Leadership Group Meeting

January 31, 2014
Northwestern Michigan College

Find it here.
“Quick” History

- Established 1951
- Six county service area – single county tax
- Five campuses
- Eight university partners
- Total Funding $55 million
- 700+ FT, PT employees
Serving All Learners

• 50,000 Learners
  – Academic
  – Extended Education
  – Training and Research
  – University Center
  – Dennos Museum Center
  – WNMC
Where they come from

Typical Enrollment Characteristics

- 55% Grand Traverse
- 29% Service Area
- 14% Other Michigan
- 2% Out-of-State
- 1% International

Find it here.
What they look like

**Status**
- Full Time: 43%
- Part Time: 57%

**Gender**
- Female: 46%
- Male: 54%

Find it here.
Driving Trends and Assumptions

<table>
<thead>
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<th>Classic Position</th>
<th>Trending Position</th>
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</table>
Our Response: 2009+ NMC Strategic Agenda

External Subsidies

Low Price Alternative

Disruptive Technologies Commoditization

Find it here.
The Value Proposition Question

What does NMC do for whom at what value?
Our Response: 2009+ NMC Strategic Agenda

External Subsidies

Low Price Alternative

Disruptive Technologies Commoditization

A

Disruptive

Technologies

Commoditization

Differentiated Products With Higher Pricing

Earned Subsidies

RISK

$$$
From 30,000 feet

• NMC’s ultimate purpose is to provide our communities and learners with the skills, experiences, and values that help them to create social and economic wealth during their lifetimes.

  Timothy J. Nelson, President

• NMC is a talent, economic and social development agency.

  Timothy J. Nelson, President
Key Outcomes

Strategic leadership connected to the regional economy and assets
- Advanced Manufacturing
- Arts and Culture
- Entrepreneurship and Innovation
- Fresh water studies
- Health care
- Renewable energy/sustainability
- Value added agriculture
Resources Required For

• Access
• Facilities
• Talent
• Innovation
Let’s Talk
Aligned Planning
Northwestern Michigan College
Strategy Retreat Workbook
FY'2015-16 Planning

Northwestern Michigan College
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  - Other External Considerations Including the NMC Scans

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- **C: Budgeting Beyond the Numbers**
- **D: Strategic Directions & Institutional Effectiveness Criteria**
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- **F: Planning Calendar**
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## Notes
INTRODUCTION

The Strategy Retreat provides an opportunity for campus leaders to consider the environment in which NMC operates, the needs of our learners, community and employees, and the external conditions that impact us. All of these are key considerations as we make strategic choices. Later in the summer we will be drawing on the content and your individual reflections contained in this workbook as we identify key strategic priorities for FY’16 and beyond.

This year we will also be reviewing NMC’s mission, vision and values as part of a new commitment to a five year review schedule. This process should ensure that these three foundational aspects of the NMC strategy reflect and guide the strategic plan.

A NOTE ABOUT UNCERTAINTY

Recall that our view of strategic planning (Graphic 1) recognizes that we operate in a VUCA environment – volatile, uncertain, complex, ambiguous. This makes decision making more challenging because it is more often done with imperfect information when the future is still very uncertain. No longer do we have the luxury of waiting for certainty to act.

Graphic 1: Strategic Planning

In this light, our shared assumptions about the future become increasingly important as a basis for taking action.

If, as you review the information contained in this workbook, you have questions about these materials please contact Karen Ruedinger (kruedinger@nmc.edu) so that I can respond to the group and/or gather the necessary information prior to the retreat. We look forward to engaging conversations in the weeks ahead.
STRATEGY RETREAT PRE-WORK

In order to prepare for the Strategic Retreat, we are asking that each participant review the contents of this workbook and come prepared with your reflections where prompted in this section. It is important that you bring this workbook with you to the retreat. By taking the time to “Grasp the Situation”, the pre-work reading and reflections will prepare each of us to join the retreat discussion with a common basis of understanding about the current state for NMC as well as the environment in which we operate. The focus of this year’s retreat is a review of the strategic priorities and also a consideration of how NMC’s mission, vision and values inform and are informed by the College’s strategic plan.

Where you see this symbol ⚫ please take the time to think about the question or statement provided and record your thoughts in this Strategy Workbook.

NMC PLANNING ASSUMPTIONS

NMC’s environmental scanning process produces two NMC Scan’s each year. These Scans in turn inform our Planning Assumptions by providing insight, offering evidence of change and pointing to trends in the market. NMC’s Planning Assumptions were recently updated by members of the NMC Scan Team. They reflect a set of views about the future that we believe are on pace to occur, and they form an important basis for strategy refinement. In fact, the primary objective of the planning assumptions is informing strategic planning at NMC.

The May demographic scan was just recently released. This issue provides a solid baseline of data for informing our understanding of key demographic trends in the nation, state and in our region. Specifically this issue informs changes to the assumptions of the first column below.

Table 1: NMC’s Planning Assumptions

<table>
<thead>
<tr>
<th>Market/Demographics</th>
<th>Education</th>
<th>Competition/Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Michigan population growth lags U.S. population growth (2010-2020)</td>
<td>k) Learning – Shift from Time to</td>
<td>aa) Boundaries (i.e. geography</td>
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<tr>
<td></td>
<td>Competency Based</td>
<td>served, missions, roles, etc.)</td>
</tr>
<tr>
<td>b) Grand Traverse County population growth outpaces average Michigan population</td>
<td>l) Learning – Shift from Place</td>
<td>ab) Global marketplace for education</td>
</tr>
<tr>
<td>growth (2014-2019) [+2% for GT County vs. -1% for Michigan vs. +1% for the Service</td>
<td>Based (learning anchored to a</td>
<td>becoming more competitive</td>
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<tr>
<td>Area without GT County)</td>
<td>physical space i.e. college</td>
<td></td>
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<tr>
<td></td>
<td>campus) to Content Based</td>
<td></td>
</tr>
<tr>
<td>c) 65+ year old population growing in region becoming a larger % of our population</td>
<td>m) Learning – Shift from Knowledge</td>
<td>ac) New players in the HE market</td>
</tr>
<tr>
<td>(May ’14 NMC Scan, Table 2, pg. 6) [17.7% in 2010 and projected to be 23.9% by</td>
<td>Ownership to Knowledge Access</td>
<td>will challenge traditional higher</td>
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<td>2020]</td>
<td>(it’s not what you know that’s</td>
<td>education institutions</td>
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<td>valuable but rather how you can</td>
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<td>apply information to create</td>
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<td></td>
<td>knowledge)</td>
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<td>d) Adults (25 yrs or older) with “some college, no degree” continues to be</td>
<td>n) Value –increased acceptance of</td>
<td>ad) Increasingly networked economy</td>
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<td>higher education as a private</td>
<td>and society</td>
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<td>good; public good increasingly</td>
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<td></td>
<td>not affordable</td>
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<td></td>
<td>Strategic Planning Retreat Workbook       16-June-2014</td>
<td>16-June-2014</td>
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<td></td>
<td>an important market for many higher education institutions</td>
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<tr>
<td>e)</td>
<td>Population of Age 15-19 and Age 20-24 in the NMC Service Area is projected to decline from 2014-2020 (<a href="https://example.com">May ’14 NMC Scan</a>, Graphics 13-14, pg. 9)</td>
<td>o)</td>
</tr>
<tr>
<td>f)</td>
<td>Talent gaps persist in multiple market areas for multiple reasons. Examples: Nursing shortage in Michigan continues to increase through 2018; growth of unmanned aviation industry; continued shortage of technical/STEM based workforce; skilled trades and adv. mfr.</td>
<td>p)</td>
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<td>g)</td>
<td>Millennials rethinking educational norms to highlight utility and practical needs as pathways to traditional economic success are severely disrupted</td>
<td>q)</td>
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<tr>
<td>h)</td>
<td>Millennials perhaps less mobile than prior generations, show reluctance to move for careers</td>
<td>r)</td>
</tr>
<tr>
<td>i)</td>
<td>Little increase in percent of U.S. population 25 yrs and older having earned an associate degree since 2000; largest gain in bachelors and masters degrees earned (<a href="https://example.com">May ’14 NMC Scan</a>, Graphic 23, pg. 15)</td>
<td>s)</td>
</tr>
<tr>
<td>j)</td>
<td>Increasing demand in the marketplace for technical skills related to adapting to resource constraints regionally and beyond (e.g. fresh water studies, agriculture, and alternative energy.)</td>
<td>t)</td>
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</tbody>
</table>
Within the above planning assumptions are four driving trends taking place in higher education and society in general. They are shown in Graphic 2.

Graphic 2: Driving Trends

<table>
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</table>

Prompt 1: Which of these assumptions require editing for clarity? Please comment below with your suggested edits and/or questions.

Record your thoughts here:

Prompt 2: Which of these assumptions do you believe have a high likelihood of happening in the next 3-5 years?

Record your thoughts here:

Prompt 3: Are there any assumptions you hold that we should consider adding to this list?

Record your thoughts here:
Prompt 4: What specific implications for NMC do the Driving Trends suggest to you?

Record your thoughts here:

GRASPING THE SITUATION

In order to understand those we serve, the Office of Research, Planning and Effectiveness regularly engages in primary and secondary research to gather feedback and inform the organization. The Listening to Learners, Employees and Community summaries below review the most current research available on these audiences.

LISTENING TO LEARNERS

What insights or key findings are apparent in the data reviewed?

- The percentage of students intending to earn an associate degree and then transfer to a 4-year institution grew by 3% from 41% in the spring 2011 Scheduling Preferences Survey to 44% in the 2014 survey. When considering the percentage of those who said they plan to earn an associate degree and then either transfer to a 4-year institution OR find a job, that percentage totaled 67.4%.
- The most preferred time for classes to start is 8-10am and the most preferred time for classes NOT to start is after 5-8pm. These findings are consensus with student behavior as evidenced by course efficiency rates (64% for courses starting after 5pm vs. 82% for courses from 8am-12pm). There is also a good percentage of students who prefer that classes not start between 8-10am (19%). Work schedule has the biggest influence on preference for class timing (34%). Students really dislike classes that end after 8pm (42% said this was the least favorable class end time).
- Monday-Thursday are the preferred days for classes to be offered and 42% of respondents indicated a preference for having classes meet two days a week. For those classes that start after 5pm, students seem to prefer that classes meet two days (41%) vs. just one day a week (27%).
- Fifty-one percent of students who took the Scheduling Preferences Survey reported having taken an online course at NMC. Of these students nearly two-thirds (74%) have dependents.
- The vast majority of students surveyed agree that an NMC education is a good value for the money (96% agree in the Transfer Survey and 90% agreed in the Graduate Follow-Up Survey).
- Most students surveyed indicate achieving their educational goal(s) while at NMC (94% agreement in the Transfer Survey and 92% of graduates agreed that NMC was a good place to achieve one’s educational goals).
- A cross-tabulation of primary goal and goal accomplishment indicates that respondents reporting their goal was to earn general education credits and transfer were more likely to report having achieved their goal.
- Of those graduates working in their degree field, 82% found work in Northwest Michigan and 95% reported being satisfied with their career choice.
- 83% of respondents (same percentage as in the 2013 survey) to the Graduate Follow-Up Survey reported that their primary goal was to earn an NMC Associate degree which is down from 90% agreement in the 2012 survey.
- 82% of total transfers were to a 4-year college or university with the top three transfer institutions being Ferris State University, Grand Valley State University, and Michigan State University.
accounting for a combined 48% of 439 total transfers. In the Scheduling Preferences Survey, Ferris State University was the most frequently cited planned transfer institution (mentioned by 67 students followed by 22 mentions of GVSU).

- 11% of total transfers were to other community colleges (86% of this group went to 17 of the other 28 Michigan community colleges).
- The most commonly cited reason for not completing a degree prior to transferring from NMC was that the student “wanted to transfer as soon as possible/did not attend NMC long enough” (38%).
- When students were asked why they withdrew from their fall 2014 course, the most common responses were due to personal reasons (26%), course load (16%) or faculty (13%). Students also withdrew because of the online delivery format (8%), educational readiness (7%) or a poor grade (6%).
- Top reasons for withdrawal due to faculty are teaching method (25%), faculty hard to follow (13%), and unorganized faculty (13%). Full-time students are more likely to withdraw due to faculty related issues whereas part-time students are more likely to withdraw for personal reasons.
- About 37% of students surveyed in the Withdrawal Survey said that no NMC action could have kept them enrolled in the class. Personal reasons for withdrawing from a class included time (n=8), illness (n=8), family (n=4), work (n=3), and for reasons not specified (n=1).
- Respondents withdraw from developmental education courses because of their course load, faculty and personal reasons, consistent with the students withdrawing from college level courses.
- Withdrawals from out-of-district students are less likely to be retained by NMC action (39%), while in-district students are more likely to stay enrolled if there is a change to the way the course is taught or the curriculum (22%).
- Over half of students withdrawing from class were absent prior to withdrawing (58%) suggesting perhaps an obvious but none-the-less potentially strong indicator of future behavior.
- Over half (65%) of the Transfer Survey respondents indicated that they made the decision to transfer from NMC before they started at NMC.
- Almost two-thirds (74%) of those who participated in the Leaver Survey indicated that they were not continuing their education at another college or university. Of those who are continuing their education, 80% (n=48) are doing so at a 4-year college or university.

### Table 2: Comparison of Common Survey Questions by Instrument

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Primary Educational Goal was to Earn an Associate Degree</th>
<th>Primary Educational Goal was Met</th>
<th>Are Satisfied or Very Satisfied with the Preparation they Received at NMC</th>
<th>An NMC Education is a Good Value for the Money</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduling Preference Survey</td>
<td>67%</td>
<td>98%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Leaver Survey</td>
<td>63%</td>
<td>54%</td>
<td>82%</td>
<td>N/A</td>
</tr>
<tr>
<td>Transfer Survey</td>
<td>47%</td>
<td>89%</td>
<td>90%</td>
<td>96%</td>
</tr>
<tr>
<td>Graduate Follow-up Survey</td>
<td>83%</td>
<td>92%</td>
<td>88%</td>
<td>90%</td>
</tr>
</tbody>
</table>

1Then find a job or transfer.
2For current students taking the Scheduling Preference Survey, the percentage shown relates to their response to whether they are on track for accomplishing their educational goal.
Transfer Survey asked if NMC prepared them well for continuing their education at their current school and used an agreement response scale. The percentage shown is for Agreed or Strongly Agreed.

Agree or Strongly Agree

What strengths or weaknesses does NMC display regarding our Learners?

- Strength: The majority of students surveyed in the Scheduling Preferences Survey indicated being satisfied with the scheduling at NMC and the frequency of students experiencing any course scheduling issues decreased since the last administration of the survey in 2011.
- 94% (95% in 2013) of respondents to the Transfer Survey agreed that they would recommend NMC to others.
- 22% of respondents reported they were required to take courses at their transfer institution that are similar to those they took at NMC (down from 30% in fall 2012). Note: The fall 2012 Transfer survey clarified this question to relate to classes where student has earned a 2.0 or better.
- The Graduate Follow-up Survey asks students to self-assess their individual competency with the general education outcomes. Virtually all students surveyed reported sufficient to proficient ability in each of the three general education outcomes. This is notably higher than the faculty scoring of student artifacts for all three outcomes.
- Overall, 88% of responding graduates indicated they are satisfied or very satisfied with the preparation they received through their coursework at NMC.
- Open-ended comments from the Graduate Follow-up Survey in prior years contained comments that advising information they received was inconsistent at times and there was a desire for more frequent adviser communication. However, NMC has worked to develop a culture of advising and a process in which students connect with the same adviser every semester. In 2014, comments regarding advising information were less frequent as this initiative has improved the consistency and accuracy of information to students.
- The five aspects of student engagement where NMC performed least favorably relative to the 2014 CCSSE Cohort were largely in the area of Support for Learners. Specifically – encouraging contact among students from different economic, social and racial or ethnic backgrounds; helping you cope with your non-academic responsibilities (work, family, etc.); providing the support you need to thrive socially; and frequency of use of career counseling. The fifth aspect was in Active and Collaborative Learning namely – Made a class presentation where 19.4% of responding students said they did this often or very often compared to the cohort mean of 31.1%.
- NMC seems to be capturing more of our students in orientation prior to the beginning of classes than those schools noted as “promising practices respondents”. Specifically 68% of our students said they attended an on-campus orientation prior to the beginning of classes vs. 41.5% whereas only 7.7% of NMC student respondents said they were not aware of a college orientation vs. 19.6%.
- The highest scoring aspects of student engagement at NMC in relation to the CCSSE cohort are the use of email to communicate with an instructor, working with students on projects during class and working on a paper/project that required integrating ideas.

What opportunities exist to continuously improve regarding our Learners?

- 63% of those who responded to the Scheduling Preferences Survey indicated an interest in taking summer courses at NMC. Given a decline in summer enrollment, it would be interesting to learn what barriers exist for taking summer classes.
- Consider offering more evening classes that meet two days a week vs. just one day a week so that students can end before 8pm.
• Students who expressed an interest in taking summer classes at NMC also indicated a strong preference for the face-to-face format for these courses (71%) with a preference for a 4 week format (43.4%). Math received the greatest interest for summer coursework (28 mentions vs. English as the next highest mention at 18).

• 83% of students reported no scheduling problems (up from 81% in 2011). Of those who reported that they did have problems, the most commonly mentioned problem (17 mentions) was that the course they wanted was offered but was full followed by two courses they wanted meeting at the same time (13). Anatomy & Physiology was the course mentioned most frequently (3) as one that students had scheduling difficulty with followed by Contemporary Ethical Dilemmas (2). Fourteen other courses received one mention each.

• Of those students who reported that an online class at NMC did not meet their expectations, 69.2% indicated that they were not prepared at all for the course format. The opportunity to have taken an orientation class or otherwise have a better understanding of the online course environment prior to enrolling might have helped improve their experience.

• While a majority of students who participated in the 2014 Spring Break Survey indicated a preference for the current timing of Spring Break during week 12 of the semester in order to align with local school districts, the second highest percentage (19.9%) prefer Week 8 for the break. This preference is slightly stronger for male students (23.3%) than female students (18.0%). Some of the open ended responses suggest that having a break half way through the semester provides an appropriate point for reflection and break. Perhaps there is a way to accommodate this need outside of a Spring Break (like a 7th inning stretch).

• While 90% of graduates who responded to the Graduate Follow-up Survey indicated that NMC is a good value for the money, that percentage is below the 2009 level of 94% and is down slightly from 2013 (91%).

• The target for placement of graduates (90%), for either reemployment or continued education, is just being met. After a continuous decline in placement rate from 2009 to 2012, the placement rate has remained at the minimum target the past two years.

• The withdrawal survey data indicate that of the NMC students withdrawing in the fall, almost three-quarters (73%) are for reasons that NMC contributes to and can impact, slightly increasing from the spring (69%).

• Overall, 20% of students who responded to the Withdrawal Survey said they would have remained enrolled if some type of faculty action or change was made. These students indicated “A different teaching method/instructor”, “Different way of doing homework assignments. Better teaching from the teacher”, and “If my instructor was more organized and clear with lesson plans, lab work, and testing.”

• One comment from the Transfer Survey that may be worth addressing is this: “The advisors could help you a little more. It would also be helpful if you could see the same advisor each time.” Along with this comment, several respondents indicated that they were looking for more help from advisors in the area of career selection than what they received.

• Approximately 25% of survey respondents reported they had an NMC course(s) in which they received a 2.0 or better, that did not transfer to their current institution.

• Of the 86 (42%) of those responding to the Transfer Survey who indicated that they were not at all interested in transferring credits back to NMC so that they could be awarded an appropriate certificate or associate degree, 46 (54%) indicated that they felt no need/purpose in doing so. This would suggest that we have more work to do to establish the value of the associate degree and/or certificates.
• The profile of NMC students who completed the CCSSE survey notes that 80% of respondents do not participate in any college-sponsored activities (including organizations, campus publications, student government, sports, etc.).

• Regarding support services surveyed in the CCSSE instrument, eight received a score as being very or somewhat important in the 70% or higher range. They were: academic advising/planning (91%), computer lab (87%), financial aid advising (85%), career counseling (80%), transfer credit assistance (79%), skill lab (76%), peer or other tutoring (73%) and job placement assistance (71%). Of these eight, only two received satisfaction scores of very or somewhat in the 70% or higher range. They were: academic advising/planning and computer lab. Job placement assistance received the lowest response rate of the eight services for very or somewhat satisfied ratings at 19%. Career counseling received the next lowest very or somewhat satisfied rating at 39%.

Other Key Data to Review
- Developmental English Metrics Dashboard
- Developmental Math Metrics Dashboard
- Learning Experience Metrics Dashboard

What key data sources were reviewed for this summary?

Community College Survey of Student Engagement (CCSSE) (Feb-Mar 2013)
Scheduling Preferences Survey (2014)
   NOTE: Administered to 353 students enrolled for credit in spring 2014. The sample was drawn to represent the student body according to spring enrollment status. The survey was previously administered in spring 2011.

Withdrawal Survey (Spring 2013)
   NOTE: Administered to NMC students withdrawing from a credit course in the spring 2013 semester. A total of 117 students participated in the survey representing an overall response rate of 14.1%.

Graduate Follow-Up Survey (2013)
   NOTE: Administered to NMC graduates who received an award between July 2011 and June 2012. A total of 311 graduates responded to the survey representing an overall response rate of 46%.

Transfer Follow-Up Survey (Fall 2013)
   NOTE: Administered to former NMC students who attended NMC in spring 2012 and then transferred to a 4-yr college/university or a 2-year college in fall 2012. A total of 162 students participated in the survey for an overall response rate of 39%.

Spring Break Survey (2014)
Leaver Survey (Spring 2014)
   NOTE: ORPE does not provide a written report from this survey. Rather the results are used for reporting and program review purposes.

Prompt 5: Based on the summary, what are a few key take-aways related to our LEARNERS?

Record your thoughts here:
Prompt 6: Are there any assumptions about NMC LEARNERS that are either reinforced or challenged by these data? Please explain.

Record your thoughts here:

Prompt 7: Please describe any important information gaps regarding understanding LEARNERS’ needs that NMC should consider filling.

Record your thoughts here:

LISTENING TO THE COMMUNITY

NOTE: The College conducts the Community Attitude and Awareness survey every 2-3 years. The survey is due to be updated this fall. The results shown below are from the most recent survey conducted in 2011. Therefore, the reader should keep in mind that the survey reflects opinions from nearly three years ago.

What insights are apparent in the data reviewed?

- Overall opinions of NMC are highest from those familiar with NMC programs, current students, Benzie and Grand Traverse Counties, and those who have lived in the area 20+ years.
- Familiarity with NMC programs and services has increased since 2009; those who are more familiar with the college give more positive ratings, both overall and on specific programs and services. And younger respondents, age 18-29, are much more familiar with the college than older respondents, age 65+ by a 75% to 55% margin.
- There is strong support in our community for NMC offering Bachelor’s degrees in select areas such as nursing, maritime, and culinary. (Mean score 8.44, n=570 on a 10 point scale)
- Importance of NMC offering online courses received a mean score of 7.75 (n=544) with 38% scoring this as “extremely important” as a 10.
- Importance of providing organizational and workplace training received a mean score of 7.72 (n=536) where 32% scored this a 10 meaning “extremely important”.


• Importance of providing cultural events and educational programming for the community received a mean score of 7.62 (n=576) with 33% rated importance a 10.
• Importance of providing non-credit personal enrichment courses received a mean score of 7.11 (n=552) where 27% rated importance a 10.
• Growth in the Grand Traverse area is inevitable. We outpaced growth in Michigan during the recession. Now that the economy is recovering, it seems likely that this region will continue to outpace the state in growth and perhaps the nation in average annual population growth.
• Different types of individuals – retirees and creative class for example – and industries – health care and manufacturing as examples - have varying economic impacts on the community. Some drive a growth in middle wage jobs others, a dichotomy of low and high wage jobs. These are important considerations when determining as a community which types of individuals, industries, jobs to seek to attract.
• According to the Upjohn Institute, when there is an increase in jobs, people don’t migrate until generally 2-3 years later. Therefore, a lag must be accounted for in plans to respond to changes.
• The REMI population forecast for 2025 shows a peak in baby-boomers retiring. The community group reflecting on these data suggested that since boomers own many of the local manufacturing operations, younger generations may come to town to acquire those businesses. This will affect the need for financing options to grow and acquire existing businesses. If transfer of ownership does not occur, the manufacturing base in the region could decline.
• The Community Conversation group reflecting the 10 County Region identified a concern over the loss of mid-sized farms with corporate farms continuing to grow at the same time the region is seeing an explosion of small acreage farmers. Related to this, the new Cottage Food Law will have a considerable economic impact on the region. Also the group identified a “farm to table uprising” as people enter farming to operate small, community oriented farms feeding their families and their neighbors. There may be opportunities to support this trend.

What strengths or weaknesses does NMC display regarding our Community?

• Twenty-five (25%) of respondents in the community survey indicated that the job NMC does overall is outstanding (score of 10). The mean score for this question was 8.11 (n=514).
• NMC continues to enjoy a favorable opinion in the communities we serve with Leelanau County turning in the highest percentage rating NMC a 5 or “excellent” (70%) and Kalkaska with the lowest percent having rated NMC a 5 (41%). Considering top two box scores (4 or 5), scores ranged from 78% for Wexford to 89% for Benzie. Eighty-seven percent (87%) of Grand Traverse County participants rated NMC a 4 or 5.
• Ninety-five percent (95%) of respondents feel NMC’s education quality is the same or better than 4-year colleges in Michigan. This is an improvement over responses in the 2009 survey where 89% responded in the same way.
• The overall mean score for the job NMC does responding to the learning needs of the community is 4.11 (n=521) on a 5 point scale where 5 = “excellent”.
• NMC can serve as a convener of planners in the region across different organizations. The REMI model could be a useful, non-judgmental tool to aid in these conversations.
• Once the region weighs in on the jobs and industry growth that are desired and the demographic descriptors for the region, NMC stands to play a significant role in training and lifelong learning needs of the region.

• One of the Community Conversations that was held where the REMI model was discussed offered this insight: Private investment and philanthropy may become a concern in 2025 because of the indicated dip in 50+ age group where more equity has historically come from for local ventures.

**What opportunities exist to continuously improve regarding our Community?**

• One of the lower mean scores in the survey was in response to the statement “The availability of scholarships and financial aid for NMC students” where the mean was 3.79 (n=314).

• When performance was compared to importance in the community survey, the findings were positive for NMC. In only three cases was the mean performance rating lower than the mean importance rating. Those were:
  - Preparing students to transfer to a four year college or university (importance = 8.41, satisfaction = 8.15)
  - Providing job training programs for skilled trade occupations such as welding, childcare, computer technicians and construction technology (importance=8.29, satisfaction=8.15)
  - Providing access to 4-year college and university programs through the University Center (importance=8.37, satisfaction=8.25)

• Those who participated in the community conversations surrounding the REMI model expressed a strong belief in the attractiveness of the Grand Traverse Region to build a “water or blue economy”. The water “amenity” along with historically stable weather, offer desirable features to be leveraged as a draw for business and residential interests alike. Our cost of living structure (housing, gas, food, perhaps taxes) may work against the lure of the area when compared to other locations around the nation (ex. Half Back States) particularly when seeking to attract retirees or others living on a fixed income.

• Members of the 40 Under 40 group commented in one of their Community Conversations with President Nelson that they are interested in learning how smaller companies could use NMC’s existing Extended Education or Training offerings to develop their own professional development programs. The group also wondered about a potential NMC role in providing support for tech start-ups. Finally, an interest was expressed in developing a “maker’s space” that would be open to public entrepreneurs.

• A significant increase in births (ages 0-5) forecast in 2025 by the Regional Economic Models Inc. (REMI) model suggest that as a region we will need to plan for growth in support of early childhood programs and services.

**What key data sources were reviewed for this summary?**

Community Attitude & Awareness Survey (December 2011)

**NOTE:** A total of 601 completed surveys were conducted among adults aged 18 and older, using a Random Digit Dial methodology. The sample was demographically and geographically representative of the adult population in the six county area.

Community Conversations (February & March 2014)
NOTE: These conversations were hosted by NMC and facilitated by George Erickcek of the W.E. Upjohn Institute. They were intended to create awareness of the REMI model in order to determine the value of using the model going forward.

Prompt 7: Based on the summary, what is one key take-away related to the COMMUNITY we serve?

Record your thoughts here:

Prompt 8: Are there any assumptions you have about our COMMUNITY that are either reinforced or challenged by these data? Please explain.

Record your thoughts here:

Prompt 9: Please describe any important information gaps regarding understanding COMMUNITY needs that NMC should consider filling.

Record your thoughts here:

LISTENING TO EMPLOYEES

What insights are apparent in the data reviewed?

- The most current IE Systems Survey results indicate that significant improvement has occurred in the prior year as evidenced by increasing response rates to most of the statements contained in the Institutional Effectiveness System survey. Most notably Q15. Our IE System of continuous improvement is working saw a nearly 20% increase in the level of agreement with that statement.
- With regard to employee engagement, the 2013 survey saw a little gain in agreement with a few questions, but many more saw declining agreement levels. As with prior years’ results, some of the lowest agreement levels were:
  - NMC’s performance evaluation process helps me improve my job performance. (47.4% agreement)
  - I have career discussions with my supervisor. (50.6% agreement)
  - The shared governance structure (President’s Council, Policy Council and Planning & Budget Council) is an effective way to lead the organization. (51.4% agreement)
What strengths or weaknesses does NMC display regarding Employees?

- There is high agreement that NMC has a clear vision for the future (80.2% agreed with this statement in the employee survey – 81.5% agreed in 2012)
- Top five areas receiving the highest level of agreement included:
  - Committed to continuous improvement (96.8% in 2013, 97.5% in 2012, 95.8% in 2011, 92.3% in 2010)
  - Have the necessary skills to contribute to continuous improvement (92.6% in 2013, 91.7% in 2012, 93.3% in 2011)
  - Have the necessary skills in order to help NMC achieve its strategic directions (91.6% in 2013, 89.2% in 2012, 88.8% in 2011, 80.2% in 2010)
  - Feel safe when working on campus (90.4% in 2013, 93.5% in 2012, 91.0% in 2011, 89.8% in 2010)
  - I understand how my job contributes to achieving NMC’s strategic directions (87.4% in 2013, 88.5% in 2012, 87.6% in 2011, 79.1% in 2010)
- Bottom five areas receiving the lowest level of agreement include:
  - Performance evaluation process helps me improve my job performance¹ (47.4% in 2013, 52.4% in 2012, 41.0% in 2011, 35.3% in 2010)
  - Have career discussions with my supervisor (50.6% in 2013, 54.9% in 2012, 50.7% in 2011, 49.9% in 2010)
  - Shared governance is an effective way to lead the organization² (51.4% in 2013, 56.1% in 2012, 53.0% in 2011)
  - Shared governance communications are useful (60.7% in 2013, 61.4% in 2012, 61.9% in 2011)
  - I understand my role in Planning (62.2% in 2013, 62.9% in 2012)
- Four questions received agreement scores above the NMC target of 90% in the 2013 Employee Survey. Those were:
  - I am committed to continuous improvement in my work. (96.8%)
  - I have the necessary skills to contribute to NMC’s continuous improvement efforts. (92.6%)
  - I have the necessary skills in order to help NMC achieve its strategic directions. (91.6%)
  - I feel safe when I am working on campus. (90.4%)

What opportunities exist to continuously improve regarding our Employees?

- Gains in agreement scores over prior year were seen in both the Strategic Alignment and Engagement sections of the survey. While there were gains in these areas, some are below our 90% agreement target.
  - I have made changes in my work during the last year in order to improve persistence and completion. (+2.5%; 81.7% agreement)
  - I have the necessary skills in order to help NMC achieve its strategic directions. (+2.4%; 92.6% agreement)
  - I have the support I need to do my job. (+2.5%; 81.7% agreement)

¹ Note that the wording of this question changed in the 2012 survey. In 2010 and 2011 the question read: Performance evaluation process distinguishes performance.
² In the 2012 survey, shared governance was defined as including President’s Council, Policy Council and Planning & Budget Council. No such definition was provided in prior years.
• As with the 2012 survey results, the lowest agreement scores were in response to questions in the Culture section of the survey where agreement scores declined for every question in the section.
  - NMC is agile in responding to learner needs. 68.6% of employees agreed with this statement suggesting room for improvement (69.2% in 2012).
  - I understand my role in planning. 62.2% of employees agreed with this statement also identifying room for improvement (62.9% in 2012). Comparing this to the statement “My supervisor asks for my input in developing departmental goals” with an agreement score of 70.1% suggests that better communication is need to help staff understand that this IS the primary role for most employees in the planning process. Additionally, this agreement level is well below the 90% target and is therefore a topic for supervisor training.

• The Engagement section of the Employee survey contained questions that received the largest single year decline in agreement levels.
  - Based on my experiences at NMC, I would recommend NMC as an employer. (-7.5% in the percentage of employees who strongly or somewhat agreed with this statement)
  - My work responsibilities are clear to me. (-6% in the percentage of employees who strongly or somewhat agreed with this statement)

• The open ended responses at the end of each section of the survey suggest that the Compensation Review project is helping to surface concerns about equity and how employees feel valued at the College.

• The FY’13/14 Institutional Effectiveness Survey indicates that there are a few areas where improvements might be needed:
  - Our Institutional Effectiveness System has adequate resources to enable continuous improvement. (59.5% agreement which is well below the 75% agreement target) Note that this question also received the lowest agreement score in the 2012 survey. A review of the open ended questions for those who did not agree with this question, indicate that lack of personnel received the most mentions (9 comments) followed by inadequate time (6 comments). Here’s one telling quote: “Just trying to complete our job responsibilities takes full-time and we’re always trying to make improvements without taking the time to make plans for those improvements.”
  - Additional training in continuous improvement might also be warranted as nearly one quarter of respondents disagreed that we do a good job of training faculty and staff to contribute to continuous improvement.
  - The question receiving the third lowest agreement score was: We celebrate our successes in order to build momentum for additional achievements. (71.8% agreed with 25.6% disagreeing) Suggestions for improvements included: Consistently celebrate efforts and celebrate more of our successes; celebrate continuous improvement (not just new projects/programs/services); develop different venues (ways) to celebrate; communicate more frequently from a broader set (not just LPL’s) of examples of success.
  - Communication, prioritization and focus, and continued investment in our continuous improvement skillset rise to the surface as suggested areas of continued effort.
What key data sources were reviewed for this summary?

Employee Engagement Survey (2013)
NOTE: Administered to all full and part-time NMC employees. A total of 405 employees responded to the survey representing an overall response rate of 56.6%. The survey was not administered in 2014 but is scheduled to be updated in spring of 2015.

IE Systems Survey (January 2014)
NOTE: Administered to the 54 members of Leadership Group with an overall response rate of 79.6% (n=43).

Prompt 10: Based on the summary, what is one key take-away related to EMPLOYEES?

Record your thoughts here:

Prompt 11: Are there any assumptions you have about EMPLOYEES that are either reinforced or challenged by these data? Please explain.

Record your thoughts here:

Prompt 12: Please describe any important information gaps regarding understanding EMPLOYEE needs that NMC should consider filling.

Record your thoughts here:

EXTERNAL CONSIDERATIONS

HIGHER LEARNING COMMISSION
On February 28, 2014, NMC received the Systems Appraisal from the Higher Learning Commission (HLC). The Systems Appraisal is HLC’s assessment of NMC’s Systems Portfolio which is a public portfolio describing fundamental institutional systems. Below are some key conclusions made by the HLC and presented in NMC’s Systems Appraisal report.

- NMC is an institution “well along the path to [continuous quality improvement] process maturity”.

...
• The Review Team identified four broad areas that represent opportunities for improvement. For two of these areas NMC is already engaged in work to address the opportunity area as noted by the “response” below.
  − Aligning our continuous improvement processes for learning outcomes at the course, program, and general education levels [Response: Learning Outcomes AQIP Action Project]
  − Expanding institutional awareness, accessibility of, and the use of data in terms of metrics, targets and goals
  − Developing deeper understanding of student needs related to developmental education [Response: Enhancing Developmental Education AQIP Action Project]
  − Developing a more robust peer benchmarking process in order to inform future planning.
• The category that received the greatest percentage of “strength” ratings was “Champion – Understanding Student and Stakeholder Needs” (71.4%).
• The category that received the highest percentage of “opportunity” ratings was “Operations – Measuring Effectiveness” (41.7%).
• The results of the Systems Appraisal are one indication that our institutional effectiveness system is working.

BENCHMARKS
NMC participates in the National Community College Benchmark Program (NCCBP) and as a result, we receive benchmark data on other participating community colleges. Below are some interesting benchmark statistics pulled from the 2013 reporting year. Note that for the base semester for data reported is fall 2011 except where noted.

• % High School Concurrent Enrollment Headcount/Credit Hours: NMC reported 3.46%/1.90% which places us at the 22th percentile. Median is 9.2%/5.6% respectively. NOTE: NMC statistics show that the number of both in-district and out-of-district dual enrolled high school students has declined from 2012 to 2013. TC Central, St. Francis and TC West send the largest number of students from in-district followed by Kingsley.
• % Developmental Credit Hours: NMC reported 10.70% which is very near the median of 10.65%.
• % First-Generation Student: NMC reported 62.92% which is high for reporting CC’s. The reported value for NMC places the college just above the 75th percentile. The median is 42.45%.
• Tuition and Fees per Credit Hour: NMC reported $93 which places us at the 34th percentile - low compared to other reporting schools. The median is $108.
• Average Credit Section Size: NMC reported 17.43 students (30th percentile) vs. the median of 18.71, the 75th percentile of 21.09 and the 90th percentile of 23.08 students per section.
• Regarding sources of funding, NMC is slightly above median for % Funds from Local Sources (median is 15.05% vs. NMC at 24.96%), is slightly below median for % Funds from State (median is 24% vs. NMC at 20.36%), and is slightly above median for % Funds from Tuition and Fees (median is 43.20% vs. NMC at 54.68%). These data are for FY’12.
• % Student Completion or Transfer in Three Years, Full-Time, First-Time (Fall 2009 Cohort): NMC reported 32.55% placing us at the 39th percentile with the median being 35.82%. Note that part-
time, first-time completion or transfer is significantly lower for both NMC and the median for CC’s reporting (13.70% for NMC vs. 15.76% median).

- % Student Completion in Six Years, Full-Time, First-Time (Fall 2006 Cohort): NMC reported 29.05% which was slightly higher than the median of 27.15%.
  - % Student Completion or Transfer in Six Years, Full-Time, First-Time (Fall 2006 Cohort): NMC reported 75.84% which placed us at the 96th percentile with the median being 47.55%. This is being driven by a much higher percentage of students who transfer in six years than the comparison schools.
  - Credit College-Level Retention Rate: NMC reported 87.46%. While this is a high percentage, it places us at the 23rd percentile with a median of 90.18% for reporting CC’s. Enrollee Success Rate is close to the median at 75.19% and Completer Success Rate is at the 71st percentile at 85.97% vs. a median of 83.29%.
  - Credit Developmental Retention, Success: For most of the reported statistics in this section, NMC was very near the median. However, in three areas (all related to reading), NMC was well below the median. Those areas are:
    - Reading Retention Rate: NMC reported 82% (20th percentile) vs. a median of 87.93%
    - Reading Enrollee Success Rate: NMC reported 54% (11th percentile) vs. a median of 66.12%
    - Reading Completer Success Rate: NMC reported 65.85% (18th percentile) vs. a median of 75.80%.

- Career Program Completers: NMC reported that 43.09% of students are Employed in Related Field (based on most recent data). This figure places us well below the median (18th percentile) of 58.49%.

**What key data sources were reviewed for this summary?**

- [NCCBP Report of National Aggregate Data](#) (2013 Reporting Year)
- [ORPE Data Book](#)

**NMC SCANS**

All prior issues of the NMC Scan can be found on the NMC Intranet site under [ORPE>Planning>The NMC Scan](#).

Please review the two most recent issues prior to the Strategy Retreat if you’ve not already done so. They are:

- [December 13](#)
- [May 14](#) (demographics issue)
Prompt 13: Are there any assumptions that should be added to those presented in Table 1 after reviewing these External Considerations? What are they?

Record your thoughts here:

Prompt 14: What are a few implications you see for NMC based on the summaries, NMC Scans and Planning Assumptions?

Record your thoughts here:

Prompt 15: Please describe any important information gaps regarding understanding external inputs that NMC should consider filling.

Record your thoughts here:

CAPSTONE THOUGHTS
Considering your recorded thoughts from the previous pages, please spend some time distilling down key points you want to share at the Strategy Retreat in terms of strategic priorities.

Prompt 16: What are the key strategic priorities for FY’16 that enable NMC to advance progress on the Strategic Directions and IE Criteria?

Record your thoughts here:
APPENDIX
APPENDIX A

MISSION, VISION, VALUES, PURPOSES

“NMC’s central purpose is to provide our learners and communities with the skills, experiences, and values that allow them to create economic and social wealth during their life’s journey.” – Timothy Nelson, NMC President

MISSION [NMC Board Policy C-100.00]

Northwestern Michigan College provides lifelong learning opportunities to our communities.

VISION [NMC Board Policy C-101.00]

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 [NMC Board Policy C-102.00]

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 (NMC Board Policy C-103.00)

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.
**APPENDIX B**

**A&B STRATEGY**

NMC has adopted the following strategy model.

**Graphic 4: A&B Strategy**

2009+ NMC Strategic Agendas

Some parts of the college are primarily focused on creating increased efficiencies (A Portfolio) while others are defined by growth, innovation, differentiated products, services and/or pricing models and building new sources of revenue (B Portfolio). It is important to note that the A and B portfolios are not comprised of departments but rather programs and services. In this way, a department is not exclusively in either portfolio. For example, the Water Studies Institute and the Aviation program both have offerings in each of the A and B portfolios.

A primary focus of the A portfolio is increasing productivity and innovating to increase effectiveness and efficiency resulting in a higher net revenue. In the A portfolio, it is important to balance the expectations of the learner with appropriate service levels.

In contrast, a primary focus of the B portfolio is establishing differentiation through innovation, being the first or best and creating a unique market position. In the B portfolio, programs and services earn higher net revenues and are not limited to the traditional revenue model.

As we develop the strategic plan, attention must be given to developing both portfolios.
APPENDIX C

PRESIDENT NELSON’S INTRODUCTION TO ANNUAL REVIEW


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.

I am struck by how much the College community has accomplished during the past 12 months. Having said that, it is all too easy to focus on what is currently on our plate and to forget about some of the significant accomplishments that will have a long term impact on NMC and our community. Some of those include:

- Received HLC accreditation for the BS in Maritime Technologies and became the first community college in Michigan to award baccalaureate degrees.
- Received national accreditation for our LPN and ADN Nursing Degrees.
- Submitted and received positive review of our Higher Learning Commission AQIP Systems Portfolio.
- Made good progress in the execution of the new NMC Foundation business plan. While not yet fully implemented, this approach will lead us into an era of continual significant resource raising.
- Made significant progress toward completion of the evaluation of total compensation and classification plans and processes. A progress report was provided at the May Board Meeting.
- Continued the implementation of our globalization agenda including working jointly with TCAPS and executing MOAs and or MOUs with Chinese partner schools and universities.
- Established position sharing with TCAPS, TBA -ISD, Michigan State University, and Council of Governments that save all organizations resources and demonstrate institutional collaboration.
- Established first in the country joint degrees in water studies with Western Michigan University.
- Expanded our partnerships with manufacturing, construction and health care sectors.
- Implemented the first cohorts in our new Engineering Technology programs.
- Made positive progress in student completion and persistence as evidenced by metrics.
- Established a student advising system by which every NMC degree-seeking student connects with an advisor every semester.
- Presented a year of world class (and in many cases U.S. firsts) exhibitions and conferences at the Dennos.
- Continued the structural realignment of the college to meet the environmental challenges we have projected for the near future.
APPENDIX D

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.

Prompt 17: Do you feel that any edits are needed with the Strategic Directions? If so, please explain.

Record your thoughts here:

INSTITUTIONAL EFFECTIVENESS CRITERIA [NMC Board Policy C-104.00]

1. **Scholarship, Enrichment and Workforce: Helping Students Learn**
   
   **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.

   **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.

**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. **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.
   a. Economic Development and Community Involvement
   b. Building Collaborative Relationships

3. **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.
   a. Understanding Student and Stakeholder Needs
   b. Supporting Organizational Operations

4. **Culture: Valuing People**
   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.

5. **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.
   a. Leading and Communicating
   b. Measuring Effectiveness
   c. Planning Continuous Improvement
Click on the hyperlink for each of the criterion to access the most current A3 available.

🌿 **Prompt 18:** What questions do you have about the IE Criteria? What clarifications would be helpful?

*Record your thoughts here:*
APPENDIX E

PLANNING BACKGROUND

The aligned planning process was developed in 2011 by the Alignment of Planning Action Project team as a way to connect strategy with operational deployment. The resulting process is being implemented with a Plan, Do, Check, Adjust approach (Graphic 3) that recognizes the need for continuous improvement of the process along the way.

Graphic 3: PDCA Approach

As we’ve implemented the process over the prior two years, we’ve made adjustments to help make the process as responsive and relevant as possible.

Following our successful AQIP Check-Up Visit, the Higher Learning Commission (HLC) noted that our process as inclusive, dynamic, and aligned recognizing that it is based on a continuous improvement cycle. As we continue to evolve the process in the coming year more work is needed to refine our efforts to focus our strategic goals on the few critical ones, to further align operational goals with the strategic plan, and to enhance systems for monitoring our progress via the check adjust steps.

The original key goals of the Aligned Planning process are still relevant:

- Develop the plan (PLAN) before determining the resources needed to achieve the plan (BUDGET).
- Ensure that our planning process is continuous vs. episodic meaning we are always open to checking and adjusting the plan based on new information.

PLANNING ROLES

While everyone at NMC plays a role in planning, our roles are different. The graphic below provides one view of our respective roles in planning.
PC has administrative responsibility for implementing the strategy. PBC provides representative input into the development of the strategic plan. Additionally PBC monitors the planning process with the assistance of the Office of Research, Planning and Effectiveness (ORPE) as the coordinators of planning.

Campus Leaders are assembled in the Leadership Group as a key vehicle for communicating out to the organization and bringing feedback into the strategic planning process from the organization. In operational planning, campus leaders guide the development of operational plans that ensure that the strategic plan is implemented. Regular check and adjust efforts lead by members of Leadership Group are a critical component of achieving the plan.

The planning process fits within the context of other key processes such as budgeting and the newly launched performance management system called myPDCA. Here’s a graphic to help show these three processes in relationship to one another as an overlay to Graphic 4.
Graphic 5: Relating Key Processes

- Conditions & Assumptions for Organized Learning
  Higher Education, Beyond

- Strategy Direction
  Focus & Choices
  Strategic Planning

- Strategy Integration
  Assets & Systems
  Operational Planning & Budgeting

- Strategy Execution
  Actions & Impact
  Do, Check & Adjust

- Mission, Vision, Values, Purpose, Institutional Effectiveness Criteria, Strategic Directions

- Strategic Planning = Strategic Plan Goals and Targets

- Operational Planning = Department A3 & Budgeting

- Individual Planning = Goals in Wingspan

- myPDCA Annual Review

- Natural Goals of the Enterprise
  The College and Partners
  Economic Outputs of the Institution — the Right Products/Services at the Right Time

- Value Factors
  What is being provided of value?
## APPENDIX F: PLANNING CALENDAR

<table>
<thead>
<tr>
<th>When</th>
<th>PDCA Activity</th>
<th>Process Step</th>
<th>Who</th>
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<tbody>
<tr>
<td><strong>May</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8-May-14</td>
<td>GRASP THE SITUATION</td>
<td>Release May NMC Scan (demographics issue)</td>
<td>KR</td>
</tr>
<tr>
<td>8-May-14</td>
<td>CHECK &amp; ADJUST</td>
<td>General Education Assessment Day</td>
<td>Faculty</td>
</tr>
<tr>
<td>9-May-14</td>
<td>GRASP THE SITUATION</td>
<td>Faculty FY’14 Self Evaluation &amp; Draft FY’15 Annual Plan Due to the Chair</td>
<td>Faculty</td>
</tr>
<tr>
<td>19-May-14</td>
<td>PLAN</td>
<td>FY’15 Budget Presented for Discussion</td>
<td>BOT Regular Meeting</td>
</tr>
<tr>
<td>19-May-14</td>
<td>GRASP THE SITUATION</td>
<td>Develop Grasp the Situation Summary/Strategy Workbook</td>
<td>KR</td>
</tr>
<tr>
<td>21-May-14</td>
<td>CHECK &amp; ADJUST</td>
<td>Year End Review of FY’14 Strategic Plan Goals Discussed &amp; Revise FY’15 Strategic Plan</td>
<td>DH with PC</td>
</tr>
<tr>
<td>30-May-14</td>
<td>GRASP THE SITUATION</td>
<td>FY’15 Budget Presented for Discussion</td>
<td>BOT Regular Meeting</td>
</tr>
<tr>
<td>June</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-Jun-14</td>
<td>PLAN</td>
<td>Review Revised as needed FY’15 Operational Plan A3’s based on End of Year Review and FY’15 Approved Budget</td>
<td>Supervisors &amp; Staff</td>
</tr>
<tr>
<td>4-Jun-14</td>
<td>CHECK</td>
<td>Year End Strategic Plan Goals Plan to Actual Summary Reviewed</td>
<td>DH with PC</td>
</tr>
<tr>
<td>4-Jun-14</td>
<td>PLAN</td>
<td>Review Revised Planning Assumptions</td>
<td>PC</td>
</tr>
<tr>
<td>6-Jun-14</td>
<td>CHECK</td>
<td>Select FY’15 Board Level Strategic Goals</td>
<td>PC</td>
</tr>
<tr>
<td>11-Jun-14</td>
<td>PLAN</td>
<td>Review Revised Planning Assumptions</td>
<td>PC</td>
</tr>
<tr>
<td>12-Jun-14</td>
<td>CHECK &amp; ADJUST</td>
<td>Review Revised Planning Assumptions Draft &amp; Planning Calendar Draft</td>
<td>PBC</td>
</tr>
<tr>
<td>12-Jun-14</td>
<td>CHECK</td>
<td>FY’14 Year End Summary of Strategic Goals Complete</td>
<td>DH/KR</td>
</tr>
<tr>
<td>13-Jun-14</td>
<td>PLAN</td>
<td>Finalize Planning Calendar for next year</td>
<td>KR</td>
</tr>
<tr>
<td>16-Jun-14</td>
<td>CHECK &amp; ADJUST</td>
<td>FY’14 Year End Summary of Strategic Goals Complete</td>
<td>DH/KR</td>
</tr>
<tr>
<td>23-Jun-14</td>
<td>PLAN</td>
<td>Board Discussion of Revised Planning Assumptions &amp; FY’15 Board Level Goals</td>
<td>BOT Regular Meeting</td>
</tr>
<tr>
<td>27-Jun-14</td>
<td>CHECK</td>
<td>myPDCA End-of-Year Supervisor Review Due</td>
<td>Supervisors</td>
</tr>
<tr>
<td>Date</td>
<td>Action</td>
<td>Description</td>
<td>Responsible Party</td>
</tr>
<tr>
<td>------------</td>
<td>--------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>30-Jun-14</td>
<td>CHECK &amp; ADJUST</td>
<td>HRToolbench Job Descriptions Updated</td>
<td>Staff &amp; Supervisors</td>
</tr>
<tr>
<td>1-Jul-14</td>
<td>DO</td>
<td>Begin Implementation of FY’15 Plans</td>
<td>All</td>
</tr>
<tr>
<td></td>
<td>GRASP THE SITUATION PLAN</td>
<td>Strategy Retreat with Work Group</td>
<td>Small Group</td>
</tr>
<tr>
<td>Jul 1 &amp; 2</td>
<td>PLAN</td>
<td>Refine Strategic Plan (and MVV input?)</td>
<td>TN, DH, KR</td>
</tr>
<tr>
<td>7-Jul-14</td>
<td>PLAN</td>
<td>Small Group Reviews draft Strategic Plan content</td>
<td>Small Group</td>
</tr>
<tr>
<td>16-Jul-14</td>
<td>PLAN</td>
<td>Review draft Strategic Plan (and draft MVV edits?)</td>
<td>PC</td>
</tr>
<tr>
<td>17-Jul-14</td>
<td>PLAN</td>
<td>Review draft Strategic Plan (and draft MVV edits?)</td>
<td>PBC</td>
</tr>
<tr>
<td>18-Jul-14</td>
<td></td>
<td>Draft Strategic Plan (and MVV?) sent to Leadership Group along with any pre-work for the upcoming LG Meeting</td>
<td>KR</td>
</tr>
<tr>
<td>28-Jul-14</td>
<td></td>
<td>Board Approval of FY’15 Board Level Goals and Adoption of Planning Assumptions</td>
<td>BOT Regular Meeting</td>
</tr>
<tr>
<td>29-Jul-14</td>
<td></td>
<td><strong>LG MEETING:</strong> Check/Adjust FY’15 Strategic Plan; Input to FY’16 Strategic Plan (and MVV?); Values Audit Exercise</td>
<td>LG</td>
</tr>
<tr>
<td>31-Jul-14</td>
<td></td>
<td>myPDCA FY’15 Individual Goals Due</td>
<td>All</td>
</tr>
<tr>
<td>Aug 18-Aug-14</td>
<td></td>
<td>Opening Conference - Strategic Plan (and MVV?) Engagement Exercise</td>
<td>All</td>
</tr>
<tr>
<td>25-Aug-14</td>
<td></td>
<td>Board Approval of Preliminary Proposed Capital Campaign Case for Support (Foundation Board will also approve in August)</td>
<td>BOT Regular Meeting</td>
</tr>
<tr>
<td>25-Aug-14 (week of)</td>
<td></td>
<td>Refine Strategic Plan</td>
<td>TN, DH, KR</td>
</tr>
<tr>
<td>September</td>
<td>CHECK &amp; ADJUST</td>
<td><strong>Communication:</strong> Remind LG about Need for Quarterly Check &amp; Adjust (department level) of FY’15 Plan during the month of September</td>
<td>KR communicates LG with Teams &amp; PC complete the work</td>
</tr>
<tr>
<td>September</td>
<td>PLAN</td>
<td>Develop Narrative Version of the Strategic Plan</td>
<td>TN, AD, KR</td>
</tr>
<tr>
<td>September</td>
<td>CHECK &amp; ADJUST</td>
<td>Salary Benchmark Data Requested</td>
<td>HR</td>
</tr>
<tr>
<td>TBD</td>
<td>PLAN</td>
<td>BoT Study Session</td>
<td>Tim &amp; BOT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Resource Guidelines</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• MVV Discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Strategic Directions (?)</td>
<td></td>
</tr>
<tr>
<td>29-Sept-14</td>
<td></td>
<td>BOT Discusses MVV Changes (and Strategic Directions?)</td>
<td>BOT Regular Meeting</td>
</tr>
<tr>
<td>Oct 1-Oct-14</td>
<td>CHECK &amp; ADJUST</td>
<td>Program Review Data Released by ORPE (SP1 &amp; SP2)</td>
<td>ORPE</td>
</tr>
<tr>
<td>27-Oct-14</td>
<td>PLAN</td>
<td>BOT Approves MVV Changes &amp; Resource Guidelines</td>
<td>BOT Regular Meeting</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Details</td>
<td>Responsible Party</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>30-Oct-14</td>
<td>LG Meeting</td>
<td>Review Strategic Plan &amp; Kick-Off Operational Planning</td>
<td>LG</td>
</tr>
<tr>
<td>3-Nov-14</td>
<td>CHECK &amp; ADJUST</td>
<td>Perkins Core Indicator Program Review Data Available (2P1, 3P1, 4P1)</td>
<td>ORPE</td>
</tr>
<tr>
<td></td>
<td>Note: ORPE will start working on Course completion Rates, Course Evaluation Data, Yr End Prog Enrollment, and Prog Review Survey (student data) after June 15 and these data will be released as they become available with ALL Program Review data available by Nov. 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-Nov-14</td>
<td>PLAN</td>
<td>Operational Planning Begins for FY’16</td>
<td>LG with Departments</td>
</tr>
<tr>
<td>3-Nov-14</td>
<td>DO</td>
<td>Communication: Inform Campus of Revised Strategic Plan &amp; Start of Operational Planning (tools &amp; updated templates available on ORPE Intranet)</td>
<td>KR</td>
</tr>
<tr>
<td>Nov 19-21</td>
<td>Budget Manager Training</td>
<td></td>
<td>Budget Managers</td>
</tr>
<tr>
<td>8-Dec-14</td>
<td>CHECK &amp; ADJUST</td>
<td>Communication: Remind Campus about need for Mid-Year Check &amp; Adjust (department level) of FY’15 Plan during the month of December</td>
<td>LG Communicates LG with Teams &amp; PC Do</td>
</tr>
<tr>
<td>19-Dec-14</td>
<td>GRASP THE SITUATION</td>
<td>December NMC Scan Target Release Date (Future Edition)</td>
<td>KR with Teams &amp; PC Do</td>
</tr>
<tr>
<td>5-Jan-15</td>
<td>PLAN</td>
<td>Mid-Year Opening Conference</td>
<td>All</td>
</tr>
<tr>
<td>16-Jan-15</td>
<td>LG Meeting</td>
<td>Alignment Meeting with draft Operational Plan A3’s</td>
<td>LG</td>
</tr>
<tr>
<td>Jan TBD</td>
<td>CHECK &amp; ADJUST</td>
<td>BOT Retreat (overnight)</td>
<td>BOT</td>
</tr>
<tr>
<td></td>
<td>FY’15 Board Level Goals Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FY’16 Budget Discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13-Feb-15</td>
<td>PLAN</td>
<td>Budgets Due – E&amp;G, Capital Requests, Revenue, Personnel Review and New Personnel Requests, and Adjunct/Overload Projections</td>
<td>Supervisors &amp; Budget Managers</td>
</tr>
<tr>
<td>16-Feb-15</td>
<td>FY’16 Operational Plan A3’s due to ORPE</td>
<td></td>
<td>Supervisors</td>
</tr>
<tr>
<td>Feb</td>
<td>CHECK &amp; ADJUST</td>
<td>Salary Benchmark Data Analysis &amp; Wage Scales Updated</td>
<td>HR</td>
</tr>
<tr>
<td>2-Mar-15</td>
<td>DO</td>
<td>Communication: Remind LG about Need for Quarterly Check &amp; Adjust of FY’15 Plan during the month of March (Department Level)</td>
<td>KR Communicates KR confirms LG with Teams &amp; PC Do</td>
</tr>
<tr>
<td>17-Apr-15</td>
<td>PLAN</td>
<td>FY’16 Operational Goals Summary &amp; Operational Plan A3’s uploaded to ORPE Intranet</td>
<td>KR</td>
</tr>
<tr>
<td>May TBD</td>
<td>CHECK &amp; ADJUST</td>
<td>Scan Team reviews Planning Assumptions</td>
<td>KR with Scan Team</td>
</tr>
<tr>
<td>1-May-15</td>
<td></td>
<td>Year End Check on FY’15 Operational Plans Begins – Department Level</td>
<td>Supervisors &amp; Staff</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Responsible Party</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>4-May-15</td>
<td><strong>Communication:</strong> Remind Campus about need for Year End Check (department level) of FY’15 Plan during the months of May and June &amp; Inform Campus of FY’16 Operational Plan A3’s Uploaded to ORPE Intranet</td>
<td>KR Communicates LG with Teams &amp; PC Do</td>
<td></td>
</tr>
<tr>
<td>7-May-15</td>
<td>General Education Assessment Day</td>
<td>Faculty</td>
<td></td>
</tr>
<tr>
<td>7-May-15</td>
<td><strong>GRASP THE SITUATION</strong> Release May NMC Scan (Demographics Edition)</td>
<td>KR</td>
<td></td>
</tr>
<tr>
<td>8-May-15</td>
<td><strong>CHECK &amp; ADJUST</strong> Faculty FY’15 Self Evaluation &amp; Draft FY’16 Annual Plan Due to Chairs</td>
<td>Faculty</td>
<td></td>
</tr>
<tr>
<td>18-May-15</td>
<td><strong>PLAN</strong> FY’16 Budget Presented for Discussion</td>
<td>BOT Regular Meeting</td>
<td></td>
</tr>
<tr>
<td>May TBD</td>
<td><strong>GRASP THE SITUATION</strong> Develop Grasp the Situation Summary/Strategy Workbook</td>
<td>KR</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>CHECK/PLAN</strong> Year End Review of FY’15 Strategic Plan Goals Discussed &amp; Revise FY’16 Strategic Plan</td>
<td>DH with PC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Planning Assumptions Review</td>
<td>Scan Team</td>
<td></td>
</tr>
<tr>
<td>29-May-15</td>
<td><strong>PLAN</strong> Faculty FY’15 Self Evaluation &amp; Finalized FY’16 Annual Plan Due to HR</td>
<td>Faculty &amp; Chairs</td>
<td></td>
</tr>
<tr>
<td>June TBD</td>
<td><strong>PLAN</strong> Review and Revise as needed FY’16 Operational Plan A3’s based on Year End Review and FY’16 Approved Budget</td>
<td>Supervisors &amp; Staff</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Year End Strategic Plan Goals Plan to Actual Summary Reviewed</td>
<td>DH with PC</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>CHECK</strong> myPDCA End-of-Year Self Review Due</td>
<td>Staff &amp; Supervisors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>myPDCA End-of-Year Supervisor Review Due</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>HR Toolbench Job Descriptions Updated</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>PLAN</strong> Review Proposed Planning Calendar Draft</td>
<td>PC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review Revised Planning Assumptions Draft</td>
<td>PC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select FY’16 Board Level Strategic Goals</td>
<td>PC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review Revised Planning Assumptions Draft &amp; Planning Calendar Draft</td>
<td>PBC</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>CHECK</strong> FY’15 Year End Summary of Strategic Goals Complete</td>
<td>DH</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>CHECK &amp; ADJUST</strong> Communication: Remind LG about Need for End of Year Check (department level) of FY’15 Plan; also any significant changes to FY’16 Operational Plan A3’s please send updated version to ORPE</td>
<td>KR Communicates LG with Teams &amp; PC Do</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>PLAN</strong> Finalize Planning Calendar for next year</td>
<td>KR</td>
<td></td>
</tr>
<tr>
<td>29-Jun-15</td>
<td><strong>PLAN</strong> Strategy Retreat Workbook released to Work Group</td>
<td>KR</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>CHECK</strong> Board Discussion of Revised Planning Assumptions &amp; FY’16 Board Level Goals; President’s Annual Review</td>
<td>BOT Regular Meeting</td>
<td></td>
</tr>
</tbody>
</table>
A Note about Who

- President’s Council (PC) is comprised of direct reports to the President – VP’s and Executive Directors
- Planning & Budget Council (PBC) is a council of our shared governance structure and is comprised of the VP’s, representatives of each employee group and the Planning Coordinator.
- Leadership Group (LG) is comprised of members of President’s Council, Planning & Budget Council, Educational Services Instructional Management Team (ESIMT), employee group chairs, and select additional department leaders.
- ORPE is the Office or Research, Planning and Effectiveness which is the liaison to the Higher Learning Commission for accreditation, manages most of our state and federal reporting, coordinates our effort to assess student learning, conducts market research (ex. transfer survey, graduate survey, student satisfaction, employee engagement, etc.), coordinates our planning process and produces the NMC Scan.
DEFINITIONS

A3 = An international-size piece of paper approximately 11”x17” used to plan and deploy strategy; a vehicle to “tell the story” using Plan, Do, Check, Adjust. A3’s are used for planning, problem-solving and proposals.

A Portfolio = Collection of programs and services that are market mature and offer opportunities for increased efficiency and cost reduction; these programs and services are typically not in a growth phase and therefore it is important to avoid over programming beyond meeting learner needs and/or external requirements. Typically these programs are subsidized by external subsidies (State funding, B Portfolio net revenues, etc.)

B Portfolio = Collection of programs and services that offer differentiation in the market and therefore command higher prices which yield net revenue for the College. Over time, B Portfolio products and services will migrate to the A Portfolio as they mature in the market.

Catchball = The process for gaining alignment by having frank conversations about what’s important with your colleagues and team members. Source: Getting the Right Things Done by Pascal Dennis

Hoshin Planning = A Lean approach to strategic planning that aligns the organization’s vision with actionable goals, and holds leadership at various levels of the organization responsible for achieving these goals. Hoshin Planning seeks to tie short-term efforts to achieving long-term goals. A cycle of Grasp the Situation, Plan, Do, Check, Adjust and the use of A3’s provide structure to this approach.

Master A3 = The overall A3 for NMC also known as the Strategic Plan. All other A3’s are built off of this Master A3 and are designed to help achieve the goals, metrics and targets outlined in the Master A3. The Master A3 represents “True North” for the organization or an enduring vision and target to strive towards.

Metric = Factors, variables, or elements measured to gauge success at reaching the expected outcome.

Operational Goal = An outcome of a division, department, team or individual that links to a strategic goal and speaks to HOW we will achieve a strategic goal. Operational goals break down strategic goals into a set of goals or activities that when accomplished, also help accomplish a strategic goal. Operational goals should also be SMART. Metaphor: An Operational Goal tells us how we will get to a particular town defined as a destination via a Strategic Goal. It also tells us via which route, using what resources and defines accountability for each action that must be taken to get us to our desired destination.
PBC = Planning & Budget Council which provides representative input into the development of strategy and the deployment into operational plans and resource allocation.

PC = President’s Council which has administrative accountability for achieving the strategy of NMC.

PDCA = Plan, Do, Check, Adjust; this represents the continuous improvement model; Grasp the Situation is at the center of PDCA.

SMART Goal = Specific, Measureable, Achievable, Relevant, Timely

Strategic Direction = A high level directional statement for the College in support of the mission, vision, values and/or purposes of the College. Strategic Directions are likely to be stable over a longer period of time such as 3-5 years. Metaphor: A Strategic Direction tells us whether we’re headed north, south, east or west.

Strategic Goal = An outcome of the overall organization that directly helps to achieve a Strategic Direction and/or an Institutional Effectiveness Criterion. The goal statements should be SMART and provide clear direction for WHAT we will do. Metaphor: A Strategic Goal tells us which town(s) we’re going to and by when we need to get there – together these specifications help make these goals measurable and provide a target for knowing when we get to our desired destination.

Target = For each metric, the minimum results, target, benchmark or value that will represent success at achieving this outcome or goal.
Capital Projects Update

Discussion & review topics:
- Review of ongoing deferred maintenance
- Overall Campus Master Plan
- Current initiatives
- Funding

Annual Budgeted Projects

Deferred Maintenance
- Understanding of current process for on-going deferred maintenance program
  - FCAP (Facilities Capital Action Plan) review – Target overall FCI (Facility index of Good), began in 2009 budget for deferred maintenance (about one million per year)
  - FCAP summary analysis from 2015 budget
  - New initiative with Honeywell analysis – review buildings for deferred maintenance related to heating and cooling. Proposal will include guaranteed savings to fund projects.

Long-term Projects

Campus Master
NMC Contracted with Tower Pinkster Architects in 2011 to complete a comprehensive campus master plan. The final document was approved by the Board in December, 2012. The memo provided with the Strategic Plan update provides the rational for the selection of key projects.

Current Initiatives
- Design work for Osterlin Library renovation
- Multi-Discipline Student Learning and Simulation Center
- Museum loading dock, backstage
- Housing
- Financing discussion State, private, debt
## Facilities Capital Funding Plan
(Based on Sodexo Analysis)

<table>
<thead>
<tr>
<th>Facility Index Range (FCI)</th>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent (E)</td>
<td>0.0%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Good (G)</td>
<td>2.1%</td>
<td>5.0%</td>
</tr>
<tr>
<td>Fair (F)</td>
<td>5.1%</td>
<td>10.0%</td>
</tr>
<tr>
<td>Poor (P)</td>
<td>10.0%</td>
<td></td>
</tr>
</tbody>
</table>

*Deferred Maintenance Funding by Type of Need*

<table>
<thead>
<tr>
<th>Building Name</th>
<th>Improve/ DM*-Repair/</th>
<th>Replacement</th>
<th>FCP%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dennos Museum</td>
<td>37,500</td>
<td>202,557</td>
<td>45,000</td>
</tr>
<tr>
<td>Scholars Hall</td>
<td>7,050</td>
<td>125,988</td>
<td>0</td>
</tr>
<tr>
<td>Otterin Library</td>
<td>197,250</td>
<td>0</td>
<td>197,250</td>
</tr>
<tr>
<td>Power House</td>
<td>45,000</td>
<td>120,900</td>
<td>12,000</td>
</tr>
<tr>
<td>Tanis</td>
<td>252,750</td>
<td>262,800</td>
<td>0</td>
</tr>
<tr>
<td>Health/Science</td>
<td>22,500</td>
<td>97,500</td>
<td>0</td>
</tr>
<tr>
<td>Founders Hall</td>
<td>70,800</td>
<td>0</td>
<td>70,800</td>
</tr>
<tr>
<td>East Hall</td>
<td>120,000</td>
<td>702,998</td>
<td>21,000</td>
</tr>
<tr>
<td>West Hall</td>
<td>136,745</td>
<td>205,950</td>
<td>342,695</td>
</tr>
<tr>
<td>Clock Tower</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>12,000</td>
<td>315,912</td>
<td>22,500</td>
</tr>
<tr>
<td>Apartment A</td>
<td>0</td>
<td>271,592</td>
<td>61,125</td>
</tr>
<tr>
<td>Apartment B</td>
<td>0</td>
<td>275,240</td>
<td>44,625</td>
</tr>
<tr>
<td>Apartment C</td>
<td>28,500</td>
<td>179,715</td>
<td>51,150</td>
</tr>
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<td>James J. Beckett</td>
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