies have surged while hiring has almost disappeared. These companies have used the sharp downturn as an opportunity to cull their payrolls for good — substituting labor-saving technologies and outsourcing to workers abroad or to contract workers here.” “Yes, a growing number of Americans went out on their own before the recession, but clearly their numbers have vastly increased. While some are happy about their new status, most are worse off than they were before.” Source: Entrepreneur or Unemployed? By Robert B. Reich, The New York Times, June 2, 2010

New Entrepreneurial Hub Emerges
1. “In the first three months of the year, 11 Colorado tech start-ups raised $57 million in venture capital, solidifying Boulder’s place among the country’s up-and-coming tech centers.” Source: Boulder, Colo., a Magnet for High-Tech Start-Ups by Claire Cain Miller, The New York Times, May 13, 2010


Generation Divide
1. According to a recent New York Times article, immigrants currently make up about 12.5% of the U.S. population but depending on one’s generational perspective, how we feel about immigration may be vastly different. “Boomers were also more likely to say that ‘no newcomers’ should be allowed to enter the country while more young people favored a ‘welcome all’ approach.” Source: A Generation Gap Over Immigration by Damien Cave, The New York Times, May 18, 2010
2. “Demographers say it has the potential to produce public policy that alienates the young because older people are more likely to vote and less likely to be connected to the perspectives of youth — especially the perspectives of young people of different races and national origins.”


Things to Watch

- **New For-Profit Rules Pending?** The U.S. Department of Education is expected to propose new federal rules in the coming months that will impact for-profit higher education institutions.
  “The most-contentious issue has become a proposed rule, known as the ‘gainful employment’ rule, that would withhold federal aid from for-profit programs whose graduates are likely to carry high debt-to-income loads.”  “The department’s most-recent draft of the ‘gainful employment’ rule would bar federal aid for programs where a majority of the students' loan payments would exceed 8 percent of graduates' expected earnings based on a 10-year repayment plan.”  Defining gainful employment is proving challenging and therefore the Education Department delayed a decision this week.  Final rules are expected to be published by Nov. 1 and will take effect in July 2011.  Sources: Pending Federal Rules Are Hot Topic at For-Profit College Gathering by Jennifer Gonzalez, Chronicle of Higher Education, June 10, 2010 and U.S. Education Dept. Delays Rules on For-Profit Colleges by Tamar Lewin, The New York Times, June 15, 2010

- **Cash Crunch Looming for Private Institutions?** “The financial outlook for private colleges will remain ‘challenged for at least the next 12 months,’ according to a report released on Thursday by Moody's Investors Service.”  “The report also shows the degree to which colleges have their financial resources tied up in illiquid investments, a pattern that could create difficulties for them if they need the cash for an emergency or to satisfy a creditor.”  Source: Moody’s Sees Continued Financial Challenges for Private Colleges by Goldie Blumenstyk, The Chronicle of Higher Education, June 10, 2010


- **Healthcare Change Perhaps the New Constant**  “The White House on Monday will issue new rules that strongly discourage employers from cutting health insurance benefits or increasing the costs of coverage to employees...”  “Some provisions of the new law apply to all health plans.”  Such as “...they cannot impose lifetime limits on benefits.”  Source: New Rules on Changes to Benefits by Robert Pear, The New York Times, June 13, 2010

- **A Republican Swing?**  “It’s a remarkable situation, given where things were a year ago, where Republicans clearly have an opportunity to do really well,’ said David Winston, a Republican pollster who concentrates on Congressional races.”  Source: Republicans See Big Change, But Are Worried, Too by Jeff Zeleny and Carl Hulse, The New York Times, May 23, 2010

- **Radical Change Afoot at the State Level – Not Just in Michigan?**  “Beyond the immediate financial squeeze, political pressures are growing, too.  The jobs of 37 governors are up for grabs in November, so talk of remaking government — eliminating services, merging school districts, shrinking employee costs — has become a refrain.”  Source: Hard Times Spur Ideas for Change by Monica Davey, The New York Times, May 24, 2010

- **Networked Citizens**  “The citizen of the future is a native of the network.”  “For Americans, who have sometimes been accused of insularity, this emerging index of networked citizenship signals a shift from inward-looking attitudes toward a more outward and holistic worldview.”  Source: Institute for the Future, 2009 Ten-Year Forecast, Perspectives, pg. 13
• **A Decidedly Positive Projection** “...with ideas spreading faster than ever on the Internet, Dr. Ridley expects bottom-up innovators to prevail. His prediction for the rest of the century: ‘Prosperity spreads, technology progresses, poverty declines, disease retreats, fecundity falls, happiness increases, violence atrophies, freedom grows, knowledge flourishes, the environment improves and wilderness expands.’” **Source:** *Doomsayers Beware, A Bright Future Beckons* by John Tierney, The New York Times, May 17, 2010

**New Terminology**

This section is dedicated to helping advance understanding of new terminology found during the course of developing the NMC Scan.

Cottage Industry = An industry where the creation of products and services is home-based, rather than factory-based. **Source:** InvestorWords.com

New Descriptive Terms for Race Emerging:
- Mexipino = Mexican and Filipino
- Blaxican = black and Mexican
- Multiculti = short for multicultural

**Social Entrepreneur** = society’s change agent: pioneer of innovations that benefit humanity.

**Stigmergy** = The term “describes the ability of individual agendas in a shared environment to leave trace signals for each other – signals designed to cue collaborative behavior.” The goal of stigmergy streams “is to increase real-time awareness of available collaborators, their needs, and their strengths.” **Source:** Institute for the Future, 2009 Ten-Year Forecast, Superstruct Strategies, pg. 5

**Smart Networking** = “The ability to leverage new social technologies and personal networks to make better decisions...” **Source:** Institute for the Future, 2009 Ten-Year Forecast, Perspectives, pg. 13

The 2020 Goal = “When President Obama declared during his 2010 State of the Union address that “in the 21st century, the best anti-poverty program around is a world-class education,” he committed to ensuring that America will once again reclaim its global competitiveness and have the highest proportion of students graduating from college in the world by 2020.” **Source:** Institute for Higher Education Policy
The overall themes of this September NMC Scan relate to employable skills of the future which in some sense is a furthering of the March 2010 Scan topic related to 21st Century Skills, and content on student persistence and completion.

Specific to the NMC assumptions, this September Scan provides further support for the following assumptions:

Higher efficiency education models demanded
Higher Ed value-add = credentialing
Repositioning of education players
Rise in entrepreneurial orientation

**Persistence & Completion**

Persistence and completion are clearly seen as having heightened importance in all of higher education and with community colleges in particular as a result of the American Graduation Initiative and the environment of greater accountability. However, how to achieve greater persistence and completion is still very much being understood and debated.

**Thoughts**

1. The potential exists for higher education to move from offering a credential of long term value to more temporal credentials. This suggests a change in the relationship between student and institution.
2. Research such as that completed by former Princeton University President William Bowen, raise interesting questions about the value of completing an associate degree vs. the goal of transferring before completion.
3. Credentials that build up or “stack” over time offer an interesting solution to balancing short-term employability needs with longer term educational attainment.
4. College readiness continues to be a factor in completion and success. Yet consistent approaches across higher education are not in place.

**Observations**

The Challenge with Defining Completion

1. “Community college leaders are faced with focusing either on (a) increasing completion rates using the traditional measures (i.e., attainment of associate and bachelor’s degrees) used in international comparisons or (b) getting people back to work with certificates and industry credentials that are not counted as a success measure in those comparisons.” **Source:** Mullin, C. M.

3. “Stackable credentials, career pathways, and applied associate and bachelor’s degrees have emerged as ways to provide opportunity for continued academic progression for those who might otherwise have enrolled in terminal training programs.” Source: Mullin, C. M. (2010, June). Rebalancing the mission: The community college completion challenge (Policy Brief 2010-02PBL). Washington, DC: American Association of Community Colleges.

4. The state of Minnesota created a FastTRAC (TRAC stands for Training, Resources and Credentialing) initiative focused on the following goal: “Create a state-level “stackable credentials” education and training framework for low-wage, low-skilled adults that integrates ABE, non-credit occupational training, and for-credit postsecondary degree and certificate programs that currently lack coordination and resource sharing. A stackable credentials framework works through career pathway models built around occupations and within industries with high unmet needs for skills.” Source: Shifting Gears: Minnesota FastTRAC, Executive Summary

5. The state of Ohio also initiated a stackable credential program “designed to deliver pre-college academics and for-credit job training to adults whose math, reading, writing, or language skills fall somewhere between a sixth grade level and a high school credential”. Source: Ohio Stackable Certificates: Models for Success


8. “Though community colleges offer low-cost programs, they do not, [Jamie P.] Merisotis [President of the Lumina Foundation for Education] argued, offer students the ‘quicker-to-graduation curricula and job-placement’ of the best for-profit institutions.” “[T]he model Merisotis believes community colleges around the country should emulate is a rather old idea – that of a traditional vocational school.” Source: Get Them In, Get Them Out, by David Moltz, Inside Higher Education, June 21, 2010

Measuring and Impacting Completion
1. Gov. Joe Manchin III of West Virginia, the current chair of the National Governors Association, has made higher education productivity the special focus of his chairmanship. Several initiatives have been identified to take this focus forward. “The first is by agreeing on a set of common definitions and measures that they will commit their states to using to measure their performance both in showing educational progress and in achieving outcomes. The outcome metrics would include degrees and certificates awarded, graduation rates, transfer rates, and time and credits to degree; the progress metrics would include enrollment in remedial education, how students fare after they leave remedial education, success in first-year college
courses, credit accumulation, retention rates, and course completion.” “[T]he NGA initiative envisions improving on existing information by having states commit to collecting and publishing data for transfer students (as opposed to just first-time, full-time freshmen), by socioeconomic status, and in other ways that they don’t now.” 

Source: Governors Push College Completion, by Doug Lederman, Inside Higher Education, July 12, 2010

2. The following metrics are recommended by the Work Group on Common College Completion Metrics sponsored by the National Governors Association:

Outcome Metrics:
- Degrees and certificates awarded: annual number and percentage of certificates, associate degrees, and bachelor’s degrees awarded.
- Graduation rates: number and percentage of certificate- or degree-seeking students who graduate within normal program time (two years for associate’s degrees; four years for bachelor’s degrees) or extended time (three years for associate’s degrees; six years for bachelor’s degrees).
- Transfer rates: annual number and percentage of students who transfer from a two-year to four-year institution.
- Time and credits to degree: annual number and percentage of students who transfer from a two-year to four-year institution.

Progress Metrics:
- Enrollment in remedial education: number and percentage of entering first-time undergraduate students who place into and enroll in remedial math, English, or both.
- Success beyond remedial education: number and percentage of first-time undergraduate students who complete a remedial education course in math, English or both and complete a college-level course in the same subject.
- Success in first-year college courses: number and percentage of first-time undergraduate students who complete a remedial education course in math, English or both and complete a college-level course in the same subject.
- Credit accumulation: number and percentage of first-time undergraduate students who complete a remedial education course in math, English or both and complete a college-level course in the same subject.

3. In his 2009 book Crossing the Finish Line: Completing College at America’s Public Universities, lead author William Bowen (former Princeton University president) researched achievement rates at 21 public universities and four state university systems. Among the interesting conclusions are:

- “It is having a parent who completed college, not a parent who had some college that affects graduation rates of students.”
- “High school GPAs are better predictors of graduation rates at public universities than SAT or ACT scores. A high GPA indicates a student has both cognitive skills and coping, time-management skills.”
- “Students who want a four-year degree should attend a four-year school right out of high school. Starting at a 2-year school with a plan to transfer to a 4-year school reduces the probability of getting a bachelor’s by 30 points.”
- “Students who do get a two-year degree and then transfer to a four-year school are more likely (10% at flagship universities, and 18% at a less selective schools) to graduate than first-time freshmen with the same pre-college qualifications.”
- “There is no evidence that “stretching” to enroll at a school where many other students have stronger academic backgrounds (“overmatching”) harms graduation prospects. In fact, the data suggest that overmatching improves graduation rates.”

Source: More about College Graduation Rates at Public Universities, by Mary Beth Marklein, USA Today, September 10, 2009
State Level Support of Completion Goal is Critical
Selected by current chair of the National Governors Association, Gov. Joe Manchin III of West Virginia, higher education productivity will receive special focus and attention.

1. “…if the United States is actually going to make meaningful progress on increasing the number of Americans with college credentials, it’s going to be up to the states -- whose public institutions enroll roughly four of every five students -- to get the job done. And systemic change in the states will occur only if their chief executives -- governors -- get with the program.”  
Source: Governors Push College Completion, by Doug Lederman, Inside Higher Education, July 12, 2010

2. “[I]f Michigan's rate of college degree attainment remains the same as it did during the last decade, the state would only have 43% of adults with degrees by 2025.”  
Michigan is currently at 36% and the AGI goal is 60%.  

Developmental Education Strategies

1. “[T]here is no national consensus about what level of skills is needed to be college ready or about how to assess that level.” “[E]ven when the same test is used within a state, institutions are often free to choose their own cutoff scores. Attempts to articulate a comprehensive understanding of what skills and knowledge are needed to succeed in college (see Conley, 2005) highlight the narrowness of the assessments used for remedial placement, which measure only some of the skills needed for a successful college experience.”  
Source: Rethinking Developmental Education in Community College, by Thomas Bailey, Community College Research Center Brief No. 40, February 2009.

2. “There is in fact no strong consensus about how to carry out developmental education most effectively. As a result, the content and organization of remediation varies widely.”  
Source: Rethinking Developmental Education in Community College, by Thomas Bailey, Community College Research Center Brief No. 40, February 2009.

3. Suggested topics for research and reform on this topic include:
   a. “Rethink assessment, focusing on understanding what students need in order to be successful in college rather than simply concentrating on placement within the sequence of a curriculum.”
   b. “Abandon the dichotomy between developmental and college-ready students for a wide range of students above and below current developmental cutoff scores by opening college-level courses to more students and by incorporating academic support assistance into college-level courses.”
   c. “For those students whose skills are so weak that they could not be successful even in augmented college-level courses, explicitly work to minimize the time necessary to prepare students for entry into those courses.”  
Source: Rethinking Developmental Education in Community College, by Thomas Bailey, Community College Research Center Brief No. 40, February 2009.

It Adds Up – Math’s Significant Role in Persistence and Completion

1. “[E]mployers are] looking to hire people who can operate sophisticated computerized machinery, follow complex blueprints and demonstrate higher math proficiency than was previously required of the typical assembly line worker.”  

2. “[F]actors causing a student to leave college without a degree—socioeconomic background, unrealistic expectations, lack of motivation—are complicated and vary from person to person, most surveys have shown that the main reasons are financial hardship and poor academic
“[T]he real problem for struggling students is their lack of skill in mathematics.”


Evolution of Education Systems & Structure

The pressure continues for change in the higher education systems and structure. Solutions come both from applying standard approaches to operational efficiencies such as outsourcing of services as well as from new solutions to drive learning efficiencies such as embedding credentials into degree programs. Yet there is also debate about the fundamental value of a college education for a growing number of jobs.

“While some educators propose a radical renovation of the community college system to teach work readiness, Professor Lerman advocates a significant national investment by government and employers in on-the-job apprenticeship training.”


Thoughts

1. Embedding credentials appears to be gaining traction specifically regarding occupational trades. NMC will need to determine if we want to be on the front end of this trend or wait until more is known about its efficacy.
2. Outsourcing of student services is a threatening concept. However, some institutions are finding that they are able to tap into higher service levels via providers with specific specialties.

Observations

Embedding Credentials

1. Programs with embedded credentials in a degree program are beginning to surface. Consider the following example: Azusa Pacific University embeds the Pupil Personnel Services Credential: School Psychology into the Master of Arts in Education: Educational Psychology.
2. “But a college degree is an expensive way to get an entry-level credential. New approaches to credentialing, approaches that inform employers more reliably, while costing less than a college degree, are likely to become increasingly appealing over the coming decade.”


3. In the MI [Manufacturing Institute] initiative, the worker credentials needed by the industry will be integrated into associate degree programs offered in community colleges. There are three primary benefits:
   a. Postsecondary education and training will become more engaging and meaningful to students who may stay in school and earn postsecondary credentials with real value in the workplace. The “stackable” industry credentials also provide more “on” and “off” ramps to postsecondary education needed in today’s workforce.
   b. Skill certifications will lead to employment in high-quality, middle-class jobs in advanced manufacturing.
   c. The number of skilled new workers for U.S. manufacturers will increase.


4. The Manufacturing Institute and Indiana Colleges (including Ivy Tech Community College) have defined a partnership to “create college education programs aligned to nationally-portable,
industry-recognized skills credentials for careers in advanced manufacturing”. According to the MI president: “By deploying the Manufacturing Skills Certification System as stackable credentials in Indiana colleges, we will be offering new pathways to employment and advancement in manufacturing, which is a mainstay of the state’s economy.” Source: Ivy Tech Community College website

5. “The Manufacturing Skills Certification System initially focuses on the core, basic skills required for entry-level workers in all sectors of manufacturing, from alternative energy and computers to aerospace and life-saving pharmaceuticals. The skills certifications address personal effectiveness competencies, foundational academic competencies, general workplace skills and manufacturing industry-wide technical skills. Applied science, technology, engineering and math (STEM) skills are included in the system.” Source: Ivy Tech Community College website

Going Digital with Student Services

1. “Effective delivery of online student services can increase access, convenience, and timeliness of information distribution and improve student-staff interaction. “ “A student services technology plan is critical to the success of online services and should be part of every college’s enrollment management strategy.” Source: Online Student Services at the Community College

2. “Smartphones and the future generations of telecommunications will become the principal interface for students and online student services. Online student services technologies will channel student access to the institution’s multiple touch points into a constructed student life pathway that meets each students personalized needs.” Source: Online Student Services at the Community College

Outsourcing Extends to Student Services

1. “Last year EducationDynamics decided it needed some guidance. The firm, which helps colleges recruit, enroll, and retain students, had determined through market research that colleges were dissatisfied with existing programs to help students at risk of dropping out. So it designed EarlyIQ, a Web-based early-warning system that tracks students, allowing faculty and staff members, parents, and friends to enter information and colleges to customize responses.” Source: Student Services, In Outside Hands, by Sara Lipka, The New York Times, June 13, 2010

2. “George Mason University, a pioneer in outsourcing, developed a 126-point decision-making scale. The more central a service is to instruction, the less likely the university is to contract it out.” Source: Student Services, In Outside Hands, by Sara Lipka, The New York Times, June 13, 2010

3. “Having coached 250,000 students and improved retention rates, typically by five to seven percentage points, InsideTrack has developed better services than colleges could.” Source: Student Services, In Outside Hands, by Sara Lipka, The New York Times, June 13, 2010

Demographics

Clearly unemployment reports occupy front page status. However, growing in attention is the concern over labor shortages once the Baby Boomers eventually do retire. For their part, today’s knowledge workers are focusing more on occupations than on industry loyalty as was more common in the industrial age. Within their occupation or specialty, they are increasingly more mobile. There appear to be a divergent set of thoughts about the need for college degrees vs. applied training for a growing number of jobs.
Thoughts
1. While it seems ironic that amidst high unemployment more is being said about the looming talent shortage. What lies in the middle is most important and instructive for educators – we are not equipping traditional and non-traditional students fast enough to meet current or future skill needs.
2. Increasingly organizations will need to focus on succession planning to account for inevitable retirements.
3. Strategies for bringing in and developing young talent will be critical to longer term success of organizations.

Observations
Looming Talent Shortage
1. “[T]he looming retirement from the front wave of Boomers (55 to 63 in 2009) has many companies desperate to fill enormous holes in their workforce.” “Even though the pipeline is clogged with retirement resistant Boomers, companies are desperate to find the talent to keep their operations running when these retirements finally materialize.” Source: Under the Economic Turmoil a Skills Gap Simmers, Collegiate Employment Research Institute (CERI), February 2010
2. “As employers scramble to acquire young talent to replace their retiring workers, managers are literally dealing with Swiss cheese.” “The managers in waiting (those in their 30’s and early 40’s) comprise a relatively small proportion of the workforce; thus when the Boomer’s solid portion of the cheese is removed companies face significant manpower shortages that can severely disrupt their organizations” Source: Under the Economic Turmoil a Skills Gap Simmers, Collegiate Employment Research Institute (CERI), February 2010
3. “U.S. is losing its competitive advantage in the world because it’s not producing nearly enough people with the level of education necessary to keep high-paying jobs from leaving the country.” Source: U.S. Losing Ground in College Graduation Race, by Claudio Sanchez, National Public Radio, July 23, 2010
4. “Between 1973 and 2018, our projections show that jobs available for workers with postsecondary education are projected to increase from 28 percent to 63 percent of all occupations.” Source: Help Wanted: Projections of Jobs and Education Requirements Through 2018, Executive Summary, Georgetown University Center on Education and the Workforce, June 2010
5. “The impending shortage of at least three million Associate’s degrees or better lends urgency to the questions about the financing of America’s college and university system.” Source: Help Wanted: Projections of Jobs and Education Requirements Through 2018, Executive Summary, Georgetown University Center on Education and the Workforce, June 2010
6. “The Georgetown University Center on Education and the Workforce shows that by 2018, we will need 22 million new college degrees—but will fall short of that number by at least 3 million postsecondary degrees, Associate’s or better. In addition, we will need at least 4.7 million new workers with postsecondary certificates.” “Our calculations show that America’s colleges and universities would need to increase the number of degrees they confer by 10 percent annually, a tall order.” Source: Help Wanted: Projections of Jobs and Education Requirements Through 2018, Executive Summary, Georgetown University Center on Education and the Workforce, June 2010
7. “[T]he lead author of the [Georgetown University] report said in an interview that the report should also shake up colleges -- and challenge most of them to be much more career-oriented than they have been and to overhaul the way they educate students, to much more closely align the curriculum with specific jobs.” Source: A Jobs Mismatch, by Scott Jaschik, Inside Higher Education, June 15, 2010
8. “Federal, state, and local governments face a dilemma as they formulate economic development strategy because the traditional approach to understanding career pathways
starts with an industry based perspective while careers, and career mobility, are based on occupation. The emphasis on postsecondary preparation for new hires means that workers will tend to be attached more to the occupations they will be filling than to the specialized industries in which they work.” “People do not go to work in industries any more. They get educated or trained, go to work in occupations, and progress in an occupational hierarchy.” Source: Help Wanted: Projections of Jobs and Education Requirements Through 2018, Executive Summary, Georgetown University Center on Education and the Workforce, June 2010

9. “College degrees are simply not necessary for many jobs. Of the 30 jobs projected to grow at the fastest rate over the next decade in the United States, only seven typically require a bachelor’s degree, according to the Bureau of Labor Statistics.” Source: Plan B: Skip College, by Jacques Steinberg, The New York Times, May 15, 2010

Re-tooling Michigan
In June of this year Lou Glazer, President of Michigan Futures, Inc. released the Third Annual Progress Report titled “Michigan’s Transition to a Knowledge-Based Economy”. The findings outline a clear path to prosperity or alternatively, a deepening decline.

1. “To us, the message from the data is that the key to economic growth is talent. Quite simply, in a flattening world, economic development priority one is to prepare, retain and attract talent.” Source: Michigan’s Transition to a Knowledge-Based Economy: Third Annual Progress Report, by Lou Glazer, Michigan Future Inc. and Don Grimes, Institute for Research on Labor Employment and the Economy, May 2010

2. “If the Michigan economy of the future is built on a base of factories, farms and tourism, we will be a low-prosperity state.” “...the new path to prosperity is the broad knowledge-based economy.” Source: Michigan’s Transition to a Knowledge-Based Economy: Third Annual Progress Report, by Lou Glazer, Michigan Future Inc. and Don Grimes, Institute for Research on Labor Employment and the Economy, May 2010

3. “We found that almost all states with the highest per capita income:
- Are over-concentrated compared to the nation in the proportion of wages coming from knowledge-based industries;
- Have a high proportion of adults with a four-year degree or more;
- Have a big metropolitan area with even higher per capita income than the state;
- And, in that big metropolitan area, the largest city has a high proportion of its residents with a four-year degree or more.”

4. “Our best guess is that unless we substantially increase the proportion of college educated adults – particularly in our biggest metropolitan areas – Michigan will continue to trend downward in the per capita income rankings towards the bottom 10.” Source: Michigan’s Transition to a Knowledge-Based Economy: Third Annual Progress Report, by Lou Glazer, Michigan Future Inc. and Don Grimes, Institute for Research on Labor Employment and the Economy, May 2010

5. “It is the broad-based knowledge economy where most of the good-paying job growth is occurring in the American economy. High-education attainment industries in 2008 were 44 percent of national employment and 58 percent of the wages earned by American workers. The average wage in these industries is nearly $60,000 as compared to nearly $34,000 in all other industries. Most importantly, high-education attainment industries accounted for 82 percent of the job growth in America from 2001-2008.” Source: Michigan’s Transition to a Knowledge-Based Economy: Third Annual Progress Report, by Lou Glazer, Michigan Future Inc. and Don Grimes, Institute for Research on Labor Employment and the Economy, May 2010

6. “They [high-education attainment industries] are concentrated in, but not limited to, five broad sectors of the economy: information; finance and insurance; professional and technical services
(including management of companies); health care and education. In fact, health care and education, which dominated job growth from 2001 to 2008, account for about 40 of the employment in high-education attainment industries.” Source: Michigan’s Transition to a Knowledge-Based Economy: Third Annual Progress Report, by Lou Glazer, Michigan Future Inc. and Don Grimes, Institute for Research on Labor Employment and the Economy, May 2010

7. “[Michigan’s] total labor force fell by 15,000 to 4.831 million. The total number of people working fell by 13,000 to 4.196 million. However, since August 2009 the state has seen 16,000 more people working.” Source: August Jobless Rate Unchanged from July, Gongwer, Volume #49, Report #181, Article #8, September 15, 2010

8. “Although advanced manufacturing is important to Michigan’s economy, it’s not likely to produce more than about 10 percent of the state’s total jobs.” Source: Michigan Manufacturing Very Different After Great Recession, by Rick Haglund, Kalamazoo Gazette, August 1, 2010

Desired Employable Skills in Flux

1. “In one 2008 survey of more than 2,000 businesses in Washington State, employers said entry-level workers appeared to be most deficient in being able to ‘solve problems and make decisions,’ ‘resolve conflict and negotiate,’ ‘cooperate with others’ and ‘listen actively’.” Source: Plan B: Skip College, by Jacques Steinberg, The New York Times, May 15, 2010

2. “Michigan State University has identified the following 12 competencies as the essential package that undergraduates need to develop during college in order to successfully transition.” Source: Under the Economic Turmoil a Skills Gap Simmers, Collegiate Employment Research Institute (CERI), February 2010

- Communicating Effectively
- Solving Problems
- Balancing Work and Life
- Embracing Change
- Working Effectively in a Team
- Working in a Diverse Environment
- Managing Time and Priorities
- Navigating Across Boundaries
- Acquiring Knowledge
- Thinking Critically
- Performing with Integrity
- Developing Professional Competencies

3. “All candidates at Ben Venue must pass a basic skills test showing they can read and understand math at a ninth-grade level.” Source: Factory Jobs Return, but Employers Find Skills Shortage, by Motoko Rich, The New York Times, July 1, 2010

4. “In a survey last year of 779 industrial companies by the National Association of Manufacturers, the Manufacturing Institute and Deloitte, the accounting and consulting firm, 32 percent of companies reported “moderate to serious” skills shortages. Sixty-three percent of life science companies, and 45 percent of energy firms cited such shortages.” Source: Factory Jobs Return, but Employers Find Skills Shortage, by Motoko Rich, The New York Times, July 1, 2010

5. “Today, the abilities employers expect new college graduates to demonstrate the first day on the job have been ratcheted up to an ‘über level’.” “[T]he same core essential skills are being elevated to a higher level of competency across nearly every sector of the economy.” Source: Under the Economic Turmoil a Skills Gap Simmers, Collegiate Employment Research Institute (CERI), February 2010

6. “The increasing emphasis on more advanced skills raises policy questions about how to help low-skilled job seekers who are being turned away at the factory door and increasingly becoming the long-term unemployed.” Source: Factory Jobs Return, but Employers Find Skills Shortage, by Motoko Rich, The New York Times, July 1, 2010
7. “The core skills have been removed and redistributed. Employers who are seeking potential employees for U.S. positions want candidates who possess skills and abilities that can handle assignments located several standard deviations from the mean; not the repetitive, routine tasks that have been source[d]. As one moves away from the mean the likelihood of encountering unique, one-of-a-kind events increases.” Source: Under the Economic Turmoil a Skills Gap Simmers, Collegiate Employment Research Institute (CERI), February 2010

8. “…talent is defined as a combination of knowledge, creativity and entrepreneurship. Quite simply, in a flattening world, the places with the greatest concentrations of talent win.” Source: Michigan’s Transition to a Knowledge-Based Economy: Third Annual Progress Report, by Lou Glazer, Michigan Future Inc. and Don Grimes, Institute for Research on Labor Employment and the Economy, May 2010

Economic Impact on Millennials Significant
A report by the Pew Research Center released in February of 2010 provides data on the impact of this recession on young Americans.

1. “At the moment, fully 37% of 18- to 29-year-olds are unemployed or out of the workforce, the highest share among this age group in more than three decades.” Source: The Millennials: Confident. Connected. Open to Change, February 24, 2010, The Pew Research Center.


Regulatory/Accountability Changes Coming
Reporting continues to be a discussion topic for government groups and higher education institutions alike. The discussion surrounding how to define success is far from over.

Thoughts
1. Measures drive behavior. In an environment of scarce resources, institutions of higher education will increasingly focus on outcomes that are measured at the risk of limiting our access and breadth of offering.

2. Accountability is becoming such a focal point that private foundations are pushing the agenda. One example is the Voluntary Framework for Accountability which is a partnership between the American Association of Community Colleges (AACC) and the Lumina and Gates foundations.

Observations
Reporting Increasingly Under the Spotlight

1. “The postsecondary graduation rate collected by the U.S. Department of Education’s Integrated Postsecondary Education Data System (IPEDS) only accounts for 48 percent of all undergraduates enrolled in four-year public institutions and 32 percent of those enrolled in two-year public institutions.” Source: Proof of Concept Study: On Proposed Changes Needed to Improve IPEDS Data, Jorge Klor de Alva, Mark S. Schneider, and Jay Klagge (Source document not yet available at time of Scan publication.)

2. “The IPEDS graduation rate does not account for: Part-time students nor transfer students.” Source: Complete to Compete: Common College Completion Metrics, National Governors Association Chair’s Initiative, 2010-2011, June 2010
Things to Watch

- **Education Bubble Ready to Burst – Will Community Colleges Be the Beneficiaries?** “Consumers who have questioned whether it is worth spending $1,000 a square foot for a home are now asking whether it is worth spending $1,000 a week to send their kids to college. There is a growing sense among the public that higher education might be overpriced and under-delivering.” “…community colleges, will become a more-attractive option for a larger swath of the college bound. Taking the first two years of college while living at home has been an attractive option since the 1920s, but it is now poised to grow significantly.” **Source:** Will Higher Education Be the Next Bubble to Burst? By Joseph Marr Cronin and Howard E. Horton, The Chronicle of Higher Education, May 22, 2009

- **Financial Instability Fears Rise in Higher Education** – “…there is a fear of mergers, closures. . . even bankruptcies of colleges that took on too much debt, based on an unbalanced system of student loans paying for rising tuitions. And we agree. The next bubble to burst will be higher education.” “Under-capitalized colleges are staring down threats to solvency, too (just as banks are), as penny-pinching students and parents go for cheaper alternatives (community college, online colleges, etc.) and sources of funds dry up.” **Source:** Higher Education Bubble: The Next Bubble to Burst, by Iain Cooper, Baltimore Investing Examiner, August 10, 2009

- **Proposed ‘Context Metric’ – Market Penetration – Annual ratio of certificates and degrees awarded relative to the state’s population with a high school diploma.** **Source:** Complete to Compete: Common College Completion Metrics, National Governors Association Chair’s Initiative, 2010-2011, June 2010

- **For-Profit Critique?** – “[F]ederal officials may be looking for ways to redirect financial aid money flowing to students at for-profit colleges so that it goes further at less-expensive two-year institutions.” **Sources:** Method to Miller’s Madness, Jennifer Epstein, Inside Higher Education, June 18, 2010

- **Proposed Definition of ‘Gainful Employment’** – “Released regulatory language appears to be a compromise between consumer advocates’ push for tough limits on student debt and the fears of for-profits that the rules would amount to a sector killer.” “Department officials project that if the regulations went into effect now, about 40 percent of programs would remain fully eligible for Title IV financial aid, while another 55 percent would face restrictions on their enrollments and increased debt disclosure requirements, the department estimates.” “The regulatory impact analysis appended to the NPRM suggests that one way for at least half the for-profit sector to comply with the rules would be to lower prices by an average of 10 percent.” **Source:** Splitting the Difference on Gainful Employment, Jennifer Epstein, Inside Higher Education, July 23, 2010

- **Changes to the View of Education as a Public Good** – “Meanwhile, for the states, and big donors, who fund those portions of higher education that the students don’t, a post-bubble world will bring some changes, too. Many states have been cutting aid to higher education, content to let higher tuition pick up the slack.” “Some may choose to change that (if they can afford it) but regardless I expect more direct oversight of state institutions from those who fund them. Universities’ priorities will be brought closer to states’ priorities.” **Source:** Further Thoughts on the Higher Education Bubble, by Glenn Harlan Reynolds, The Washington Examiner, August 8, 2010

- **E-Books On the Move** – “CourseSmart, the e-textbook consortium comprising five major publishers, says it has sold four times more e-textbooks in 2009-10 than it did the previous year (although it would not say how many copies that translates to).” “Despite the hype, e-books have remained on the fringes of higher education. In 2008, the first year the Campus Computing Project survey started asking about e-book use, respondents said the electronic texts were used in 2.2 percent of classes.” **Source:** All in the Delivery, by Steve Kolowich, Inside Higher Education, August 31, 2010
Motivation and A Crisis of Values – “China and India have been catching up to America not only via cheap labor and currencies. They are catching us because they now have free markets like we do, education like we do, access to capital and technology like we do, but, most importantly, values like our Greatest Generation had. That is, a willingness to postpone gratification, invest for the future, work harder than the next guy and hold their kids to the highest expectations.” 

Political Outlook – Depends on your Gender – “A recent New York Times/CBS News poll found a sharp difference in the way men and women say they are going to vote in November. “ “The poll suggests that men are angrier than women, and that their anger may be more motivating than the sense of hopelessness expressed by women, particularly on economic issues.” Source: The Voters: Men Are Fuming, Women Despairing, by Megan Thee-Brenan and Janet Elder, The New York Times, September 20, 2010

Gaming while Training – McDonald’s Japan is using the Nintendo DSi consoles to train employees in the how to’s of assembling burgers and cleaning work stations. Source: Japan McDonald’s Uses Nintendo DSi to Train Workers, by Catharine Smith, Huffington Post, April 19, 2010.

New/Important Terminology

This section is dedicated to helping advance understanding of new or important terminology found during the course of developing the NMC Scan.

Attainment rate = The percentage of a population that has obtained a certificate or degree. Source: Complete to Compete: Common College Completion Metrics, National Governors Association Chair’s Initiative, 2010-2011, June 2010

Cooling-Out = Occurs when advisors encourage students to matriculate in less rigorous programs that they may believe the students would be more successful at completing. Source: Mullin, C. M. (2010, June). Rebalancing the mission: The community college completion challenge (Policy Brief 2010-02PBL). Washington, DC: American Association of Community Colleges.

Edupunk = Those who are more interested in finding new ways of teaching and learning than in protecting existing interests. Source: Glenn Reynolds: Higher Education’s Bubble is about to Burst, by Glenn Harlan Reynolds, Contributor, The Washington Examiner, June 6, 2010

Knowledge Technologists = “People who do much of their work with their hands (and to that extent are the successors to skilled workers), but whose pay is determined by the knowledge between their ears, acquired in formal education rather than through apprenticeship.” Source: The Next Workforce: Knowledge Workers are the New Capitalists, by Peter F. Drucker, The Economist, November 1, 2001

Meta-competencies = Transcend a specific situation and can be applied across different situations depending on the context of the assignment or task. Source: Under the Economic Turmoil a Skills Gap Simmers, Collegiate Employment Research Institute (CERI), February 2010

Productivity = Awarding more higher education certificates and degrees within the same resources, while maintaining quality. Source: Complete to Compete: Common College Completion Metrics, National Governors Association Chair’s Initiative, 2010-2011, June 2010

Swirlers = Students who attend 4-year institutions and enroll at a community college for just one course.

This issue of the NMC Scan focuses on demographics in particular those that surround several of our stated assumptions namely:

- 50+ year population growing
- Average Michigan income below national average
- 18 year old college goers declining
- Learner Group 1 enrollment surge ends
  - Area high school graduates declining
  - Percentage of high school graduates going to college (data are lacking)

As you read this Scan, you will find data to substantiate and help quantify these assumptions. Beyond the numbers, what do these assumptions when taken together, mean for NMC? Consider this: If NMC intends to maintain current enrollment levels, we have a few tactical choices. As the number of high school graduates declines in our region following the Millennial generation crest in 2007, enrollments of these “traditional” students need not fall if we set a course to increase our conversion rate (the rate by which high school graduates attend NMC). The inflow of new comers to the Grand Traverse region will also serve to help offset a decline in the number of high school grads.

Students over the age of 25 also present opportunities for enrollment growth especially in light of the American Graduation Initiative (AGI) which has created widespread focus on the number of adults with a “credential of value”. Growth in our regional population of the 50+ year old population will create further opportunities to serve learners of all ages seeking both for-credit and not-for-credit options.

While the need for higher education continues to grow in our state and in our region, access will be challenged as average incomes decline and unemployment rates remain high in Michigan. Affordability will continue to be a consideration as the need for financial aid continues to rise.

Taken in total these assumptions help inform how we might proceed with our mission.

**Demographics – Population Shifts**

This Scan includes a review of historical population shifts between 2000-2009 as well as the projected population for our region from 2010 to 2020 and beyond. According to estimates, Michigan experienced a slight gain (.3%) in population between April 1, 2000 and July 1, 2009 this does not compare favorably to the nation as a whole which grew 9.1% over the same period. Just released 2010 Census results suggest, however, that Michigan showed a slight loss of population (44,207 residents or

**NOTE:** This issue of the NMC Scan was a highly collaborative team effort by the following individuals working on concert with the Office of Research & Effectiveness: Craig Mulder, Tim Nelson, Ann Swaney, Tina Ulrich, and Chris Weber. This office is deeply grateful for their time and talents.
Our regional population as well as that for the nation at large will continue to age. According to the U.S. Census Bureau, “Between 2010 and 2050, the U.S. population is projected to grow from 310 million to 439 million, an increase of 42 percent.” According to the same study, “In 2050, the number of Americans aged 65 and older is projected to be 88.5 million, more than double its projected population of 40.2 million in 2010.” Source: Vincent, Grayson K., and Victoria A. Velkoff, 2010, THE NEXT FOUR DECADES, The Older Population in the United States: 2010 to 2050, Current Population Reports, P25-1138, U.S. Census Bureau, Washington, DC.

Thoughts

1. Our region is one of two bright spots for Michigan in terms of population change from 2000 to 2009 with Grand Traverse County increasing 11.2% during this time. Source: U.S. Census Bureau QuickFacts http://quickfacts.census.gov/qfd/states/26/26055.html [Graphic 3, pg. 4]

2. Looking ahead to 2020, the Council of Governments 10-county region is expected to slightly outpace total state growth in population while both will lag overall national population growth of a projected 4%. [Table 1, pg. 4]

3. The 30-34 and the 60+ age groups show a trend in increasing numbers projected from 2010 to 2020. These data clearly suggest that our region is aging. [Graphic 4, pgs. 5-6] This is similar to what is expected to occur across the United States in the 60-85 age groups. [Graphic 2, pg. 3]

4. Within the 5-24 and 40-49 year old age groups, there is a trend of declining numbers projected from 2010 to 2020. It will be important that we be mindful of population shifts over time which would impact a marketing strategies targeted at these segments of the market. [Graphic 4, pgs. 5-6]

5. The 10-County Northwest Lower Michigan population aged 15-49 has experienced a steady decline in terms of percentage of the population from 46.6% to 37.1%. This age group represents over 90% of NMC’s Learner Group 1 (academic) learners, and it’s shrinking. [Table 2, pg. 7]

6. Grand Traverse County will continue to be the population center of our region and is expected to continue the steady, though more moderate, growth trends over the next five years that it has experienced over the past ten years. [Graphics 5 & 6, pgs. 7-8]

Data

Graphic 1: Numeric Change in Population for States and Puerto Rico: April 1, 2000 to July 1, 2009

Graphic 2: Population Pyramid for the United States

Age and Sex Structure of the Population for the United States: 2010, 2030, and 2050

Source: U.S. Census Bureau, 2008.
Table 1: Projected Population Change, 2010 to 2020

<table>
<thead>
<tr>
<th>Area</th>
<th>2010 Population</th>
<th>2020 Population</th>
<th>Change</th>
<th>% Change</th>
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<tbody>
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<td>10-County Region</td>
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<td>305,262</td>
<td>6,421</td>
<td>2%</td>
</tr>
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<td>State</td>
<td>10,016,946</td>
<td>10,076,519</td>
<td>59,573</td>
<td>1%</td>
</tr>
<tr>
<td>Nation</td>
<td>310,100,040</td>
<td>323,404,631</td>
<td>13,304,591</td>
<td>4%</td>
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</tbody>
</table>

Source: Economic Modeling Specialists, Inc. Complete Employment - 4th Quarter 2010
Graphic 4: Changes in Population by Age Groups for the 10-County Region, 2000-2020

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<th>Age group</th>
<th>Year</th>
<th>Population</th>
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<td></td>
<td>2005</td>
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<td></td>
<td>2010</td>
<td>16,724</td>
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<tr>
<td></td>
<td>2015</td>
<td>16,603</td>
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<td>Age 5 - 9</td>
<td>2000</td>
<td>18,832</td>
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<tr>
<td></td>
<td>2005</td>
<td>17,242</td>
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<td></td>
<td>2010</td>
<td>17,167</td>
</tr>
<tr>
<td></td>
<td>2015</td>
<td>16,953</td>
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<tr>
<td>Age 10 - 14</td>
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<td>20,818</td>
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<td></td>
<td>2005</td>
<td>19,983</td>
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<td></td>
<td>2010</td>
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<td></td>
<td>2015</td>
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<td>Age 15 - 19</td>
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<td></td>
<td>2005</td>
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<td></td>
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<tr>
<td></td>
<td>2015</td>
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<td>Age 20 - 24</td>
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<td>16,051</td>
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<td></td>
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<td>15,497</td>
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Changes in Population by Age Groups, 2000 - 2020

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<th>Age group</th>
<th>Year</th>
<th>Population</th>
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<td>Age 45 - 49</td>
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</tr>
<tr>
<td></td>
<td>2005</td>
<td>22,490</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>18,961</td>
</tr>
<tr>
<td></td>
<td>2015</td>
<td>15,853</td>
</tr>
<tr>
<td>Age 50 - 54</td>
<td>2000</td>
<td>18,895</td>
</tr>
<tr>
<td></td>
<td>2005</td>
<td>24,519</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>22,663</td>
</tr>
<tr>
<td></td>
<td>2015</td>
<td>18,806</td>
</tr>
<tr>
<td>Age 55 - 59</td>
<td>2000</td>
<td>15,826</td>
</tr>
<tr>
<td></td>
<td>2005</td>
<td>23,377</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>25,369</td>
</tr>
<tr>
<td></td>
<td>2015</td>
<td>23,164</td>
</tr>
<tr>
<td>Age 60 - 64</td>
<td>2000</td>
<td>14,116</td>
</tr>
<tr>
<td></td>
<td>2005</td>
<td>21,140</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>24,361</td>
</tr>
<tr>
<td></td>
<td>2015</td>
<td>26,084</td>
</tr>
<tr>
<td>Age 65 - 69</td>
<td>2000</td>
<td>12,345</td>
</tr>
<tr>
<td></td>
<td>2005</td>
<td>16,847</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>21,481</td>
</tr>
<tr>
<td></td>
<td>2015</td>
<td>24,379</td>
</tr>
<tr>
<td>Age 70 - 74</td>
<td>2000</td>
<td>10,924</td>
</tr>
<tr>
<td></td>
<td>2005</td>
<td>12,933</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>15,627</td>
</tr>
<tr>
<td></td>
<td>2015</td>
<td>19,732</td>
</tr>
<tr>
<td>Age 75 - 79</td>
<td>2000</td>
<td>6,630</td>
</tr>
<tr>
<td></td>
<td>2005</td>
<td>9,594</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>11,222</td>
</tr>
<tr>
<td></td>
<td>2015</td>
<td>13,372</td>
</tr>
<tr>
<td>Age 80 - 84</td>
<td>2000</td>
<td>6,624</td>
</tr>
<tr>
<td></td>
<td>2005</td>
<td>7,153</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>7,197</td>
</tr>
<tr>
<td></td>
<td>2015</td>
<td>8,289</td>
</tr>
<tr>
<td>Age 85 and over</td>
<td>2000</td>
<td>4,311</td>
</tr>
<tr>
<td></td>
<td>2005</td>
<td>6,641</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>7,305</td>
</tr>
<tr>
<td></td>
<td>2015</td>
<td>7,496</td>
</tr>
</tbody>
</table>

Table 2: Select Age Groups as Percentage of Total Population for the 10-County Region, 2000-2020

<table>
<thead>
<tr>
<th>Year</th>
<th>Age 15-19</th>
<th>Age 20-24</th>
<th>Age 25-29</th>
<th>Age 30-34</th>
<th>Age 35-39</th>
<th>Age 40-44</th>
<th>Age 45-49</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>6.9%</td>
<td>4.6%</td>
<td>5.2%</td>
<td>6.1%</td>
<td>7.5%</td>
<td>8.3%</td>
<td>7.9%</td>
<td>46.6%</td>
</tr>
<tr>
<td>2005</td>
<td>7.0%</td>
<td>5.7%</td>
<td>4.9%</td>
<td>5.4%</td>
<td>6.3%</td>
<td>7.6%</td>
<td>8.3%</td>
<td>45.3%</td>
</tr>
<tr>
<td>2010</td>
<td>6.2%</td>
<td>5.6%</td>
<td>5.6%</td>
<td>5.1%</td>
<td>5.4%</td>
<td>6.3%</td>
<td>7.5%</td>
<td>41.8%</td>
</tr>
<tr>
<td>2015</td>
<td>5.6%</td>
<td>5.1%</td>
<td>5.9%</td>
<td>5.7%</td>
<td>5.2%</td>
<td>5.3%</td>
<td>6.2%</td>
<td>38.9%</td>
</tr>
<tr>
<td>2020</td>
<td>5.3%</td>
<td>4.6%</td>
<td>5.3%</td>
<td>6.0%</td>
<td>5.7%</td>
<td>5.1%</td>
<td>5.2%</td>
<td>37.1%</td>
</tr>
</tbody>
</table>


Graphic 5: Change in Population All Ages by County, 2000-2020

NMC Scan | December 2010
© Northwestern Michigan College
In his American Graduation Initiative, President Obama has outlined an ambitious national agenda. Namely, that the U.S. will double the graduation rate by 2020 and ensure that 60% of the adult population has achieved a credential of value. While the legislation did not pass, this rally cry has not fallen on deaf ears. In fact, as reported in the September ’10 NMC Scan, higher education productivity is now the special focus of the National Governors Association. Among the measures selected for this initiative are the number of degrees and certificates awarded and graduation rates. Source: Governors Push College Completion, by Doug Lederman, Inside Higher Education, July 12, 2010

New data on education attainment will be released with the 2010 Census beginning in 2011. Until that time the best data, despite being estimates, come from the American Community Survey conducted by the U.S. Census Bureau. Unfortunately the language “credential of value” has yet to be defined and is...
not yet reflected in the data gathered so there is some limitation in reporting census data related to this topic.

Thoughts
1. Our region and Michigan as a whole outpace the U.S. average for adults 25 or older who are high school graduates, have completed some college, no degree or have completed an associate’s degree. [Graphic 7, pg. 9]
2. While graduation rates and educational attainment statistics for the region served by NMC are in line with statistics for Michigan as a whole, the former are well below the average for U.S. Public, 2-Year institutions and the latter are in keeping with national data but well below President Obama’s target. [Graphics 7 & 9, pgs. 9 & 10]
3. Those with some college, no degree represent a sizeable group and are a natural target for completion. [Graphic 8, pg. 10]
4. At all three levels – NMC, Michigan and the national average – there has been a decline in graduation rates from 2005 to 2009. [Graphic 9, pg. 10]
5. NMC’s graduation rate, while in line with the mean for Michigan community colleges, does not compare favorably to the average for U.S. public, 2-year institutions. Within the latter figures are data from state systems (e.g. California, Ohio, and Minnesota) which incent/encourage associate degree completion. Historically Michigan residents have had less incentive to pursue higher education because of the opportunity to earn above average wages in the auto industry. [Graphic 9, pg. 9]
6. The NCES cohort study of first-time postsecondary beginners confirms low completion rates for those attending both 4-year and 2-year institutions and little improvement (and some regression) between the 1995-6 and 2003-4 cohorts studied. These cohort results suggest an even lower completion rate (9.3% with the 2003-04 cohort) for those earning an associate degree six years after starting than NMC’s gradation data report. [Table 4, pg. 11]

Data
Graphic 7: Educational Attainment (25 years or older)

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Antrim, Benzie, Grand Traverse, Kalkaska, Leelanau</th>
<th>Antrim, Benzie, Charlevoix, Emmet, Grand Traverse, Kalkaska, Leelanau, Manistee, Missaukee, Wexford</th>
<th>Michigan</th>
<th>United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate or professional degree</td>
<td>Beige</td>
<td>Green</td>
<td>Red</td>
<td>Blue</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>Beige</td>
<td>Blue</td>
<td>Red</td>
<td>Blue</td>
</tr>
<tr>
<td>Associate's degree</td>
<td>Beige</td>
<td>Blue</td>
<td>Red</td>
<td>Blue</td>
</tr>
<tr>
<td>Some college, no degree</td>
<td>Beige</td>
<td>Blue</td>
<td>Red</td>
<td>Blue</td>
</tr>
<tr>
<td>High school graduate (includes</td>
<td>Beige</td>
<td>Blue</td>
<td>Red</td>
<td>Blue</td>
</tr>
<tr>
<td>equivalency)</td>
<td></td>
<td></td>
<td></td>
<td>Blue</td>
</tr>
<tr>
<td>9th to 12th grade, no diploma</td>
<td>Beige</td>
<td>Blue</td>
<td>Red</td>
<td>Blue</td>
</tr>
<tr>
<td>Less than 9th grade</td>
<td>Beige</td>
<td>Blue</td>
<td>Red</td>
<td>Blue</td>
</tr>
</tbody>
</table>

Data Set: 2006-2008 American Community Survey 3-Year Estimates
Survey: American Community Survey
NMC Scan | December 2010
©Northwestern Michigan College
Graphic 8: Educational Attainment Degree vs. No Degree (25 years or older)

Data Set: 2006-2008 American Community Survey 3-Year Estimates
Survey: American Community Survey

Table 3: Field of Bachelor’s Degree for First Major for the Population 25 years and over

<table>
<thead>
<tr>
<th>Grand Traverse County, Michigan</th>
<th>Estimate (Rounded to the nearest hundred)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total:</td>
<td>17,000</td>
</tr>
<tr>
<td>Science and Engineering</td>
<td>4,100</td>
</tr>
<tr>
<td>Science and Engineering Related Fields</td>
<td>2,100</td>
</tr>
<tr>
<td>Business</td>
<td>4,600</td>
</tr>
<tr>
<td>Education</td>
<td>2,900</td>
</tr>
<tr>
<td>Arts, Humanities and Other</td>
<td>3,400</td>
</tr>
</tbody>
</table>

Source: U.S. Census Bureau, 2009 American Community Survey

Note that these data are only available for select counties. Grand Traverse County is the only county in the 10-county region for which these data are provided.

Graphic 9: Community College Graduation Rates – U.S. Mean, Michigan Community Colleges Mean, NMC

Graduation Rates

Source: IPEDS, Frequently Used Graduation Rates

Released December, 2010 by the Education Department's National Center for Education Statistics are sobering statistics regarding persistence based on a study of cohorts by the Beginning Postsecondary Students Survey as summarized in Table 4.

Table 4: 6-Year Attainment Rates for Two Cohorts of College Students

<table>
<thead>
<tr>
<th>Status After Six Years</th>
<th>1995-6 Entering Cohort</th>
<th>2003-4 Entering Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earned Bachelor’s</td>
<td>28.8%</td>
<td>30.7%</td>
</tr>
<tr>
<td>Earned Associate</td>
<td>10.0%</td>
<td>9.3%</td>
</tr>
<tr>
<td>Earned Certificate</td>
<td>12.0%</td>
<td>9.4%</td>
</tr>
<tr>
<td>Still Enrolled at a 4-Year Institution</td>
<td>8.8%</td>
<td>7.1%</td>
</tr>
<tr>
<td>Still Enrolled at a 2-Year Institution</td>
<td>5.6%</td>
<td>7.9%</td>
</tr>
<tr>
<td>Not Enrolled</td>
<td>34.8%</td>
<td>35.5%</td>
</tr>
</tbody>
</table>

Source: National Center for Education Statistics; N=101,010 eligible students, overall weighted percent (based on number of eligible students) response was 91%

Among the findings, the study reports that: “Among 2003-04 beginning students who first enrolled in a public 2-year institution, about 8 percent had received a certificate, 14 percent had received an associate’s degree, and 12 percent had received a bachelor’s degree within 6 years from any institution. Another 20 percent had not yet received a degree but were currently enrolled somewhere (7 percent at a 4-year institution and 13 percent at a less-than-4-year institution) and 46 percent had not received a degree and were not enrolled at any institution.” Source: Persistence and Attainment of 2003-04 Beginning Postsecondary Students: After 6 Years, First Look, December 2010, pg. 5

Demographics – K-12

Dean of Students and Enrollment Management, Chris Weber has recently completed an analysis of the K-12 population in the NMC six-county service area. Based on these data, several notable conclusions and observations can be drawn. One such notable finding is that on average, 88% of high school freshman in our six-county region persist to graduation. Those who persist are an important part of the NMC market.

Thoughts

1. Michigan and surrounding Mid-Western states have seen a decline in the under 18 population from 2000-2009 with Michigan posting a 10% decline. Indiana is the only state bordering Michigan that saw a slight increase of 1%. These rates of change compare unfavorably to the Western states and those in the Southeast with Nevada (+33%) and Arizona (+27%) seeing the largest gains. [Graphic 10, pg. 12]

2. The number of high school graduates in our six-county service area peaked in 2006 with the millennial generation. These rates are projected to decline through 2013. [Graphic 11, pg. 13]

3. On average 24.3% of high school graduates in the six-county service area from 2001 to 2010 have enrolled at NMC. This percentage is known as the conversion rate, and it is a significant statistic for us to target and measure especially in light of a declining population of traditional
aged students in our service area. In 2010, Grand Traverse County had the higher conversion rate at 36.1%. [Table 5, pg. 13]

4. The majority of new high school graduates from our service area who enroll at NMC are graduates of Grand Traverse County followed by Antrim and Leelanau counties. [Table 5, pg. 13]

5. The six-county average percentage of new high school graduates in 2010 who enrolled at NMC in the Fall 2010 semester increased from a historical average of 24.3% to 27.1%. [Table 5, pg. 13]

Data


Population shift
State population gains and losses of people under 18, 2000-2009

Michigan saw a decline of 10%. Click on the map to access a hyperlink to the interactive map on the USA Today site to see additional data on percent change by state. Note: Percentages and the scale labels were modified to aid in understanding.
Graphic 11: HS Grads Headcount 2004-2013 from Six-County Service Area

Source: NMC Admissions Office - based on Count Day information from area high schools

Note: 2011-13 represent projections assuming continued average 88% freshman to graduation rate and average of 22% conversation rate HS grad to NMC enrollee.

Table 5: 2010 Graduates and NMC Enrollees by County

<table>
<thead>
<tr>
<th>County</th>
<th>Number of HS Graduates</th>
<th>Number Enrolled at NMC Fall 2010</th>
<th>Conversion Rate</th>
<th>Number of NMC Enrollees for Approximately 1% Change in Conversion Rate based on 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antrim</td>
<td>280</td>
<td>81</td>
<td>28.9%</td>
<td>3 students</td>
</tr>
<tr>
<td>Benzie</td>
<td>178</td>
<td>41</td>
<td>23.0%</td>
<td>2 students</td>
</tr>
<tr>
<td>Grand Traverse</td>
<td>1095</td>
<td>395</td>
<td>36.1%</td>
<td>11 students</td>
</tr>
<tr>
<td>Kalkaska</td>
<td>160</td>
<td>60</td>
<td>27.5%</td>
<td>2 students</td>
</tr>
<tr>
<td>Leelanau</td>
<td>218</td>
<td>69</td>
<td>31.7%</td>
<td>2 students</td>
</tr>
<tr>
<td>Wexford</td>
<td>362</td>
<td>56</td>
<td>15.5%</td>
<td>2 students</td>
</tr>
</tbody>
</table>

Source: NMC Admissions Office - based on Count Day information from area high schools

Demographics – Economy

Economic indicators for Michigan as for the nation are sobering in their decline since 2000. In 2000 Michigan reported a median household income level above the national average. By 2009 it had fallen well below the U.S. average. The lights are out across the nation when looking at Graphic 12 on change in unemployment rates from 2009 to 2010 for all but a selection of Central states and a fortunate few counties scattered across the nation. Yet, there is room for some optimism in our region looking at growing occupations and in particular those in the health and technology occupations.

In 2000 (in 2007 dollars) Michigan’s median income was $52,239 compared with the average for the nation of $49,951. This was fueled primarily by high paying manufacturing jobs lead by a booming automotive industry. By 2007, Michigan’s median income had fallen below the national average median income ($47,950 for Michigan, $50,740 for the U.S.). According to 2008 Census data, “Median
household income declined 3.6 percent in 2008 after adjusting for inflation, the largest single-year decline on record, and reached its lowest point since 1997.”


**Thoughts**

1. All counties in our service area with the exception of Leelanau are experiencing higher unemployment rates than the U.S. average (9.6%). Leelanau (9.6%), Grand Traverse (11.2%) and Kalkaska (11.7%) have lower rates of unemployment than Michigan’s average unemployment rate of 12.8%. [Graphic 13, pg. 16]

2. Michigan continues to lose ground in terms of median household income. This means fewer dollars to pay for higher education yet suggests a growing importance of higher education to raise income levels. [Graphic 14, pg. 16]

3. Additional implications of lower median income are the potential for increased migration within and out of Michigan in search of higher incomes as well as the potential for increased need for social services.
Data

Graphic 12: Unemployment rates by county, November 2009 – October 2010 averages

(U.S. rate = 9.7 percent)

Graphic 13: Unemployment Rates for the 10-County Region Compared to Michigan & the U.S.

Note: All figures are average annual. For 2010 Data not seasonally adjusted, (except for Mich. & USA).

Graphic 14: Change in Median Household Income - 2000, 2008 and 2009

Graphic 15: U.S. Median Household Income, 2009

Graphic 16: Michigan Median Household Income, 2009

Source: U.S. Census Bureau, Small Area Income and Poverty Estimates (SAIPE) Program, Dec. 2010
Hot Industries & Occupations

Despite what is expected to be a slow economic recovery, bright spots do exist. Several industries and occupations will experience growth in our region. In this section, the top 20 fastest growing industries in the 10-county region are highlighted. Similarly, those occupations that require a postsecondary vocational award up to an associate’s degree and are projected to be the fastest growing in the region and for the U.S. are also presented.

**Table 6: Top 20 Largest Industries in the 10-County Region**

<table>
<thead>
<tr>
<th>NAICS Code</th>
<th>Description</th>
<th>2010 Jobs</th>
<th>2015 Jobs</th>
<th>Change</th>
<th>% Change</th>
<th>Current EPW</th>
</tr>
</thead>
<tbody>
<tr>
<td>930000</td>
<td>Local government</td>
<td>18,259</td>
<td>18,822</td>
<td>563</td>
<td>3%</td>
<td>$47,043</td>
</tr>
<tr>
<td>622110</td>
<td>General Medical and Surgical Hospitals</td>
<td>6,662</td>
<td>7,034</td>
<td>372</td>
<td>6%</td>
<td>$54,218</td>
</tr>
<tr>
<td>722110</td>
<td>Full-Service Restaurants</td>
<td>5,253</td>
<td>5,240</td>
<td>(13)</td>
<td>0%</td>
<td>$16,433</td>
</tr>
<tr>
<td>721110</td>
<td>Hotels (except Casino Hotels) and Motels</td>
<td>4,684</td>
<td>4,760</td>
<td>76</td>
<td>2%</td>
<td>$21,510</td>
</tr>
<tr>
<td>531210</td>
<td>Offices of Real Estate Agents and Brokers</td>
<td>3,429</td>
<td>4,167</td>
<td>738</td>
<td>22%</td>
<td>$9,515</td>
</tr>
<tr>
<td>11A000</td>
<td>Crop and animal production</td>
<td>4,044</td>
<td>4,006</td>
<td>(38)</td>
<td>(1%)</td>
<td>$25,232</td>
</tr>
<tr>
<td>621111</td>
<td>Specialists</td>
<td>2,902</td>
<td>3,525</td>
<td>623</td>
<td>21%</td>
<td>$76,021</td>
</tr>
<tr>
<td>722211</td>
<td>Limited-Service Restaurants</td>
<td>2,907</td>
<td>2,911</td>
<td>4</td>
<td>0%</td>
<td>$15,229</td>
</tr>
<tr>
<td>531390</td>
<td>Other Activities Related to Real Estate</td>
<td>1,920</td>
<td>2,411</td>
<td>491</td>
<td>26%</td>
<td>$11,317</td>
</tr>
<tr>
<td>445110</td>
<td>Convenience Stores (except Convenience Stores)</td>
<td>2,582</td>
<td>2,385</td>
<td>(197)</td>
<td>(8%)</td>
<td>$25,440</td>
</tr>
<tr>
<td>561320</td>
<td>Temporary Help Services</td>
<td>1,775</td>
<td>2,101</td>
<td>326</td>
<td>18%</td>
<td>$21,825</td>
</tr>
<tr>
<td>211111</td>
<td>Crude Petroleum and Natural Gas Extraction</td>
<td>1,784</td>
<td>2,088</td>
<td>304</td>
<td>17%</td>
<td>$57,389</td>
</tr>
<tr>
<td>561720</td>
<td>Janitorial Services</td>
<td>1,800</td>
<td>2,057</td>
<td>257</td>
<td>14%</td>
<td>$10,190</td>
</tr>
<tr>
<td>920000</td>
<td>State government</td>
<td>1,985</td>
<td>2,031</td>
<td>46</td>
<td>2%</td>
<td>$58,917</td>
</tr>
<tr>
<td>524210</td>
<td>Insurance Agencies and Brokerages</td>
<td>1,691</td>
<td>2,099</td>
<td>318</td>
<td>19%</td>
<td>$47,288</td>
</tr>
<tr>
<td>454390</td>
<td>Other Direct Selling Establishments</td>
<td>1,816</td>
<td>1,962</td>
<td>146</td>
<td>8%</td>
<td>$6,391</td>
</tr>
<tr>
<td>621610</td>
<td>Home Health Care Services</td>
<td>1,691</td>
<td>1,904</td>
<td>328</td>
<td>21%</td>
<td>$25,036</td>
</tr>
<tr>
<td>561730</td>
<td>Landscaping Services</td>
<td>1,592</td>
<td>1,868</td>
<td>276</td>
<td>17%</td>
<td>$25,409</td>
</tr>
<tr>
<td>624410</td>
<td>Child Day Care Services</td>
<td>1,775</td>
<td>1,697</td>
<td>(78)</td>
<td>(4%)</td>
<td>$10,920</td>
</tr>
<tr>
<td></td>
<td>New Single-Family Housing Construction (except Operative Builders)</td>
<td>1,579</td>
<td>1,423</td>
<td>(156)</td>
<td>(10%)</td>
<td>$43,830</td>
</tr>
</tbody>
</table>

Note: Local government includes jobs such as: schools, hospitals, county commissioners, courthouse, police officers, fire departments, etc.

**Table 7: Top 20 Fastest Growing Industries in the 10-County Region**

<table>
<thead>
<tr>
<th>NAICS Code</th>
<th>Description</th>
<th>2010 Jobs</th>
<th>2015 Jobs</th>
<th>Change</th>
<th>% Change</th>
<th>Current EPW</th>
</tr>
</thead>
<tbody>
<tr>
<td>531210</td>
<td>Offices of Real Estate Agents and Brokers</td>
<td>3,429</td>
<td>4,167</td>
<td>738</td>
<td>22%</td>
<td>$9,515</td>
</tr>
<tr>
<td></td>
<td>Offices of Physicians (except Mental Health Specialists)</td>
<td>2,902</td>
<td>3,525</td>
<td>623</td>
<td>21%</td>
<td>$76,021</td>
</tr>
<tr>
<td>930000</td>
<td>Local government</td>
<td>18,259</td>
<td>18,822</td>
<td>563</td>
<td>3%</td>
<td>$47,043</td>
</tr>
<tr>
<td>531390</td>
<td>Other Activities Related to Real Estate</td>
<td>1,920</td>
<td>2,411</td>
<td>491</td>
<td>26%</td>
<td>$11,317</td>
</tr>
<tr>
<td>622110</td>
<td>General Medical and Surgical Hospitals</td>
<td>6,662</td>
<td>7,034</td>
<td>372</td>
<td>6%</td>
<td>$54,218</td>
</tr>
<tr>
<td>523930</td>
<td>Investment Advice</td>
<td>1,181</td>
<td>1,546</td>
<td>365</td>
<td>31%</td>
<td>$18,121</td>
</tr>
<tr>
<td>621610</td>
<td>Home Health Care Services</td>
<td>1,576</td>
<td>1,904</td>
<td>328</td>
<td>21%</td>
<td>$25,036</td>
</tr>
<tr>
<td>561320</td>
<td>Temporary Help Services</td>
<td>1,775</td>
<td>2,101</td>
<td>326</td>
<td>18%</td>
<td>$21,825</td>
</tr>
<tr>
<td>SOC Code</td>
<td>Description</td>
<td>2010 Jobs</td>
<td>2020 Jobs</td>
<td>Change</td>
<td>% Change</td>
<td>2010 Median Hourly Wage</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------</td>
<td>-----------</td>
<td>---------</td>
<td>----------</td>
<td>------------------------</td>
</tr>
<tr>
<td>41-9022</td>
<td>Real estate sales agents</td>
<td>2,526,509</td>
<td>3,220,372</td>
<td>693,863</td>
<td>27%</td>
<td>$7.95</td>
</tr>
<tr>
<td>29-1111</td>
<td>Registered nurses</td>
<td>2,614,876</td>
<td>3,135,230</td>
<td>520,354</td>
<td>20%</td>
<td>$30.35</td>
</tr>
<tr>
<td>31-1012</td>
<td>Nursing aides, orderlies, and attendants</td>
<td>1,547,769</td>
<td>1,818,224</td>
<td>270,455</td>
<td>17%</td>
<td>$11.45</td>
</tr>
<tr>
<td>29-2061</td>
<td>Licensed practical and licensed vocational nurses</td>
<td>746,816</td>
<td>877,835</td>
<td>131,019</td>
<td>18%</td>
<td>$18.91</td>
</tr>
<tr>
<td>39-5012</td>
<td>Hairdressers, hairstylists, and cosmetologists</td>
<td>562,117</td>
<td>689,420</td>
<td>127,303</td>
<td>23%</td>
<td>$12.73</td>
</tr>
<tr>
<td>39-9031</td>
<td>Fitness trainers and aerobics instructors</td>
<td>308,614</td>
<td>410,149</td>
<td>101,535</td>
<td>33%</td>
<td>$12.69</td>
</tr>
<tr>
<td>43-6013</td>
<td>Medical secretaries</td>
<td>486,592</td>
<td>586,186</td>
<td>99,594</td>
<td>20%</td>
<td>$14.84</td>
</tr>
<tr>
<td>25-2011</td>
<td>Preschool teachers, except special education</td>
<td>496,579</td>
<td>591,785</td>
<td>95,206</td>
<td>19%</td>
<td>$10.79</td>
</tr>
<tr>
<td>13-2021</td>
<td>Appraisers and assessors of real estate</td>
<td>323,221</td>
<td>400,080</td>
<td>76,859</td>
<td>24%</td>
<td>$10.32</td>
</tr>
<tr>
<td>15-1041</td>
<td>Computer support specialists</td>
<td>557,013</td>
<td>614,247</td>
<td>57,234</td>
<td>10%</td>
<td>$20.75</td>
</tr>
<tr>
<td>29-2021</td>
<td>Dental hygienists</td>
<td>175,407</td>
<td>223,183</td>
<td>47,776</td>
<td>27%</td>
<td>$32.36</td>
</tr>
<tr>
<td>49-3023</td>
<td>Automotive service technicians and mechanics</td>
<td>762,258</td>
<td>809,218</td>
<td>46,960</td>
<td>6%</td>
<td>$17.22</td>
</tr>
<tr>
<td>23-2011</td>
<td>Paralegals and legal assistants</td>
<td>256,737</td>
<td>300,962</td>
<td>44,225</td>
<td>17%</td>
<td>$22.39</td>
</tr>
<tr>
<td>31-9011</td>
<td>Massage therapists</td>
<td>126,125</td>
<td>163,959</td>
<td>37,834</td>
<td>30%</td>
<td>$15.05</td>
</tr>
<tr>
<td>29-2034</td>
<td>Radiologic technologists and technicians</td>
<td>215,952</td>
<td>245,272</td>
<td>29,320</td>
<td>14%</td>
<td>$25.54</td>
</tr>
<tr>
<td>29-2071</td>
<td>Medical records and health information technicians</td>
<td>170,593</td>
<td>198,867</td>
<td>28,274</td>
<td>17%</td>
<td>$15.05</td>
</tr>
<tr>
<td>29-2041</td>
<td>Emergency medical technicians and paramedics</td>
<td>219,083</td>
<td>244,806</td>
<td>25,723</td>
<td>12%</td>
<td>$14.43</td>
</tr>
<tr>
<td>29-1126</td>
<td>Respiratory therapists</td>
<td>107,299</td>
<td>129,414</td>
<td>22,115</td>
<td>21%</td>
<td>$25.60</td>
</tr>
<tr>
<td>29-2055</td>
<td>Surgical technologists</td>
<td>91,229</td>
<td>112,584</td>
<td>21,355</td>
<td>23%</td>
<td>$18.94</td>
</tr>
<tr>
<td>29-2056</td>
<td>Veterinary technologists and technicians</td>
<td>78,197</td>
<td>98,489</td>
<td>20,292</td>
<td>26%</td>
<td>$14.06</td>
</tr>
</tbody>
</table>

Source: EMSI Complete Employment - 4th Quarter 2010
Table 9: Top 20 Fastest Growing Occupations in the 10-County Region
(requiring at least a postsecondary vocational award and at most an associate’s degree)

<table>
<thead>
<tr>
<th>SOC Code</th>
<th>Description</th>
<th>2010 Jobs</th>
<th>2015 Jobs</th>
<th>Growth</th>
<th>Growth %</th>
<th>Current Median Hourly Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>41-9022</td>
<td>Real estate sales agents</td>
<td>2,837</td>
<td>3,450</td>
<td>613</td>
<td>22%</td>
<td>$8.21</td>
</tr>
<tr>
<td>29-1111</td>
<td>Registered nurses</td>
<td>3,169</td>
<td>3,516</td>
<td>347</td>
<td>11%</td>
<td>$26.36</td>
</tr>
<tr>
<td>31-1012</td>
<td>Nursing aides, orderlies, and attendants</td>
<td>2,181</td>
<td>2,351</td>
<td>170</td>
<td>8%</td>
<td>$12.01</td>
</tr>
<tr>
<td>13-2021</td>
<td>Appraisers and assessors of real estate</td>
<td>649</td>
<td>773</td>
<td>124</td>
<td>8%</td>
<td>$7.94</td>
</tr>
<tr>
<td>29-2021</td>
<td>Dental hygienists</td>
<td>390</td>
<td>471</td>
<td>81</td>
<td>21%</td>
<td>$29.66</td>
</tr>
<tr>
<td>29-2061</td>
<td>Licensed practical and licensed vocational nurses</td>
<td>566</td>
<td>624</td>
<td>58</td>
<td>10%</td>
<td>$17.93</td>
</tr>
<tr>
<td>43-6013</td>
<td>Medical secretaries</td>
<td>307</td>
<td>353</td>
<td>46</td>
<td>15%</td>
<td>$12.72</td>
</tr>
<tr>
<td>49-3023</td>
<td>Automotive service technicians and mechanics</td>
<td>901</td>
<td>942</td>
<td>41</td>
<td>5%</td>
<td>$14.56</td>
</tr>
<tr>
<td>43-6012</td>
<td>Legal secretaries</td>
<td>257</td>
<td>297</td>
<td>40</td>
<td>16%</td>
<td>$13.33</td>
</tr>
<tr>
<td>39-9031</td>
<td>Fitness trainers and aerobics instructors</td>
<td>232</td>
<td>263</td>
<td>31</td>
<td>13%</td>
<td>$9.93</td>
</tr>
<tr>
<td>29-2041</td>
<td>Emergency medical technicians and paramedics</td>
<td>358</td>
<td>387</td>
<td>29</td>
<td>8%</td>
<td>$13.74</td>
</tr>
<tr>
<td>23-2011</td>
<td>Paralegals and legal assistants</td>
<td>130</td>
<td>157</td>
<td>27</td>
<td>21%</td>
<td>$17.47</td>
</tr>
<tr>
<td>29-2034</td>
<td>Radiologic technologists and technicians</td>
<td>285</td>
<td>308</td>
<td>23</td>
<td>8%</td>
<td>$22.42</td>
</tr>
<tr>
<td>29-2071</td>
<td>Medical records and health information technicians</td>
<td>193</td>
<td>214</td>
<td>21</td>
<td>11%</td>
<td>$12.43</td>
</tr>
<tr>
<td>27-1025</td>
<td>Interior designers</td>
<td>103</td>
<td>123</td>
<td>20</td>
<td>19%</td>
<td>$14.07</td>
</tr>
<tr>
<td>39-3011</td>
<td>Gaming dealers</td>
<td>131</td>
<td>149</td>
<td>18</td>
<td>14%</td>
<td>$8.42</td>
</tr>
<tr>
<td>15-1041</td>
<td>Computer support specialists</td>
<td>234</td>
<td>249</td>
<td>15</td>
<td>6%</td>
<td>$20.13</td>
</tr>
<tr>
<td>39-5094</td>
<td>Skin care specialists</td>
<td>77</td>
<td>91</td>
<td>14</td>
<td>18%</td>
<td>$12.94</td>
</tr>
<tr>
<td>27-1022</td>
<td>Fashion designers</td>
<td>62</td>
<td>74</td>
<td>12</td>
<td>19%</td>
<td>$9.79</td>
</tr>
<tr>
<td>29-2012</td>
<td>Medical and clinical laboratory technicians</td>
<td>274</td>
<td>285</td>
<td>11</td>
<td>4%</td>
<td>$13.06</td>
</tr>
</tbody>
</table>

Source: EMSI Complete Employment - 3rd Quarter 2010; Note: Growth includes only positive which is new jobs not including replacement jobs.

These occupations are also among the Top 20 Highest Paying Occupations in our Region.

Things to Watch

- **Education Bubble Threatens** – “The easy availability of student loans is, I believe, setting the stage for a meltdown similar to the subprime mortgage crisis, as waves of students will graduate unable to pay their debt.”  

- **Financial Instability Fears Rise in Higher Education** – “An annual survey of state directors of community colleges, released Wednesday, reveals that only 11 states have plans for how to balance their budgets once federal stimulus dollars are gone. Rural community colleges will face the greatest fiscal strain, more than urban and suburban ones, according to respondents. The most popular strategies for closing these gaps were ‘across-the-board cuts,’ ‘deferred maintenance’ and ‘furloughs.’ ”  
  *Source:* [Reckoning the Recovery](http://example.com), by David Moltz, Inside Higher Ed, October 27, 2010

- **State Employee Compensation a Focus of New Administration** – One area Rick Synder identified as a place for cuts is public employee compensation. “‘I view that as one of the toughest things I need to do as the next governor,’” He added, “you have to ask two questions from a fiduciary point of view. What’s comparable with the private sector, and what’s financially affordable? And my view is I don’t believe you can check either one of those boxes today. And if you can’t check either of those boxes, we need to sit down and have a dialogue.”  
  *Source:* [For Three Midwestern](http://example.com)

- Student Completion Revs Up – “As the completion agenda takes hold — spurred by President Obama’s goal of the United States having the highest proportion of college graduates in the world by 2020 — a number of states have introduced or are considering funding formulas that reward student completion, instead of simply student enrollment.” Source: Push for Performance, by David Molots, Inside Higher Ed, November 2, 2010

- Re-Thinking the Meaning of Completion – “[A]n institution’s graduation rate is not what we truly care about,” three of the center’s staff members write. ‘What matters more is whether a student completes a degree anywhere in the system -- regardless of that student’s pattern of mobility.’” Source: Reframing College Completion, by Doug Lederman, Inside Higher Ed, October 28, 2010

- A Key to Increased College Completion Rates – “The disconnections between k-12 and post-secondary education cause much of the low college completion rates. Kirst’s research demonstrates that only k-12 and postsecondary education working together to improve preparation and college readiness will increase college completion.” Source: Stanford University School of Education, by Michael W. Kirst, Professor of Education, Emeritus, 2009

- Continued Discussion on Proposed Definition of ‘Gainful Employment’ – “In a rare move, the U.S. Department of Education held two days of public hearings last week on its controversial proposed metric to determine whether most for-profit college offerings and long certificate programs at nonprofit institutions prepare students for ‘gainful employment.’ The department received over 90,000 comments on the proposal and delayed the release of some of its final rules on ‘gainful employment,’ which were originally planned for Nov. 1, to allow for public and private meetings to discuss the regulation.” Source: Familiar Arguments Voiced at Hearings on ‘Gainful Employment’ Rule, AACRAO Transcript, by Michelle Cormier, November 11, 2010

- Increased Scrutiny for For-Profit Colleges Looming – “The U.S. Department of Education plans to increase its scrutiny of how colleges award federal grants and loans to their students, and a department official told The Chronicle it will pay particular attention to for-profit colleges owned by publicly traded companies and on all institutions with large distance-education programs.” Source: Online and For-Profit Colleges Face Beefed-Up Aid Audits From Education Dept., by Goldie Blumenstyk, The Chronicle of Higher Education, December 13, 2010


- Rise of Certificates - “In 2007-8, just under 750,000 certificates were awarded in the United States, the report says, 41.6 percent at community colleges and 42.2 percent at for-profit institutions, with the remainder coming from other sectors. Across sectors, by far the top field for certificates is health care, which was the focus of 41.2 percent of all certificates, followed by business (10.9 percent), mechanical (8.5 percent) and security (5.6 percent).” Source: The Certificate Solution, by Scott Jaschik, Inside Higher Ed, December 7, 2010

- Michigan Shrinks - Michigan’s congressional delegation will lose one member beginning in 2012 leaving 14 members of the U.S. House from the state. Source: Michigan Loses 1 Seat in Congress, Gongwer News Service, December 21, 2010
New/Important Terminology

This section is dedicated to helping advance understanding of new or important terminology identified during the course of developing the NMC Scan.

Conversion Rate = The percentage of high school graduates in our service area who enroll at NMC the fall semester following graduation.

1 10 County NW Council of Governments Region includes: Antrim, Benzie, Charlevoix, Emmet, Grand Traverse, Kalkaska, Leelanau, Manistee, Missaukee, and Wexford counties.
This March NMC Scan hints at the magnitude of change occurring within higher education and at large. President Nelson spoke of this at the Spring Town Hall meeting. He reflected that “the world is changing rapidly and radically”.

A recent article published in the January/February 2011 EDUCAUSE Review underscored the level of change headed our way.

“The landscape of higher education – the growing variety of higher education institutions, the cultural environment, the competitive ecosystem – is changing rapidly and disruptively. The higher education landscape is metaphorically crossed with fault lines, those fissures in the landscape creating potential areas of dramatic change, and is as ‘seismic’ as it has been in decades.”

The article goes on to identify ten “fissures or fault lines in the larger landscape of higher education” that have the potential to substantially redefine the higher education industry. Access the full article here.

Anya Kamenetz, author of the book DIY U (do it yourself university) has this challenge to offer:

“In the age of information immersion and constant connectedness, it’s time for centuries-old, ivy-covered walls to undergo a phase change into something lighter, more permeable, and fluid. Our choice is clear: Radically change the way higher education is delivered or resign ourselves to never having enough of it.”

Specific to the NMC assumptions, this March Scan provides further support for the following assumptions:

- Education funding will be different in the future
- Higher efficiency education models demanded
- Networked economies
- Lessening of “education as a public good” mentality

Educational Delivery – Role of Technology

“Technology upsets the traditional hierarchies and categories of education. It can put the learner at the center of the educational process. Increasingly this means students will decide what they want to learn; when, where, and with whom; and they will learn by doing.” –Any Kamenetz, DIY U
Thoughts
1. Technology provides the ability for open learning while also challenging the economics of the delivery of education.
2. As the cost of text books has risen seemingly unchecked by competition, experiments with e-text books suggest new competition on the horizon for traditional print-to-own texts. Considering the percentage of total cost that text books represent at community colleges in particular, there is a compelling need for us to investigate alternative text book solutions.

Observations
Open & Free Learning
1. “Arguably, the most visible impact of the Internet on education to date has been the Open Educational Resources (OER) movement, which has provided free access to a wide range of courses and other educational materials to anyone who wants to use them.” Source: Minds on Fire: Open Education, the Long Tail, and Learning 2.0, by John Seely Brown and Richard P. Adler, EDUCAUSE Review, January/February 2008
2. “The Open Learning Initiative at Carnegie Mellon University, which has developed about 15 sophisticated online courses, mostly in the sciences, spent $500,000 to $1 million to write software for each. But neither Carnegie Mellon nor other institutions, which are invited to use its online courses, dares to use them without having a human instructor, too.” “Those relationships — with humans in the flesh — help students to persevere. Online courses are notorious for high dropout rates.” Source: Online Courses, Still Lacking That Third Dimension, by Randall Stross, The New York Times, February 5, 2011
4. A new book titled Unlocking the Gates reflects on online successes and failures. The author, Taylor Walsh comments “What’s most striking to me is how difficult these projects have found it to gauge the impact of an open and free resource. That’s part of what makes the OLI [Open Learning Initiative, based at Carnegie Mellon University] so unique, is that built into the environment itself, that accomplishes the teaching, is the mechanism for assessment. They have given a control group and a variable group the same final, and found that the students using OLI aren’t hurt in the slightest by not having had the same level of in-person instruction – that the system did just as well, if not better, at teaching them this material.” Source: Why Some Elite Colleges Give Away Courses Online, by Marc Parry, The Chronicle of Higher Education, January 18, 2011
5. “Another educator chosen by Mr. Gates to speak at TED was Salman Khan, a financial-industry worker who started an online university from the closet of his bedroom, where he has produced more than 2,000 short educational videos. Mr. Khan described his vision of education in which professors assign lecture videos as homework, freeing up class time for more personal coaching by professors on student projects.” Source: Bill Gates Promotes Professor’s Online Course at TED, by Jeff Young, The Chronicle of Higher Education, March 3, 2011
6. In his 2010 Annual Letter Bill Gates suggested: “We should focus on having at least one great course online for each subject rather than lots of mediocre courses. Once we have this material in place, it can be used in many different ways.” Source: 2010 Annual Letter from Bill Gates: Online Learning, The Bill & Melinda Gates Foundation
7. “Whereas traditional schools offer a finite number of courses of study, the ‘catalog’ of subjects that can be learned online is almost unlimited. There are already several thousand sets of course materials and modules online, and more are being added regularly. Furthermore, for any topic that a student is passionate about, there is likely to be an online niche community of practice of
others who share that passion.” Source: Minds on Fire: Open Education, the Long Tail, and Learning 2.0, by John Seely Brown and Richard P. Adler, EDUCAUSE Review, January/February 2008

8. Academic Earth is one site that is attempting to make quality learning free. Their motto is “A World-Class Education for Everyone on Earth” and their purpose is “extending high-quality online learning opportunities to people around the globe”.

9. Omnicademy is another portal for open learning. “Omnicademy is an educational portal that allows universities to share their course content. Students from any university may take courses for credit from approved academic partners through Omnicademy.”

Open Textbooks the Story of the Future?

1. “Washington’s Open Course Library is the largest state-funded effort in the nation to make core college course materials available on the Web for $30 or less per class. Financed with $750,000 from the state of Washington and a matching grant from the Bill & Melinda Gates Foundation, the goal isn’t just to reduce student costs, says program architect Cable Green. It’s also to create engaging, interactive learning materials that will help improve course completion rates.” Source: Who Needs Textbooks?, by Anita Hamilton, Newsweek, January 25, 2011

2. The California State University system recently released results from a digital textbook rental pilot program. One of their key findings relates to the user experience. “The e-books did not give most students a satisfactory user experience. Respectively, a third of the students were satisfied, neutral or dissatisfied with their experience. The e-textbooks still make students feel like they’re reading a book on the Web, so their responses reflected this state of affairs, Hanley said.” “As a result of the survey findings, the CSU system is working with digital textbook publishers and distributors to improve the student experience with e-textbooks.” Source: CSU System Shares E-book Pilot Results, by Tanya Roscorla, Converge, March 14, 2011

3. The Community College Consortium for Open Educational Resources promotes access through use of free and open textbooks. “Many colleges promote the use of OER on their campuses by providing information and/or networking on their websites. Take a look at our list of these colleges.”

4. Another open textbook solution available is www.flatworldknowledge.com where “Our books are free online. We offer convenient, low-cost choices for students – print-on-demand softcovers, audio books and chapters, self-print options, and more. Our books are open for instructors to modify and make their own (for their own course — not for anybody else’s). Our books are the hub of a social learning network where students learn from the book and each other.”

5. The Directory of Open Access Journals provides free access to a growing list of scholarly journals.

Simulation in Learning

1. “It turns out that virtual worlds are at their best when they look nothing like a traditional campus. Professors are finding that they can stage medical simulations, guide students through the inside of cell structures, or present other imaginative teaching exercises that cannot be done in a physical classroom.” Educators are looking for alternatives to Second Life. “The most ambitious attempt to build an education-friendly virtual world is a project called Open Cobalt...” Source: After Frustrations in Second Life, Colleges Look to New Virtual Worlds, by Jeffrey R. Young, The Chronicle of Higher Education, February 14, 2010

2. The U.S. government utilizes gaming as a method for military learning and preparation. Check out the Department of Defense Game Developers Community here.
Considering Adult Learner Needs

1. “Andragogy, adult learning theory, has six principles. First, adults need to know why they are learning something. Second, adults are self-directed learners, meaning they take control of how they learn. Third, prior learning impacts what is to be learned. Fourth, adults need to be ready to learn. Fifth, adults prefer a problem solving approach to learning. They learn best when knowledge is presented in a real-life setting. And finally, for adults to be motivated to learn, the new knowledge must help them solve problems they perceive as important.” Source: Listen to the Students: A Qualitative Study Investigating Adult Student Readiness for Online Learning, by Rene P. Miller, Texas A&M University/Texas Tech University, 2005 National AAAE Research Conference

2. “Another adult learning theorist, Brookfield (1986), investigated four unique, exclusive adult learning processes. First, self directed learning is how adults take control of their learning. Then, after adults have found the appropriate resources, they can think contextually and critically about the information. Third, teaching should be based on adults’ experiences, which are a valuable resource. Finally, learning to learn is crucial for adult development. This leads to lifelong learning.” Source: Listen to the Students: A Qualitative Study Investigating Adult Student Readiness for Online Learning, by Rene P. Miller, Texas A&M University/Texas Tech University, 2005 National AAAE Research Conference

Value of Education

Our assumption - lessening of “education as a public good” mentality – does not suggest that the public benefits any less now than in the past from a more educated populous. Quite the contrary - increasingly education is seen as the ready solution to much that ails our country and our planet. As H.G. Wells has said “Human history becomes more and more a race between education and catastrophe”. Source: H.G. Wells, The Outline of History: Being a Plain History of Life and Mankind. Page 1305.

However, at issue is who will pay for the rising cost of higher education? Some would argue that if the majority of benefits flow to the individual in the form of increased employability and higher lifetime earnings, the consumers of education should be the ones to pay for a growing share with reduced public subsidies.

Also at issue regarding the valuation of education is the increased scrutiny of educational outcomes. In their new book Academically Adrift, authors Richard Arum and Josipa Roksa conclude their analysis based on extensive research by claiming “a significant proportion of students demonstrate no significant improvement in a range of skills including critical thinking, complex reasoning, and writing”. The value of education will be increasingly undermined by growing doubt about educational outcomes, and therefore the value of higher education compared to the dramatically increasing costs.

Thoughts

1. Community colleges have and continue to represent a significant value within the higher education offering. However, price pressures driven by competition, consolidation, rising concerns over default rates, and availability of higher education funding suggest that all segments of the market will require increased pricing constraint.

2. One of NMC’s strategic directions is “establish lifelong relationships with learners”. Increasingly this could become a necessity as the long term value of the relationship learners have with an institution may become part of the value proposition in selecting an institution for study.

3. If the cost of education continues to significantly outpace the rate of inflation and more of those costs are born by the consumer of education, community colleges may increasingly become the option of choice to those otherwise priced out of the education market.
4. In order to capitalize on the value of higher education, community colleges will increasingly need to assist graduates in the process of finding employment.

Observations
Considering the Value of Higher Education
2. Authors Arum and Roksa posit a fundamental question with significant implications for the value of higher education. Namely: “What if increased educational attainment is not equivalent to enhanced individual capacity for critical thinking and complex reasoning?” Source: Arum, R. and Roksa, J., Page 2.
3. “...over the past two decades the costs of university education--tuition, room, board and fees--have increased at a rate six times greater than the increase in the average earnings of college graduates. And in the past decade college graduates’ earnings have actually fallen. The value proposition is on a downward trajectory.” Source: Universities On The Brink, by Louis E. Lataif, www.Forbes.com, February 1, 2011
4. “...more higher education institutions will continue their formal relationships with matriculated students after graduation. Indeed, the degree will not mark the end of the relationship but, rather, the passing of one phase of that relationship to another.” “In effect, the student never leaves or matriculates: the student remains a part of the network of professional relationships that the institution represents.” “All of these services will be factored in to the cost of education, which will be extended across a lifetime, not just four to six years.” Source: The Changing Landscape of Higher Education, by Staley, D.J., Trinkle, D.A., Educause Review, January/February 2011
5. “Another threat to our traditional means of delivering a college education is the many other ways people can now learn. Digital technology offers fascinating approaches to improve cognition. If you can buy a self-paced calculus course on DVD for $67, is it worth spending $5,000 to take the same course at a private university? Will you know more calculus? Of course the mutual learning that occurs in college is of value. But is it worth spending 75 times more for the same body of knowledge? Well, what's the answer? Will universities actually fail? Some will. In fact, in the past decade, we've seen 124 U.S. institutions close their doors.” Source: Universities On The Brink, by Louis E. Lataif, www.Forbes.com, February 1, 2011
6. “According to a forthcoming report from the Center on Education and the Workforce at Georgetown University, a postsecondary certificate adds almost $117,000 in lifetime earnings (measured in 2004 dollars) over a high school diploma, particularly for those who have no other degrees. But although paraprofessionals like electrical technicians can make close to $40,000 a year with a certificate, the median earnings of all certificate holders is just under $25,000.” Source: The Newest College Credential, by Motoko Rich, The New York Times, January 7, 2011
7. “State employment data that track the earnings of recent graduates show those who earned a career-focused associate's degree or postsecondary certificate from a Florida community college are in many cases making more money than bachelor's degree recipients at state universities. Long term, completing a more-advanced degree still tends to pay salary dividends. Continuing past an associate's degree to receive a bachelor’s or master's typically improves a person's chances for future promotions -- and, therefore, future salary bumps.” Source: Study less, earn more -- at least in the beginning, by Michael Vasquez, The Miami Herald, January 1, 2011

Who Derives Value from Higher Education?
1. “This is part of a much broader trend toward privatization in higher education—meaning, among other things, that the burden of support is increasingly falling on individuals.” “While we
continue to speak about the public benefits of higher education—society needs educated citizens, businesses need trained workers—the costs of these public benefits are increasingly being born by individuals and private entities.” Source: The Changing Landscape of Higher Education, by Staley, D.J., Trinkle, D.A., Educause Review, January/February 2011

2. “In the next three or four years, we’re going to have more students who are spilling out the bottom, priced out of the expensive institutions,” Ms. Wellman [Executive Director of the Delta Cost Project] said. “We’re going to be rationing opportunity. We’re moving in that direction fairly rapidly.” “Given that states still provide some $80 billion for higher education, some education policy experts say it is wrong to think of public universities as privatized. But they acknowledge that a fundamental reordering is under way — and that the era of affordable four-year public universities, heavily subsidized by the state, may be over.” Source: Public Universities Relying More on Tuition than State Money, by Tamar Lewin, The New York Times, January 24, 2011

3. “Across the country, many community colleges have capped enrollment, eliminated programs and courses, laid-off faculty and raised tuition anywhere from 5 percent to 32 percent.” “…the federal government can only offer a Band-Aid, leaving community colleges to fend for themselves with state funding cuts as far as the eye can see.” Source: Community Colleges: Where’s Our $12 Billion?, by Claudio Sanchez, National Public Radio, January 27, 2011

4. “For the past quarter-century, the cost of higher education has grown 440%, according to the National Center for Public Policy and Education, nearly four times the rate of inflation and double the rate of health care cost increases. The cost increases have occurred at both public and private colleges. Like many situations too good to be true--like the dot-com boom, the Enron bubble, the housing boom or the health care cost explosion--the ever-increasing cost of university education is not sustainable.” “In June of last year student loan debt reached $830 billion, surpassing credit card debt in America.” Source: Universities On The Brink, by Louis E. Lataif, www.Forbes.com, February 1, 2011

5. “The recent global trends in wages and in the wage share should be seen against a backdrop of widespread and rising wage inequality, characterized by rapidly increasing wages at the top and stagnating wages at the median and bottom of the distribution.” “Evidence shows that productivity growth and education for all would be significant steps in improving both the level and distribution of wages.” Source: Global Wage Report 2010/11: Wage Policies in Times of Crisis, by the International Labour Office – Geneva, 2010, Page 54

From Completion to Employment

1. On October 2, 2010 President Obama announced a new program called Skills for America’s Future. “The idea here is simple: we want to make it easier to connect students looking for jobs with businesses looking to hire. We want to help community colleges and employers create programs that match curricula in the classroom with the needs of the boardroom.” Source: Building Skills for America’s Future, by Katelyn Sabochik, The White House Blog, October 4, 2010

2. Based on qualitative research, the Transfer and Retention of Urban Community College Students (TRUCCS) project found problems “endemic to the larger, two-year system of education”. They constructed a list of ‘negative commandments’. “Commandment X: Thou shalt NOT neglect job placement services and internships for students who have designated or declared a specific career path or who have demonstrated a specific and marketable skill.” Source: The Negative Commandments: Ten Ways Urban Community Colleges Hinder Student Success, by Hagedorn L.S., Perrakis, A.I., Maxwell, W., Florida Journal of Educational Administration & Policy, Fall 2007, Volume 1, Issue 1

3. “Microsoft is partnering with nonprofit organizations across the country to provide individuals with the technology training they need to find employment. We are providing more than $5 million in cash and up to $10 million in software and training curriculum for information technology (IT) skills to support these organizations who will provide support services to help
individuals to address barriers to employment and prepare for the challenge of looking for a job in today's economy.” Source: Microsoft Corporate Citizenship Tools, www.microsoft.com

4. Baker College offers a program called HireQualified to help connect their graduates with employers. “Baker College’s HireQualified saves you valuable time and money with free recruiting services from America’s leading career college. Simply post your available full-time, part-time, or intern position, and we’ll provide you with qualified candidates specifically trained and ready to do the job from the very first day.” Source: http://www.hirequalified.com/

5. The Work Colleges Consortium includes seven federally recognized colleges who support the concept of “purposefully integrating a college education with valuable work experience and service to others”. The benefits to students include “reduced tuition, multiple transferrable skill sets and real-world work experience”. “The Work Colleges Consortium provides its Member Colleges with network opportunities, additional resources, and a unified voice to represent our shared mission to legislative and professional audiences.”

6. “…workforce development no longer means giving people job skills; it means giving them the ability to navigate a career in a professional environment. This isn’t knowledge you’re born with.” “The real problem is that, while proficiency in the professional culture is now linked to career success at the global level, the distribution channels for these skills have not been democratized. It’s still a game that favors insiders.” Year Up is one program that is helping students learn these difficult to teach skills in cultural preparedness. Source: Beyond the Business Suit, by David Bornstein, The New York Times, The Opinion Pages, January 28, 2011

Networked Organizations & Systems

This Scan continues to follow the astonishing development of socially networked systems in learning and in fact, in almost every facet of life. Witness the power of social media in the political overturn in Egypt. [How Social Media Accelerated the Uprising in Egypt, by E.B. Boyd, Fast Company, January, 31, 2011] Take stock of the effect of support from around the globe for protesters in Madison, Wisconsin. [Capitol Protesters Find Food, Shelter In Surprising Places, by Devin Rose, Wisconsin State Journal, February 19, 2011] Clearly technology and life changing applications that take advantage of the hardware are radically changing the way we interact. Education will not be spared the effect.

Thoughts

1. As more is written about the “debundling” of the university, it seems possible that even the most prized of activities – academic research – may move out from behind ivy-covered walls.

2. Community colleges stand to gain with the potential to both help shape and participate in academic research via new, fast-paced and open approaches to research.

Observations

Applying Social Networks to Academic Research

1. “The new invisible college represents a challenge to the Big Science paradigm that has dominated since the end of World War II. The Big Science system was based on the idea of scientists working on behalf of national interests, funded and led by national agencies such as the National Science Foundation. The system represented by the new invisible college is international in scope and scale and is outside the direct funding and control of any national organization.” “The networked paradigm represented by the new invisible college – global in scope, managed through self-organization and emergent behavior – reflects a knowledge-organization method very different from that of the top-down, hierarchical, command-and-
control multiversity that operates much like a corporation.”  


2. A recent essay by the Carnegie Foundation titled *Getting Ideas into Action: Building Networked Improvement Communities in Education* offers a new perspective on how to organize academic research in the age of networks.  The authors “argued that the social organization of the research enterprise is badly broken and a very different alternative is needed. They instead support a science of improvement research and introduced the idea of a networked improvement community that creates the purposeful collective action needed to solve complex educational problems.”  


3. The Carnegie Foundation is investigating a 90-day research cycle approach to academic research.  “The 90-day cycle process, one of a number of improvement research strategies that Carnegie is hoping to seed in the education research community, consists of three phases: (1) a scan of the field distilling the knowledge of scholars as well as practitioners, (2) a focus on particular front line theories to refine and test understandings about what works, and (3) working to ensure the take-up and use of the findings by appropriate parties.”  “90-day cycles are just one of a number of tools used within the Carnegie approach to education research and development, collectively called Improvement Research. Carnegie is working to develop a conceptual framework for organizing the basic rules of a new game, one that refashions our sense of who best to participate in education R&D (and how), how to define and carry out its work activity, as well as how to structure the institutional environs of educational R&D to support much more productive ends.”  

Source:  *90-Day Cycles and Improvement Research*, The Carnegie Foundation for the Advancement of Teaching

4. “The folks at InnoCentive have taken this idea— that diversity of thought yields better outcomes- -into the 21st century. Recognized as a global pioneer in Challenge Driven Innovation, InnoCentive’s web-based platform and methodology help organizations formulate their most intractable problems, and gives over 200,000 entrepreneurs, inventors and scientists around the world the chance to solve them.”  

Source:  *Can Open Innovation Save the Planet?*, by Gwen Ruta, Fast Company, February 22, 2011

Social Networks as they Apply to Learning

1. “The most profound impact of the Internet, an impact that has yet to be fully realized, is its ability to support and expand the various aspects of social learning. What do we mean by 'social learning'? Perhaps the simplest way to explain this concept is to note that social learning is based on the premise that our understanding of content is socially constructed through conversations about that content and through grounded interactions, especially with others, around problems or actions.”  


2. “Compelling evidence for the importance of social interaction to learning comes from the landmark study by Richard J. Light, of the Harvard Graduate School of Education, of students’ college/university experience. Light discovered that one of the strongest determinants of students’ success in higher education—more important than the details of their instructors’ teaching styles—was their ability to form or participate in small study groups.”  


3. “The emphasis on social learning stands in sharp contrast to the traditional Cartesian view of knowledge and learning—a view that has largely dominated the way education has been structured for over one hundred years. The Cartesian perspective assumes that knowledge is a kind of substance and that pedagogy concerns the best way to transfer this substance from
teachers to students. By contrast, instead of starting from the Cartesian premise of ‘I think, therefore I am,’ and from the assumption that knowledge is something that is transferred to the student via various pedagogical strategies, the social view of learning says, ‘We participate, therefore we are.’ 


Regulatory/Accountability Change

Thoughts
1. In an age of increased scarcity, increased oversight and accountability looms. The need for accountability seems rooted in the distribution of wealth, resources and a growing debate over what is desired vs. what is affordable.
2. Amidst a range of seemingly conflicting studies, the truth about public employee compensation appears to rest in the details. Namely, it is important to factor in education requirements, type of work, salary and benefits when assessing the equity of compensation.

Observations

Accountability in an Age of Scarcity
1. Governor Snyder’s new dashboard tracks Michigan’s performance in three broad categories – economic strength, health and education, and value for government. Within Health and Education, college readiness (average ACT scores) and the percentage of the population 25 years and over with a bachelor’s degree or higher are tracked. Both show Michigan lagging the United States as a whole. Source: www.michigan.gov/midashboard
2. “On Thursday, the department [of Education] issued new data showing that many commercial colleges leave large numbers of their graduates unable to pay back their loans. The data — covering all institutions of higher education — found that among students whose loans came due in 2008, 25 percent of those who attended commercial colleges defaulted within three years, compared with 10.8 percent at public institutions and 7.6 percent at private nonprofit colleges and universities.” “At the heart of the fight is the department’s new ‘gainful employment’ rule, which would cut off federal financial aid to programs whose graduates have big student loans, low income and low loan-repayment rates.” “...the department split off the gainful employment rule for later action — now expected next month.” Source: Flurry of Data as Rules Near for Commercial Colleges, by Tamar Lewin, The New York Times, February 4, 2011
3. “According to unpublished data [from the Department of Education as confirmed by the article’s author] obtained by The Chronicle, one in every five government loans that entered repayment in 1995 has gone into default. The default rate is higher for loans made to students from two-year colleges, and higher still, reaching 40 percent, for those who attended for-profit institutions.” “While the data obtained by The Chronicle are not directly comparable to the two-year rate, which reports defaults by borrowers rather than loans, they reveal that default rates continue to climb years after borrowers have left college, particularly among students who attended two-year and for-profit colleges.” Source: Government Vastly Undercounts Defaults, by Kelly Field, The Chronicle of Higher Education, July 11, 2010
4. “While for-profits educate less than 10 percent of students, those colleges' students received close to a quarter of Pell Grant and federal-student-loan dollars in 2008, according to the College Board. And they accounted for 44 percent of defaults among borrowers who entered repayment in 2007, according to the Institute for College Access and Success, a nonprofit organization that advocates making higher education more affordable. When the government
can't collect on those loans, taxpayers pick up the tab.”  

New Tools for Tracking Student Progress on the Horizon

1. Michigan’s Statewide Longitudinal Data System (MSLDS) is in development led by Michigan’s Center for Educational Performance and Information (CEPI). “Significant resources have been invested in the collection of student, staff, facility and financial data that describe pre-kindergarten through twelfth grade (PK-12) education systems and participants. CEPI has been tasked with including postsecondary, adult learner and workforce data to the MSLDS to broaden the data connection of Michigan’s students.” The targeted completion date for a functional MSLDS is September, 2011.  
 Source: Michigan’s Statewide Longitudinal Data System (MSLDS) Overview

2. The Voluntary Framework for Accountability (VFA) is a collaboration of multiple organizations specifically targeting a framework for assessing student learning outcomes designed for community colleges. Their proposed measures are available here.

3. “Using data-mining tools, institutions will start linking their transcripts to wage data records, drawing connections between success at school and success in the workplace. Colleges and universities will track not only the employment success of their students (e.g., first job) but also the career path of all their graduates (e.g., second and third jobs and promotions received) as a way to demonstrate the value of an institution’s degree.”  

Consolidating the Services of Public Entities

1. “Gov. Rick Snyder challenged city officials from around Michigan on Friday to come up with innovative ways to provide better public services at lower cost, and then share those ideas with one another. Snyder said local governments that use ‘best practices’ management techniques from around the U.S. to shave costs should receive more revenue-sharing cash as an incentive. For example, he said, cities that agree to share more services or create easy-to-read financial statements that the public can view could receive more state money.”  
 Source: Snyder asks cities to think of cheaper ways to provide public services, www.freep.com, January 2011

2. A bill pending in Lansing impacting initially only K-12 holds that: “The state would create a new panel to consolidate public school services under legislation introduced Tuesday.” “The School District Services Consolidation Commission...would have to produce a report on consolidation of non-instructional services at the local, regional or state level.” “The state superintendent would be required to order these recommendations be implemented as soon as possible...”  

3. “Gov. Rick Snyder ignored the protests of thousands of angry union members at the Capitol Wednesday and signed legislation giving broad new powers, including the ability to terminate union contracts, to emergency financial managers appointed by the state of Michigan to run struggling cities and school districts.” “Ultimately, the governor would decide whether an emergency manager is appointed. The manager then could modify or end union contracts, order elections to raise or extend property taxes or take a host of other actions. A manager could recommend that local governments consolidate and, with the governor's approval, could ‘disincorporate or dissolve’ a municipal government.”  

4. “To receive a share of what was statutory revenue sharing, local governments will now have to implement a retirement benefit for new hires other than defined benefit, require new hires to pay 20 percent of their health insurance, develop plans to consolidate services and take measures to make their data more transparent, Governor Rick Snyder announced today.”  
State Employees Compensation not So Clear Cut

1. “A report by Gov. Rick Snyder hints that state and local government workers in Michigan are scandalously overpaid. An even newer study by the labor-friendly Economic Policy Institute reaches the opposite conclusion - that state workers in particular are paid below market levels.”

   “State employees are, on average, far more educated than their private-sector counterparts. The governor concedes his analysis ‘doesn't compare private and public sector employees with similar jobs, years of experience, or education’.”   
   Note: The Blade does not yet offer complete archives and this report is not in their limited archives.

2. “Comparability with the private sector is the most generally accepted standard by which economists and compensation specialists judge whether the processes for determining compensation in the public sector are working.” The authors of the study go on to conclude that: “Wages and salaries of state and local employees are lower than those for private sector workers with comparable earnings determinants (e.g., education).” “State and local employees have lower total compensation than their private sector counterparts. On average, total compensation is 6.8 percent lower for state employees and 7.4 percent lower for local workers, compared with comparable private sector employees.”   
   Source: Comparing Public and Private Sector Compensation over 20 Years, by Keith A. Bender and John S. Heywood, April 2010  
   Note: This report was sponsored by The Center for State and Local Government Excellence and The National Institute on Retirement Security

3. “A raft of recent studies found that public salaries, even with benefits included, are equivalent to or lag slightly behind those of private sector workers. The Manhattan Institute, which is not terribly sympathetic to unions, studied New Jersey and concluded that teachers earned wages roughly comparable to people in the private sector with a similar education.”   

4. “Even he [Roger Martin with Martin Waymire Advocacy Communications] acknowledges that sacrifices are likely. But he maintains that ‘Our goal here is to make sure the debate is honest. If they are going to cut public employees even more, the politicians can't be allowed to get away with positioning it as 'bringing compensation more in line with the private sector.' It already is. The problem is that too many politicians argue perception when they lose on facts,’ he added.”   

5. “Most local officials do not think their workers are overpaid in terms of salary and wages, a study by the Center of Local, State and Urban Policy at the University of Michigan said. But many do think their workers get benefits that are more generous than the general public.” “The officials were asked about pay to their workers and 65 percent of those responding said they thought the pay rates were about right. Some 25 percent said they thought the pay rates were too low. Just 6 percent thought the pay was too high.”   

6. “Other studies by the non-partisan National Institute on Retirement Security and the Economic Policy Institute reached much the same conclusion about government workers nationally. While they had a little more job security, they tended to be at least slightly undercompensated.”   

7. A 2009 report written by Michigan State University economics professor Charles Ballard and an economics graduate student and commissioned by state employee unions concluded: “The House Fiscal Agency reports that state employees earn less than their private-sector counterparts, on average, in each of eight different categories of educational attainment. From 2002 to 2009, after adjustment for inflation, covered state employees saw little to no real wage growth.”   
   Source: The Retrenchment of the State Employee Workforce in Michigan, by Charles L. Ballard and Nicole S. Funari, August 17, 2009

8. “One of the smartest stimulus moves we could make would be to eliminate federal income taxes on all public schoolteachers so more talented people would choose these careers. I'd also double the salaries of all highly qualified math and science teachers, staple green cards to the
diplomas of foreign students who graduate from any U.S. university in math or science — instead of subsidizing their educations and then sending them home — and offer full scholarships to needy students who want to go to a public university or community college for the next four years.”  **Source:**  *Tax Cuts for Teachers*, by Thomas L. Friedman, The New York Times, January 10, 2009

9. Worldsalaries.org provides an international comparison of professor salaries. Click **here** to access the data.

### The Challenge of Public Employee Compensation

1. One of the trends being tracked by the Pew Center on the States is the ‘Trillion Dollar Gap’. “An analysis by the Pew Center on the States found that at the end of fiscal year 2008, there was a $1 trillion gap between the $2.35 trillion states and participating localities had set aside to pay for employees’ retirement benefits and the $3.35 trillion price tag of those promises.” “But pensions are just one side of the problem. Retiree health care and other non-pension benefits represent the other half of the challenge facing states: a $587 billion long-term liability, with just over five percent of that amount, or almost $32 billion, funded as of fiscal year 2008.” **Source:** *The Pew Center on the States*

2. “Benefits tend to be the sorest point. From Illinois to New Jersey, politicians have refused to pay into pension funds, creating deeper and deeper shortfalls.” **Source:** *Public Workers Face Outrage as Budget Crises Grow*, by Michael Powell, The New York Times, January 1, 2011

3. A global wages report found that “country-specific data nevertheless suggest that wages may have been more adversely affected in the private sector than in the public sector. According to calculations by the Public Services International Research Unit, largely based on Eurostat’s Labour Cost Index dataset, nominal earnings in the public sector have risen faster – or fallen less – than earnings in the private sector in 11 out of 18 European countries for which data are available.” “The same is true in the Unites States,” the study found. **Source:** *Global Wage Report 2010/11: Wage Policies in Times of Crisis, by the International Labour Office – Geneva, 2010*, Page 11

### The Future of Unions

1. “Policy makers are working behind the scenes to come up with a way to let states declare bankruptcy and get out from under crushing debts, including the pensions they have promised to retired public workers. Bankruptcy could permit a state to alter its contractual promises to retirees, which are often protected by state constitutions, and it could provide an alternative to a no-strings bailout. Along with retirees, however, investors in a state’s bonds could suffer, possibly ending up at the back of the line as unsecured creditors.” **Source:** *A Path Is Sought for States to Escape Their Debt Burdens*, by Mary Williams Walsh, The New York Times, January 20, 2011

2. “But in some cases — mostly in states with Republican governors and Republican statehouse majorities — officials are seeking more far-reaching, structural changes that would weaken the bargaining power and political influence of unions, including private sector ones.” “Many of the proposals may never become law. But those that do are likely to reduce union influence in election campaigns, with reverberations for both parties.” **Source:** *Strained States Turning to Laws to Curb Labor Unions*, by Steven Greenhouse, The New York Times, January 3, 2011

3. “Collective bargaining has a crucial impact on the link between overall wages and productivity growth, and will therefore play a vital part in the recovery process.” “Collective bargaining not only strengthens the link between wages and productivity, it also helps to reduce inequality.” **Source:** *Global Wage Report 2010/11: Wage Policies in Times of Crisis, by the International Labour Office – Geneva, 2010*, Pages 56-57
Things to Watch

**Education**

- **Lumina Releases Degree Profiles** – The degree profiles outline learning outcomes by degree earned at the associate, bachelor’s, and master’s levels regardless of specialization. **Source:** The Degree Qualifications Profile, by The Lumina Foundation

- **“Non-Traditional” Becomes the New Norm** – “We call students over twenty-five who are working full-time, non-traditional students because when they first entered education research and policy discussions, they differed from the traditional undergraduate student. Today, these ‘non-traditional’ students are the majority of the student population in higher education. More than sixty percent of students enrolled are now over twenty-five and more than sixty percent of students are now working full-time while pursuing their education.” **Source:** What Does It All Mean, by William Clohan, session at the Association of Private Sector Colleges and Universities Symposium 2010, Washington, D.C., December 9, 2010 as printed in EDUCAUSE Review January/February 2011

- **Little Movement Forward on the Dream for Round 1 Achieving the Dream Colleges** – A recently released report by the MDRC and the Community College Research Center suggests: “Seven years into an ambitious project to help more community-college students stay enrolled and graduate, a study has found that while colleges have changed their practices significantly, student outcomes have remained relatively unchanged.” **Source:** ‘Achieving the Dream’ Produces Little Change at Community Colleges, by Jennifer Gonzalez, The Chronicle of Higher Education, February 9, 2011 “On average, after Achieving the Dream was introduced, colleges saw modest improvements in the percentage of students completing gatekeeper college English courses and courses completed. In contrast, students’ persistence and the percentage of students completing developmental math, developmental English, developmental reading, and gatekeeper math courses remained substantially the same.” **Source:** Turning the Tide: Five Years of Achieving the Dream in Community Colleges, MDRC, February, 2011

- **Changes Brewing through MCCA Leadership** – “The proposal from the colleges would allow them to offer four degrees in addition to maritime: nursing, cement technology, culinary arts and energy technology.” “We’re moving from a time-based, agrarian system to one that’s more competency-based,” he [MCCA and NMC President, Tim Nelson] said, adding that community colleges need to be willing to accept transfer credits if they expect other institutions to accept their credits when their students move.” “The colleges also plan to again seek changes to retirement laws that will give them more flexibility. Current law requires the colleges to allow most of their employees to join the Michigan Public School Employees Retirement System, which college officials have said for some time is costing them more than some alternatives, particularly the defined contribution plans that many provide to their administrators.” **Source:** Colleges to Again Seek Bachelor’s Degrees, Gongwer News Service – Michigan, February 10, 2011

- **What Will Become of A Hallmark of Community Colleges - Access?** – “From students' perspective, community colleges are no longer able to offer the access to an education that they have long promised, says a report released on Wednesday. One in five community-college students had a difficult time getting into at least one course that they needed in fall 2010, and almost a third could not get into a class that they wanted, according to the national survey, commissioned by the Pearson Foundation.” **Source:** Community-College Students Say They Struggle to Get Into Needed Classes, by Elyse Ashburn, The Chronicle of Higher Education, February 9, 2011

- **Wooing Back Students** – “Over the next 12 years, Kentucky wants to double the number of adults in its work force who hold college degrees. Officials say that goal is impossible unless they can persuade thousands of adults with some college credits to re-enroll at one of the state’s public four-year institutions.” “But at institutions where the immediate goal is to convert the all-but-degree adult into a college graduate, the thinking goes something like this: Persuade adults with some college credits to come back, make the admissions process a smooth and friendly one, provide detailed academic advising, and, if possible, offer financial assistance.
Then watch the graduation numbers rise.”  


- **Stress Levels in College Freshmen Rising** – The recently released annual report titled “The American Freshman: National Norms Fall 2010” suggests stress levels are on the rise. “The emotional health of college freshmen — who feel buffeted by the recession and stressed by the pressures of high school — has declined to the lowest level since an annual survey of incoming students started collecting data 25 years ago.” There appears to be a gender gap in stress levels. “Women’s sense of emotional well-being was more closely tied to how they felt the faculty treated them,” she [Linda Sax, a professor of education at U.C.L.A.] said. “It wasn’t so much the level of contact as whether they felt they were being taken seriously by the professor. If not, it was more detrimental to women than to men.”  


- **Understanding Student Loan Repayment** – A newly released report by the Institute for Higher Education Policy sheds additional light on the realities of college loan repayment. “Still, the report identified some similarities in the characteristics of borrowers who are delinquent and borrowers who default: They are less likely to have graduated from college and more likely to have attended a community college or a for-profit college.” “The delinquency rate was highest at community colleges, 36 percent, and lowest at four-year private colleges, 20 percent. However, borrowers who attended four-year public or private colleges were more likely to have obtained a forbearance or deferment than borrowers who attended a for-profit college or community college.”  


- **Trouble with the Pell Grant** – “As Congress grapples with a $10.7-billion shortfall in the Pell Grant program, some lawmakers are beginning to ask whether the program, which has been the cornerstone of the federal system of student financial aid for almost 40 years, has become unsustainable.” “Over the past 15 years, the share of Pell money flowing to for-profits has roughly doubled, to a quarter of all aid.”  


- **Interesting Collaboration in Indiana Benefits Students** – “...officials from Indiana Tech and Ivy Tech Community College recently announced the collaboration of the two schools in a press release. As a result of the union, graduates of Ivy Tech may be eligible for a merit scholarship for the tuition of a bachelor’s degree at Indiana Tech.”  


**Economy**

- **Recovery Continues to be Slow** – 2010 year end unemployment reports continue to point to a long recovery in jobs with little good news to report. “The so-called real unemployment rate, which includes those workers who are discouraged or have given up looking for work, stands at 16.7 percent.” “Left unsaid, however, was the fact that job growth was not enough to absorb people entering the work force in the United States, much less to shrink the unemployment rolls.”  


**Michigan**

- **Cutting Unemployment Benefits in Michigan** – “Gov. Rick Snyder has signed a bill to continue federal unemployment benefits that otherwise would end for 35,000 Michiganders and to reduce future [starting in January, 2012] state-paid benefits to 20 weeks, down from 26 weeks.” “The new state law temporarily changes the criteria to determine a state’s eligibility so that Michigan qualifies for additional federal unemployment funds.”  


- **Medicaid in Michigan** – “The Patient Protection and Affordable Care Act — the official name of the reform act — prohibits states from cutting people from their Medicaid rolls as the federal changes are phased in through 2014. Snyder joined 33 other governors in signing a letter to
President Barack Obama and top congressional leaders this month asking for relief from the provision.” Source: Michigan Health Cutbacks Loom, www.livingstondaily.com

- **Birthrates Fall in Michigan** – “Michigan's economic troubles are seen as contributing to a birthrate that's the state's lowest since the 1870s.” “...the birthrate was 11.8 babies per 1,000 residents amid the weak economy.” “...the state's birthrate peaked during the 1950s at 27.6 new babies for every 1,000 residents.” Source: Michigan sees low birthrate amid economic problems, by The Associated Press, www.mlive.com, January 23, 2011

- **Poverty Impacting More Children in Michigan** – “Kids Count data show that in 2009, one in two children in Michigan were in households existing on 200 percent of the federal poverty level compared to one in three in 2000.” “A separate study by the Citizens Research Council of Michigan released last week reported that half the households in Michigan living below the poverty level were headed by women with no husband present. Nearly half of all births in Michigan are to single women living in poverty.” “Family income matter[s] more to a child’s educational success than other factors such as behavior, mental health or physical health. Poverty in early childhood has a bigger impact than poverty during adolescence.” Source: Report Paints Bleak Picture for Michigan’s Children, by Peter Luke, www.mlive.com, February 8, 2011

- **Optimism Increases in Michigan** – In their State of the State Survey for Fall 2010, the Institute for Public Policy and Social Research at Michigan State University suggest that optimism is on the upswing in Michigan. The study results indicate that 24.7% of respondents said they are better off than one year ago compared to 22.5% who responded this way in the Summer 2010 survey. Slightly more than forty-three percent (43.1%) said they are worse off than one year ago compared to 53.6% from the Summer 2010 survey. Source: State of the State Survey Fall Survey 2010, by Charles L. Ballard, Institute for Public Policy and Social Research, Michigan State University

- **The Perverse Effects of Declining Wages** – “However, if all firms and all countries choose the path of wage deflation, overall economic activity is likely to be reduced, and sales and employment will drop.” Source: Global Wage Report 2010/11: Wage Policies in Times of Crisis, by the International Labour Office – Geneva, 2010, Page 49

**New/Important Terminology**

This section is dedicated to helping advance understanding of new or important terminology found during the course of developing the NMC Scan.

The New “Invisible College” = “The term ‘invisible college’ refers to the organization of scientific knowledge in the seventeenth century. It was a precursor to the Royal Society, composed of preeminent scientists in the United Kingdom who were scattered outside of formal institutions but were nevertheless in communication with each other and their work.” Caroline Wagner observes that the practice of science today is a similarly networked ‘new invisible college,’ facilitated through information technology rather than through letters, with individual scientists acting as nodes in a complex system. Features of this network of scientists include the principles of self-organization and emergence, where networked and self-organizing teams of researchers are responsive to new ideas and new research problems.” Source: Complete to Compete: Common College Completion Metrics, National Governors Association Chair’s Initiative, 2010-2011, June 2010

Crowdsourcing = the act of outsourcing tasks, traditionally performed by an employee or contractor, to an undefined, large group of people or community (a "crowd"), through an open call. Source: Wikipedia

Open Source Initiative (OSI) = "The promise of open source is better quality, higher reliability, more flexibility, lower cost, and an end to predatory vendor lock-in.”
Introduction

In fall 2009, NMC worked with Hanover Research Council to conduct the Community Attitudes and Awareness Survey. Versions of this same survey have previously been administered in 2004 and 2008. The objective of the primary research was to gather and analyze community attitudes in order to inform NMC’s current integrated marketing and communications practices. The results will also be used to measure institutional effectiveness, and to suggest improvement efforts.

From the Executive Summary provided by the Hanover Research Council, the survey results showed that about 75% of NMC’s service area has some level of familiarity with the college (Table 1). The summary reports that “An impressive 87.8 percent of respondents rated the quality of education, job training, cultural events, and other programs offered by Northwestern Michigan College as either ‘Good’ or ‘Very Good’” (p. 7), with 98 percent saying NMC is doing a satisfactory to very good job. Hanover’s report suggests that because only about 28% of the respondents said they were very familiar or just familiar with the college that suggests that “while the College is admired, efforts to increase communications with local residents about the specific programs and services that are offered may be beneficial” (p. 7).

Furthermore, when asked if the quality of education provided by NMC is better, worse, or about the same as the quality of education provided by most four-year colleges or universities in Michigan, 89% said that the quality of education at NMC was the same if not better.

This overview report will provide some additional interpretations of the data results from the Hanover Summary and illustrate the trends in the results among the three years in which NMC administered the survey where possible.
Table 1. General Question Comparison

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Percent a little familiar to very familiar with NMC’s programs and services</td>
<td>75%</td>
</tr>
<tr>
<td>2</td>
<td>Percent positive overall rating with job NMC is doing</td>
<td>96%</td>
</tr>
<tr>
<td>3</td>
<td>Percent saying quality of NMC education is about the same as or better than most four-year institutions</td>
<td>89%</td>
</tr>
</tbody>
</table>

Methodology

NMC contracted with Hanover Research Council to conduct a Community Survey of NMC’s service area. The random sample was drawn from a telephone call list. Of the 3,140 eligible telephone numbers received, the survey garnered responses from a total of 445 participants. This represents a response rate of 14 percent. Given that the total population of the six counties in our study is estimated to be 198,098 the approximate sampling error for a survey with 445 completed or partially completed interviews is plus or minus 4.7 percent.

The survey was administered in October and November 2009. Respondents were stratified and screened by county population and age (Table 2). The sample slightly over-represents females in the NMC service area and the older age ranges; however population by county is represented well in the sample. Any bias in the results that may have been created by having the 18-29 year olds underrepresented will be tested in the analysis. The Hanover Summary indicated that “these random variations do not appear to have had a significant impact on the aggregate results” (p. 6).

Table 2. Demographic Sample Comparisons

<table>
<thead>
<tr>
<th>County</th>
<th>2004</th>
<th>2008</th>
<th>2010</th>
<th>Actual Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antrim</td>
<td>13%</td>
<td>13%</td>
<td>10%</td>
<td>12%</td>
</tr>
<tr>
<td>Benzie</td>
<td>10%</td>
<td>7%</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>Grand Traverse</td>
<td>40%</td>
<td>42%</td>
<td>45%</td>
<td>44%</td>
</tr>
<tr>
<td>Kalkaska</td>
<td>10%</td>
<td>9%</td>
<td>8%</td>
<td>9%</td>
</tr>
<tr>
<td>Leelanau</td>
<td>14%</td>
<td>12%</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td>Wexford</td>
<td>14%</td>
<td>17%</td>
<td>16%</td>
<td>16%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2010</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>51%</td>
<td>47%</td>
<td>38%</td>
</tr>
<tr>
<td>Female</td>
<td>49%</td>
<td>53%</td>
<td>62%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age Range</th>
<th>2008</th>
<th>2010</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>18-24</td>
<td>7%</td>
<td>4%</td>
<td>5%</td>
</tr>
</tbody>
</table>
Results

The Hanover Executive Summary is broken down into five main parts and is attached to this overview report:

1. Discussion of methodology and demographic breakdown of sample
2. Assessment of the overall perception of the College among local residents
3. Ratings of specific programs/services offered by the College
4. Background on the community; including results by key demographic variables
5. Profile of key subgroup – Residents between the ages of 18 and 29, with no college degree

When asked what programs, services, or activities come to mind when they think of NMC, respondents provided a variety of different answers. The most commonly mentioned were: Nursing, the Maritime Academy, and Culinary Arts. When asked to provide words or phrases that describe their overall impression of NMC, “an overwhelming majority of responses were positive (83.4 percent)” (p. 10). The Hanover Summary gives more details on the specific programmatic ratings and participation behavior.

Institutional Effectiveness and Comparisons

NMC continues to enjoy a high level of support and community satisfaction as evidenced by the results in Table 3. For questions 48 through 52, respondents who had some familiarity with the college were asked to rate their level of satisfaction in a scale from 1 to 10 with 10 being the most satisfied. A rating of six or higher was considered a positive response. Respondents could say they didn’t know, also. Respondents who reported that they were not at all familiar with the college were not asked to rate their level of satisfaction, thus the lower number of responses in italics in 2010 than in the entire sample. The results show that the
percentage of positive ratings went up in NMC’s overall rating (8a), availability of scholarships and financial aid (49), and in personalized attention (52).

Table 3. Community Attitudes about NMC’s Overall Effectiveness

<table>
<thead>
<tr>
<th>Question</th>
<th>2004</th>
<th>2008</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>8a. Overall rating of NMC</td>
<td>91%</td>
<td>96%</td>
<td>98%</td>
</tr>
<tr>
<td>(N=287)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>48. The overall academic reputation of NMC</td>
<td>89%</td>
<td>93%</td>
<td>92%</td>
</tr>
<tr>
<td>(N=277)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>49. The availability of scholarships and financial aid at NMC</td>
<td>78%</td>
<td>81%</td>
<td>86%</td>
</tr>
<tr>
<td>(N=191)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50. The quality of the buildings on NMC’s campuses</td>
<td></td>
<td>92%</td>
<td>93%</td>
</tr>
<tr>
<td>(N=282)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>51. NMC overall campus appearance</td>
<td>97%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>(N=296)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>52. The personalized attention NMC offers to students</td>
<td>83%</td>
<td>87%</td>
<td>91%</td>
</tr>
<tr>
<td>(N=215)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the 2010 survey, respondents answered questions 54-59 on a satisfaction scale (very satisfied, satisfied, dissatisfied, and very dissatisfied) (Table 4). The satisfaction level increased substantially in 2010 from 2008 in the areas of communicating with the community (55), perception of how well NMC’s is managing finances (56), investment of tax dollars (57), and responsiveness to community needs (58).

Table 4. Community Attitudes about NMC’s Overall Effectiveness

<table>
<thead>
<tr>
<th>Question</th>
<th>2004</th>
<th>2008</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>54. Overall reputation of NMC in the community</td>
<td>99%</td>
<td>96%</td>
<td>97%</td>
</tr>
<tr>
<td>(N=299)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>55. The job NMC does in communicating with the community</td>
<td></td>
<td>77%</td>
<td>93%</td>
</tr>
<tr>
<td>(N=287)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>56. The job Northwestern Michigan College does in managing its finances</td>
<td>92%</td>
<td>75%</td>
<td>93%</td>
</tr>
<tr>
<td>(N=177)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>57. NMC as an investment of your tax dollars</td>
<td>87%</td>
<td>93%</td>
<td>(N=273)</td>
</tr>
<tr>
<td>58. Responsiveness of NMC to community needs</td>
<td>97%</td>
<td>88%</td>
<td>95%</td>
</tr>
<tr>
<td>(N=283)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>59. The value of an NMC education</td>
<td>95%</td>
<td>98%</td>
<td>(N=271)</td>
</tr>
</tbody>
</table>

Finally, the remaining question related to NMC’s overall effectiveness is related to the perception of its role in the regional economy. Previously, the respondent was asked to rate NMC as an asset to the regional economy on a scale (excellent, good, fair, poor) (Table 5). Nearly all the respondents with an opinion rated NMC as an excellent or good asset to the regional economy. In 2010, the question was reworded to ascertain how the respondent would...
rate how important NMC’s role in the regional economy was to them. The rating scale for importance was from 1 to 10 with 10 being the most important. Respondents could say they didn’t know, also. Ratings of six and above were considered a positive importance score. A large majority of the sample said NMC’s role in the regional economy is important, with 43% rating the importance a 10 out of 10.

<table>
<thead>
<tr>
<th>Table 5. NMC’s Role in the Regional Economy</th>
<th>2004</th>
<th>2008</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating of NMC as an excellent asset to the regional economy</td>
<td>97%</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>35. How important is NMC’s role in the regional economy to you?</td>
<td></td>
<td></td>
<td>83%</td>
</tr>
</tbody>
</table>

(\(N=300\))

*Importance and Quality: the Gaps*

Respondents rated the importance of a series of NMC service offerings and then rated their level of satisfaction with the quality of those offerings. The scale for ranking importance was from 1 to 10, with 10 being most important (Table 6). Respondents rated the quality of each of the offerings on a scale of 1 to 10 with 10 being the most satisfied (Table 7). With these two scores a gap analysis can be performed to ascertain the areas in which NMC is exceeding community expectations, meeting community expectations, or falling below community expectations (Table 8). It is important to note that for rating importance, respondents were not asked to make a comparison between two different services. The scores are absolute. Moreover, respondents who said they were not at all familiar with NMC at the beginning of the survey were not asked to rate their level of satisfaction with the quality of NMC offerings. The gap analysis is based on the responses of those that answered both the importance questions and the satisfaction questions.

The service offering with the highest importance rating was instruction in career fields (mean=8.78), followed by providing access to 4-year college and university programs (mean=8.57) (Table 6). The services with the lowest importance rating were WNMC radio (mean=5.35) and conferencing services through the Hagerty Center (mean=5.98). NMC is seen primarily as a provider of for credit education and for workforce development.
Table 6. Importance Means and Order

<table>
<thead>
<tr>
<th>Q</th>
<th>Importance</th>
<th>IMP Mean</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q27</td>
<td>Offers instruction in career fields such as nursing, accounting, and visual communications</td>
<td>8.78</td>
<td>408</td>
</tr>
<tr>
<td>Q32</td>
<td>Provides access to 4-year college and university programs through the University Center</td>
<td>8.57</td>
<td>408</td>
</tr>
<tr>
<td>Q23</td>
<td>Prepares students to transfer to a four year college or university</td>
<td>8.57</td>
<td>408</td>
</tr>
<tr>
<td>Q26</td>
<td>Offers job training programs for skilled trade occupations such as welding, childcare, computer technicians and construction technology</td>
<td>8.51</td>
<td>407</td>
</tr>
<tr>
<td>Q24</td>
<td>Offers Associate degrees</td>
<td>8.48</td>
<td>403</td>
</tr>
<tr>
<td>Q25</td>
<td>Offers certificates</td>
<td>7.66</td>
<td>376</td>
</tr>
<tr>
<td>Q28</td>
<td>Provides organizational and workplace training such as quality control tools and processes, and strategic planning assistance</td>
<td>7.66</td>
<td>395</td>
</tr>
<tr>
<td>Q30</td>
<td>Offers online courses</td>
<td>7.41</td>
<td>406</td>
</tr>
<tr>
<td>Q31</td>
<td>Offers cultural events through the Dennos Museum Center</td>
<td>7.38</td>
<td>409</td>
</tr>
<tr>
<td>Q29</td>
<td>Offers non-credit personal enrichment courses</td>
<td>6.96</td>
<td>406</td>
</tr>
<tr>
<td>Q34</td>
<td>Conferencing services through the Hagerty Center</td>
<td>5.98</td>
<td>390</td>
</tr>
<tr>
<td>Q33</td>
<td>Provides WNMC radio</td>
<td>5.35</td>
<td>406</td>
</tr>
<tr>
<td>Importance Scale Average (1-10, with 10 being the most important)</td>
<td>7.61</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After rating level of importance, respondents with some level of familiarity with the college were asked to rate their satisfaction with the quality of NMC’s offerings. Respondents had the highest level of satisfaction with access to 4-year college and university programs (mean=8.65) and the quality of the Associate degree education (mean=8.57) (Table 7). Conferencing services and WNMC radio programming had lower satisfaction scores. The satisfaction ratings also are absolute as the respondents were not asked to make comparisons among the service offerings.

For the gap analysis, only the scores of those respondents who were able to rate both importance and satisfaction were used (Table 8). There were four service areas in which NMC is performing above community expectations. Above community expectations means that the respondents’ rating of satisfaction was higher than their rating for importance. The asterisk indicates that the gap is statistically different from zero. There are three areas in which NMC is meeting the community’s expectations; the importance scores and satisfaction scores are about the same. Those areas are certificate education, organizational and professional training, and in online course offerings. There were five areas in which the importance score was higher than
the satisfaction score indicating performance below community expectations. The substantive size of the gaps (all less than 1 on a 10 point scale), indicates that generally NMC is meeting community expectations.

### Table 7. Satisfaction Means and Order

<table>
<thead>
<tr>
<th>Question ID</th>
<th>Description</th>
<th>SAT Mean</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q45</td>
<td>Quality of access to 4-year college and university programs through the University Center</td>
<td>8.65</td>
<td>254</td>
</tr>
<tr>
<td>Q37</td>
<td>Quality of associate degree education</td>
<td>8.57</td>
<td>225</td>
</tr>
<tr>
<td>Q36</td>
<td>Quality of education that prepares students to transfer to a four year college or university</td>
<td>8.56</td>
<td>240</td>
</tr>
<tr>
<td>Q40</td>
<td>Quality of the instruction in career fields such as nursing, accounting, and visual communications</td>
<td>8.55</td>
<td>228</td>
</tr>
<tr>
<td>Q39</td>
<td>Quality of the job training programs for skilled trade occupations</td>
<td>8.27</td>
<td>217</td>
</tr>
<tr>
<td>Q38</td>
<td>Quality of certificate education</td>
<td>8.20</td>
<td>192</td>
</tr>
<tr>
<td>Q44</td>
<td>Quality of cultural events and educational programming offered through the Dennos Museum Center</td>
<td>8.18</td>
<td>271</td>
</tr>
<tr>
<td>Q41</td>
<td>Quality of organizational and workplace training</td>
<td>8.08</td>
<td>193</td>
</tr>
<tr>
<td>Q42</td>
<td>Quality of non-credit personal enrichment courses</td>
<td>7.95</td>
<td>233</td>
</tr>
<tr>
<td>Q43</td>
<td>Quality of online courses</td>
<td>7.60</td>
<td>156</td>
</tr>
<tr>
<td>Q47</td>
<td>Quality of conferencing services through the Hagerty Center</td>
<td>7.59</td>
<td>211</td>
</tr>
<tr>
<td>Q46</td>
<td>Quality of WNMC radio programming</td>
<td>6.90</td>
<td>202</td>
</tr>
<tr>
<td>Satisfaction Scale Average (1-10, with 10 being the most satisfied)</td>
<td></td>
<td>8.09</td>
<td></td>
</tr>
</tbody>
</table>

### Table 8. Gap Analysis for NMC Services

<table>
<thead>
<tr>
<th>Service Description</th>
<th>Average Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performing Above Expectations</td>
<td></td>
</tr>
<tr>
<td>Conferencing at Hagerty</td>
<td>0.933</td>
</tr>
<tr>
<td>WNMC</td>
<td>0.726</td>
</tr>
<tr>
<td>Noncredit, personal enrichment courses</td>
<td>0.379</td>
</tr>
<tr>
<td>Culture events at Dennos Museum Center</td>
<td>0.326</td>
</tr>
<tr>
<td>Meeting Expectations</td>
<td></td>
</tr>
<tr>
<td>Certificate education</td>
<td>0.238</td>
</tr>
<tr>
<td>Organizational and Professional training</td>
<td>0.235</td>
</tr>
<tr>
<td>Online courses</td>
<td>-0.252</td>
</tr>
<tr>
<td>Performing Below Expectations</td>
<td></td>
</tr>
<tr>
<td>Associate degree education</td>
<td>-0.253</td>
</tr>
<tr>
<td>Access to advanced degrees at the UC</td>
<td>-0.310</td>
</tr>
<tr>
<td>Preparation of transfer education</td>
<td>-0.358</td>
</tr>
<tr>
<td>Instruction in career fields</td>
<td>-0.375</td>
</tr>
<tr>
<td>Job training programs for skilled trade occupations</td>
<td>-0.427</td>
</tr>
</tbody>
</table>
**Some additional areas to explore**

There are several areas in which further exploration is suggested. NMC may want to explore community perceptions regarding conferencing at Hagerty Center, WNMC, and services offered by the Dennos Museum Center more thoroughly given the lower levels of importance the community members attribute to them. In terms of awareness, the Hanover Executive Summary suggests that a perceived “discrepancy between the College’s quality and familiarity ratings suggests that while community members have generally good impressions of NMC, the institution could do more to inform local residents about the programs and services it provides” (p. 2).

Familiarity with the college did not very significantly by gender or age. However, as found in 2004 and 2008, residents of Wexford County are less likely to be familiar with NMC. Nearly, half the sample had taken some type of class at NMC and about one third said they were a parent of a current or former student. In terms of participation (p. 20 of the Executive Summary), nearly 40% of the sample had attended some type of event at the Dennos Museum Center. Family and “word of mouth” were the two most frequently cited sources of information about NMC.

**Next Steps**

In sharing the detail of the results with respective program and service areas, requirements regarding additional analyses will be explored and identified. Furthermore, as opportunities arise, key stakeholders will be apprised of these finding. All data and the Executive Summary are available in the Office of Research & Effectiveness.
The Economic Contribution of Northwestern Michigan College

State of Michigan

M. Henry Robison and Kjell A. Christophersen

Economic Growth Analysis
Investment Analysis

December-09
**Study Highlights**

- Students enjoy an attractive **17%** annual return on their investment of time and money.
- For every $1 students invest in NMC, they receive a cumulative **$5.30** in higher future income over the course of their working careers.
- Taxpayers see a return of **10%** on their annual investments in NMC.
- The State of Michigan benefits from improved health and reduced welfare, unemployment, and crime, saving the public some **$1.6 million** per year each year that students are in the workforce.
- The accumulated credits of past and present NMC instruction translated to **$187.7 million** in added income in FY 2007-08 due to the higher earnings of students and the increased output of businesses.

**Greater Grand Traverse Region Map**
Executive Summary

Introduction

How do the Greater Grand Traverse Region and the State of Michigan benefit from the presence of Northwestern Michigan College (NMC)?

In this study, EMSI applies a comprehensive model designed to quantify the economic benefits of community and technical colleges, and translates these into common sense benefit/cost and investment terms. The study includes two major analyses:

1. Economic Growth Analysis: Measures added income in the service area due to college operations, student spending, and the accumulated skills of past and present students still in the workforce.

2. Investment Analysis: Treats education funding as an investment, calculating all measurable returns and comparing them to costs, from the perspectives of students, taxpayers, and society as a whole.

The economic impact model has been field-tested to generate more than 800 studies for community and technical colleges in the United States, Canada, and the United Kingdom.

The Results

For an in-depth discussion of the results, the reader is encouraged to consult the Main Report, “The Economic Contribution of Northwestern Michigan College.”

Economic Growth Analysis

NMC affects the local economy in three ways: (1) through its local purchases, including wages paid to faculty and staff; (2) through the spending of students who come from outside the service area; and (3) through the increase in the skill base of the local workforce. These effects break down as follows:

NMC Spending Effect

NMC creates income through the earnings of its faculty and staff, as well as through its own operating and capital expenditures. Adjusting for taxes and other monies withdrawn from the local economy in support of NMC, it is estimated that the Greater Grand Traverse Region economy received a net of $23.6 million in added labor and non-labor income due to NMC operations in FY 2007-08.

Student Spending

Approximately 5% of NMC’s 2007-08 student population either commuted or relocated to the Greater Grand Traverse Region to attend college. Out-of-area students spent money to buy books and supplies, while those who moved to the area rented apartments, purchased food, paid for transportation, attended sports and cultural events, and so on. These expenditures created revenue for local businesses. It is estimated that the spending of NMC’s out-of-area students in FY 2007-08 generated around $497,100 in added income in the Greater Grand Traverse Region economy.

Student Productivity

NMC’s greatest contribution to the economy is its capacity to provide worker training and career
Economic Contribution of Northwestern Michigan College

Executive Summary

Economic Growth Results at a Glance

<table>
<thead>
<tr>
<th>Added Income</th>
<th>Total Added Income Due to NMC</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Spending Effect</td>
<td>$23,627,700</td>
</tr>
<tr>
<td>Student Spending Effect</td>
<td>$497,100</td>
</tr>
<tr>
<td>Productivity Effect*</td>
<td>$187,650,900</td>
</tr>
</tbody>
</table>

* Measures the effect of past and present students who were still active in the workforce during the analysis year.

Source: See the Main Report.

Earnings by Education Level

From an investment standpoint, NMC students enjoy a 17% rate of return on their investments of time and money. This compares favorably with returns on other investments, e.g., long-term return enhancement opportunities to area residents. Unlike the college operations effect and the student spending effect, the accumulation of NMC skills in the workforce increases over time as newly-trained students enter the workforce year after year. Based on historical enrollment at NMC over the past thirty-year period, it is estimated that there were 1.4 million credits of past and present NMC instruction still active in the service area workforce in FY 2007-08. These skills translated to higher earnings for students and increased output for businesses, yielding a total impact of approximately $187.7 million in added income in FY 2007-08.

It is important to note that, while the college and student spending effects would disappear immediately should NMC cease to exist, the student productivity effect is unique in that much of it would remain in the economy even without the presence of the college. Over time, however, the effects of student productivity would gradually reduce and ultimately become zero as former students leave the workforce.

Investment Analysis

Student Perspective

Benefits of higher education are most obvious from the student perspective: students sacrifice current earnings (as well as money to pay for tuition) in return for a lifetime of higher income. For every credit completed, NMC students earn, on average, $137 more per year each year they are in the workforce. Compared to someone with a high school diploma, Associate Degree graduates will see an increase in income of around $353,400 over the course of a working lifetime. Aggregate higher income for the 2007-08 student population amounts to approximately $14.3 million per year for each year students remain in the workforce.
on stocks and bonds. The corresponding benefit/cost ratio is 5.3, i.e., for every $1 students invest in NMC education, they receive a cumulative of $5.30 in higher future income over their working careers. This is a real return that accounts for any discounting that occurs during the entire period. The payback period is 9 years.

**Social Perspective**

From the perspective of society as a whole, the benefits of education accrue to different publics, whether students, homeowners, businesses, or taxpayers. For example, students benefit from higher earnings, while the public at large enjoys benefits associated with an expanded economic base. In addition, the public benefits from a variety of external social savings due to reduced substance abuse, lower welfare and unemployment, and reduced crime.

In terms of added income, students expand the economic base of the state economy through their added skills, which serve to make them and the businesses that employ them more productive. *It is estimated that the activities of NMC’s 2007-08 student body will contribute a total of $20.5 million in taxable income to the Michigan economy each year (in the aggregate).*

Persons with higher education are also less likely to smoke or abuse alcohol, draw welfare or unemployment benefits, or commit crimes. This translates into associated dollar savings (avoided costs) amounting to some $15 per credit per year, counted as an indirect benefit of NMC education. *When aggregated across all exiting students, the State of Michigan benefits from $1.6 million worth of avoided costs per year, each year that students are in the workforce.* Social savings break down as follows.

**Improved Health:** Employers in the State of Michigan see annual dollar savings of $214,700 due to reduced worker absenteeism. The State also benefits from health-related savings of roughly $446,300 and $255,600 per year as a result of reduced tobacco and alcohol abuse. These savings include insurance premiums, co-payments, deductibles, and withholding for Medicare and Medicaid.

**Reduced Crime:** Incarceration drops with each year of higher education. In the State of Michigan, crime-related savings will amount to $274,700 each year, including savings from reduced arrest, prosecution, jail, and reform costs. Reductions in victim costs (e.g., property damage, legal expenses, lost workdays, etc.) will result in savings of $88,100 per year. Finally, the productivity of people who are employed rather than incarcerated adds $146,700 of earnings per year to the economy.

**Reduced Welfare/Unemployment:** The number of fewer people claiming welfare or unemployment benefits will save the public some $116,100 and $42,200 per year, respectively.

![Social Savings Attributable to NMC](chart)

These benefits accrue for years out into the future, as long as students remain in the workforce. The return on a year’s worth of government funding in NMC is obtained by projecting the associated educational benefits into the future, discounting them back to the present, and weighing them against the $22.5 million state and local taxpayers spent during the analysis year to support the college.

Following this procedure, it is estimated that NMC provides a benefit/cost ratio of 19.1, i.e., every dollar of state and local tax money invested in NMC today returns a cumulative of $19.10 over the stu-
The Economic Contribution of Northwestern Michigan College

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December-09

Economic Modeling Specialists, Inc.

Students’ working careers, in terms of added income and avoided social costs. This is a “real” return, meaning that results reflect current year dollars. The unadjusted, or “nominal,” return would be significantly higher.

**Taxpayer Perspective**

Under the taxpayer perspective, only benefits that accrue to state and local government are counted, namely, increased tax collections and reduced government expenditures. For example, in place of increased income, the narrow perspective includes only the increased state and local tax receipts from those higher incomes. Similarly, in place of overall crime, welfare, unemployment and health savings, the narrow perspective includes only those that translate to actual reductions in state and local government expenditures.

Note here that government often undertakes activities wanted by the public, but which may be unprofitable in the marketplace. This means that positive economic returns are generally not expected from government investments. From the narrow taxpayer perspective, therefore, even a small positive return (a benefit/cost ratio equal to or greater than 1, or a rate of return equal to or greater than the 4% discount rate used in this analysis) would be a favorable outcome. For NMC, the narrow perspective results greatly exceed the minimum expectations.

The results indicate strong and positive returns: a rate of return of 10% and a benefit/cost ratio of 2.3 (every dollar of state or local tax money invested in NMC today returns $2.30).

**Investment Analysis at a Glance**

**Annual Benefits**

<table>
<thead>
<tr>
<th>Benefit Type</th>
<th>Annual Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Earnings</td>
<td></td>
</tr>
<tr>
<td>Aggregate (all students)</td>
<td>$14,346,600</td>
</tr>
<tr>
<td>Per credit hour equivalent (CHE)</td>
<td>$137</td>
</tr>
<tr>
<td>Per full-time equivalent (FTE) student</td>
<td>$4,119</td>
</tr>
<tr>
<td>Social Savings</td>
<td></td>
</tr>
<tr>
<td>Aggregate (all students)</td>
<td>$1,584,400</td>
</tr>
<tr>
<td>Per credit hour equivalent (CHE)</td>
<td>$15</td>
</tr>
<tr>
<td>Per full-time equivalent (FTE) student</td>
<td>$455</td>
</tr>
</tbody>
</table>

**Investment Summary**

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Rate of Return</th>
<th>Benefit/Cost</th>
<th>Payback (Years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>16.5%</td>
<td>5.3</td>
<td>8.8</td>
</tr>
<tr>
<td>Social (Broad) Perspective</td>
<td>NA</td>
<td>19.1</td>
<td>NA</td>
</tr>
<tr>
<td>Taxpayer (Narrow) Perspective</td>
<td>9.7%</td>
<td>2.3</td>
<td>13.0</td>
</tr>
</tbody>
</table>

Source: See the Main Report.
Conclusion

The results of this study demonstrate that NMC is a sound investment from multiple perspectives. The college enriches the lives of students and increases their lifetime incomes. It benefits taxpayers by generating increased tax revenues from an enlarged economy and reducing the demand for taxpayer-supported social services. Finally, it contributes to the vitality of both the local and state economies.

About the Full Study

This short summary is one of nine documents that comprise the full impact study. The Main Report is intended for economists and college institutional researchers and lays out the detailed assumptions and analysis. Several fact sheets highlight the results from key perspectives: General Overview, Business Perspective, Social Perspective, Taxpayer Perspective, Broad vs. Narrow Taxpayer Perspective, and Student Perspective. Lastly, a PowerPoint presentation shows the main results in a brief, conference-friendly format.

About EMSI

EMSI is a leading provider of socioeconomic impact and strategic planning tools to community and technical colleges in the United States and Canada. Visit us at www.economicmodeling.com for more information. To see full documentation of the study, please contact the college.
Socioeconomic Impact (SEIM) Study

What are the measurable benefits of higher education?

Is education a worthwhile public investment?

Can students increase their earning potential by taking college courses?

Who benefits more from higher education: students or the general public?

This report summarizes the results from “The Economic Contributions of Northwestern Michigan College” detailing the role that the college plays in promoting economic development, enhancing students’ careers, and improving quality of life. Data sources include, but are not limited to, 2007-08 academic and financial reports from the college, industry and employment data from the U.S. Bureau of Labor Statistics, earnings and demographic data from the U.S. Census Bureau, and a variety of studies and surveys relating education to social behavior.

Contact Us:
EMSI
1187 Alturas Dr.
Moscow, ID 83843
(866) 999-3674
www.economicmodeling.com